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The Effect of Improvisation on Promoting Students' Interaction in the Oral Expression Class

Case Study: 2nd year LMD Students of English at Biskra University

Dissertation submitted to the department of Foreign Languages in partial fulfilment requirement for Master degree in English language: Sciences of Language

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Dedication

I dedicate this work to;

To my parents;

My shining pearl; my mother who always supports me with her care and never-ending love; I will be always grateful to her.

To my brothers and sister; the ones who have never stopped encouraging and supporting me;

To my respectful supervisor;

To all my friends and colleagues.

Acknowledgements

Abstract

The study examines the relationship between the oral interaction in EFL classroom and the improvisation technique. This work investigates the importance of improvisation in enhancing students' oral performance. The insertion of this theatrical technique could provide more opportunities for students to practice the language and to achieve the main aim of foreign language learning; i.e. interacting and communicating in the target language. The adopted hypothesis of this research sets out that establishing the improvisational technique through specific activities will enhance students' oral production in a smooth way. The method, which is used in this research, is descriptive with the aim of describing the significance of extemporization in prompting the interaction among students in the oral expression classroom. Hence, the data were gathered through the administration of the questionnaires to second year LMD students of English, as well as the teachers in Mohammed Kheider University in Biskra. The results obtained from this investigation have shown the effectiveness of the theatrical technique, which is improvisation, in providing appropriate chances for students to take part in the oral expression classroom discussion, and to break the ice so as to practice the target language as much as possible. According to these results, the hypothesis stated before was confirmed that improvisation makes interaction a pleasant activity, in which students become eager to speak. Therefore, it increases the students talk time and improves their communicative performance. This study tries also to shed light on a number of efficient improvisational activities to embolden students' interaction.

List of Abbreviations and Acronyms

CLT: Communicative Language Teaching.

EFL: English as a Foreign Language.

IRF: Initiation-Response-feedback.

L2: Second Language.

MKO: More Knowledgeable Other.

Q: Question.

STT: Student Talking Time.

TL: Target Language.

TTT: Teacher Talk Time.

ZPD: Zone of Proximal Development.

%: Percentage.

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General Introduction

Learning English can be challenging to students, unless if the learning process occurs in an interesting environment which appeal for their attention. On this light, the appropriate use and establishment of the instructional activities and tools facilitates English language learning and teaching. In addition, English, as a foreign language in Algeria, it is rarely used outside the classroom. Therefore, it requires from the teachers to provide a pleasant place for students to practice their oral skills as much as possible so as to enhance them, especially at the university level since it is their main specialty. Apparently, the difficulties of the interaction in the classroom can fade through the implementation of improvisation as a technique to encourage the students to participate and encourage them to think critically.

Moreover, involving the learners' ideas and imagination, and appreciating them, helps and supports them to interact. The notion of classroom interaction has a significant role in language teaching and learning, and there are a lot of studies prove that interaction is one of the main factors which enhance students' communicative skills. Accordingly, interaction in the classroom demands more focus on the strategies and tools used to implement it for the sake of classroom collaboration. In a teacher-centered classroom environment, the teacher plays the role of the controller, so it inhibits students' contribution. Whereas, reducing the teacher talk time gives opportunities for students' interaction to take place in the classroom. For that reason, the current research suggests using improvisation for the aim of classroom interaction augmentation.

Therefore, this work attempts to know how the use improvisation can greatly establish an interactive classroom environment. Also, it discovers the students' will to be freer and to have more opportunities to participate. Considering classrooms as a place where both students and teachers are expected to work for skills development; it is recommended to use improvisation as a technique which promotes collective contribution, flexibility, spontaneity in speaking and creativity.

Thus, the present descriptive research tried to answer the questions set as a purpose to end up with a clear view about the crucial role of improvisation as a tool to enhance students' interaction in the oral expression session. For this, three chapters are proposed. The first chapter deals with an overview of Communicative Language Teaching and classroom interaction. Next, the second chapter provides details about the essence of improvisation and tasks of implementing it in the class of EFL teaching and learning.

Finally, the third chapter dealt with the analysis and the interpretation of the results obtained in order to answer the research problematic.

1. Statement of the Problem

Considering the fact that, in Algeria, the classroom is the only opportunity for ELLs to practice this FL, so it is crucial to provide an interesting and comfortable environment where students can feel free to participate so as to enhance their speaking skills. Hence, they would share their thoughts which may go further to boost creativity among them. The present study will investigate whether improvisation could be an effective tool to overcome the obstacles such as shyness and apathy, which may hinder students from developing their communicative abilities and the creative trend.

2. Aim of the Study

The need to increase ELLs' participation in the classroom discussion is crucial for the improvement of the students' speaking skill so as to succeed in communication using English in the academic field and even in the real life situations. Therefore, to ascertain the effectiveness of improvisation as a set of activities in a teaching and learning process for boosting the students' participation in an EFL classroom, this study will be undertaken. Establishing the improvisational technique in a class of English Language teaching and learning would call for the mutual work which occurs between the teacher and the students. Solving the problem of passivity is one of the objectives this study will try to address. Eventually, using improvisation, for the sake of improving a collaborative learning environment with several suggested exercises, would meet the needs of diverse learners. To provide educators with an interactive model and technique to use in language class to increase students interaction

3. Literature Review

The role of the communication between the instructor and the students using the FL in enhancing speaking skill attracted the attention of many researchers. As highlighted by Allwright & Beiley (1991), Communication is a matter of an activity done collaboratively, not a 'one direction' act; thus, conducting a discussion in the classroom is a mutual process occurs between the teacher and the learners. Hence, the students shouldn't stay passive; promoting them to think on their feet is what makes it a big deal to the teacher. Likewise, a Chinese proverb says: "Tell me and I forget, show me and I may remember, involve me

and I learn", so here the issue can be situated; involving students in a classroom discussion is crucial to learn effectively. Accordingly, Egan (2005) acknowledged that the students' imagination is a strong factor which can lead to a prosperous learning process; bearing this in mind, teaching with an imaginative approach could be set by improvisation.

Over the past few years, there are attempts to prepare and establish extemporization as a tool to fit in education. "When improvisation is used in teaching, students provide different responses throughout the class session, and the instructor does not evaluate any given response but instead facilitates the improvisation process among the students, with the goal of guiding them toward discovery of their own knowledge" (Sawyer, 2003, as cited in Berk & Trieber, 2009). By all means, both improvisation and collaboration serve the idea of improvising in teaching speaking, as it has been noted by Cawein Pate (2014): "collaboration is the heart of improvisation", this may give insights about the essence of improvisation; in other words, improvisation is all about the free and spontaneous interaction which occurs between both sides, namely, the teacher and the learner.

In short, the present study 'improvisation in teaching speaking' has unfolded the importance of innovating in teaching speaking using more effective and new activities to keep pace with new generation for the sake of promoting their oral performance.

4. Research Questions

The present research foregrounds four main questions

Major Question

1-What's the effect of the instructional improvisation technique on the oral participation of ELLs?

Sub-questions

How could the teacher and the learners improvise?

a- How could the teacher and the students benefit most from the improvisational activities?
b- To what extent could improvisation effect positively the students' oral performance?

5.   Research Hypothesis

We hypothesize that improvisation technique may make the instruction a pleasant process in which students become eager to speak. Therefore, it would increase the students speaking time and their communicative performance.

6.   Research Instruments

Our study will be conducted using quantitative data collection method, which is the questionnaire. The type of questionnaire we will use is semi-structured questionnaire. According to Singh (2006), a questionnaire is "a form which is prepared and distributed for the purpose of securing responses. Generally these questions are factual and designed for securing information about certain conditions or practices, of which recipient is presumed to have knowledge" (p. 191). Therefore, the questionnaire is expected to be more appropriate for this research, hence, it is worth to mention that the independent variable is improvisation strategy, and the dependent variable is classroom interaction. We have randomly chosen the sample which consists of 50 students of second year in Biskra University; this is done for the purpose of knowing their attitude about classroom interaction and the possibility of the use of improvisation tool. The students' questionnaire will consist of 13 questions. Some of these questions are closed and the students are asked to answer by yes or no, and others are in the form of likert scale; while others are open questions, where students are supposed to justify their answers.

In addition, another questionnaire addresses teachers who teach oral expression module in Biskra University. It aims at investigating the teacher's opinions and attitude about applying improvisational activities in the oral expression session as a tool to prompt students' interaction in the classroom. The 15 questions are differentiated into closed and open questions. Close-ended questions where they are asked to answer by yes or no, and open-ended questions where they are expected to give their opinions and to add their suggestions about the issue of the study.

Chapter One: Classroom Interaction

Introduction

This chapter is concerned with classroom interaction which has been the focus of much research. It presents the CLT as the provider of interaction in classroom. It emphasizes on its different types to be used in the language class so as to develop L2 learning, and its effectiveness to enhance learners' oral proficiency. Then, the attention is drawn to the importance of interaction and its aspects. In addition to that, it illustrates the different forms by which interaction occurs in the language learning process. And last, but not least, the major emphasis of this chapter is that we tried to present some ways of developing and increasing interaction in the classroom, as well as promoting students communicative skills.

1.1 An Overview of the Communicative Language Teaching Approach

Communicative Language Teaching (CLT) was first proposed in 1970's as a framework to be used in the EFL classes. It is one of the influential instructional approaches which, notably, emphasizes on interaction inside the language classroom. Harmer (2001, p.84) claims that CLT goes beyond the "re-examination" of which language structures to teach, it also emphasizes on the ways and the strategies by which communication can take place. Likewise, improvisation, as a tool for encouraging students to interact, advocates and supports the essence of the communicative approach. Thus, interaction and communication are the mainstream in the class to achieve much success.

As a matter of fact, CLT emphasizes on communication within the language class, and language is the aspect of the social context; it is an interpersonal activity. The term itself reveals an obvious ring of truth; i.e. the ability to communicate in the target language occurs through a real communicating with it (Larsen-Freeman, 1986; cited in Borges, 2006). Likewise, Harmer (2001) says that CLT concern is on "how to teach aspect", he continues, "plentiful exposure to language in use and plenty of opportunities to use it are vitally important to student's development of knowledge and skills." (p. 84- 85). Additionally, the opportunities to be provided in a learner-centered environment have two patterns; it can be between the teacher and student or among the students themselves so as

to construct their knowledge. Hence, CLT's major principle is involving students in real-life situations.

It is clear that the principles of CLT approach ensure students' ability to make a successful conversation due to the direct exposure to language.

1.2 Classroom Interaction

Cambridge Dictionaries Online defines classroom as "a room in a school or college where groups of students are taught". It is the context where a teacher and students share knowledge in a formal and a structured way. Specifically, as the term classroom used in language learning context, van Lier's study (1988, as cited in Allwright & Bailey, 1991) defines it as "the gathering, for a given period of time, of two or more persons (one of whom generally assumes the role of the instructor) for the purpose of language learning" (p.18). Next, in the last 40 years, interaction in the classroom became a very important notion in the field of language teaching and learning, since the core of learning a language is interacting and communicating using that language in an encouraging atmosphere. By the same token, Rivers (1987) has expressed it as a place where students exchange knowledge of the same interest between each other using the target language (TL).

Furthermore, for a language teacher, classroom interaction is an activity managed by everyone, it is *"done together"*, not *"done to people"*. Besides, the learner is the important element in the classroom, hence, a collective contribution between the teacher and the learners is recommended (Allwright & Bailey, 1991, p. 19). Pursuing this further, CLT is considered to be a learner-centered view of second language teaching (Richards & Rodgers 2006, cited in Akram & Mahmood 2011). Moreover, the interaction in the class has the sake of reciprocity use of language. According to Brown (2001), interaction occurs in a situation where two people, or more, exchange their opinions, feelings and information collaboratively in a way that affects the participants mutually. Therefore, classroom interaction is two-way, involving the teacher and learners.

On the whole, Thurmond (2003) acknowledges that interaction with its main goal, which is enhancing knowledge development, should occur between the teacher and the students in the class so as to boost understanding and evolve learners' skills. Thurmond's definition of interaction reveals that in order to develop knowledge; the learner interacts mutually with the instructor, other learners, and deals critically with the technological medium used in the class, and the course content.

1.3 The Importance of Participation in Language Learning

Many studies have shown that interaction and participation have a significant evolving impact on the learners. Rivers (1987) states that:

"Through interaction, students can increase their language store as they listen or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language –all they have learned or casually absorbed- in real life exchanges where expressing their real meaning is important". (p.4).

Interaction seems to have a crucial role within language class, as it is noted before, in accordance to CLT approach which emphasizes more on the social functions, so it can have an effect on the learners' language development. Thus, it was reported by Richards (2006) that learning another language can be resulted from the process of "interaction between the learner and the user of language", and "creating a meaningful and purposeful interaction through language" (p.4).

Despite the fact that most of learners choose to be passive in the classroom, the teacher has to encourage them to participate in a way or another by affording them opportunities to interact freely. At a time, Krashen believes that learning "acquiring" a L2 occurs when an exposure to a comprehensible input is provided, and this latter should be more advanced than the learners' current level of knowledge "(i+1)", a step forward. Again, the Input Hypothesis highlights the significance of communicating using the TL in the classroom. Thus, it's about the teacher to create situations which prompt students to interact with the subject. As it has been mentioned before, the teacher and students work together, rather than a teacher who works and students just watch, and if a teacher goes home more tired than his/her students, it is a sign that something is going wrong in the classroom (Professor Dylan William 2007, cited in 'In the beginning was the conversation' 2013).

Hatch's proposal (1978, cited in Mackey 2007) confirms that language learning is a matter of learning how to carry conversation and communicate. Indeed, this is the core of the pragmatic view of language learning and performance; based on that, the teacher propels the students to be communicatively competent since it is the only way to figure out how much a student has acquired a language. In order to reach competency in communicating, there should be more focus on providing learning opportunities for students in the class such as, prompting and recasting, responding and interpreting,

negotiating, modifying output, input, and enhancing interaction (Lyster, 2004; Mackey and Philip, 1998; Egi, 2007; Mackey, Gass, and McDonough, 2000; Nobuyoshi and Ellis, 1993; Gass and Alvarez Torres, 2005; Muranoi, 2000, cited in Mackey, 2007, p. 4-9). Also, Saville-Troike (2012) puts it clearly that interaction in language classes is helpful and necessary for the development of L2 learners. Eventually, in the last decades, many studies have proved that language learning through interaction has had a significant role in enhancing learners' TL.

1.4 Aspects of classroom interaction

There are many aspects of participation and interaction in the language class which facilitate for the learners to engage and understand the course content. The teacher uses different types of conversation to boost language learning in the classroom. However, Lynch (1996, p.53) argues that "interaction is more than taking turns to speak. It requires attention to what the other people are saying"; it is to comprehend what others say and then to react for it. Under those circumstances, students improve their TL.

1.4.1 Negotiation for Meaning

The crucial aim of interaction in the classroom is to grasp what is said by others and to build and develop a relevant knowledge. Through Negotiation, learners generate ideas. Pica (1996) states: "negotiation is communication", and "it is when the even flow of communication is broken, or is on the verge of breaking down due to the lack of comprehensibility in a message, that we see negotiation arise" (p. 246). Therefore, negotiating is the process of seeking meaning for understanding and developing ideas. Accordingly, allowing the students and providing them with opportunities to participate and inquire about the unclear ideas gives them chance to express themselves freely, in that case they learn.

So, negotiation for meaning enhances interaction in the classroom. Merely speaking, Bruner (1976) coined the term scaffolding to refer to a process in which students who face difficulties in a given task, receive help from the MKO (the More Knowledgeable Other) - the teacher and the other students- to clarify ideas. Therefore, they move to the ZPD (the Zone of Proximal Development). In the long run, negotiation for meaning implies many devices such as repetition, paraphrasing, additional background information and so on

(Saville-Troik, 2012), and these devices are the means by which students work collaboratively with an intention to modify and clarify their knowledge.

1.4.2 Feedback

Feedback is one of the features of interaction in the classroom which has been the focus of many researchers. Saville-Troike (2012) defines feedback as being aware that the usage of language is not acceptable in some way, and then a model for correctness is provided. Askew (2000, cited in Mahdi and El Saadany, 2013) say that feedback occurs when a gap in knowledge needs to be closed and corrected by judging the production. Thereupon, many researchers termed the concept 'corrective feedback', which is defined in its turn as "responses to learners' utterances containing an error" (Lyster, Saito & Sato, 2013, p. 2, as cited in Mahdi & El Saadany, 2013, p. 9). In the same context, Mackey (2007, p. 302) states that, "corrective feedback is operationalized as a teacher's reactive more that invites learners in attend to grammatical accuracy of something a learner has said."

Besides, students need to modify their output when they interact in the classroom, Mackey (2007) claims that the form of errors is the focus of the learners to create modification during the act of giving feedback to them. In other words, they focus on the linguistic forms to be corrected. Obviously, learners choose to stay passive in order not to be corrected during classroom interaction, but most of time, if they participate, they do so when they are sure of their responses so as to avoid negative feedback. The latter occurs when the teacher refuses explicitly the learner's answer such as saying: no, you are wrong. In the other hand, the positive feedback is like a reward and a praise which motivates the students and makes them eager to share thoughts.

Moreover, the feedback has to take place in the classroom of language teaching and learning. It is crucial because the student can benefit most from it. Also, feedback as a method of interaction, it should develop the learners' language, and move them forward in their understanding. Accordingly, it is illustrated in "cone of experience" diagram that, "teaching each other, practice by doing and discussion group" are the effective ways of learning and remembering. ("Assessment for Learning," 2012, para 1).

Generally, feedback has some important role in the comprehensible input, since both of them are provided to serve the learners' understanding in the process of learning; to help them to evaluate their performance. Mackey (2007) asserts that "the way a learner

perceives the input, and particularly feedback, is also important for language development"
(p. 80).
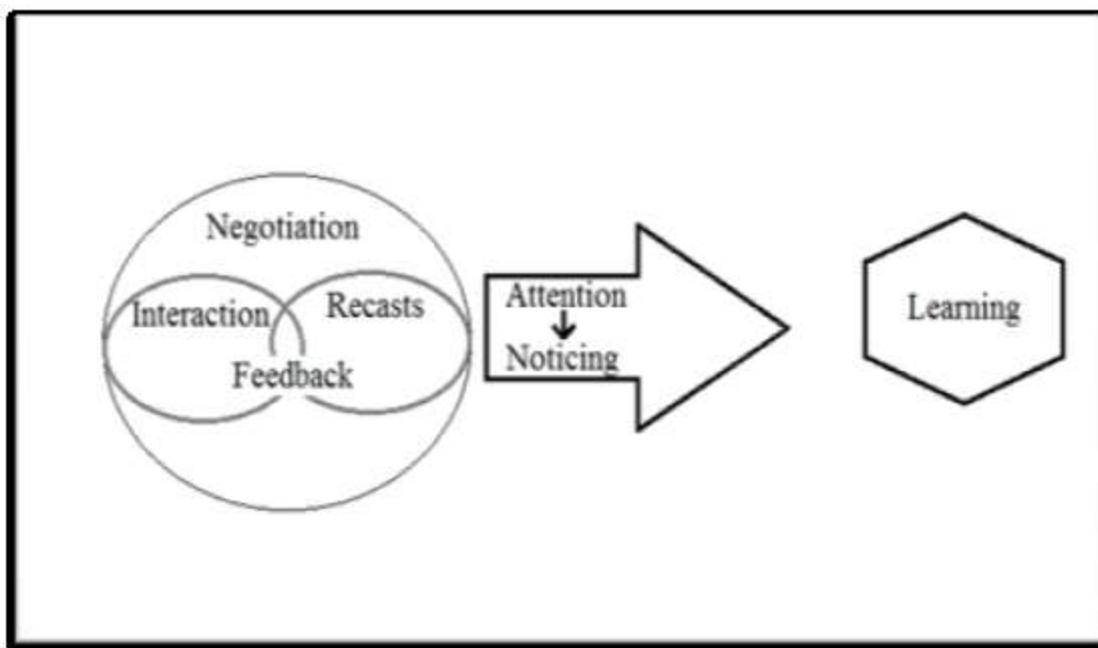
Figure 1.1: A model representation of interaction (Mackey, 2007, p. 79)

The diagram above shows the relationship between interaction and feedback through negotiation and recasts where learning can occur. Thus, when learners interact in the classroom by negotiating meaning and receiving feedback, learning will be developed.

1.4.2.1 Explicit Feedback

Explicit feedback is given by the teacher or another student as a commentary on a fault the respondent makes during his/her oral production. It usually comes to correct the linguistic form of the student's speech, especially in communicative activities such as those which occur in an oral expression session. Besides, feedback can be an assessment in some situations. Mackey (2007) argues that the teacher directly draws attention to the error made by the student, comments on it, and corrects it such as, "no, not goed- went" (p. 339). The act of intervening to supply correction may have a negative effect on learners; it may break their flow of ideas, thus, preventing them from improvising. Hence, the instructor decides where to intervene successfully to propel participation in the classroom forward. In addition, Harmer (2007) confirms that the inappropriateness of the teacher's intermediation may cause stress, inhibits students from interacting, and stops the acquisition process.
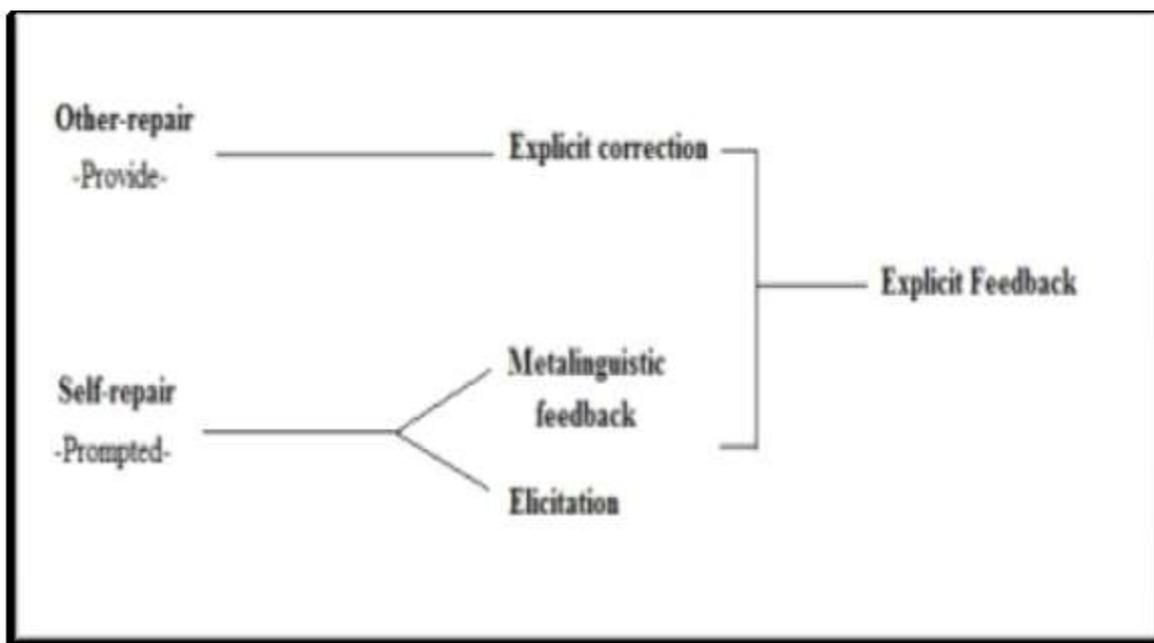
Figure 1.2: Options for explicit feedback (Mackey 2007)

Eventhough, explicit feedback has been considered as the most effective type of corrective feedback by its main patterns such as, explicit correction, metalinguistic feedback, or elicitation (Mackey 2007).

1.4.2.2 Implicit Feedback

During classroom interaction, sometimes the focus is drawn on the student's utterances, particularly on the content; in so doing, an implicit feedback takes place. Mackey (2007) describes implicit feedback by saying that "there is an overt indicator that an error has been committed" (p. 339), and she adds that it is up to the situation the teacher chooses a type of feedback to use, according to the circumstances. Harmer (2001) sheds light on that by labeling it as a feedback occurs during fluency tasks; i.e. in the oral expression session the main goal is to communicate, and the learner makes errors during his production; the teacher tries to encourage the students for spontaneous and continuous oral performance, and not to break the communication. Therefore, he/she deals with such errors by correcting gently and recording mistakes to correct them lately.

Grammar	Words and Phrases	Pronunciation	Appropriacy

Table 1.3: Recording mistakes of learners without interrupting them (Harmer 2001, p. 108).

Thus, the teacher shifts attention from the form to the content throughout the oral participation of the learner, and keeps the correction of the form until the end of the activity, or maybe at the end of the session.

1.5 Forms of Oral Interaction

Oral interaction can be an indicator of the learners' level in the language learning process. In the classroom, interaction is a crucial factor to recognize the efficacy of the teacher's work to boost students to share thoughts. Sawyer (2004) confirms that creative classroom discussion is unpredictable; this is what makes it improvisational, and it can't be effective unless it emerges between the teacher and the students. The more the teacher provides opportunities for the students to engage in the discussion, the more they participate. Eventually, this discussion has two main patterns: teacher-student interaction and student-student interaction. Consequently, they can be considered as procedures of providing feedback to learners.

1.5.1 Teacher-Student Interaction

This type of interaction requires a crucial care to be realized in an appropriate way, since it determines the essence of interaction in the language class itself, which is *'to participate or not to participate in the classroom'*, merely by establishing a good rapport between the teacher and the students. So, the teacher attempts to help the students to use language effectively by asking them questions and answering their questions (Tuan & Kim Nhu, 2010). In the past decades, the focus was on the teacher as a controller of the scene in the classroom, the teacher talk time (TTT) is the dominant. Lately, the focus was turned to the importance of learners' interaction and contribution in EFL classes by the emergence of CLT approach. Thus, the teacher became a prompter. Thereby, this makes the link between the teacher and the students so as not to stay passive and to create an exchange of knowledge between them.

Furthermore, this kind of interaction may hinder the participation of the learners and gives them no chance to express themselves, because the focus of this form of interaction is that the teacher speaks for long time. As Allwright and Bailey (1991) show that most of time, teacher talk dominates in the language class through structuring, soliciting, and reacting. Here, River (1987) holds the position that "for the genuine interaction language

learning requires, however, individuals (teacher as well as student) must appreciate the uniqueness of other individuals with their special needs" (p. 9); i.e. the learner's need is the most recommended one to be regarded since the learner is the one who needs to practice the TL; she continues that the teacher's role is "not manipulating or directing them or deciding how they can or will learn, but encouraging them and drawing them out (educating), and building their confidence and enjoyment in what they are doing." (p. 9.

Therefore, the teacher's role in the classroom is now limited to just specifying the topic of discussion and when to start and to stop it, in this way the learner's talk time increases, and it provides him/her with more opportunities to participate, otherwise, the learner will not have enough chances to talk, as Brown (2001) asserts. Teacher-student interaction can hinder students from engaging in the discussion, unless the teacher knew when and how to intervene. A language class with less or maybe no STT (Student Talk Time) where teacher runs the show alone is not successful. While the one, where students share a good proportion of speaking time to do the lesson, is the best and the most attractive for students to benefit more from it. Therefore, the teacher's role is to maximize STT and minimize TTT; i.e. to get the balance right (Harmer 1998), and to make the student the heart of the process of language teaching and learning. Eventually, Nablette's proverb says: "teachers should guide without dictation, and participate without domination".

1.5.1.1 The Scaffolding Technique

In the scaffolding technique, a teacher should consider the metaphor of scaffolding in the construction process. What comes to mind might be the image of a temporary platform or support that helps the construction team reach areas, and work on the levels of the building that would otherwise be inaccessible. Celce-Muria (2001) explains the term "scaffolding" as "The way in which "a teacher or an adult structures a learning task and provides directives and clues using dialogue to guide the learner's participation in the learning task" (p.195). Teachers need to provide these directives and clues when students tackle material that is new to them or slightly beyond their knowledge base. Therefore, this technique includes activities such as reciprocal teaching, provision of contextual cues, and use of half-finished examples. The latter is temporary supports that help the teacher to interact with his students (Rosenshine & Guenther, 1992).

1.5.1.2 Initiation-Response-Feedback (IRF) Pattern

This pattern of interaction is indicated by the teachers dominating talk since the teacher initiates and gives feedback in a form of interaction, and students only respond; this is considered as a major challenge for the teacher (Ellis, n.d.). Moreover, Tuan and Nhu (2010, p. 31) state that "Since the IRF structure produces a single pattern of interaction where the teacher both initiates and closes the exchange, and the student's output is limited to the response in the second turn. This pattern of interaction is a product of the institutional setting of the classroom (Hall, 1998; Musumeci, 1996: Walsh, 2002). The talk time for the teacher and students are unequal (Cazden, 1988; Seedhouse, 2001). Thus, the teacher controls the topic and general discourse by directing turn taking through the use of questions."

In particular, IRF can be a good tool for a creative teacher to make it fit the students and to boost for further opportunities of interaction; as Tuan and Nhi (2010, p.32) illustrate it as follows:

> "I" - T: What do you do when you're under stress?
>
> *Student responds in the second turn*
>
> "R" - L: Go shopping
>
> *Teacher follows up at the third turn*
>
> "F" – T: Good. Any other ones?"

From this example, it is seen that after a IRF pattern occurrence, the teacher provided a question "any other ones?" which implies that he trying to keep the flow of interaction in the class by asking for more responses from learners, and so on. This way, the students are encouraged to provide more suggestions. Therefore, "If the teacher utilizes the third turn to provide further opportunities for interaction rather than using evaluative comment, the IRF pattern can be less restrictive (Antón, 1999;Hall, 1998; Hall & Walsh, 2002; Ohta, 2001; Walsh, 2002, cited in Tuan and Nhi, 2010. p. 32).

1.5.2   Student-Student Interaction

As already stated, there should be a consideration of learners as the main element in the classroom, and no one can neglect their role in the advancement of the lesson for the benefit of both, the teacher and the learner. Furthermore, the impact of the student- student interaction can result in a serious and great benefit, and Shehadeh's study (1992) shows that even in student-student interaction, the learners can be urged to their errors they

produce during an oral production by their partners so as to repair comprehension problems.

At first, in student-student type of interaction, the teacher plays the role of a monitor. This sort of interaction mainly occurs in group work activities. Additionally, a pair work can take place in such tasks. Students' interaction therefore, occurs when learners share information with their peers, and receive feedback (sharp & Huett, 2005. p.95).Johnson (1981,cited in Johnson, 1995,p.5) faults much of this research as" being centrism", which implies that real learning occurs only between teachers and students, whereas student-student interaction represents off-task behavior, discourages achievement, and leads to classroom disruptions. Johnson strongly argues that, student-student interaction may actually be more important for educational success than teacher- student interaction.

Eventually, a well-structured and managed interaction between students can result in a great success and language development. Moreover, it can boost collaboration between them during learning, and this propels a good relationship and atmosphere in the language class. Thus, Johnson (2000) acknowledges:

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

Hence, student-student interaction provides more opportunities to students to construct the lesson, to share their thoughts about it, and to reinforce their self-confidence that they can influence the others in a language classroom.

1.6 Developing Interaction among learners

In the classroom as a social system, an intellectual exchange between the participants takes place. Also, classroom, as a scene where everyone reacts in response to the other, demands more focus on the appropriate way to make the students engaged in such vital environment. In doing so, the teacher, as a prompter, attempts to provide ease in the class, and to get rid of everything that may make the classroom interaction a frightening activity to participate in. Thus, Crabbe (2003, cited in Kayi-Aydar, 2012) confirms that the teacher needs to focus on providing opportunities to learners to interact, rather than group work or task, which may prevent them from sharing their

thoughts and confine the creativity in them. Kayi-Aydar (2012, para. 17), in her turn, puts it as follows:

- "Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.

- Indicate positive signs when commenting on a student's response.

- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice…"

- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

- Provide the vocabulary beforehand that students need in speaking activities.

- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language".

However, Harmer (2007) claims that in overcrowded classes, activities of pair-work and group-work are more recommended, so as to give the floor for most of students to interact. According to Lynch (1997, cited in Ellis, 2003, p. 91), teachers "can also intervene to support a process that students have started for themselves, a technique that he describes as 'nudging' the learners towards solutions and views. Teachers can also allow or even encourage students to use the same techniques themselves, for example, by accepting and responding to students' queries about form." It is all up to the teacher, and the circumstances provided; interactive classroom promote communicative abilities and skill of the learner, and the creative trend.

Conclusion

In a nutshell, teaching English Language through interaction brought its advantages and it is considered successful since it is still used in the educational field. The emphasis on the implementation of interaction is recommended. Therefore teachers are asked to work with it; this way, learners are going to be stimulated to communicate using the TL. Many teaching approaches affirm the application of interaction in language teaching and learning process. Indeed, it is obvious that the major problem in our classes if that they are large in quantity, and it makes it little bit difficult and exhausting to apply the recommendations. Nevertheless, there is a possibility to make it fit, as well as to help students to be confident in their abilities in language speaking in the classroom. The next chapter strives to explain the link and explains how classroom interaction can be established through improvisational activities.

Chapter Two: Improvisation in the Classroom

Introduction

English, as a global language and a foreign language in Algeria, requires more focus on the methods it is taught with. Numerous methods of teaching emphasizes on communication. The improvisation technique is known in the theatre field; it is a tool to keep the scene up. Hence, it is a tool of creativity and innovation. In English language teaching and learning process, improvisation could be the key technique and a powerful one to establish a positive atmosphere for both students and teachers. Also, extemporization can be considered as a tool of spontaneity. However, improvisation, in an oral classroom, can't be totally separated from the curriculum as the name may mislead; hence, it is a technique for establishing improvised creative communication which is tied to the structure.

2.1 A Brief History of improvisation

The emergence of improvisational theatre was in the 16th to the 18th century. It is known in the field of music, theatre and dance. It has its roots to the comedian dell'arte performers who were acting their scenes in Italy (Halpern et al, 1994, cited in Becker, 2012; Improvisation (n.d)). At that time, the theatre was heavily a part of the art that influences people's life in general. It was the era of the art and ingenuity rise such as Shakespeare's theatre which brought novelty. However, some others such as, Gorostiaga, Etxegarai, Urkizu and Arana-Martija (n.d., cited in "The History of Improvisation", n.d.) theorize that "improvisation dates back to the Arab period 888" (para. 3). Moreover, the modern improvised performance was raised by Viola Spolin in the late of 1930's; she invented a set of games of extemporization in theatre. This was as a revolt in the domain of arts, particularly the theatre.

In each time, improvisation goes through many changes. The pioneers of this theatrical technique are Viola Spolin and Keith Johnstone. The former has renewed the essence of improvisation to make it funny for the audience and invite them to take part in the performance by suggesting topics for the performers; Spolin is the grandma of *improv*. Also, Johnstone in the 1970's invented the so called theatre sports. Moreover, The Second City is one of the influential schools which attempt to develop the improvisation as a

theatre technique to inspire the audience, and to establish an interactive relationship between them and the performers (Improvisation n.d).

Through time, improvisation heavily influences people. The educators have even studied it in relation to teaching methods because it is nearly the same in two ways; the performance and the aim. Improvisation's main element is spontaneity; it makes the actor on the stage feels free to say whatever he/she has in mind, and this is what leads to creativity.

2.2 Definition of Improvisation

Improvisation has many dimensions, and according to these dimensions, it can have different definitions. "The act of making something up as it is performed. This usually used in the context of music, theatre, or dance" (Liu, 2006, p.28). Being on the stage and performing what one has in mind is called improvisation (Halpern, 1994, cited in Becker, 2012). Students are asked to be active in the classroom and improvisation provides them with such opportunities to express themselves without limits, since mind doesn't stop thinking, and ideas are always created in the brain. So, allowing students to improvise creates a good classroom environment. Hence, students improvise within structure so as to develop their knowledge (Sawyer, 2011).

For the purpose of this study, improvisation refers to as a set of activities which makes most of students participate to say their words spontaneously in a welcoming atmosphere; students' involvement in the classroom discussion is what matters. Generally speaking, as Verra and Crossan (2005) put it, improvisation is to try to reach an objective but in a new, creative, and spontaneous way of expressing (cited in Becker, 2012). However, Sawyer (2011, p.78) argues that "*improv* is a performance art where an ensemble collectively creates scenes or stories without script".

2.3 The Principles of Improvisation

For an effective improvised scene in the oral class, a set of principles and techniques are recommended to be taken into account; these principles lead to a free talk and discussion, and they may reduce the amount of stress during the oral production. A selected group of the main improvisation principles are as follows:

- *"Yes, and…"*: is the principle of agreement on which the improvisation scene can be carried on (Becker, 2012, p.64). It proves the idea of tolerance and continuity of the improvisational conversation. Besides, Becker (2012) affirms that this rule "yes, and" –agreement and addition- when it is used in the classroom, it makes the learning process continuous and because it is a way to accept students' participation and boost *"teachable moments"* (Becker, 2012, p.2).

- "Give the gift of information: the providing of relevant facts, and the making of brave decisions. ("Welcome Nancy, we are glad that you chose Super Smiles as your family dentist.")

- Define ambiguities: the presenting of information when others have not made these choices. ("I like that purple octopus you are wearing, it brings out the sparkle in your third eye.")

- Keep things in the present: to be aware of the timeliness in your actions.

- Listen and respond: to be aware of what is actually going on, not what you want to have happen, and making appropriate choices based on other's words.

- Show, don't tell: using actions to portray information in a casual manner. (Shivering, rather than saying "Boy, Cindy, it sure is cold out here!")

- Have an opinion: to make choices and stick with them, as strength comes from decisiveness, while being aware that there is a difference between conflict, a natural part of a story arc, and fighting.

- Confidence and energy: to face things with an attitude of acceptance, because shucking off an offer makes you appear to be 'cooler' than others on stage, and shows a lack of commitment. Say it and mean it.

- Who, what, where: to provide the setting, characters, and grounding activity habitually.

- Let go and play: to relax into the situation and go with whatever the flow becomes."

(D Slazak, 2013, p.8-9)

These principles are set to facilitate the improvisational scene for the students during their collaborative performance. Through time, students will take these principles as habits to perform successfully a daily communication, thus improving their oral skills.

Accordingly, Sevener (2014) claims that the improvisation is appropriate even for kids in kindergarten because it makes the classroom full of active students who have fun

sharing their thoughts and influencing each others' ideas. For this, Sevener (2014) says that there are a number of reasons which propel teachers to use the improvisation in the classroom. First, accepting the others contribution is one of the fundamental techniques to maintain the interaction in the classroom; it makes students good listeners as well. He adds, "Creating is a high-level critical thinking skill, and when you have created something as a class or group for which no individual can take credit, you have created something very special, indeed" (para. 6). Hence, students will achieve a level of self reliance and critical judgment from these ongoing activities. Moreover, improvisation fosters collaboration in groups; it teaches the students to take and give the focus, hence, it elaborates the interactive skills.

2.4 Improvisational Activities

In one of his lectures of Applied Linguistics, Mr. Temagoult (2016) says that one theatre is more effective and more influential than many universities. Since practice makes perfect, some practical techniques of theatre can be applicable to the curriculum of language teaching and learning process. Thus, improvisation fits the language class from the interactional side, in which the teacher as a performer with his/her learners, acts and interacts spontaneously with the material they are learning.

The involvement of improvisation as a technique of learning a foreign language has an influential positive impact. There has been a start of staging the scene and dramatizing in the language classes. In the department of Biskra University there is an application of this technique in the oral expression session used by lot of teachers in order to urge their students to interact and participate. Along with, there are some suggestions and activities to realize the concept of improvisation in EFL classroom (improvisations, n.d. p. 1-2):

2.4.1 **Pair improvisations**: this kind of improvisation is like conflicting activities for students; each one from his/her side tries to ensure his/her abilities in arguing and interacting. And here, the imagination takes part, and with time, students will become able to cope with any situation without hesitation. The teacher can give students some situations, for example:

> **Telephone chain**: a phone call between two students, student "A" talks about anything with student "B" and when the call is ended, the student

"B" calls for another student "C" regarding what has been said in the first conversation so as to keep the dynamic.

➢ **The career counselor**: a student acts as if he/she has lost his/her job, and in the way of looking for a job, he/she will be asked and answered to his/her enquiries in order to find a suitable job.

➢ **Parent and child**: two students, one is the father and the other is the son, perform a scene in which the son returns home late.

2.4.2 Group improvisations: it is like an opportunity to make students more flexible with each other, and it creates a collaborative atmosphere where everybody has equal opportunities to interact. And here are some examples of group improvisations scenes (improvisations, n.d):

➢ **The fire**: one of the students plays the role of a journalist, and the others are witnesses, the latter is going to be asked about what they saw, heard or did. Students here will learn to use the past tense.

➢ **Television program**: an interview with a group of presidential candidates, writers or may be decision makers.

➢ **Teachers' meeting**: a discussion between students as teachers where they decide whom of the imaginary students will pass to the next year.

2.4.3 improvisational classroom discussion

In the classroom interaction occurs between the teacher and the students, and the script of such discussions it is not predicted before. Sawyer (2004, p. 19) claims that "Both classroom discussion and theater improvisations are *emergent* because the outcome cannot be predicted in advance, and they are *collaborative* because no single participant can control what emerges; the outcome is collectively determined by all participants". So, classroom discussion provides appropriate chances for students to interact, and the collaboration in discussing ideas emerges between students as well as their teacher so as to benefit more from the classroom discussion. In addition, Fauzan's study (2014) proves that improvised classroom discussions increase positively the classroom atmosphere.

2.5 Improvisation in Relation to Other Aspects

Establishing an interactive improvisational classroom discussion polishes students' skills at many levels. It creates a collaborative environment, and students will acquire, act

and interact creatively. In addition, the teacher needs to accomplish the role in the classroom by making the balance between the curriculum and improvisation.

2.5.1 Improvisation and Constructivism

From the interactional side of both improvisation and constructivism, it is obvious that they have some common principles in promoting an appropriate environment where students do not hesitate to be a part in the classroom discussion. In one hand, the main principle of social constructivist classroom can be summarized as follows:

- Helping students to argue and contradict their ideas with their classmates.
- Maximizing students thinking and promoting interaction among them or between them and their teacher.
- The process of learning is the main concern of constructivism, not the product (Brooks 1997, cited in Olsen and Dwayne, n.d).

Sawyer (2003a, cited in Sawyer, 2004, p. 14) argues: "the basic insight of constructivism is that learning is a creative improvisational process. Recent work that extends constructivist theory to classroom collaboration conceives of learning as *co-construction*". On the other hand, the improvisational principles, as they have been indicated earlier, have a common aim; i.e. establishing a student-centered classroom, where they take the focus and give it back to each other. Here, the teacher's role is to facilitate the learning process for an effective and spontaneous English language interaction, be it inside or outside the classroom.

2.5.2 Improvisation and Cooperative Learning:

The process of cooperation is one of the significant characteristics of the classroom as a social entity. W Johnson and T Johnson (n.d.) define cooperative as an act of working together in small groups in order to maximize each others' learning. Based on this, the cooperative learning can be realized by improvisation through the activities mentioned earlier. In addition, from the psychological perspective, learning cooperatively in an improvised way can reduce the anxiety and shyness among students; it helps the reluctant students more in engaging safely within the learning process. The intention in bringing the cooperative learning and improvisation together is that improvisation calls for interaction without constraints; cooperative learning supports this idea in a way that the teacher

prepares his/her students to interact and exchange thought, thus it develops the communicative skills and also the critical thinking.

2.5.3 Improvisation and Creativity:

Creativity, with its magnitude essence, it plays a major role in the educational context. First, improvisation, as a "generative activity" (Sawyer, 2011, p.58), compromises the structured and the unpredictable speech. The free space provided in an improvised classroom presents a fruitful place for students to generate ideas, as well as improving their communicative and cognitive skills. Accordingly, Egan (2005) acknowledged that the students' imagination is a strong factor which can lead to a prosperous learning process; bearing this in mind, teaching with an imaginative approach could be set by improvisation.

Conclusion

Improvisational classroom interaction is proved to be effective. It frees the mind and provides students with more opportunities to interact spontaneously. Involving the students in improvised discussion can improve their collective, communicative, and creative abilities. Moreover, the expert teachers are more likely to improvise in the class; they help students to improvise as well through series of improvisational activities. Then, the oral expression session is the appropriate occasion for all participants to interact creatively and to share knowledge for the benefit of all the students. The next chapter is the practical part of the study; it examines ideas and thoughts about establishing an improvisational classroom interaction.

Chapter Three: Data Analysis and Interpretation

Introduction

The present research is conducted with the aim of investigating the effect of improvisation as a technique on the interaction among English language students in the oral expression class. A questionnaire is used to complete the aim of this research by testing the hypothesis; it is addressed to both teachers and students. The obtained answers and the suggestions were helpful. The students' questionnaire was addressed in order to get insights about the students' opinions and awareness about improvisation and its positive effect on their oral performance. While, the teachers' questionnaire aims at investigating teachers' thoughts on the effectiveness of improvisation on students' interaction and communication in the oral class.

3.1 The Students' Questionnaire

The questionnaire was composed of (13) questions, and it contains three sections; the first section deals with the student's profile, the second consists of questions about the student's attitude toward the interaction in the oral expression module. Section three investigates the student's awareness of improvisational situation they may encounter.

3.1.1   The Aim of the Questionnaire

This questionnaire is designed to examine the students' awareness of the implementation of the improvisation technique in the oral class. It also investigates the importance of establishing a student-centered environment in the classroom.

3.1.2   The Description of the Questionnaire

The students' questionnaire required answering close questions, and open questions by giving opinions and justifying some choices. This questionnaire is divided into three sections; two of them deal with one of the variables of this study.

- **Section One: The students Profile**

In this section, the students were asked to specify their gender Q1, their level in English Q2, and to indicate their choice of English Q3. Also, in the last question the students were asked to explain the reasons of choosing to study English and to justifying their choice.

- **Section Two: Interaction in Oral Expression Class**

This section investigates the issue of classroom interaction. First, students were asked about their feelings toward the session of oral expression and to explain the reasons behind their attitude toward it (Q4) and (Q5). In (Q6), students were asked about their views toward their teacher's talk in the class. Next, in (Q7) the respondents were asked to specify how they select topics for discussion. In (Q8), the participants were asked to indicate the reasons which hinder them from interacting in the oral expression session.

- **Section Three: Improvisation in the Oral Expression Class**

This section was started by a question about the students' ability to manage a conversation in English (Q9). Then, the students were asked politely in (Q10) to denote what kind of interaction they prefer to engage in; whether with their classmates or their teacher, and to justify the choices. Moving swiftly on, in (Q11) respondents were set scene for an unexpected situation in the classroom and they were asked to just imagine it and tell their reaction at that moment. After that, students were asked in (Q12) to indicate their agreement or disagreement about the readiness to improvise and its role in developing creativity among them. The last question in this questionnaire was about an improvisational scene for the students, and by this question, they were asked to confess their acceptance or refusal of such situation.

3.1.3   The Administration of the Questionnaire

The questionnaire addressed second year LMD students of English language in Biskra University. It is worth to mention that this questionnaire had been administered in the 3rd April, 2016. It was administered to 50 students answered in half an hour. All the questionnaires were answered, only some questions open ones which students avoided to give their opinions extensively. Therefore, the questionnaire was administered in a friendly atmosphere, and its questions were clearly stated with an explanation of some ambiguous word to help students to understand.

3.2 The Analysis of the Questionnaire

Section One: Student's Profile

Q1: Specify your gender:

a. **Male**

b. **Female**

Gender	Respondents	Percentage
Male	10	20%
Female	40	80%
Total	50	100%

Table 2.1: The Student's Gender
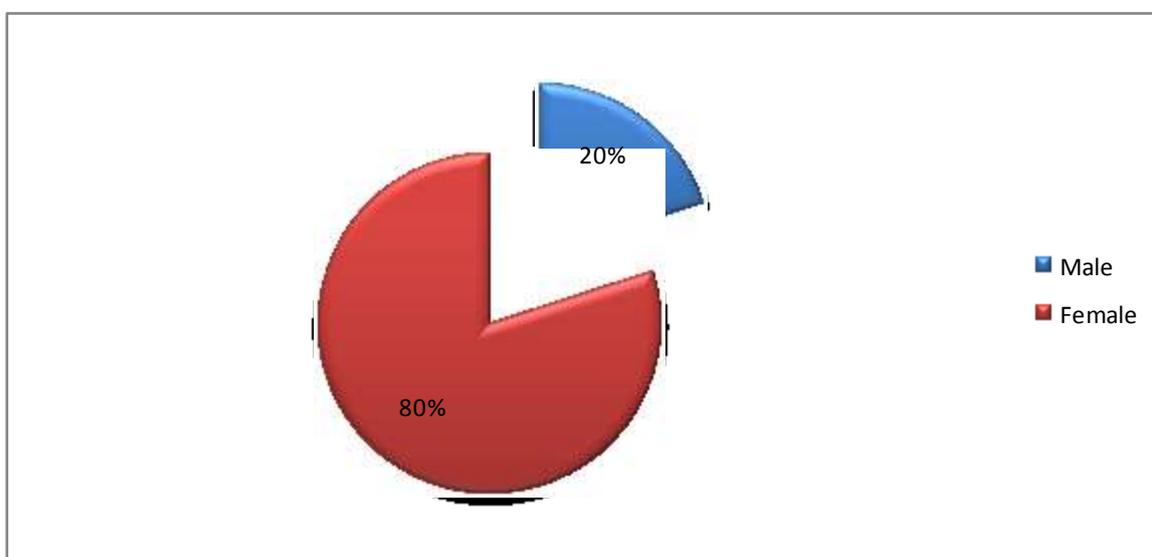
Histogram 2.1: The Student's Gender.

From the previous table and histogram, it is obvious that the dominant gender in the sample is the female with percentage of 80%. On the other hand, the male subjects are only 20% of the random sample. This indicates that females are more interested in learning English than males. In addition to that, it is not only the case of this sample, but it is even the case of the whole population of the second year.

Q2: your level in English is:

a. **Very good**

b. **Good**

c. **Average**

d. **Poor**

Options	Respondents	Rate %
Very Good	1	2%
Good	25	50%
Average	24	48%
Poor	0	0%
Total	50	100%

Table 2.2: The Student's Level in English
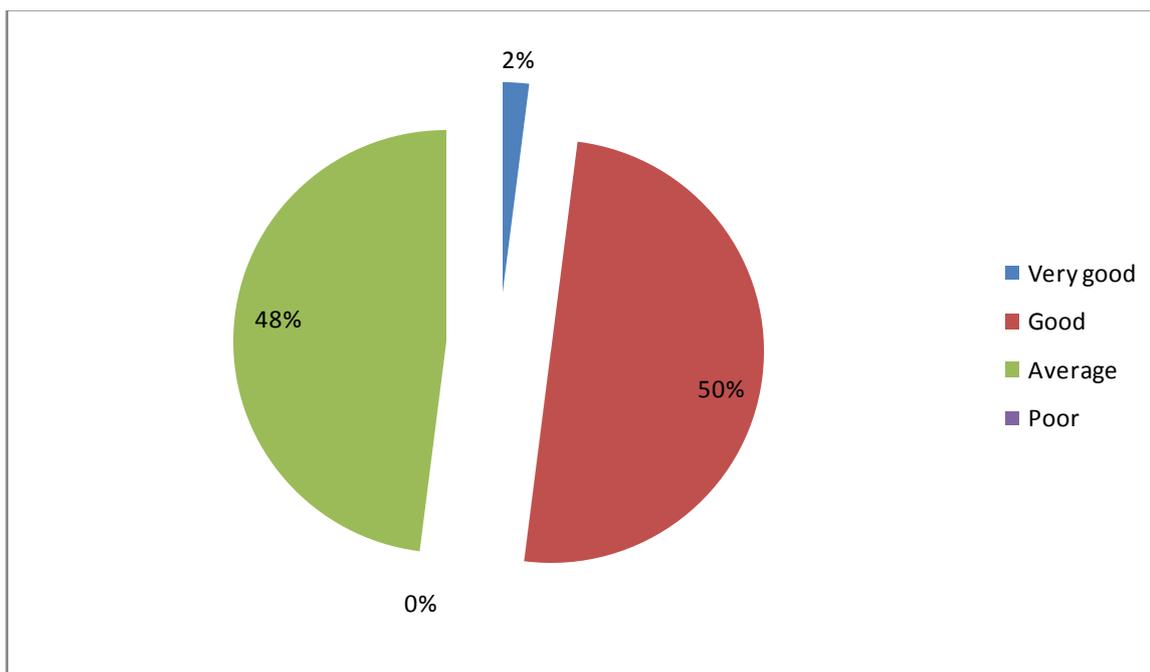
Histogram2.2: The Students' Consideration of Their Level in English

The data obtained from the histogram 2 show that the half of the sample -(25) students- see that they are good in English with the percentage of 50%, whereas 48% of the respondents stated that their level is average. In contrast, only 2% assume that their English level is very good, and no one of the students indicated that his English is poor. The students' answers of this question maybe were given by taking into consideration their aural-oral skills.

Q3: Is studying English a:

    a. **Personal Choice**

    b. **Someone's advice**

    c. **Random choice**

Please, explain!

Options	Respondents	Rate %
Personal choice	42	84%
Someone's advice	6	12%
Random choice	2	4%
Total	50	100%

Table2.3: student's choice of studying English.
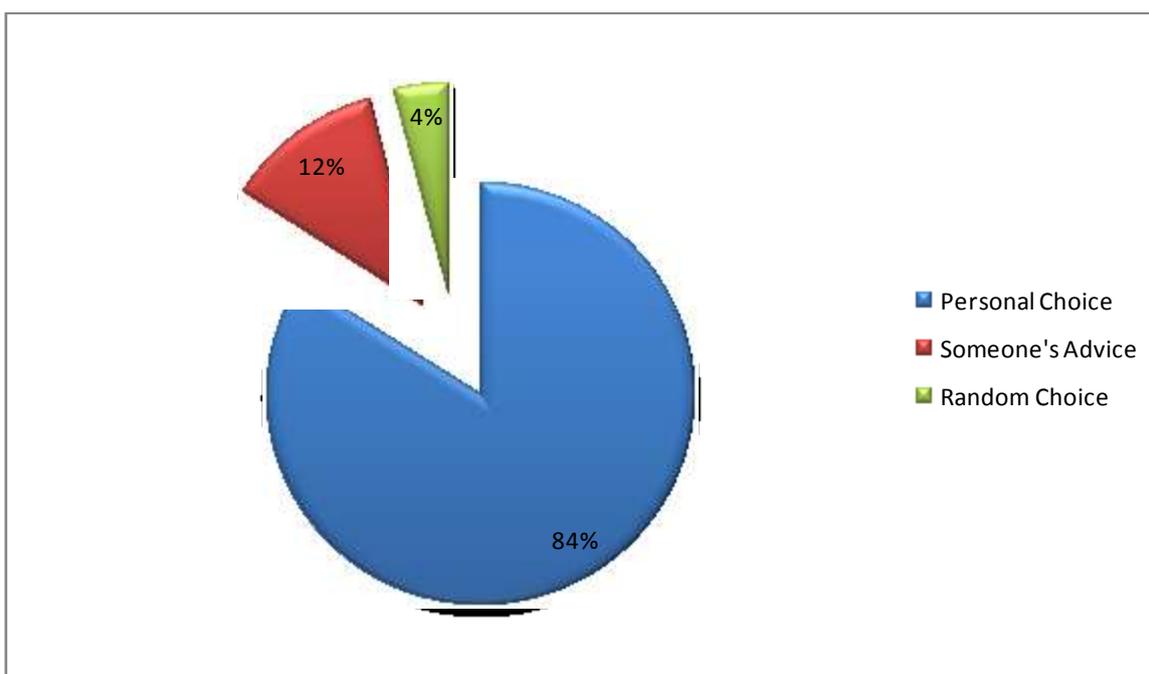
Histogram2.3: Student's Choice of Studying English

The diagram above shows how the student is led to choose English. Forty two participants, making up 84%, opted for "personal choice", while 12% of them; i.e. 6 students, said that it was an advice from someone of their relatives. Only 4% was given to the last option "random choice". The domination of the first choice indicates that students had the freedom in choosing studying English at the university; this freedom pushes them more to be eager to learn. Therefore, the majority of the students reasoning of this question was that they choose studying English because they love it and it is a global language, so it may serve their need one day.

Section Two: Interaction in the Oral Expression Class

Q4. Do you enjoy the oral expression session?

a. **Yes**

b. **No**

Please, explain why?

Student's feeling toward the Oral Exp Class	Respondents	Rate %
Yes	38	76%
No	12	24%

Table2.4: Student's feeling toward the Oral Expression Class
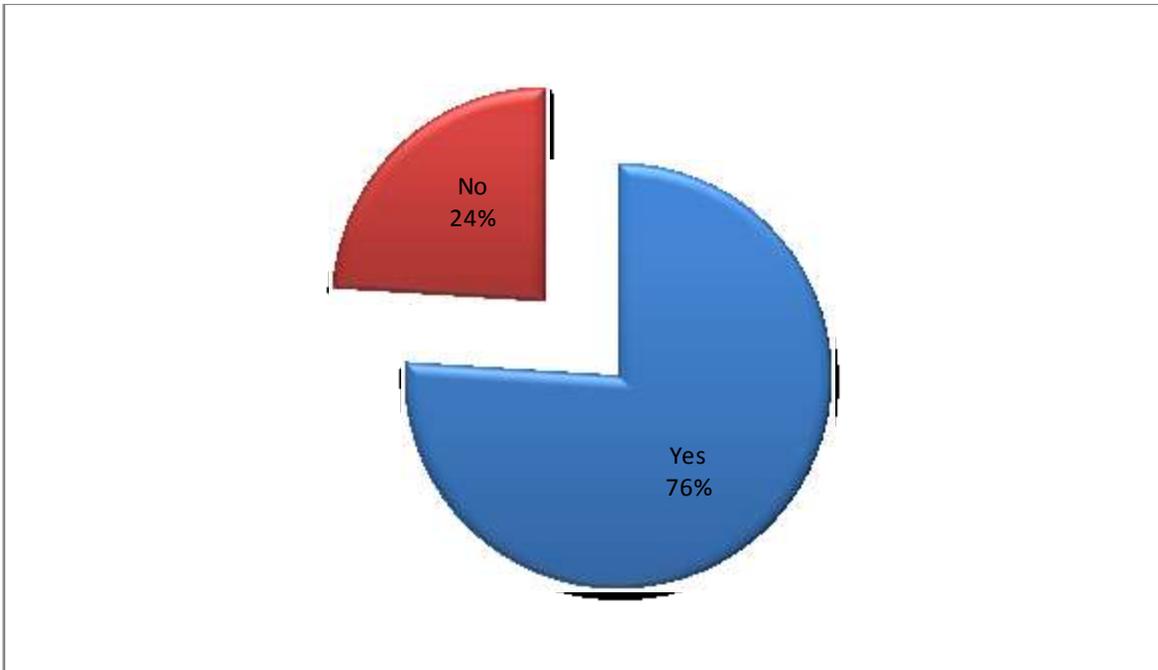
Histogram2.4: Student's feeling toward the Oral Expression Class

We have recorded that approximately three quarters (76%) of the students affirmed that they enjoy attending the oral expression session, and this will motivates them to interact in the classroom. While the portion (12) students chose the "No" option which represents 24% of the sample. Hence, the once answered by no justified their answer by saying that psychological constraints such as anxiety and shyness, hinder them from feeling at ease in an oral expression session.

Q5: How much do you enjoy the oral expression session?

a. **Don't like it at all**

b. **Don't like it**

c. **Don't know**

d. **Like it**

e. **Like it so much**

Student's feeling toward the oral expression session	Respondents	Rate %
Don't like it at all	1	2%
Don't like it	4	8%
Don't know	9	18%
Like it	22	44%
Like it so much	14	28%

Table2.5: Student's feeling toward the oral expression session
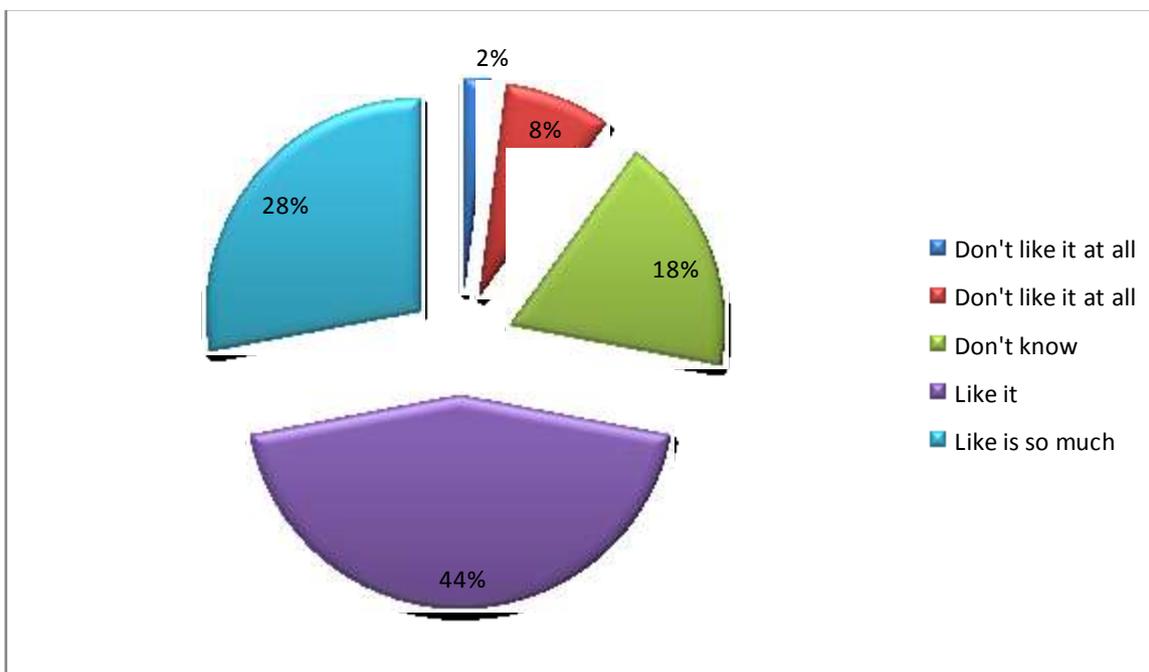
Histogram2.5: The student's feeling toward the oral expression session

28% of the whole sample confirms that they like the session of oral expression so much, this denotes that 14 participants are eager to attend it, and 44% declared that they like it. Also, it is noticeable that 18% of the respondent; i.e. 9 students denoted that they don't know their attitude toward the oral expression class. While 8% confirmed that they

don't like the session. Moreover, only one participant (2%) confessed that s/he doesn't like it at all; this may be explained by the lack of the interest and motivation.

Q6: Do you think that your teacher:

    a. Talks most of the session time

    b. Gives opportunities to you and invite you to participate

Student's view about his/her teacher concerning interaction opportunities	Respondents	Rate %
Talks most	13	26%
Invites students to participate	35	70%
No answer	2	4%
Total	50	100%

Table2.6: Students' attitude toward teacher's talk
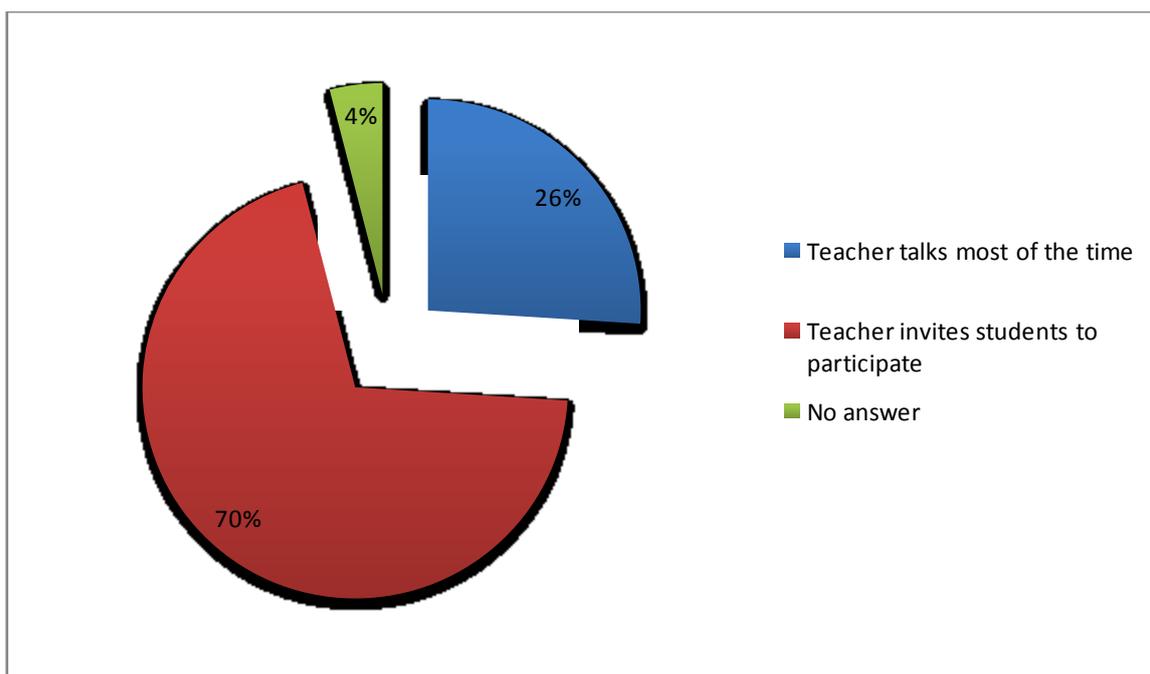
Histogram2.6: Students' attitude toward teacher's talk

    A quick glimpse to these two charts reveals that a significant majority of the students (70%) avowed that their teacher provides them with opportunities to participate and interact. The results also revealed that 30% of the participants said that their teacher talk time is the dominant in the classroom; it depends on teachers of which modules, since the

subject being studied in the class determines how much the teacher should talk and explain. But here, the intention is drawn to the oral expression module.

Q7: In the oral expression session, do you prefer discussing topics:

   a. **You choose previously**
   b. **Your teacher's selection of the topic.**
   c. **A random selection of the topic during the class.**

Student's preference in selecting topics	Respondents	Rate %
Previous selection	23	46%
Teacher's selection	17	34%
A random selection	9	18%
No answer	1	2%
Total	50	100%

Table2.7: Student's preference in selecting topics for discussion.
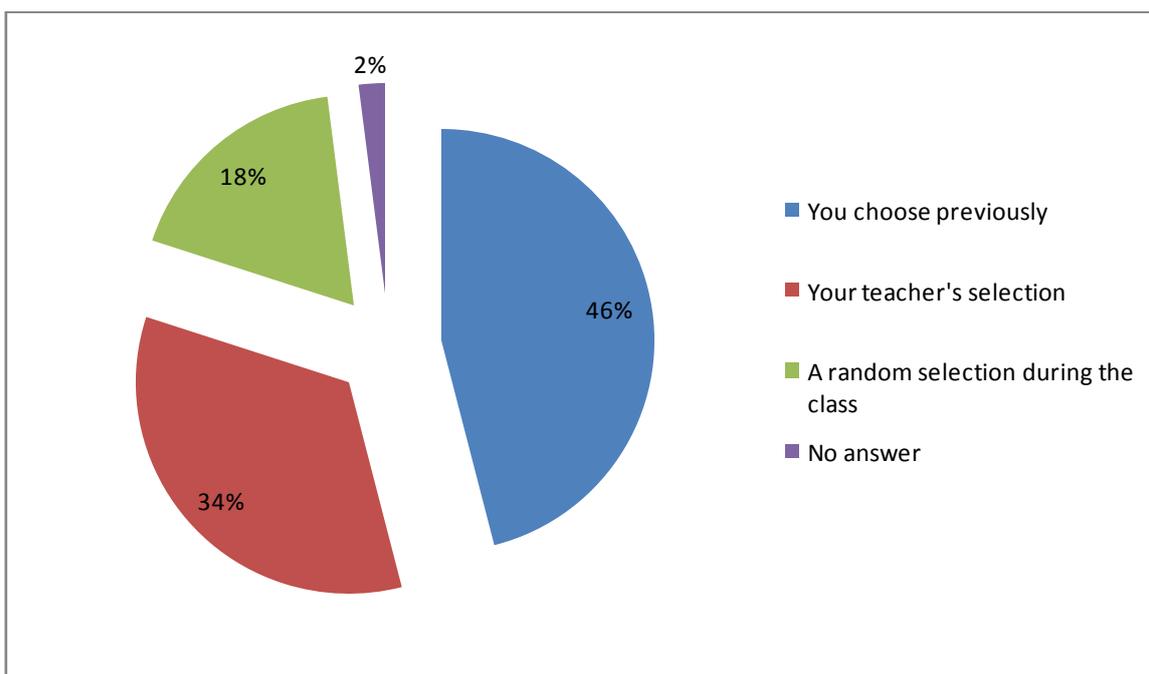
Histogram2.7: Student's preference in selecting topics for discussion.

Since any person prefers to talk about topics they like, 47% of the participants; i.e. 23 students, choose the first provided option, which is "choosing the topic previously". This means that students prefer to prepare their own topics at first, then coming to class to present them. Whereas 35% of the students want to discuss their teachers' predetermined

topics. While, only 9 students, which represents 18% of the whole sample, are sure of their knowledge, so they have no problem in determining a topic for discussion during the oral expression session.

Q8: During the oral expression session, you may not participate because of:

    a. **Teacher's severity in responding you.**
    b. **You are not given the chance to express your ideas.**
    c. **You are not ready to speak spontaneously.**

Reasons make students passive	Respondents	Rate %
Teacher's severity in responding	2	4%
No chance to participate	12	24%
Student not ready to speak spontaneously	33	66%
No answer	3	6%
Total	50	100%

Table2.8: Student's reason of being reluctant to interact.
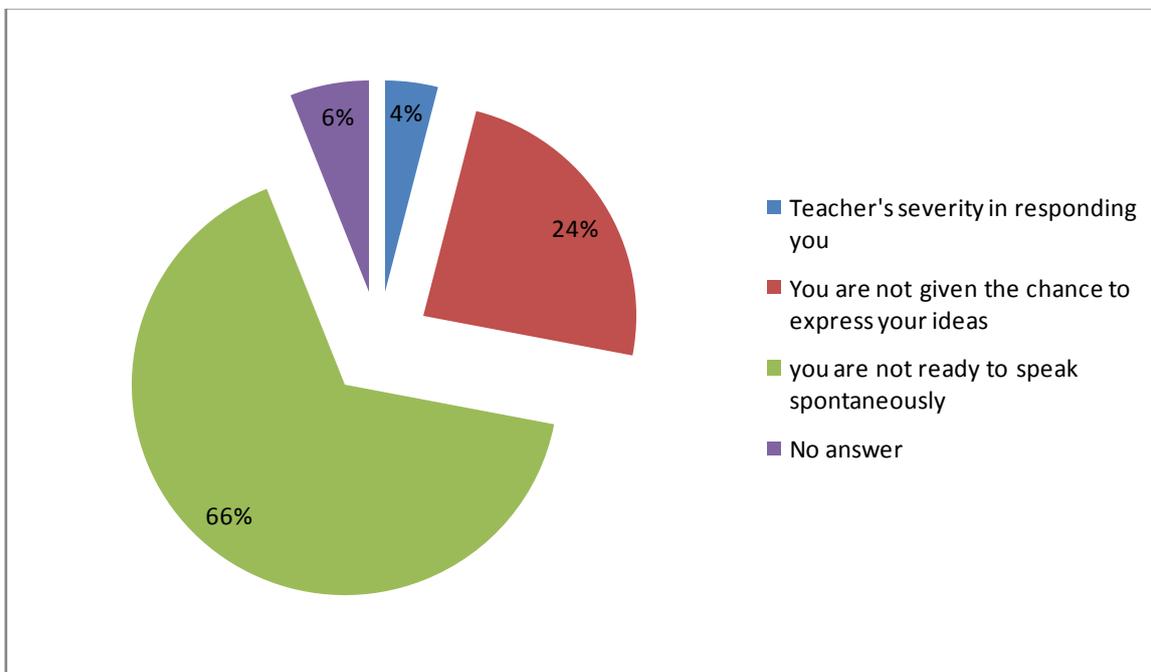
Histogram2.8: Student's reason of being reluctant to interact.

Looking at the results above in the diagram 8, one may notice that more that the half of participants (66%) avoid interacting in the classroom because they are not ready to improvise and speak spontaneously. Next, 30% of respondents related their passivity in the classroom to the lack of chances to express their thoughts. While only 4% of students who blamed the teacher's way of interacting with them which prevents them from participating. It reveals that most of second year students still not able to improvise at this level, and they don't like take risk to communicate.

Section Three: Improvisation in the Classroom

Q9: Are you able to manage a conversation in English?

    a. **Yes**

    b. **No**

The ability to communicate in English	Respondents	Rate %
Yes	38	76%
No	10	20%
No answer	2	4%
Total	50	100%

Table 2.9: Student's ability to communicate in English.
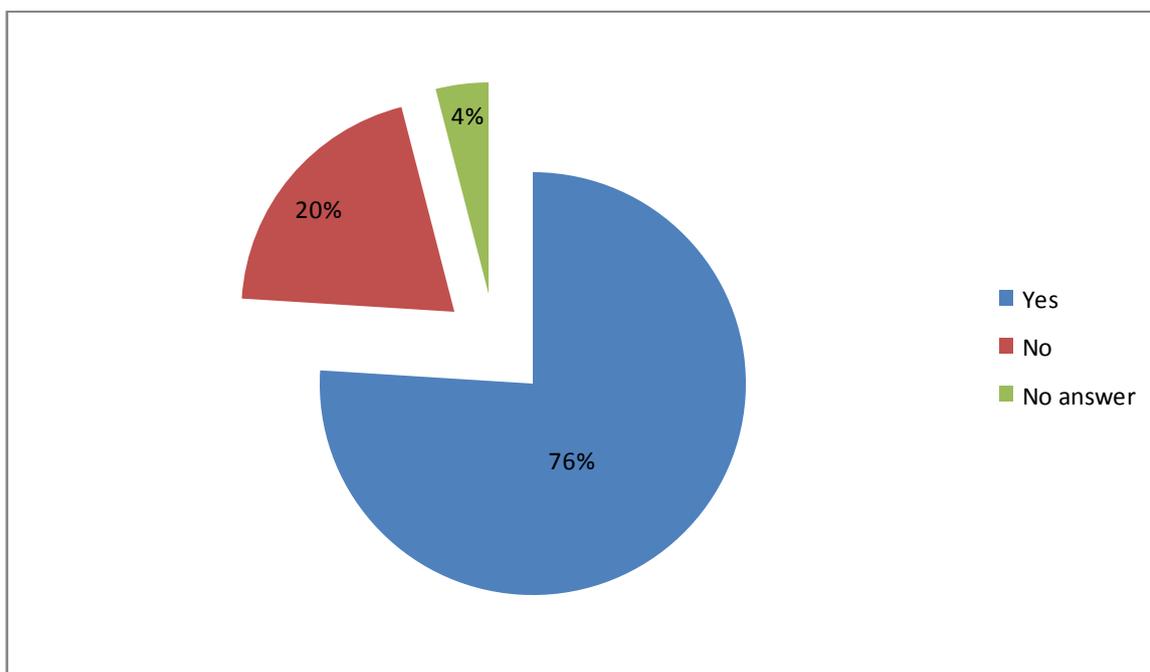
Histogram2.9: Student's ability to communicate in English.

The diagram shows that a large proportion (70%) of the sample is able to carry out a conversation in English, and more than a quarter (30%) can't do so. The participants are second year students; they may need more years of experience to be able to manage a good conversation in English.

Q10: Do you prefer engaging in a discussion with:

a. **Your teacher.**
b. **Your classmate.**

Kind of interaction in the class	Respondents	Rate %
With your teacher	14	28%
With your classmate	34	68%
No answer	2	4%
Total	50	100%

Table 2.10: The student's favorable pattern of interaction.
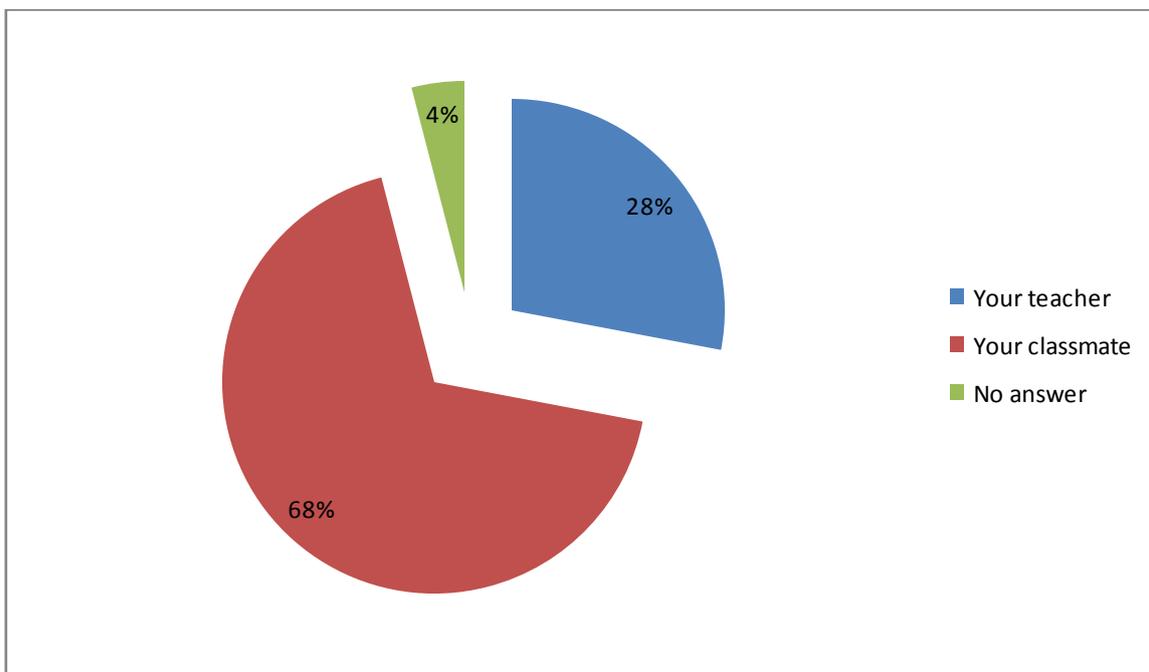
Histogram 2.10: The student's favorable pattern of interaction.

As far as this question is concerned, we wanted to know the kind of interacting students prefer to engage in. More than two thirds of the students like to interact with their classmates; i.e. student-student interaction. This indicates that students still feel

uncomfortable in their talk with the teacher, so this can be seen through the fact that a good rapport with students may help them in trying both patterns of interaction.

Q11: what will be your reaction if you find yourself in an unexpected situation, asked to express your thoughts?

This question is formulated so as to put students in an unexpected situation where improvisation can emerge. So, we found that some students avowed that they will be embarrassed and confused at first, after that, they will deal the situation and try to just talk about what they have in mind at that moment; i.e. to improvise. While some other students wrote that they can't manage such situations; they said that they will chose to keep silent because they have nothing to say at that moment. This reveals that there is an awareness and approbation of improvising in the unpredictable situation.

Q12: Creative ideas come to your mind during a spontaneous speech.

    a. Completely agree.
    b. Agree.
    c. Disagree.
    d. Neither agree nor disagree.

Student's view of the relation between creative ideas and spontaneous speech	Respondents	Rate %
Completely agree	5	10%
Agree	23	46%
Disagree	5	10%
Neither agree nor disagree	13	26%
No answer	4	8%
Total	50	100%

Table 2.11: Student's view about the relation between creative ideas and spontaneous speech.
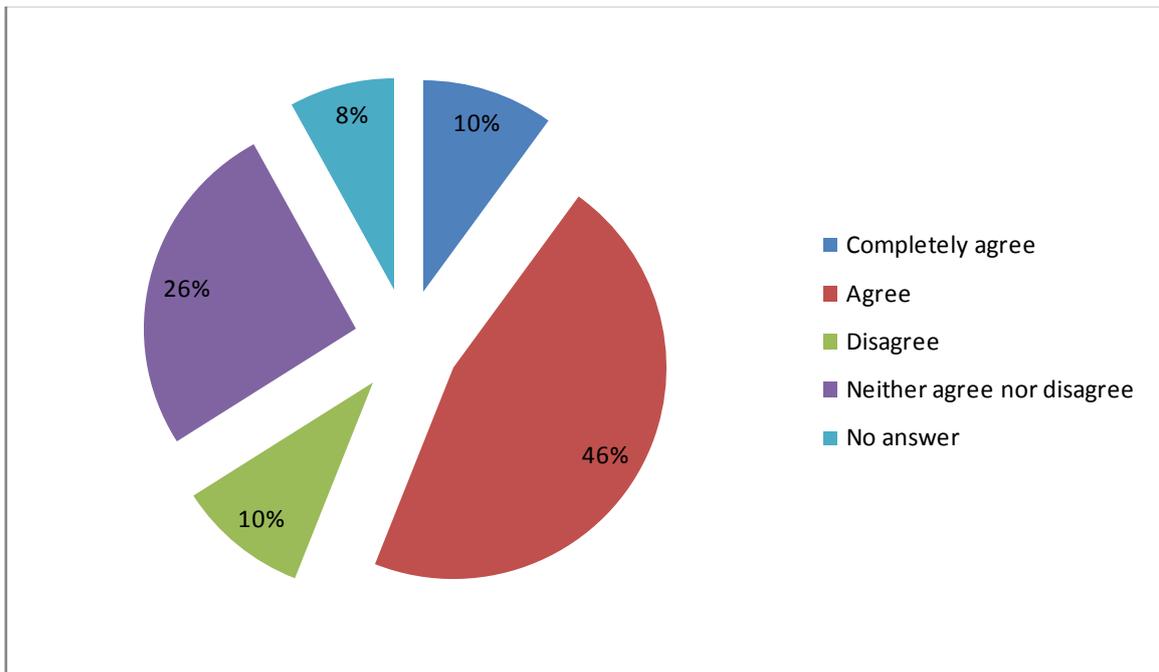
Histogram 2.11: Student's view about the relation between creative ideas and spontaneous speech.

In this question, we intended to find out the students' attitude about the idea of being creative during a spontaneous speech. This question is directly linked with the improvisational situation and its fitness for students at this level. We found that almost the half of the sample agreed with that idea; having such thinking reveals that if they are given the chance to share their thoughts, they will evolve their creative and critical thinking. And a small number of students, with a percentage of 26%, stayed neutral. While an equal proportion of 10% for the choice of being completely agree and disagree. This implies that almost the students have the will to be given the freedom to just talk spontaneously to discover their abilities.

Q13: If your teacher asks you and your classmates to create a short story collaboratively from your imagination, will you feel at ease to improvise and speak freely?

   a. **Yes**
   b. **No**

Student's attitude toward an improvisational situation in the class	Respondents	Rate %
Yes	35	70%
No	11	22%
No answer	4	8%
Total	50	100%

Table 2.12: The student's attitude toward an improvisational situation in the class.
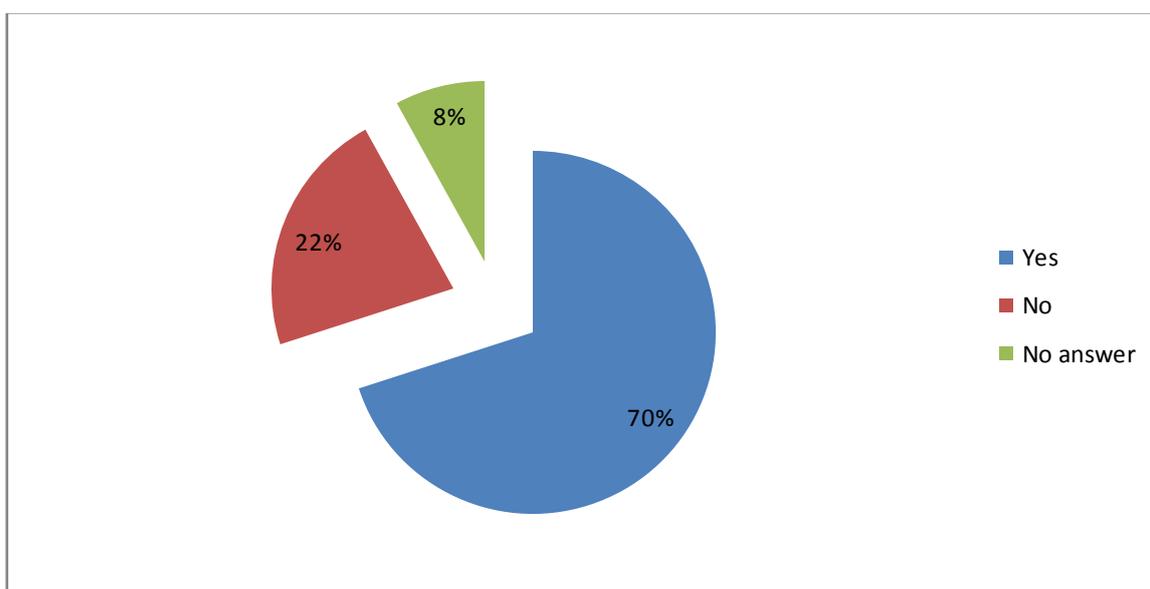
Histogram 2.12: The student's attitude toward an improvisational situation in the class.

An improvisational situation was represented to the students so as to see their reactions in dealing with it by saying if they are able to manage it or no. Based on the data represented in histogram 2.13, it is clear that a significant majority of respondents (70%) confirmed that they can extemporize. Obviously, students have no worries in experiencing improvisational situation; the teacher, who provides them with improvisational tasks, will open doors for students thoughts and innovation to say it clearly and freely.

3.3 Interpretation of the Results

This section encompasses the interpretation and the discussion of the research based on the research data findings as presented before. Based on that, a final view may be drawn:

1. Initially, the students' questionnaire begins with a question about the gender where the majority of students were females. This indicates that females are motivated to learn English language more than males; it can be because of females go more for literary fields.

2. The respondents' level at English was between good and average, and only a few of them responded by having a very good English language. From this standpoint, students are almost able to be good language speakers at this level "second year". Besides that, the freedom of choice, which leads them to study English, makes it more appealing for them to interact and be eager to know more and more about the language they are learning. An efficient learning needs to be desired at first than the communication will be facilitated and will take place spontaneously.

3. Secondly, in section two which was basically about the classroom interaction, the participants said that they have the freedom to discuss freely topics they like, therefore, almost half of them enjoy attending the oral expression session because they have chance to manage an unplanned conversations without any constraints. This acknowledgment reveals that students can originate a spontaneous talk in the classroom. Thus, the tool that can be used to ameliorate such communicative skills of the students is improvisation; in other words drama improvisation.

4. Furthermore, the freedom at another level, which is the freedom in choosing a topic for discussion in the classroom, has a positive effect on students' desire to interact and intervene in debates, hence it is a chance to present different points of view. However, there is a bit of hesitation from the students about taking risk and speaking on their feet and improvise.

5. Many reasons make students reluctant to take a part in the classroom discussion such as, the uninteresting topics, no opportunities to participate; this latter may be because of the domination of some members in the classroom. To create a collaborative classroom discussion, teachers can use improvisation as a strategy which appeals for collaboration and creativity. Collaboration is proved to be an appropriate way of learning; in group and pair works for instance. Experiencing such activities by students may help those who are passive in the sense of giving hand to them by high achievers to overcome some difficulties in particular situation. In the same token, the majority of the respondents prefer debating and discussing topics with their classmates because they feel more comfortable and

they appreciate each others' ideas; this implies that most of students refuse to be criticized when they talk.

3.4 The Teachers' Questionnaire

3.4.1   The Aim of the Questionnaire

For the aim of investigating the effect of improvisation, it is crucial to take the teachers views and suggestions about its effectiveness in boosting the classroom interaction. Teachers were helpful; they provide us with their ideas experiences in order to ameliorate students' oral performance.

3.4.2   The Description of the Questionnaire

The questionnaire consists of 15 questions, and these questions are closed by answering by yes or no, besides open-ended questions in which teachers are asked to clarify and provide their points of view.

In Q1 the teachers were asked to indicate their years of teaching English. While Q2 seeks information about whether the teachers have been teaching particularly the oral expression module. In Q3 teachers were asked to tick yes or no in an answer if they give opportunities for students to choose topics for discussion. Then, in Q4 teachers were asked to tell the ways they make the students interact. Q5 seeks answer about how often teachers interrupt and correct their students during the oral performance. Next, in Q6 the participants were asked to choose the appropriate rate of the students who participate in the class. Moving on to the seventh question, teachers are asked about the effectiveness of their teaching method they use. Q8 seeks answers about the teachers' ability and their way to meet students' needs. And, in Q9 teachers were asked to indicate how often they try to provide a comfortable atmosphere for students in the class. In Q10 teachers were asked about their own strategies they implement to get the students to interact. Then, teachers were asked if they improvise, and if yes they were asked to say how and when they do so this in Q11. The Q12 is about the students' improvisation, teachers were asked to say if their students improvise or no. In Q13, teachers were asked about the views and agreement about whether improvisation can foster students' creative trend and critical thinking. Then, in Q14, it was needed to know their opinions about the level where students become able to improvise by justifying their answers. Last but not least, Q15 seeks for more teachers' suggestions and comments about the theme we presented in the questionnaire.

3.4.3   The Administration of the Questionnaire

The target population of the present research consists of teachers of oral expression module in Biskra University. Our sample comprises of five teachers. We have faced some problems in handing out this questionnaire to teachers; some of them refused to answer it and one of them didn't answer it in the fixed time. However, the answers we got were helpful and the teachers' participation is worth. So, lot of thanks go to them.

3.5 The Analysis of the Questionnaire

Q1: How many years have you been teaching English?

   a. **2 years**
   b. **3 years**
   c. **More than 5 years**

Options	Respondents	Rate %
2 years	0	0%
3years	0	0%
More than 5 years	5	100%
Total	5	100%

Table 3.1: teacher's experience in teaching English.
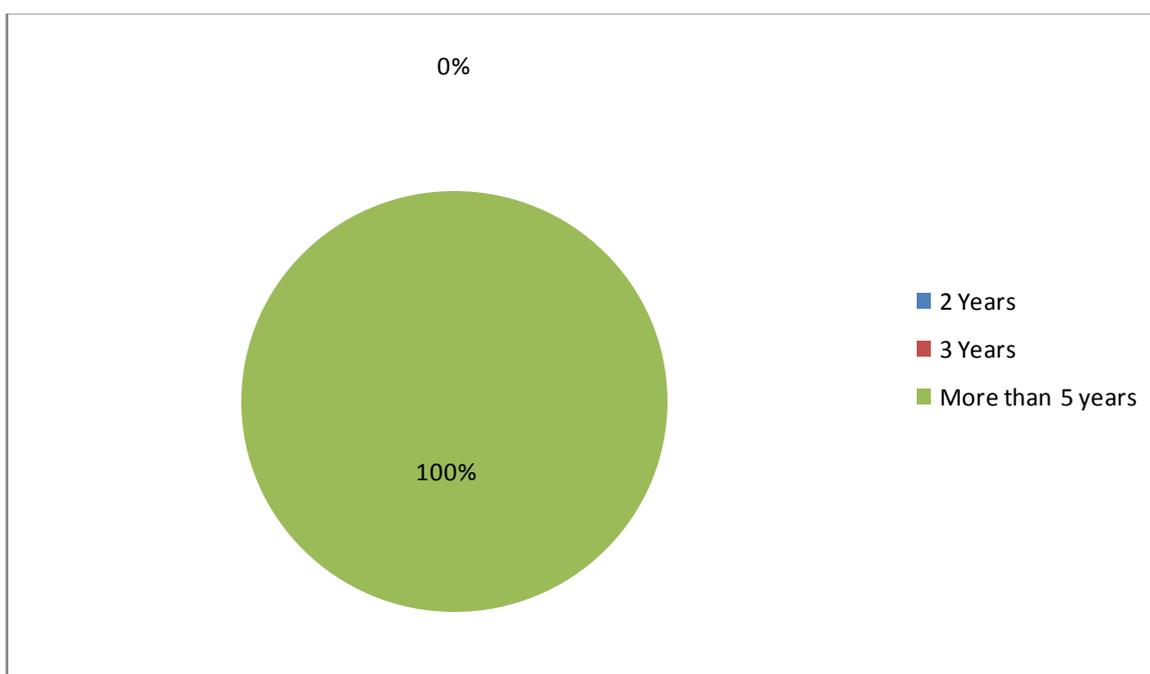
Histogram 3.1: Teacher's experience in teaching English.

In this question we intended to find out the teachers' length of experience they have in teaching English language. From the results we have gotten, the whole teachers of the sample (100%) have experience in teaching (more than five years). We believe that the more the experience the teacher has, the more he/she can improvise in a smooth way during the session. This would suggest that improvisation can be spontaneous for the expert teachers.

Q2: Have you ever been teaching oral expression before?

    a. Yes

    b. No

Options	Respondents	Rate %
Yes	5	100%
No	0	0%
Total	5	100%

Table 3.2: Teaching oral expression module.
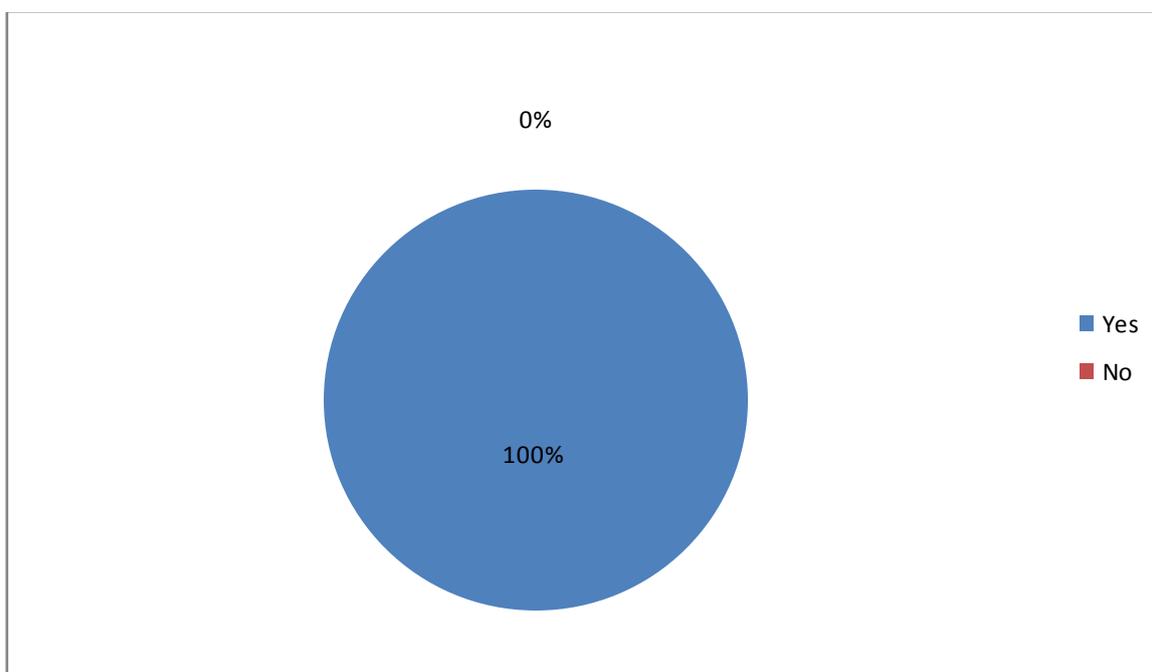
Histogram 3.2: Teaching oral expression module.

This question supports the previous one in terms of having experience particularly in teaching oral expression. The participants we had in our sample were all teachers of oral expression module; this will be very helpful since interaction in such session is crucial for

both teachers and students. Also it opens for us many suggestions to say about classroom interaction and improvisation, especially for students.

Q3: Do you give your students freedom to choose topics for discussion?

a. **Yes**
b. **Sometimes**
c. **No**

Options	Respondents	Rate %
Yes	4	80%
Sometimes	1	20%
No	0	0%
Total	5	100%

Table 3.3: providing opportunities to choose topic of discussion.
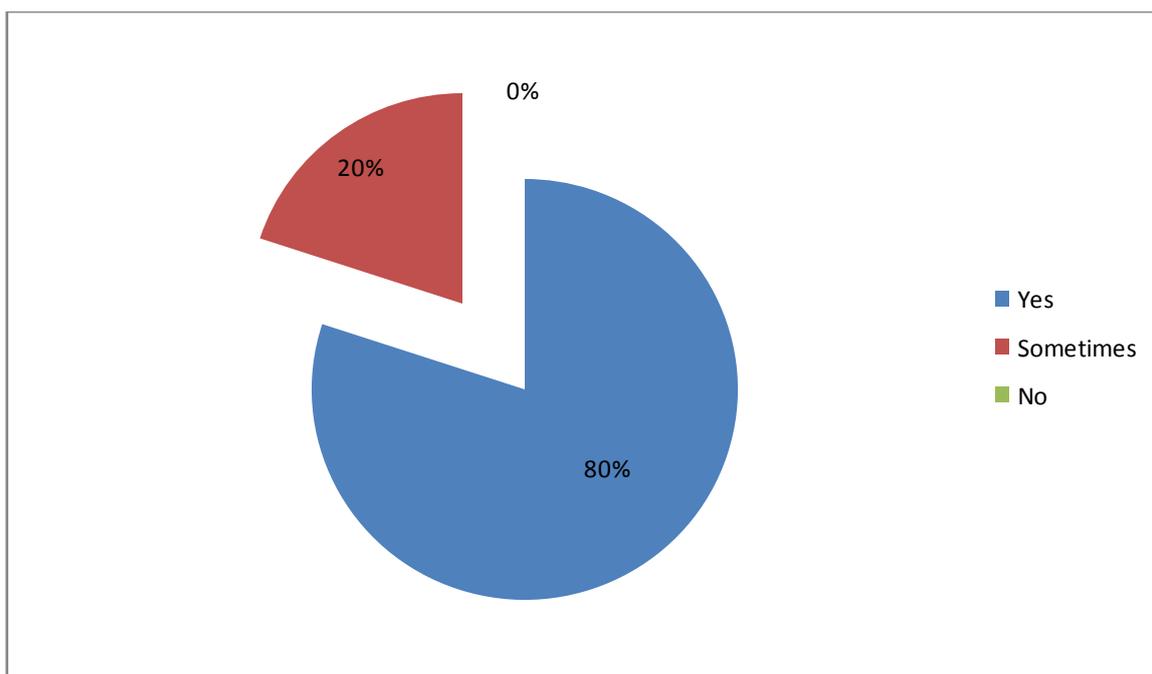
Histogram 3.3: providing opportunities to choose topic of discussion.

This question shows how much the teacher gives his/her students freedom to talk about topics of their choice. The majority of teachers (80%) said that they allow their students to select topics to discuss them freely. This may make the student feel at ease when he/she interact in the classroom, no constraints to stop them from participating, except some other psychological ones, and those would be repaired through spreading a

good and worm rapport between the teacher and the students. Only one teacher said that he/she doesn't always allow his/her students to choose topics for discussion.

Q4: How do you manage to get students to interact in the class?

This question is used to find out techniques and tools teachers use to get their students to participate and interact in the classroom. We have gotten many different responses which mainly were linked to making the student active participants in the classroom. Some teachers provided us with general insights such as, trying to attract students' interest by a variety of activities, making them part of the discussion so as to be good speakers and listeners at the same time. On the other hand, many teachers gave us some activities which draw the students' attention to the target objective of the lesson during the oral expression session. For instance, tolerating mistakes was more demanded in such session, since it is barely the only session where students are able to say what they want and communicate their thoughts they have in mind. Another teacher suggested using humour during the session; it would be a good one to change mood in boring situations, and here the teacher's improvisation should take place to overcome the routine and make the session more interesting for students. One of a teacher's suggestions was group work, pair work, and questioning; by using them, students will be urge students to interact and to speak his opinions. Moreover, role plays are the introducer of improvisation technique, as it can be called 'drama improvisation'; by giving students a topic of a play, a little time to prepare it, and then they will *improv* it from their imagination, this can make the session more pleasant. They can improvise freely in the session and this way the script of the role play will be driven spontaneously.

Q5: when students make errors in their oral performance, do you correct them immediately?

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

Options	Respondents	Rate %
Always	1	20%
Often	3	60%
Sometimes	0	0%
Rarely	1	20%
Never	0	0%
Total	5	100%

Table 3.4: Teacher' tendency in correcting students' errors.
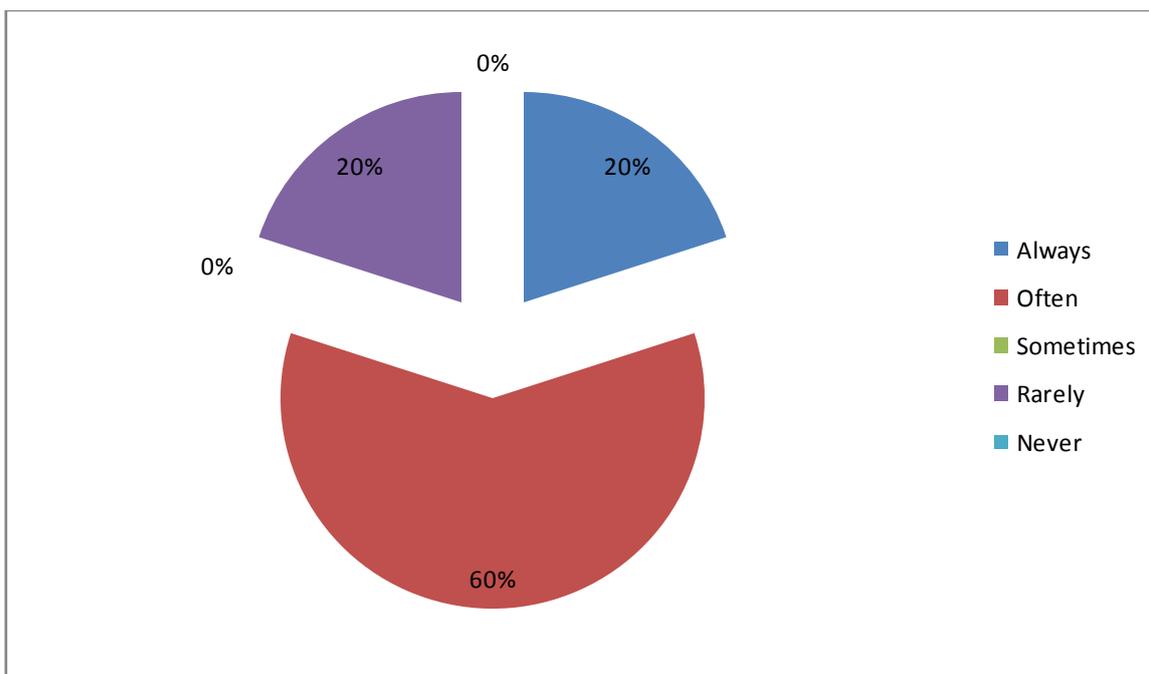
Histogram 3.4: teacher's tendency in correcting students' errors.

The question was asked to know if the teacher corrects his/her students' errors during their speech or no. only one teacher said that he/she always interrupt his/her students and correct their errors immediately. And, precisely 60% of the teachers said that they often correct the errors during the student's speaking time, this may hinder communication and interacting in the class, because the student may take it as a criticism for him/her in front of classmates. Moreover, 20% of the teachers rarely stop the student to correct him/her. Students are expected to make mistakes, and the main aim is to communicate with the TL, so there are ways to foster communication as a goal without correction of errors, the latter can be done slightly in another ways such as giving hints and judgments about the errors later.

Q6: Rate the amount of students who participate in your session.

- a. **20%**
- b. **40%**
- c. **60%**
- d. **80%**

Options	Respondents	Rate %
20% of the students	0	0%
40% of the students	2	40%
60% of the students	3	60%
80% of the students	0	0%
Total	5	100%

Table 3.5: Students' frequency of interacting in the oral class.
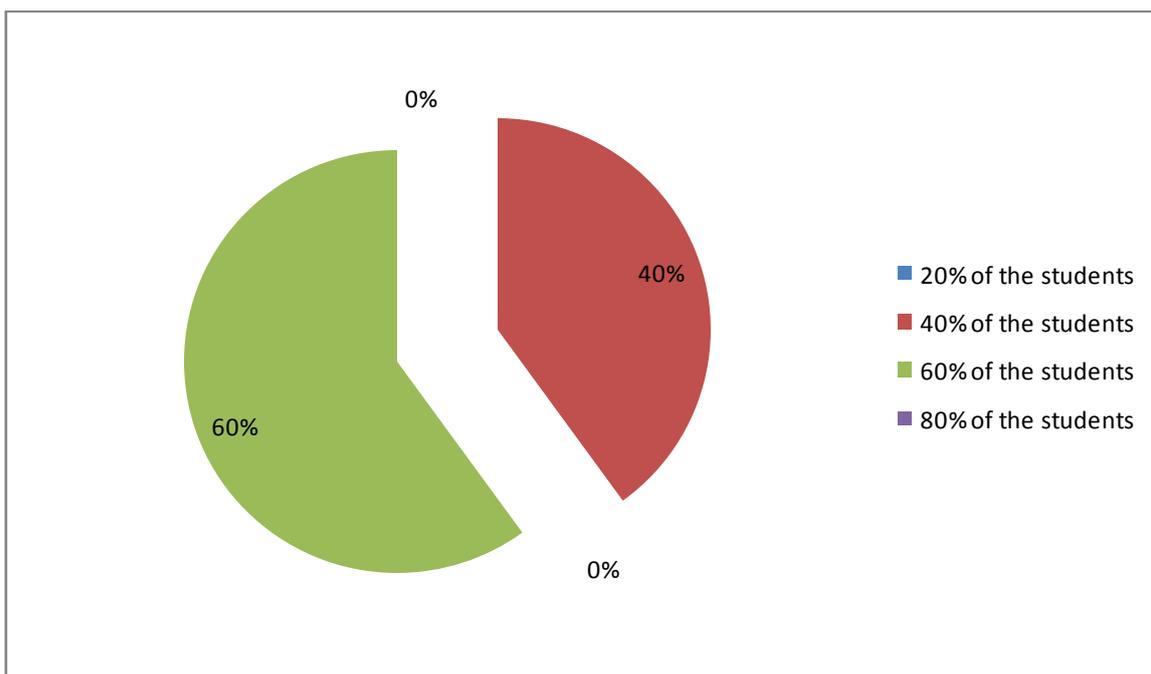
Histogram 3.5: Students' frequency of interacting in the oral class.

The data we got in this question about the frequency of students' interaction in the oral class, shows that three teachers, out of five, get more than the half of the students to participate during the session; this reveals that since they are expert teachers, they become able to deal with students to invite them to interact and communicate in the classroom. Whereas, 40% of the teachers avowed that less than the half of the students in the class do intervene in the classroom discussion and participate.

Q7: Do you think that your method of teaching makes students reluctant to participate?

a. **Yes**

b. **No**

Options	Respondents	Rate %
Yes	0	0%
No	5	100%
Total	5	100%

Table 3.6: Teacher's attitude toward his/her method of teaching.
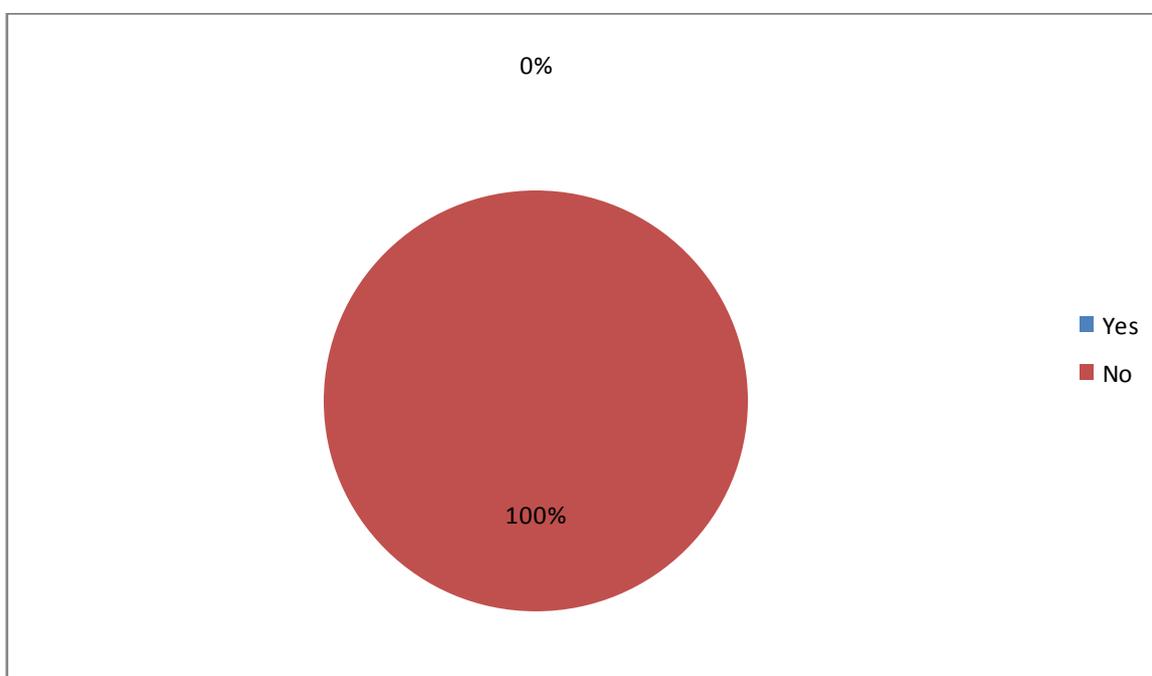
Histogram 3.6: Teacher's attitude toward his/her method of teaching.

This question was asked to see how much teachers are satisfied of their methods of teaching and how much these methods welcome the students' participation. We found that all the teachers feel that their methods of teaching don't make an obstacle in front of students and don't prevent them from interacting.

Q8: Do you find it easy to vary your tools to meet needs of most students?

a. **Yes**

b. **No**

Please! Explain.

Options	Respondents	Rate %
Yes	2	40%
No	3	60%
Total	5	100%

Table 3.7: Teacher's ability to meet students' needs.
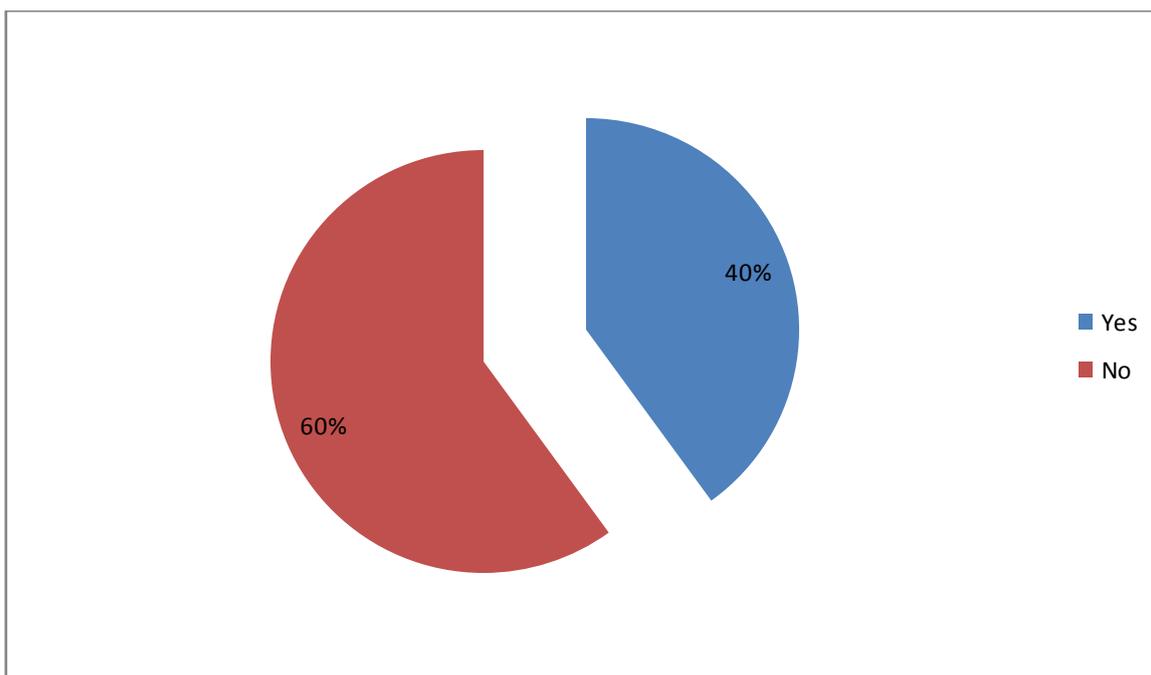
Histogram 3.7: Teacher's ability to meet students' needs.

The diagram shows the ability of the teachers to meet their students' needs during the session. Despite the results we got in the question 6 and 7, the present one, we are dealing with, clarifies more the previous ones. 60% of the teachers acknowledged that they face difficulties in meeting all students' needs supported by saying that to do so, teachers need more time, effort and tools. Others blamed the traditional ways we still use in teaching. However, improvisation provides such tool to ameliorate students' skill at all levels, particularly the communicative skills. While 40% of the participants answered by 'yes', those upheld their answers by saying that checking the update in education, using ICT, tasks that boost for student-student and teacher-student interaction help them to smoothly satisfy the students needs. Therefore, all those suggestions of the teachers go for using improvisation and not to make students learn by being spoon feeders.

Q9: How often do you prompt a comfortable atmosphere in the class?

a. **Always**

b. **Often**

c. **Sometimes**

d. **Rarely**

e. **Never**

Options	Respondents	Rate %
Always	4	80%
Often	1	20%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%
Total	5	100%

Table 3.8: Teacher's frequency in providing a positive atmosphere.
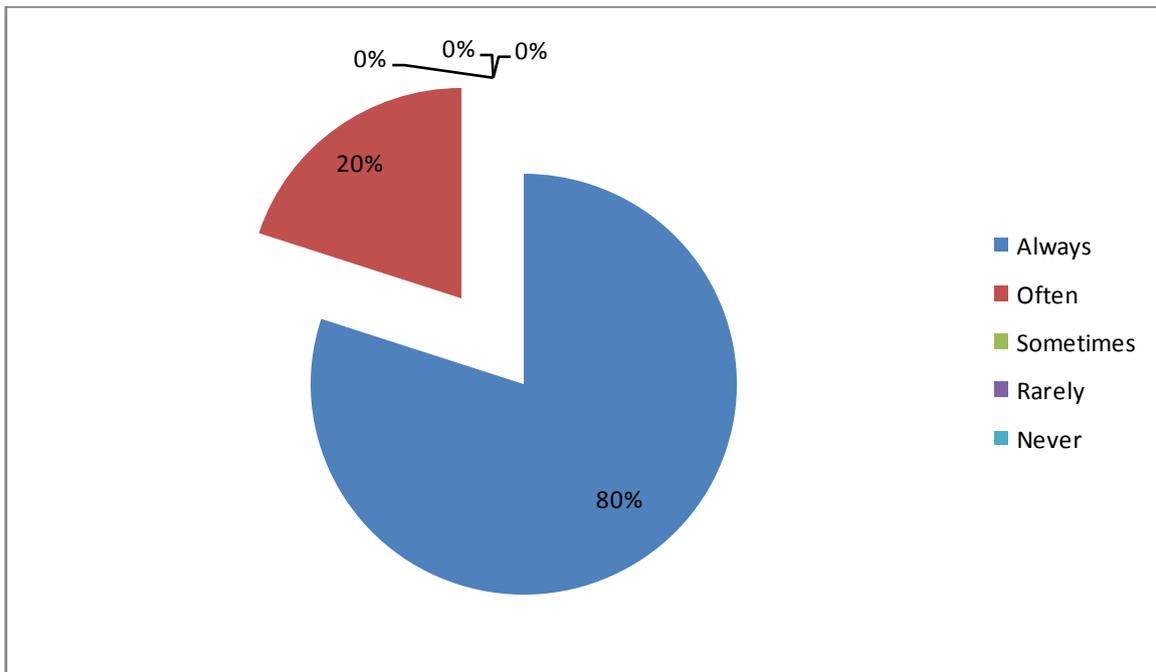
Histogram 3.8: Teacher's frequency in providing a positive atmosphere.

The positive and comfortable atmosphere boosts students to break the ice and to share the knowledge they have with their classmates. We found that a large proportion of teachers 80% always try to provide a motivation atmosphere to learn in. And 20% say that they often try to make the classroom a pleasant place for students. Every teacher wants to

push his students to be active participants in the classroom discussion, but the question is how to do so? It depends on the strategy used to arouse that sense of eagerness and desire to just talk and express one's ideas in a welcoming atmosphere.

Q10: Do you have a particular strategy or tool to create a positive classroom environment and to make students feel free to participate?

a. **Yes**

b. **No**

If yes, what is it?

Options	Respondents	Rate %
Yes	4	80%
No	1	20%
Total	5	100%

Table 3.9: Teacher's strategies to create a positive classroom environment.
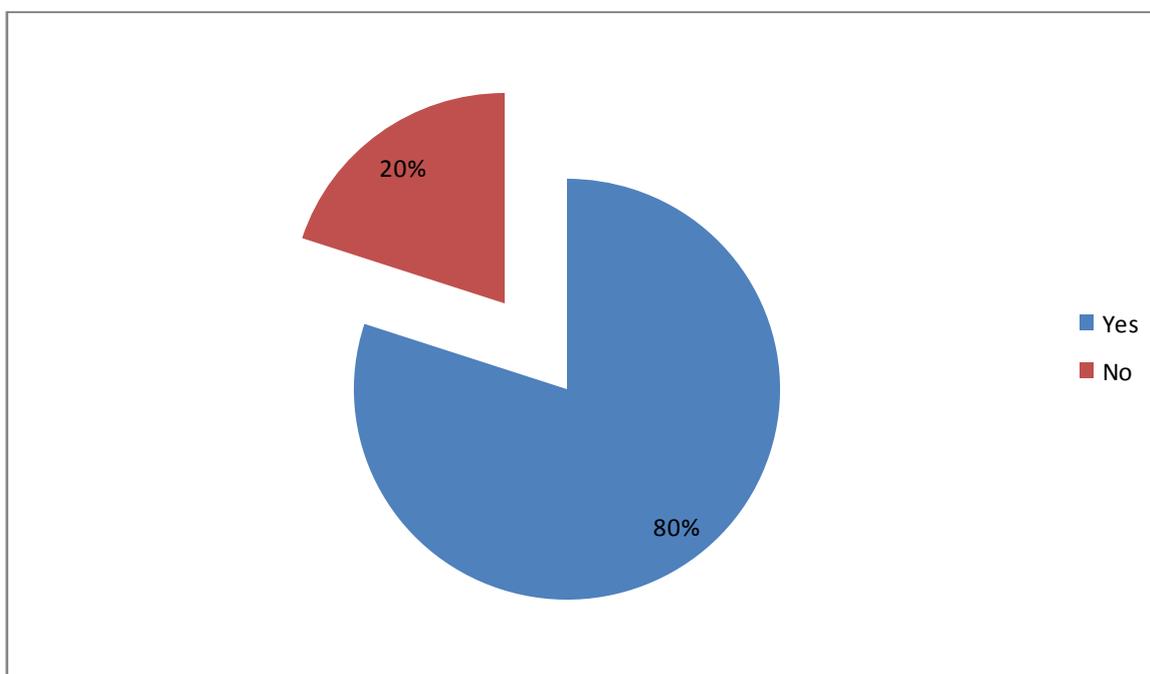
Histogram 3.9: Teacher's strategies to create a positive classroom environment.

Each teacher has a way to invite his/her students to practice the language they are learning. Again, we found that 80% of the teachers have a particular strategy to create a positive classroom environment. The expert teachers can deal with different situation and improvise, and most of them agree with it by saying that using humour especially in

overcoming students' shyness and anxiety, being friendly and interacting with the students, proved to be efficient strategies to establish a positive atmosphere. Only 20% denied having any particular strategy for the sake of providing an environment, where students interact freely on the classroom.

Q11: Do you improvise during the session?

    a. **Yes**

    b. **No**

If yes, indicate when and how you improvise, please!

Options	Respondents	Rate %
Yes	5	100%
No	0	0%
Total	5	100%

Table 3.10: Teacher's improvisation.
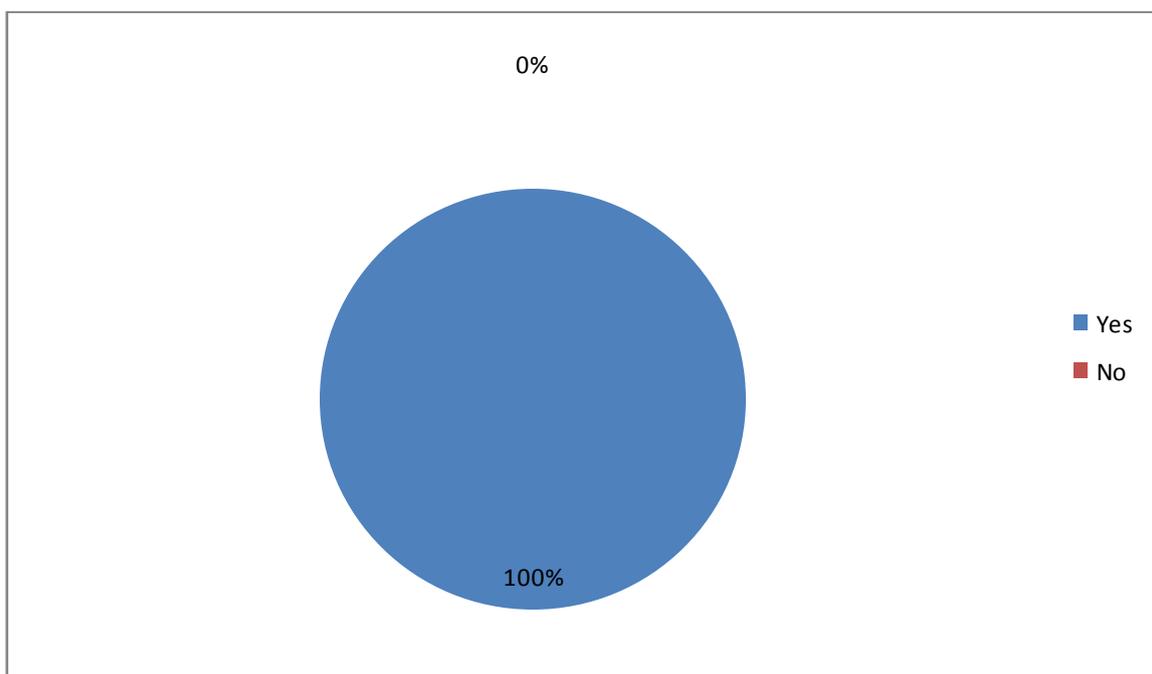
Histogram 3.10: Teacher's improvisation.

Improvisation is a tool both teachers and students can use in an oral expression class. In this question, we asked teachers if they improvise or no. All the teachers said that they improvise during the session. Their improvisation was as alternative tools they choose so as to overcome obstacles they may face during the teaching process; obstacles such as,

losing the rhythm of teaching, students lose attention to the lesson. Some teachers, in such situations, try to warm up the session by recalling for the previous lessons, opening space for free discussions and debating, activities like storytelling, role plays, oral presentations and so on. All the previous activities support the essence of improvisation in terms of being spontaneous in oral performance; it makes the students able to adapt themselves to any situation they may face suddenly.

Q12: do your students try to improvise?

a. **Yes**

b. **No**

Options	Respondents	Rate %
Yes	3	60%
No	2	40%
Total	5	100%

Table 3.11: Teacher's view to their students' improvisation.
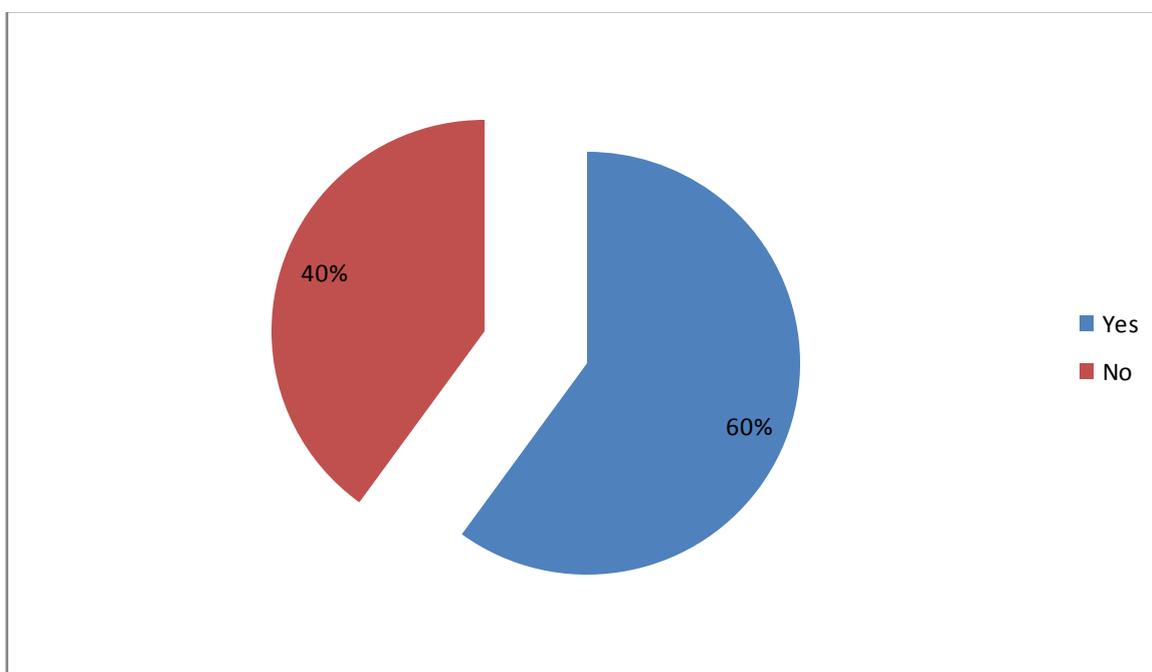
Histogram 3.11: Teacher's view to their students' improvisation.

The question is asked to find out if students improvise in their oral performance in the class or no. 60% of the teachers confirmed that their students improvise in their interaction. Providing a pleasant atmosphere can be a chance for students to release their

talents and creative thoughts through extemporaneous. while, a good proportion 40% said that their students don't improvise; this maybe related more to the psychological reasons.

Q13: Improvisation is a good tool to foster students' creative trend and critical thinking.

  a. Completely agree.

  b. Agree.

  c. Disagree.

  d. Neither agree nor disagree.

Options	Respondents	Rate %
Completely agree	2	40%
Agree	3	60%
Disagree	0	0%
Neither agree nor disagree	0	0%
Total	5	100%

Table 3.12: Teacher's agreement with the efficacy of improvisation.
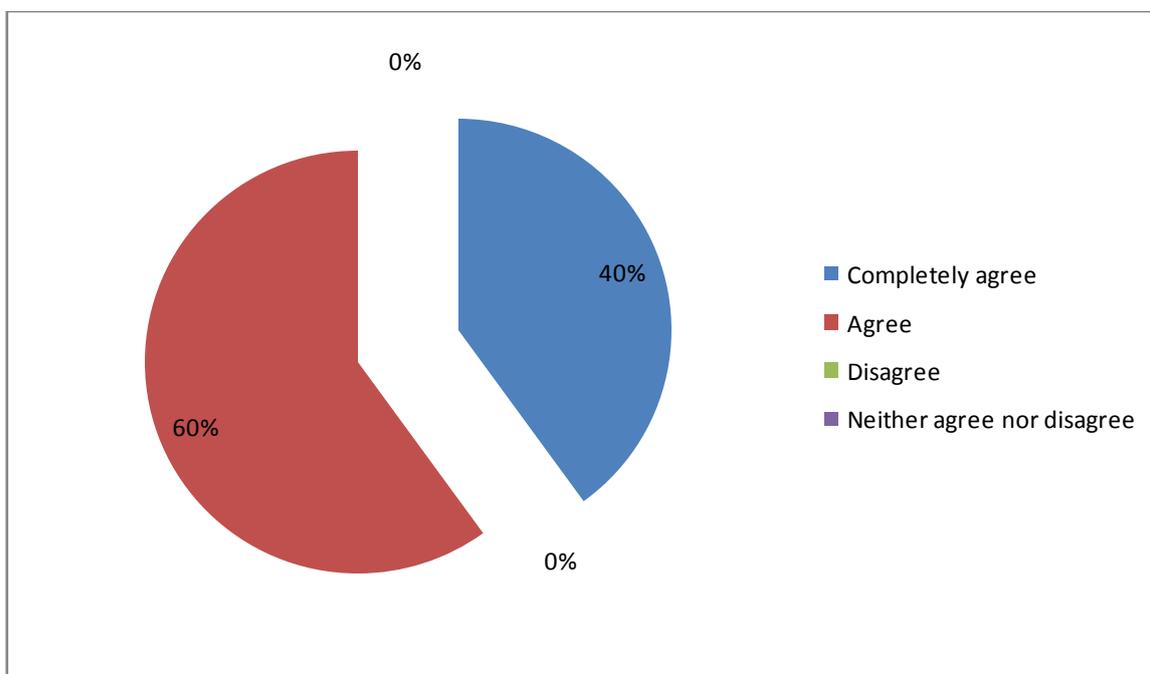
Histogram 3.12: Teacher's agreement with the efficacy and the effect of improvisation.

This question was used to ensure and get teachers agreement about the improvisation as a tool for fostering the creative trend and critical thinking. 40% of the sample agree completely with our suggestion and see it as a way to adapt to everything in the classroom in terms of teacher's improvisation, and as a spontaneous act which can appeal for imagination and creativity to speak about a topic where students choose the vocabulary rapidly and at the moment. On the other hand, 60% of the teachers agreed with the effectiveness of improvisation in boosting students' creative trend.

Q14: As a teacher of English, at which level do you think that students become ready to improvise in the classroom interaction? Why?

The answers we got from this question are helpful and appropriate to be taken into consideration, especially in thinking to make the oral expression module in the curriculum to be studied by the students at the Master level. The teacher "A, B, and D" said that students at advanced levels (3rd and Master students) can be able to improvise in the oral expression session since they have experience and they are competent enough to deal with situations and tasks in an improvisational way. Moreover, the teacher "C and E" reasoned this idea by saying that it is up to the student's personal level of knowledge because there may be a good student at his/her first year of studying, and he/she is able to say it clearly and takes risk.

Some teachers provide us with some useful comments at the end of this questionnaire. Improvisation is like any other aspects in human activities; it can't be separated from other sides.

3.6 Interpretation of the Results

The results of this investigation show many results about how improvisation can effect positively the students' oral performance in the oral expression session. Undeniable, interaction in the classroom and speaking skills go hand in hand and they can't be separable. The answers gathered from teachers confirm that:

1. To begin with, teachers, for whom we administered the questionnaires, are those of an accepted experience, generally in teaching English, and specifically in teaching oral expression module.
2. In attempt to put students in an unexpected situation in the classroom, generally they react with it positively. Most of them are able to control such situations;

coping the case of being unready to answer a given question is by trying to recall for something related to it, and by asking for help if this was allowed. Once again, spontaneity in interacting within an expected or an unexpected situation is the main principle of improvisation.

3. Moreover, in a trial to prove if improvisation and spontaneity can help students to be creative and evolve their critical thinking, almost half of the sample agreed with this idea. Additionally, the implementation of improvisation in the language teaching and learning process will provide more opportunities for students of different capacities to practice and to be trained for language communicative skills. Hence, increasing the amount of classroom interaction would be reached by drama improvisation, so it will help students to speak in the target language as much as possible. Finally, in the last two questions of the students' questionnaire, students confirmed that improvisation can really prompt their classroom interaction besides providing opportunities to express themselves freely.

4. There are some situations which lead teachers to improvise such as, losing the flow of performance while teaching; this may occur when the students do not appreciate a topic of discussion

Conclusion

In conclusion, those findings affirm the effectiveness of improvisation in enhancing and prompting students' oral interaction; this proclaims and asserts the hypothesis provided in this research. Obviously, the data collected from the research instruments used offer insights of a vital importance about the implementation of improvisation as a tool to establish and encourage communication and interaction in the target language. Therefore, students' communicative skills will be improved and refined each time they improvise. In the same token, teachers as well will be more influential in the classroom as a prompter of communication.

Recommendations

The current study attempted to shift the focus to a recent technique to be used in the classroom; improvisation technique which may foster interaction in the classroom. The results obtained from the conducted research confirmed that improvised activities are appropriate for language learners; it fosters participation among them, and creates a positive atmosphere. Therefore, it improves the students' communicative skills. So, those findings approved the hypothesis which says that improvisation can be a good tool to enhance students' interaction in the classroom. According to the results of the whole work, some recommendations can be set down:

- The teacher should take into account the students' interaction in the classroom; he/she is invited to use the improvisation tool for the reason of fostering participation among learners.
- The teacher needs to maximize the learners' oral performance by establishing improvisational activities in order to free the students' minds therefore, improving their self-confidence.
- The teacher needs to encourage the cooperative learning by providing opportunities for students to perform spontaneously. Thus, a collaborative learning can take place in the oral expression session. Such free space 'oral expression class' can be a scene for free discussions among English language learners.
- Having an improvisational classroom, like the one which has been establishing in the US, will urge the students to learn English in an amusing way and with no constraints or worries about the classroom interaction.

This work was conducted using a descriptive research; the results were valuable. However, further research can be conducted experimentally in order to mould the appropriate procedures and to be more realistic.

General Conclusion

The present research affirms the crucial role of improvisation in promoting classroom interaction among English language students. Creating opportunities of interaction for students are significant to get them to engage and to be active in the classroom. Hence, there can be a relationship between improvisational technique and classroom interaction in prompting students' oral performance.

The results showed that students are eager to have such free space to just practice their language spontaneously using their knowledge and interest in the oral expression class; the majority of them find it more comfortable to have unstructured conversations particularly with their classmates. Also, teachers, in their turn, encouraged and welcomed the idea of being an improviser in the oral class; both teachers and students, since it appeals for imagination, creativity and that sense of enthusiastic curiosity which leads to breaking the ice and be more confident using the target language. Besides, a fruitful classroom interaction can be chiefly increased by improvisation. Consequently, improvisation helps for students' integration in a motivating teaching and learning process. Communication, collaboration, readiness, spontaneity and creativity are the pillars of improvisation in the instructional atmosphere of English language teaching and learning.

As a consequence of these findings, the hypothesis stated beforehand is proved positively; it ordains for implementing improvisations technique so as to foster interaction in English language classroom. Thus, it reinforces learning constructively, which in turn, allows and appeals for appreciating students' contributions. Therefore, the communicative skills will be improved and evolved through time.

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Appendices

Appendix I

Student's Questionnaire

Dear students;

We are conducting a Master research entitled: 'The Effect of Improvisation on Students' Interaction in the Oral Expression Class'. We would like you to fill the questionnaire with your personal answers; it is anonymous, and your help is appreciated. Would you, please, put a tick in front of the appropriate answers? Thank you very much for you participation.

Section One: The Student's Profile

Q1: Specify your gender:

☐ Male

☐ Female

Q2: Your level in English is:

☐ Very good

☐ Good

☐ Average

☐ Poor

Q3: Is studying English a:

☐ Personal choice.

☐ Someone's advice

☐ Random choice

Please, explain!

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Section Two: Interaction in Oral Expression Class

Q4: Do you enjoy the oral expression session?

☐ Yes

☐ No

Please, explain why?

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Q5: How much do you enjoy the oral expression session?

| Don't like it at all | Don't like it | Don't know | Like it | Like it so much |

☐   ☐   ☐   ☐   ☐
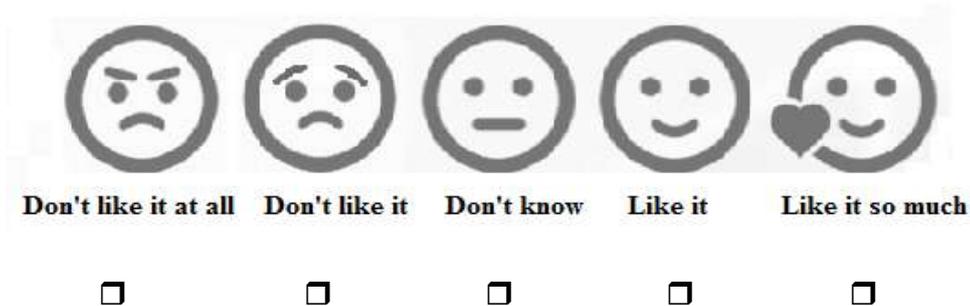
Q6: Do you think your teacher:

☐   Talks most of the session time

☐   Gives opportunities to you and invite you to participate.

Q7: In the oral expression session, do you prefer discussing topics:

☐   You choose previously.

☐   Your teacher's selection of the topic.

☐   A random selection of the topic during the class.

Q8: During an oral expression session, you may not participate because of:

☐   Teacher's severity in responding you.

☐   You are not given the chance to express your ideas.

☐   You are not ready to speak spontaneously.

Section Three: Improvisation in the class

Q9: are you able to manage a conversation in English?

☐ Yes

☐ No

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Q10: Do you prefer engaging in a discussion with:

☐ Your teacher.

☐ Your classmate.

Why?…………………………………………………………………………………………………
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Q11: what will be your reaction if you find yourself in an unexpected situation, asked to express your thoughts?

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……………………………………………………………………………………………

Q12: Creative ideas come to your mind during a spontaneous speech.

☐ Completely agree

☐ Agree

☐ Disagree

☐ Neither agree nor disagree

Q13: If your teacher asks you and your classmates to create a short story collaboratively from your imagination, will you feel at ease to improvise and speak freely?

☐ Yes

☐ No

Thank you for your collaboration

Appendix II

Teacher's Questionnaire

Dear teachers;

This questionnaire is a research tool for a Master dissertation, which is conducted to investigate the effect of improvisation in enhancing students' interaction in the oral expression class. We would like you to complete it with your opinions, attitudes, suggestions which are worth for us. We will be grateful for all your help. Please, put a tick in the small box which fits the appropriate answer. Thank you in advance.

Q1: How many years have you been teaching English?

- ☐ 2 years
- ☐ 3 years
- ☐ More than 5 years

Q2: Have you ever been teaching oral expression before?

- ☐ Yes
- ☐ No

Q3: Do you give your students freedom to choose topics for discussion?

- ☐ Yes
- ☐ Sometimes
- ☐ No

Q4: How do you manage to get students interact in the class?

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Q5: When students make errors in their oral performance, do you correct them immediately?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Q6: Rate the amount of students who participate in your session.

- ☐ 20%
- ☐ 40%
- ☐ 60%
- ☐ 80%

Q7: Do you think that your method of teaching makes students reluctant to participate?

- ☐ Yes
- ☐ No

Q8: Do you find it easy to vary your tools to meet needs of most students?

- ☐ Yes
- ☐ No

Please, explain

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Q9: How often do you prompt a comfortable atmosphere in the class?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ never

Q10: Do you have a particular strategy or tool to create a positive classroom environment and to make students feel free to participate?

- ☐ Yes
- ☐ No

If yes, what is it?

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Q11: Do you improvise during the session?

- ☐ Yes
- ☐ No

If yes, indicate when and how you improvise, please!

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Q12: Do your students try to improvise?

☐ Yes
☐ No

Q13: Improvisation is a good tool to foster students' creative trend and critical thinking.

☐ Completely agree
☐ Agree
☐ Disagree

☐ Neither agree nor disagree

Why?

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Q14: As a teacher of English, at which level do you think that students become ready to improvise in the classroom interaction? Why?

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Q15: Do you have any comments or any other suggestions you would like to say?

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Thank you for your collaboration

Résumé en Français

Ce travail a été achevé afin d'expliquer l'impact de l'improvisation sur l'interaction en classe pour les étudiants de les langues étrangères. Et pour ce but la, une étude du cas a été mené a l'Université de Mohammed Kheider Biskra, avec les enseignants et les étudiants de la 2 ème année LMD de la langue anglaise. Ainsi, les enseignants et les apprenants ont reçu des questionnaires. Les résultats obtenus ont surgi que l'improvisation est un outil efficace et il a de bon effet sur l'interaction des étudiants en classe. A base de ça, l'hypothèse annoncée auparavant a été confirmé que la technique de l'improvisation est efficace pour améliorer et supporter beaucoup plus la participation en classe.

Les mots clés:

La technique de l'improvisation, l'interaction en classe, la participation, l'étude du cas.