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THE ROLE OF CLASSROOM INTERACTION IN DEVELOPING LEARNER'S SPEAKING SKILL

A Case Study of the First Year LMD Students of English Language at Jijel University

Thesis submitted in Partial fulfillment of the Requirement for Master Degree in Language Sciences (TEFL)

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Dedications

In the Name of ALLAH, Most Gracious, Most Merciful.

All the Pries are due to God alone, the sustainers of the entire world

This work is dedicated to:

My Mother and my Father,

My brothers and my sisters,

All my extended family,

To all my friends without exception,

To all my teachers who taught me even a word,

To all those who prayed for me.

Special thanks:

I would not forget to express my sincere thanks and appreciation to my husband

"Fouad Boulkamh" who gives me strength and encourages me to finish this work.

Besma Boudelal

I dedicate this work to:

My parents for your love, affection, and encouragement,

My husband for your support and your faith in me,

My sisters and brothers who are always proud of me,

My sisters and brothers in law, who are beside me,

My dear friends for your permanent company,

My glamour nieces and lovely nephews,

My extended family, and all those who love me.

Samira Bekkouche

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Abstract

It is generally accepted that classroom interaction can facilitate students' language development and communicative competence. The most common proposition of the role of classroom interaction is its contribution to language development simply by providing target language practice opportunities. Today, many researchers claim that through classroom interaction knowledge can be constructed and skills can be developed. However, getting students to respond in a language classroom, especially a foreign language one, is a problem that most language teachers face. The present work aims at showing that classroom interaction can be a best pedagogical strategy to develop English language learners' speaking skill and even to foster their capacity to generate new language. To shed light on the value of interaction in foreign language classroom, the dissertation in hand exposes issues about the speaking skill and classroom interaction in its theoretical part. As far as its practical part is concerned, two questionnaires that are administrated to both first year English language LMD students and teachers of Oral Expression module are handed out and analyzed in depth. Data gathered from both questionnaires are useful to get information about the impact of classroom interaction on developing the students' speaking skill. The analysis of the questionnaires revealed that both learners and teachers consider classroom interaction as an important pedagogical strategy in enhancing the speaking skill. By the end of the dissertation in hand, set of pedagogical recommendations are suggested.

List of Abbreviations

ACTEL: American Council of Teachers of Foreign Language

CA: Communicative Approach

CLT: Communicative Language Teaching

:   Percentage

EFL: English as a Foreign Language

ERF: Initiation Response Feedback

ESP: English for Specific Purpose

FL: Foreign Language

L1:   First Language

L2:   Second Language

LMD: License, Master, Doctorate

N: Number

OE: Oral Expression

Q: Question

TEFL: Teaching English as a Foreign Language

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General Introduction

1. Background of the Study

For learners who are studying English as a second/ foreign language, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of second language communication.

Classroom interaction, then, is necessary and useful as an educational strategy to enhance learners' speaking skill. Thus, the role of interaction in the classroom context in enhancing the speaking skill comes from the understanding of its main types: teacher-learner interaction involving Initiation- Response- Feedback (IRF) pattern and teacher questioning, and learner-learner interaction involving pair work, group work, topic- based and task-based, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction, then, involves verbal exchanges between teachers and learners; however, teachers should know that learners need to do most of the talk to activate their speaking, since speaking skill requires practice and exposure. (Chanthiramathi, V. 2011).

There is a tendency from the part of teachers to control the patterns of the classroom communication in terms of using the target language. So, if teachers are advised to reduce their time of talking, it does not mean that they have no role to play. Involving all the learners in the interactive activities is their main job; they must apply some of the teaching strategies to get all of the students involved in pieces of talk and classroom discussions. (Ribas, M. S. 2010).

Interaction is an important word for language teachers. "In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about (Brown, H.D. 1994)". Studies have shown that when students participate actively in class, their academic achievement seems to be higher than that of those who are passive. In general, student participation includes many forms of student actions such as speaking, listening and body language. Speaking depends on the complexity of the information to be communicated; however, the speaker sometimes finds it difficult to clarify what they want to say. Since oral participation is the most observable behaviour; studies in the field of language learning have focused on the significance of students' oral participation. Therefore, increased emphasis has been placed on students' interaction or oral participation in the classroom (Swain, 1985). These studies confirm a positive relationship between language learning and the amount of time devoted to oral interaction inside and outside language classroom. "*Participation in verbal interaction offers language learners the opportunity to follow up on new words and structures to which they have been exposed during language lessons and practice them in context*" (Tsou, W. 2005).

2. Statement of the Problem

The main objective of learning a foreign language is to be able to communicate fluently in that language. Interaction is beneficial to language development overall, but whether it is beneficial to develop all the skills of second language learning is not known. Obviously, speaking is considered as the major skill to be developed for learning a second language. It is noticed that students who interact and speak in the classroom achieve better in Oral Expression (OE) in most cases than those who always keep silent. Therefore, teachers need to use some strategies in order to help the learners speak fluently.

Departing from what precedes, it is undertaken to address the following questions:

1. Does classroom interaction lead to improve the learners' speaking skill?

2. What type of interaction strategies are used to develop the student's speaking skill?

3. Aim of the Study

This study attempts to explore the role of classroom interaction in developing the students' communicative abilities. This research attempts to investigate how interaction inside the classroom helps the learners of first year LMD (License, Master, Doctorate) English language students at Mohammed Seddik Ben Yahia University to activate their speaking skill.

4. Research Hypothesis

There is a crucial relationship between the development of the speaking skill and interaction inside the classroom. Hence, it is hypothesized that:

If the first year LMD English language students at Mohammed Seddik Ben Yahia University are given the right opportunities to interact and speak freely in classroom, then they will be able to develop their speaking skill.

5. Means of Research

The study takes place at the university level, with the first year students of English language. Many of these students plan to have a license in English and to graduate from the university with a good oral competence. To obtain information, two samples are chosen from the whole population:

A. Teachers of Oral Expression at the Department of English language at Jijel University.

B. First year students at the English department of Jijel University.

Concerning the data collection, two questionnaires are handed out; the first one that is displayed to the teachers of Oral Expression module aims at investigating their opinions about applying interaction as a pedagogical strategy to enhance the learners' speaking skill. The second questionnaire is directed to the first year LMD English language students to find out whether learners give importance and value to interaction inside the classroom or not.

6. Structure of the Study

The present research is basically divided into three main chapters. Chapter one and two are devoted for the literature review and chapter three is concerned with the analysis of both teachers' and learners' questionnaires.

Chapter one represents a review of classroom interaction; the main focus of this chapter is on classroom interaction and second language acquisition, characteristics of classroom interaction and the role of teachers and learners in EFL interactive classroom.

Chapter two is devoted for the discussion of the skill of speaking; its definition, elements, importance, characteristics of speaking performance, strategies of oral performance, teaching techniques, difficulties and speaking tasks to be practised in the classroom.

Chapter three is about the data analysis. After collecting the required data from both questionnaires, they are analyzed to show value of classroom interaction in developing learners' oral production. The analysis is also worthy to refute or confirm the set hypothesis and answer all the previous asked questions

General Introduction

1. Background of the study

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Chapter One

Classroom interaction

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Introduction

In the field of second language acquisition, interaction has been taken into consideration in language learning. In such process, interaction is a way of learning in general and enhancing the language skill in particular. It needs at least two or more learners to achieve communication. This chapter is an attempt to discuss the notion of classroom interaction, starting with an overview about communicative language teaching (CLT) theory, since classroom interaction is one type of its frameworks. Then, its main aspects, the characteristics of EFL classroom, and the role of both teacher and learners in an interactive EFL classroom.

1.1. The Communicative Approach

It is undeniable that the ultimate goal for almost all teaching methods is to make learners able to communicate in the target language. The communicative approach or (CLT) is considered as the best approach for that purpose. It is mainly related to the idea that "*language learning will take care of itself*" (Harmer, 2001, p.70). Lindsay and Knight (2006) say that CLT appeared by the end of 1960s and continued to evolve. Today, it is based on the idea that language learning means learning how to use language to achieve a better communication outside the classroom. Noam Chomsky, in his syntactic structure (1957), has introduced what he calls linguistic competence. He defined it as the set of rules that are hidden in the speaker's mind. He named that inner knowledge as linguistic competence and its actual applications as performance, but indeed, he paid little attention to communication (Chomsky, 1965). As a reaction to Chomsky's linguistic competence, Dell Hymes introduced what is known as communicative competence which is much more related to sociolinguistics and pragmatics (Hymes, 1972).

The emergence of this new concept has changed the direction of language teaching since both competences were incorporated with much emphasis on communicative proficiency in the target language. This shift in teaching views is what is known today as the communicative approach (Widdowson, 1990).

CLT developed because of the limitations of the previous methods, it mainly focuses on the ability to communicate and interact which was absent in the other methods. Harmer (2001) also makes the important point that learners are always in need to be exposed to language and be given opportunities to use this language in order to develop their knowledge and skills.

CLT embraces the following as basic principles that should be taken into consideration when implementing it. These are:

- Language is a system for the expression of meaning.

- The primary function of language is for interaction and communication.

- The structure of language reflects its functional communicative uses.

- The primary units of language are not merely its grammatical and structural features, but categories of functional communicative meaning as exemplified in discourse (Richards & Rodgers, 1986).

1.1.1. The Communicative Competence

The communicative approach is mainly based on the theory of communicative competence. Communicative language teaching gives communicative competence a prestigious position; it represents peak of the learning pyramid. It includes grammatical, sociolinguistics, discourse and strategic competence. (Hedge, 2000) has been explaining

these competences or abilities where coherence and cohesion are essential aspects to be taken into account in conversation, grammatical or linguistic competence. In other words, it is related to the knowledge of spelling, pronunciation and grammatical structure. Sociolinguistic competence has to do with the social rules of language use which facilitates the understanding of the social context where communication exists. Discourse competence refers to a cluster of abilities to understand messages and to recognize all the discourse features. Strategic competence contains the techniques and tips followed to get a better performance while communication. In the communicative approach, advocates of this method believe that communicative competence is very important to support learning and make classroom interaction successful. (Johnson, 1995, p.161) considers that "*classroom communicative competence is essential in order for the second language students to participate in and learn from their classroom experience.*"

1.2. Classroom Interaction

The Cambridge International Dictionary of English defines the verb 'to interact' as *'to communicate with or react to (each other)'*. The New Oxford Dictionary of English defines the noun 'interaction' as a *'reciprocal action or influence'*. Therefore, interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other. Rivers (1987, p. 57) describes the word through its Latin roots: *'agere'* meaning *'to do'* and *'inter'* meaning *'among'*. It shows us the active and social part of a human being that affects other people through interaction. Brown (2001, p. 165) relates interaction to communication, saying, *"…interaction is, in fact, the heart of communication: it is what communication is all about"*.

Interaction has a similar meaning in the classroom. It might be defined as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa.

Interaction can proceed harmoniously or it can be fraught with tension. Every interaction situation has the potential for co-operation or conflict. How the situation actually develops depends on the attitudes and intentions of the people involved, and on their interpretations of each other's attitudes and intentions. Needless to say that only when there is co-operation between both sides can communication effectively take place and learning occurs (Malamah, 1987, p.8).

Interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. However, classroom interaction is of a particular nature and a range of functions including formal instruction, whole class and task management and development of group cohesion. Therefore, it involves everything communicative happening in the classroom. (Ellis, 1990, p.12) defined classroom interaction broadly: *"... not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling...."*

Classroom interaction consists of two types: non-verbal interaction and verbal interaction. Non-verbal interaction is related to behavioural responses in class. It means students interact through their behaviours such as head nodding, hand raising, body gestures, and eye contact. Verbal interaction, on the contrary, contains written interaction and oral one. Written interaction is the style of interaction in which students write out their ideas, thoughts. It means they interact with others through written words, documents and so forth. By contrast, oral interaction implies that students interact with others by speaking

in class, answering and asking questions, making comments, and taking part in discussions (Robinson, 1994). *"Interaction is the process referring to "face-to-face" action. It can be either verbal channeled through written or spoken words, or nonverbal, channeled through tough, proximity, eye contact, facial expressions, gesturing, etc."* (Robinson, 1994, p.7).

1.2.1. Participants in Classroom Interaction

According to Dagarin (1994, p.129), these are the most frequent ways of organizing classroom interaction, depending on who communicates with whom:

a. Teacher – learners

b. Teacher – learner/a group of learners

c. Learner – learner

d. Learners – learners

The first form of interaction (teacher – learners) is established when a teacher talks to the whole class at the same time. He takes the role of a leader or controller and decides about the type and process of the activity. The primary function of such interaction is controlled practising of certain language structures or vocabulary. Mostly, they are in the form of repeating structures after the teacher (the model). This type of practice is also referred to as 'a drill'.

The second arrangement is conducted when the teacher refers to the whole class, but expects only one student or a group of students to answer. It is often used for evaluation of individual students. This arrangement can also be used for an informal conversation at the beginning of the lesson or for leading students into a less guided activity.

The third type of interaction is called 'pair work'. Students get an assignment, which they have to finish in pairs. The teacher holds the role of a consultant or adviser, helping when necessary. After the activity is done, he puts the pairs into a whole group and each pair reports on their work.

The last type of classroom interaction is called 'group work'. As with pair work, the teacher's function here is that of a consultant and individual groups report on their work as a follow-up activity.

The last two ways of organization are particularly useful for encouraging interaction among students. In large classes, they present the only possibility for as many students as possible to use the foreign language. The research has shown that students use more language functions in pair- and group-work than in other forms of interaction (Nunan, 1991, p. 51).

It has also been proven that students perceive them as the most pleasant ways of learning, because they feel relaxed and subsequently communicate better. Such work encourages independent learning and gives some responsibility for learning to students. It approaches real-life communication where students talk to their peers in small groups or pairs. Nevertheless, whole-class organization should not be completely neglected since it is still more appropriate for guided and controlled activities (Hatch, 1992, p. 93).

1.3. Classroom Interaction and Second Language Acquisition

There are two concepts in second language acquisition: "nature" and "nurture". The former means that learners learn the language by the innate knowledge about language, whereas the latter assumes that language development is inspired by the environment as learners are engaging in the interaction (Doughty & Long, 2003, p. 224).

Interaction is a key of second language acquisition and exists as the central feature. It describes the interpersonal activity taking place during face-to-face communication (Ellis, 1999). The interaction influencing second language acquisition occurs among non-native speakers of second language or between non-native speakers and native speakers. Interaction is concerned as the discourse which is jointly constructed by learners and their interlocutors and output is the result of interaction. It facilitates language learning, engages students in participating language learning activities and makes more outputs of the language. In second language learning context, language learning is mainly conducted and initiated by language teachers in different ways such as teacher questioning, teacher instructions, or any other kind of activities that facilitate learners' language acquisition (Ellis, 1985).

Acquisition is considered an explicit process and implicit process. The former involves learners' attending consciously to language in order to understand and memorize rules. By contrast, the latter takes place when the language is used for communication (Krashen, 1981). Acquisition occurs when learners focus on conveying meaning. Language acquisition is mainly referred to as the process by which both linguistic competence and communicative competence are acquired by learners. It can be conducted through direct exposure of the target language to learners and based on the formal language instruction (Ellis, 1999, p. 12).

In Mackey's research (1999) about the relationship between interaction and second language acquisition, he asserted that the nature of interaction and the role of learners are critical factors through interaction. He concluded that one feature interacting with the learner's internal factors to facilitate development is the participation in the interaction through the provided condition for the negotiation meaning. Language acquisition is the

result of an interaction between the learners' mental abilities and the linguistic environment. Interaction is necessary for second language acquisition (Long, 1991).

1.3.1. The Input Hypothesis

Two-way interaction is a particularly good way of providing comprehensible input which plays a critical role in language learning since there is no learning without input. The language used by the teacher affects the language produced by learners. Acquisition occurs by means of a learner's access to comprehensible input which is the crucial factor in second language acquisition (Krashen, 1985, p. 2). Learning only takes place by means of a learner's access to comprehensible input and will occur when unknown items are only just beyond the learner's level. It is explained in detail "i+1" structure. "i" stands for learners' current linguistic competence, and "1" stands for the items learners intend to learn (Krashen, 1985).
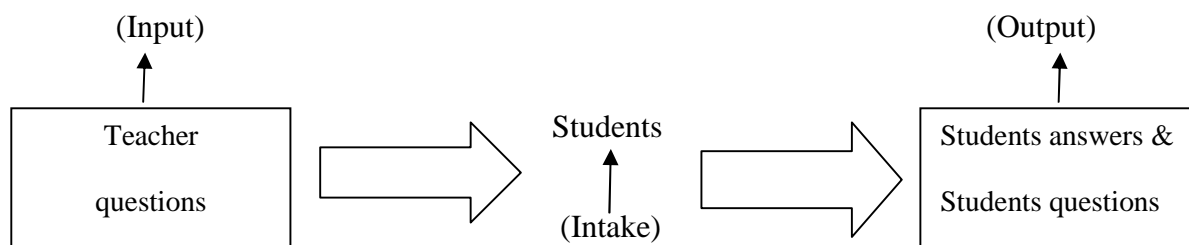
Figure 1: Input & Output through Teacher Questing

The Input Theory also has two corollaries:

Corollary 1: Speaking is a result of acquisition, not its cause; it emerges as result of building competence via comprehensible input.

Corollary 2: If input is understood and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure along the natural order - it will be provided in just the right quantities and

automatically reviews if the student receives a sufficient amount of comprehensible input. (Krashen, 1985, p. 2)

The importance of comprehensible input in second language acquisition is emphasized. Conversational or interactional adjustments were identified as the most effective means of promoting comprehension. The particular conversational adjustments were clarification requests and confirmation checks and, comprehension checks. The presence of these interactional features indicates the occurrence of meaning negotiation which provides more comprehensible input to the learner and therefore promotes acquisition (Long, 1983; 1985).

The role of teachers in creating input is also emphasized. Teacher talk actually serves as the main source of input in second language learning. Therefore, teachers should make their input comprehensible and in right quantities. In second language classroom, intake through teacher questioning can facilitate students' output in the target languages. Teacher questions act as language inputs for language learners and students' answers to teacher's questions are language outputs. Students' response includes their answers to the teacher's questions as well as the questions they ask. However, the teacher-student interaction generated less input for students than student-student interaction, but the input provided was more grammatical. There are two reasons. The first one is that teachers produce most of the grammatical input and use more of the conversational adjustments that help make input more comprehensible. The second one is that students in the teacher-directed context took less turns and produced less language (Pica and Doughty, 1985).

1.3.2 The Interaction Hypothesis

Interaction Hypothesis emphasizes the role of negotiated interaction in language development. Doughty & Long (2003) have cited Long's (1996), negotiation for meaning

triggers interactional adjustment and facilitates language acquisition because it connects input, internal learner capacities and output in production ways. According to Long (1983a; 1983b), for language acquisition to occur, learners should be afforded ample opportunities to negotiate meaning to prevent a communicative breakdown. Negotiation raises learners' awareness of those language features which do not match the standard of the target language and the parts beyond them (Gass, 1997). Through negotiation, learners obtain feedback from interlocutors on their language output in the forms of the conversational adjustments. The feedback serves as an indication for learners to modify their production. The importance of negotiated interaction in promoting second language acquisition is discussed, saying that:

> *crucially focuses the learner's attention on the parts of the parts*
>
> *of the discourse that re problematic, either from a productive or receptive*
>
> *point of view. Attention in turn is what allows learners to notice a gap*
>
> *between what they produce/know and what is produced by speakers of*
>
> *the second language. The perception of a gap or mismatch may lead to*
>
> *grammar restructuring.*

(Gass & Varonis, 1994, p. 299)

The Interaction Hypothesis of Long (1996) is based on the following propositions: Comprehensible input is a necessary but not sufficient condition for acquisition and is one of several processes required for acquisition to occur. Learners need to attend, notice and consciously perceive mismatches between input and their output in order for input to become intake. Meaning negotiation during interaction promotes noticing. Negative feedback gained during negotiation work may be facilitative of second language development and necessary for particular structures. Skehan and Foster (2001) also stated

that collaborative interaction provides the negotiation of meaning, an important feature of interaction.

Speakers can modify the input or structure the interaction by using interactional strategies to avoid conversational trouble or repair misunderstandings (Long, 1991). Such behaviours represent ways in which participants in a conversation collaborate in order to communicate effectively (Dörnyei and Scott, 1997) and also probably provide comprehensible input (Krashen, 1985).

According to Gass & Torrens (2005), negotiation is the first step to learning and is one part of interaction. Interaction is essential condition for second language acquisition because it modifies speeches and interaction patterns to help learners participate in a conversation (Lightbown & Spada, 2006). Therefore, Interaction Hypothesis is considered conversational exchanges to prevent a communicative breakdown. Acquisition is promoted when the input is made comprehensible through arising interactional modifications from meaning negotiation. Negotiation or the '*modification and restructuring of interaction occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility' has a number of beneficial effects* (Pica & Doughty, 1985 p. 493).

Firstly, it aids in increasing understanding, and thus results in learners receiving more, and more comprehensible input, necessary for learning to take place. Negotiation exchanges are said to result in 'denser' than average speech, with more repetitions, reformulations, expansions, extra stress, and a range of other features. All of them increase frequency and saliency of aspects of the input. Learners are also more likely to benefit from this enhanced input as they have at least partial control over the semantic content of the interaction and can thus free form paying attention to form in the input.

Secondly, interaction takes place in a context that is meaningful to the interlocutors. From this context learners derive a degree of support which helps them in their understanding as well as in getting their meaning across. They also derive support from their conversation partners who may supply words, or restate utterances. Next interaction can also lead to the occurrence of negative feedback, i.e. information about what is and is not understandable and/or correct in a speaker's output. Negative feedback is generally facilitative of second language (L2) acquisition. Gass (1997; Gass & Varonis, 1994) has argued that since such negative feedback is situated in a communicative context and is thus linked to actual communicative goals, it is more likely to be usable to the learner.

Negative evidence can perform different functions. Firstly, it can help learners' notice the gap' between the input and their own output. As a result of realizing this gap, participants can then attempt to reformulate their utterance or store information about that aspect of the language. It may also result in quite sudden shifts in the learner's inter-language, for example when it leads to a realization that certain forms cannot be used in the target language at all. Secondly, negative evidence can also increase learners' awareness of the target language in a broader sense.

In sum, output and interaction can provide additional input, result in comprehensible input which impacts on learning, enhance fluency by allowing participants to produce the target language, facilitate form-meaning connections, and result in negotiation of meaning which in turn can raise awareness of the target language, provide opportunities for negative feedback and impact on learning directly as a result of verbalization.

1.3.3 The Output Hypothesis

Learners can improve their language level through producing output, in written or spoken forms. The role of output is concluded in three points. Firstly, the need to produce output in the process of negotiating precise coherent and appropriate meaning encourages learners to develop the necessary grammatical resources. Secondly, output provides learners with opportunities to try out hypothesis to see if they work. Thirdly, production helps to force learners to move from semantic to syntactic processing (Swain, 1985). Mackey adds: *"Second language interaction can facilitate development by providing opportunities for learners to receive comprehensible input and negative feedback, as well as modify their own output, test hypotheses and notice gaps in their inter-language"* (Mackey, 2002, p.380).

Swain (1985) particularly emphasizes that language output can contribute to language acquisition, only when learners are pushed improve and develop the target language. In short, students do not achieve native like productive competence *"not because their comprehensible input is limited but because their comprehensible output is limited"* (Swain, 1985, p.249). The reason is that students are simply not provided with adequate opportunities to use the target language in the classroom. Swain's Output Hypothesis also emphasizes the importance of feedback, where learners can improve the accuracy of output if they receive feedback from their teachers. So language teachers should offer adequate input, manage to push the students to produce the target language by giving more opportunities and much more practice time to students during the process of language learning.

In summary, input and output of language are the most important factors towards the successful learning of a second language. For acquisition to take place, learners have to

be able to absorb the appropriate parts of the input. With more comprehensible inputs, they can gain more proficiency in the target language (Cook, 2000). The theory of the comprehensible input Krashen (1981, 1985, and 1989) (cited in Ellis, 1994, p. 273) claimed that learners make progress in language learning by their perception of input above their current level of knowledge. However, comprehensible input is not a sufficient condition for second language acquisition to take place. Therefore, it is only when input becomes intake, acquisition takes place. Output in second language may simply be the practical application of the existing language acquired by learners, as well as the role of outcome in second language acquisition must be taken into consideration (Swain, 1985).

There are three aspects of interactional features: input, production and feedback. Input is the language which the language learners get. Production (or output) is the language spoken by the language learners themselves. Feedback is the reaction offered by the conversational partners to the production of the language learners. It means the interaction implies improving the quantity and quality of input, production and feedback.

1.4. Characteristics of EFL Classroom Interaction

In communicative approach of language teaching, classroom interaction became an important feature of second language pedagogy. It can occur between the teacher and learners, and/or between learners themselves, either collectively or individually. Classroom interaction comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching (Angelo, 1993)

create an active learning environment, focus attention, connect knowledge,

help students organize their knowledge, provide timely feedback, demand quality,

balance high expectations with student support, enhance motivation to learn,

encourage faculty-student and student-student interaction and communication,

and help students to productively manage their time. Learners will get more

from the lessons when they actively participate in their learning.

However, Van Lier (1996) has pointed out that two types of classroom interaction present different opportunities for negotiation, so each type needs to be evaluated within its particular context.

1.4.1. Teacher-Learner Interaction

In the classroom, the teacher often asks questions to learners and learners answer the questions and vice versa; or the teacher participates in learning activities. These forms are called teacher-learner interaction. Generally, such interactions take place between the teacher and the class and/or small groups in the class and/or individuals.

St	St	St	St	St	St	St
St	St	St	St	St	St	St
St	St	St	St	St	St	St
St	St	St	St	St	St	St

T
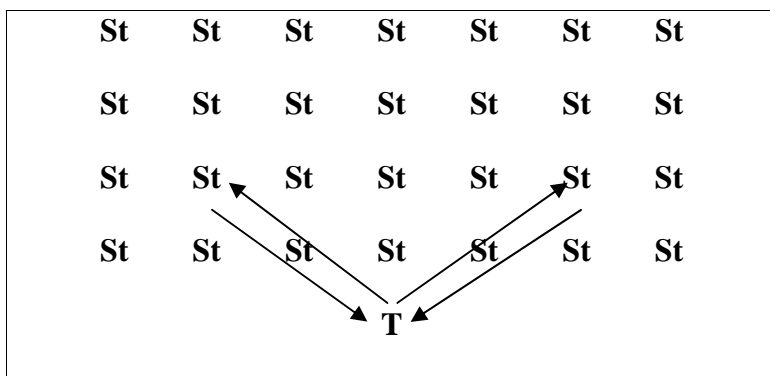
Figure 2: Interaction between Teacher and Students

Key:

Teacher interacts with students

Student interacts with teacher

St   Student

T   Teacher

In the traditional classroom, the teacher only sits or stands behind a desk, and spends a large amount of time giving lectures and directions whereas students' role are sitting, listening and taking notes passively. The focus of interaction was predominant between the teacher and learners. This one is usually initiated and controlled by the teacher. The teacher's central role is to dominate in terms of the talking time and of the running of the process. The teacher controls the topic for classroom talk, and determines when start talking and stops in the classroom (Cazden, 1988; Tsui, 1995). At the beginning of the lesson, the teacher reviews what has already been done, introduces new content, explains problematic concepts and then clarifies complex requests and activities during the lesson. At the end of the lesson, the teacher sums up the new content studied and gives feedback. The teacher is central to the classroom interaction while students are passive listeners. At times, students are required to participate only by answering questions which their teacher already knows the answers. They also have no time to ask questions and always rely on the teacher's instructions and cannot solve problems independently. The teacher talk takes up the largest proportion of classroom talk. It represents approximately two-thirds of the discourse in both first language L1 and L2 classrooms (Chaudron, 1988). The findings of a study of teacher-student interaction conducted by Musumeci (1996) showed that the teacher talk time occupies about 66% or 72%.

This kind of interaction does not clearly provide a motivating learning environment. However, teaching is always a shared-relationship job. It involves the participation from many people *"Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk."* (Brown, 2001, p. 99). To foster learners to produce communicative outputs, learners should be engaged in communicative activities. It means the teacher's intervention should be avoided (Harmer, 1991, p. 49).

1.4.1.1. Initiation-Response-Feedback (IRF) Pattern

Thornbury (1996) found that this typical interaction pattern in the teacher-dominated language classroom follows the Initiation - Response - Feedback (IRF) sequence. The percentage of utterances falling into this three-part structure may be over half (about from 50% to 60 %). 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 talking time for the teacher and students are unequal. The teacher controls the topic and general discourse by directing turn taking through the use of questions. Here is a typical example of such pattern in classroom (Cazden, 1988; Seedhouse, 2001).

Teacher initiates the first turn

"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.*

The teacher initiates the conversation with a question, and asks a student to answer the question, and then provides feedback to the student's answer. This is the most common pattern of language interaction between the teacher and students in a classroom. This model has been characterized as a "closed, rather than an open, discourse format". Therefore, it makes the lesson less communicative (Van Lier, 1996, p.152). However, the

nature of the feedback provided by the teacher in the third turn of the IRF should be to constrain or provide opportunities for further interaction. Therefore, the teacher should ask students to extend their thinking, justify, clarify their ideas or make links with their own experience (Wells, 1993). This pattern supplies learners with more opportunities for meaning negotiation. Here is a typical example of the pattern for further interaction.

Teacher initiates the first turn

   "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 the example above, the teacher's third turn (F) evaluates the student's response (R) to her open question (I), but then includes another question "Any other ones?" This question helps generate more opportunities for learners to practise the target language and foster them to maintain the floor during discussions. This IRF follows the sequence: the teacher initiates an exchange, usually in the form of a question; a student answers, and the teacher gives feedback; and the teacher initiates the next cycle by asking question(s) and so on.

   As a result, students will attain a higher quality of language output from responding to the teacher's questions. The initiation from the teacher serves as the input of the target language. Students' performance in the language is the output of language. The feedback from the teacher enhances learners' acquisition of language. This IRF pattern

supports and promotes interaction more effectively (Hall & Walsh, 2002; Ohta, 2001) (cited in Van Lier, 1996). 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).

1.4.1.2. Teacher Questioning

The tool used in the direct interaction between the teacher and learners is "questions". The teacher questioning is a fundamental and important means of classroom interaction. It is considered one of the teacher's initiating activities and facilitates students' language acquisition by asking questions and initiating responses from students (Corey, 1940) (cited in Hargie, et al, 1981, p. 66). The teacher is called "*a professional question marker*", and the asking of questioning is "*one of the basic ways by which the teacher stimulates students' thinking and learning*" (Ascher, 1961) and (Gall, 1970). The teacher questioning serves purposes such as letting learners present their ideas, testing their understanding knowledge or skills, engaging them actively in participating in learning, stimulating their thinking and getting them to review and practise previously learnt materials (Ur, 2000, p. 229). According to Kissock (1982), questions keep the central role, so it is important that teachers are familiar with the impact questions on communicating and learning in the classroom, and find ways to improve the use of questions by themselves and their students. *"The aim of pedagogical questions is to motivate, sustain and direct the thought-processes of the pupil"* (Myhill, Dunkin, 2005, p. 424).

1.4.1.2.1. Types of Questions

Teacher questions are classified into procedural questions, recall/ process questions and closed/ open questions. Procedural questions are used as the part of teacher language in giving instructions in classroom. They are for "teacher-student cooperation" and do not

require students to produce any language. The recall question largely focuses on retrieving knowledge and checking whether learners mastered the previous lessons. The answer to a recall question provides particular information learnt and learners do not need to apply their high cognitive capacity. By contrast, with process questions, learners have to go through more complex mental process because the teacher ask them to make a decision, to voice out their opinions as well as to justify or evaluate any given statement or situation, which stimulates their thinking and motivates them to deal with the matter. With closed questions, learners' answers are very narrow in a few words or a short sentence. They encourage learners to find out the facts, or to present their knowledge. They can be subdivided into three types: alternative questions, Yes/ No questions, identification questions (Hargie, 1981, p.73). Open questions require all possible answers. So, they provide learners with more opportunities of interactions at advanced level of thinking and encourage learners to participate actively in their learning for producing more language output.

There are two questioning techniques for the teacher in EFL classrooms: "display" and "referential" and questions.

"Display" questions are those questions for which the teacher knows the answers beforehand and requires students to display knowledge. This kind of question is asked for comprehension checks, confirmation check or clarification requests. It generates interactions that are typical of didactic discourse. This stance relates to the nature of classroom interaction in that the IRF pattern is the mostly seen type of classroom interaction (Long and Sato, 1983; Brock, 1986). According to Bloom (1956), it could be classified as lower-order questions. Here are some examples about display questions:

1. What is the opposite of "near"?

2. What does this paragraph say?

3. What's the meaning of "current"?

With display questions, not only does the teacher evidently know the answers, but students are also more likely to know them. The teacher uses display questions in EFL classrooms to generate practice in the target language and to increase students' participation in the form of "natural" conversation which is characterized by non-solicited turn-taking.

"Referential" questions are the questions whose answers are not already known by the teacher. Therefore, it has greater potential to generate social discourse. With the purpose for communicating rather than testing the students' knowledge, it is used when the teacher's aim is to enhance students' speaking skills and to create a social-like atmosphere in the classroom. Besides, students' answers to referential questions are more meaningful, longer and subjective in most circumstances (Brock 1986) (cited in Tsui 1995). Thus, when asked such these questions, learners are required to give interpretations and judgments, so they will have genuine communicative purposes. "Referential" questions contain two sub-types: closed referential and open referential questions. When the teacher expects to get complicated and long responses from learners, open referential questions should be asked because such these questions can elicit more information than closed ones. So, learners need to think more and use more language to answer open referential questions. By contrast, with closed referential questions, learners only need to give short responses not containing much information.

Here are some examples about the two types of referential questions:

Some open referential questions are:

- What are your hobbies?

- Could you tell us how you found your wife? Why did you select her?

- What do you think about our new teacher?

Some closed referential questions are

- Are you married?

- What's your name?

- What's your job?

In a study carried out in the early 1980s, Long and Sato (1983) found that on average only one in every seven questions asked by the teacher was a referential question. Moreover, this study shows that referential questions create more interaction in the classroom than display questions. There are two reasons for the teacher to ask referential questions. The first reason is quantitative. Learners tend to give longer responses than asked with "display questions". The second reason is qualitative. Learners need to have classroom experience to take the initiative in speaking. However, according to Brock (1986) and Long and Sato (1983), classroom interaction is characterized by the use of display questions. They encourage language learners, especially beginners, to get interested since such these questions require short and contained small pieces of information such as on parts of speech, word stress, intonation, antonyms and synonyms, word pronunciation and meaning. Display questions require short or even one-word answers and less likely to get learners to produce large amounts of speech. By contrast, referential questions are used in high proficient language classroom, and require long and complex answers consisting of important points such as interpretation, elaboration and giving information. In other words, referential questions increase the amount of output

from learners than display questions. When the teacher asks a referential question, learners can create a more near-normal speech. Besides, when asking referential questions to seek unknown information, the teacher needs to elicit longer and more authentic responses than display questions, for which responses are predetermined by lesson content. For Ellis (1992), when language lessons whose focus is on form, display questions are likely to predominate. In content-focused lessons, referential questions may be overwhelmingly used. Teacher questions are classified as "convergent" and "divergent". The former refers to as "closed question" as it is information-seeking in nature and results in simple elicitations of factual information. It does not require original thought or critical reflection, so possible answers are limited, generally short and recall previously memorized information. The latter requires the application of knowledge, not just the recalling of information. Therefore, it is referred to as an "open question" and requires a higher level of thinking, like interpreting, evaluating, inquiring, making inferences and synthesizing. (Richard and Lockhart, 1994).

Display questions ⟶ Convergent questions ⟶ Convergent + low order

Convergent questions ⟶ Convergent + high order

Referential questions ⟶ Divergent questions ⟶ Divergent + low order

Divergent questions ⟶ Divergent + high order
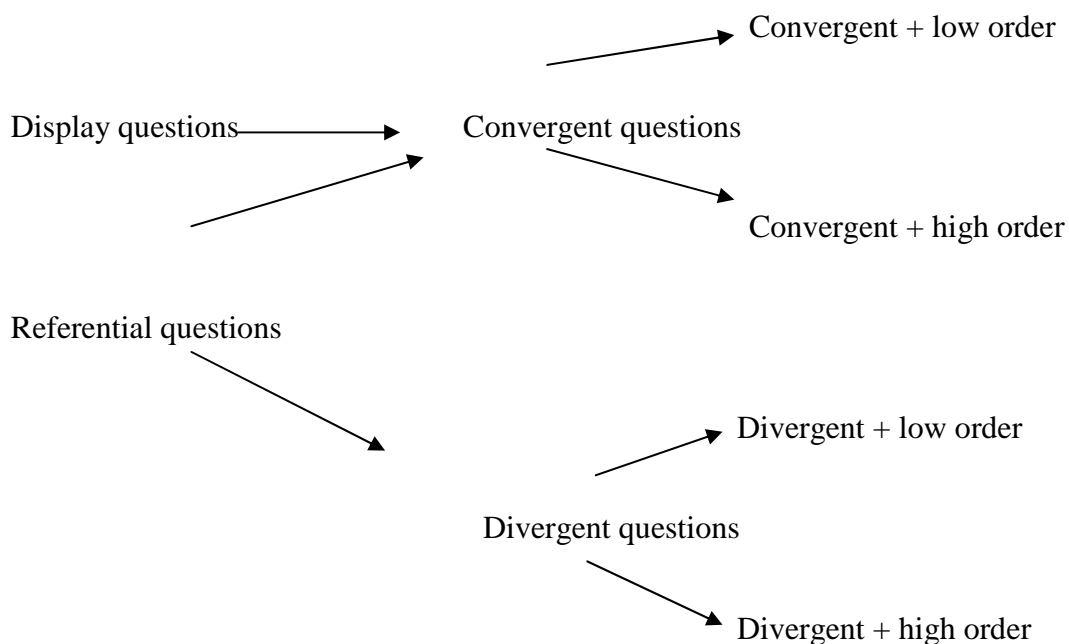
Figure 3: Display and Referential Questions

A suitable choice of different question types fosters students' participation, is beneficial for their learning and encourages the production of linguistically complex sentences. The analysis carried out on teacher questioning has shown that questions that stimulated most oral speech by students were simple, short, and easy to understand. They were not closed and did not limit the range of choices or even suggest the answers. Furthermore, the most effective questions were process-oriented rather than product-oriented, that is , they required students' thinking on "how" and "why" rather than "what".

"Wait-time" is another device that teachers need to take into account: wait-time. Mary (1986) research shows that after asking a question, teachers typically wait only one second or less for a student response. If the response is not forthcoming in that time, teachers rephrase the question, ask another student to answer it, or answer it themselves. They should allow a few seconds of silence after posing a question. Wait-time is strictly connected to improvements in student achievement and, more exactly, it increases the length of student responses, stimulates the variety of responses offered and decreases students' failure to respond. However, there is a significant relationship between the use of higher cognitive questions and wait-time: the higher the cognitive process required by the teacher question, the longer should be the post-question wait-time. After students complete an answer, teachers often begin their reaction or their next question before a second has passed. Mary (1986) has determined that increasing the pause after student gives an answer is equally as important as increasing wait time.

1.4.2. Learner-Learner Interaction

Learner-learner interaction occurs among learners. In this form of interaction, the teacher plays a role as a monitor and learners are the main participants. Learner-learner

interaction that occurs in groups is called learner-learner interaction, the one that occurs in pairs called peer interaction.
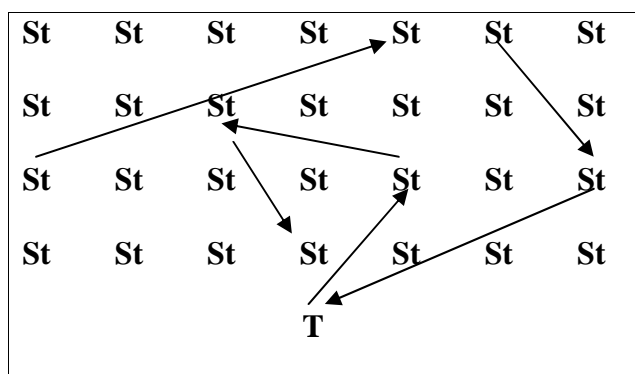
Figure 4: Interaction between Students

Key:

Student-student interaction

St   Student

T   Teacher

1.4.2.1. Pair Work and Group Work

Many researchers such as Gillies (2006), Erten (2000) and storch (2001) assert that practice the speaking skill is the most beneficial when carried out in collaboration with small groups or peers rather than with the teacher or in a whole-class setting. Significantly, students almost always initiate their questions during small-group rather than whole-class activities.

Open discussion in cooperative groups can make clarification of ideas and perspectives in a context free of the perpetual scrutiny of the teacher and the wider class group (Gillies, 2006). Furthermore, learners do not have to rely on the teacher to be their only interlocutor and source of language input (Nunan, 1992). It is possible for peers to

provide language models and to interact with each other (Erten, 2000). Peers act as natural interlocutors resulting in the availability of a much greater variety of models with whom to practice (Long and Porter, 1984). Peers are often more aware than teachers of understanding (Gillies, 2006). Collaborative work often exerts a beneficial effect on task performance (Storch, 2001). Therefore, it can be concluded that collaborative practice should facilitate language development.

Learner-learner interaction pattern is an attractive alternative to teacher-learner interaction (Long and Porter, 1985). Pair work increases the amount of talking time available to every learner in classroom. It allows learners to work and interact independently without the necessary guidance of the teacher, thus promoting learners' independence. It allows teachers to have time to work with one and more pairs while other learners continue working. This cooperation helps the classroom become a more relaxed and friendly place (Harmer, 2001). Pair or group work is considered the most interactive way. It does not pay attention to the socio-cultural and personal experience that guide learners' behaviour in the classroom. It has three value systems of choice, freedom and equality. The reasons are that learners in pairs or groups have the right to talk freely and are also free from the teacher's control. Learners in groups are equal, and the power of the teacher within groups is also diminished or neutralized. The teacher should frequently use group work to maximize each learner's opportunity to speak and reduce the psychological burden of public performance Sullivan, 2000). Doughty and Pica (1986), moreover, contends that "group work is more likely to lead to negotiation of meaning than interaction with the teacher." The extent to which group work results in cooperative learning through collaborative interaction depends on the frequency of communicative interaction (Mercer, 2004) and the quality of that discourse (Ellis, 2003). Group learning seems to occur when participants are required to communicate and discuss together to solve a problem (Light

and Glachan, 1985). Wegerif, Mercer, and Dawes (1999: 495) describe the conditions that are required for collaborative interaction as follows: (1) All information is shared; (2) The group seeks to reach agreement; (3) The group takes responsibility for decisions; (4) Reasons are expected; (5) Challenges are expected; (6) Alternatives are discussed before a decision is taken; and (7) All in the group are encouraged to speak by other group members.

1.4.2.2. Topic-based and Task-based Activities

The need for well-planned and well-designed group work activities seem to be of great significance (Gillies, 2004). To increase the quality and quantity of such discourse in the classroom, the teacher needs to organize the most beneficial speaking activities that afford the most opportunities for students to collaborate and negotiate meaning during the interaction (Bygate, Skehan, & Swain, 2001; Ellis, 2003). Ur (2000) describes some characteristics of good speaking activities: There is a large amount of learner talk during these activities. Learners have ample opportunities to speak and participate in activities. Learners are also highly motivated and interested in the activity. They use language which is relevant, comprehensible and fairly accurate. The question then arises as to what kinds of activities tend to incorporate these characteristics and would seem to be useful in promoting collaborative group practice. In addition, Ur (2000) proposed two activities for oral communication: topic-based and task-based activities. According to Duff (1986), topic-based activities tend to be 'divergent' or open-ended in nature, since the emphasis is on the discussion of a particular subject and the actual production of relevant speech. These activities contain discussions and debates which do not appear to support negotiation. During such sessions, learners express individual ideas independently without the need to engage in collaboration very much, so they do not necessarily need to exchange information during the activity (Pica et. al, 1993).

Task-based activities, on the other hand, are 'convergent' in nature (Duff, 1986) since learners are required to use the target language as a means to reach a specific outcome or consensus. This outcome may be open-ended, however, with no single "right" answer. During the activity, there is more emphasis on learners through expressing the meaning by using all the target language to ensure comprehension, rather than using particular linguistic features or conversing on a specific topic. This category includes things such as role-play, problem solving and information-gap activities. The main objective is to engage in real communication as Nunan states: "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on meaning rather than form." (Nunan 1989, p.10)

The pair and group work activities and tasks were classified according to two categories taken from Ellis (2001): functional language practice and focused communicative tasks. Ellis (2001, p. 20) defines functional language practice as "instructional materials that provide learners with the opportunity to practice producing the target structure in some kind of situational context" and notes that, although the activities involved appear to concentrate on meaning, "the primary focus remains on form, and learners are aware that the purpose is to master accurate use through repeated use of the target feature." According to Willis (1996), a successful task-based contain the following characteristics. Firstly, the task should provide an appropriate level of complexity and difficulty. Secondly, the task's primary goal should reflect what learners need to do in real-life situations such as exchanging information, giving instructions, or presenting an oral report. Moreover, tasks must be based on authentic materials obtained from written or oral texts that have not been adapted to simplify their level difficulty. Finally, the task includes a particular feature of language form for students to use in conveying meaning during the

tasks. In order to accomplish them, students must negotiate, plan, and anticipate. In other words, they have to use and practice with the language, elaborating and revising their work. According to Willis (1996), two general goals for using task-based activities are communicative effectiveness and second language acquisition. The reasons are that task-based activities give learners confidence in trying out whatever they know, give learners experience of spontaneous interaction, give learners the chance to benefit from noticing how others express similar meanings, give learners chances for negotiating turns to speak, engage learners in using language purposefully and cooperatively, make learners participate in a complete interaction, not just one-off sentences, give learners chances to try out communication strategies and develop learners' confidence that they can achieve communicative goals. Negotiation takes place as students discuss and reach an agreement regarding the topic of the conversation they want to put together.

1.5. The Role of Teachers and Learners in an Interactive EFL Classroom

Both the teacher and the students play an important role in classroom. In the subsequent part, both roles are plainly exposed.

1.5.1. Teachers' Roles in an Interactive EFL Classroom

Most students will not engage in interaction by themselves unless the teachers start first. Obviously, the role of the teacher is very crucial in motivating and creating interest in the topics. The basis of the communicative approach is this capacity of the teacher to adapt himself, to change roles. Hedge Tricia (2000, p. 26) identifies important roles the teachers can play,

As controller in eliciting nationality words; as assessor of

accuracy as students try to pronounce the words; as corrector

of pronunciation; as organizer in giving instructions of the pair

work, initiating it, monitoring it, and organizing feedback; as promoter

while students are working together and as resource if students

need help with words and structures during the pair work.

- Controller: within a classroom interaction and especially learner-teacher interaction, the teacher is the responsible for the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.

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

- Corrector: the teacher has to decide when and where to correct students' production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction, i.e. he works seriously to give the correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.

- Organizer: it is the most important role –according to Harmer (2001), the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. The teacher in such a role spends much time in engaging all the class in the interaction and ensures its participation. Once the students are involved in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, exchange views and why not correct each other too.

• Prompter: Sometimes learners do not find the words when they talk to each other or with the teacher, the role then of the latter is to encourage the learners to think creatively so that to be independent from the teacher. In such role, the teacher must prevent himself to help the students even if he wants so that they will be creative in their learning, Harmer (2001).

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

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

1.5.2. Students' Roles in an Interactive EFL Classroom

The type of classroom activities proposed in CLT also implied new roles in the classroom for learners. Learners now have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning. Also, one of the main roles of learners is negotiating. They negotiate among themselves, the learning process and the objective learning.

Learners should contribute as much as they can, and thereby learn in an independent way. They interact within the groups and within the classroom.

Conclusion

Interaction is at the heart of the current theories of communicative competence; it involves learners in face-to-face or teacher-learners encounters in the classroom. Pairs or groups interaction provides a basis for language learning in general; it gives the learners practice in community and negotiation of meanings through taking turns. In addition to teacher questioning which are of great value to boost learners' output production, teachers' talking time must be reduced in classroom interactions as opposed to learners who should increase their talking time because their teachers need to take other roles. Hence, chapter one was designed to shed lights on all the keystone elements that are important in classroom interaction as its hypotheses, its prevalent characteristics, and its different types, as it also highlighted the main roles that have to be played by both teachers and learners in an interactive language classroom.

Chapter Two: The Speaking Skill

Introduction

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   2.1.2.   Elements of Speaking

   2.1.3.   Language Features

   2.1.4.   Mental/ Social Processing

2.2.   The Importance of Learning and Teaching Speaking

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Conclusion

Introduction

Teaching English as a foreign language (TEFL) requires learners 'exposure to what is called the foreign language skills: reading, speaking, writing and listening. The first and the last aim of acquiring such language skills is to achieve a high development in receiving input or producing output in the second or the foreign language either in oral or written form, i.e. achieving a good mastery in the productive and receptive skills. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency. The learners of a second or a foreign language are in need to master the speaking skill for they might be involved in situations in which they would be supposed to communicate in English. In this chapter, light is to be shed on the speaking skill with more details, including the main characteristics of speaking performance, demonstrating the oral communicative strategies, then a variety of techniques that are followed in the teaching/learning processes are exposed in the frame of this chapter. Some speaking difficulties and how to practise the speaking skill in the classroom are also explained in this chapter.

2.1 The Skill of Speaking

Second Language Learners speech is characterized by a number of errors and mistakes.

Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. (Luoma, 2004, p. 1) argues that "*speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop.*" The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. Moreover, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the

process of building utterances accurately and retrieving words has not yet become automatic in second language speaking (Thornbury, 2005).

2.1.1. Definition of Speaking

Speaking is a basic skill that second language learners or even foreign language ones should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but it also involves non verbal symbols such as gestures and facial expressions. (Hedge, 2000, p. 261) defines speaking as "*a skill by which they [people] are judged while first impressions are being formed.*" That is to say, speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities.

2.2. Elements of Speaking

To speak the second language fluently and accurately, learners need to be able to know some elements which are very important to develop this skill. Harmer (2001) mentions these elements which refer to the language features that learners should have knowledge about; also he describes the processes of the language and information in the same time when an interlocutor interacts with them.

2.2.1. Language Features

The following features are necessary for an effective speaking performance:

Connected speech: this ability needs from the speaker of English to produce more connected

sounds not only separated phonemes. These sounds may be modified, omitted, added or weakened in the connected speech.

Expressive devices: English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of non verbal means. These devices help them to convey their intended meaning. Students, then, need to have this ability of employing such devices if they want to be effective communicators.

Lexis and grammar: when learners produce some language functions, they often use the same lexical structures. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.

Negotiation language: learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others talk. So, the teacher has to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they seek to be understood and clear especially when they can see that the other interlocutors did not understand them.

2.2.2. Mental/ Social Processing

The necessary processing skills of speaking are the following:

Language processing: this refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order so that the other interlocutors can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

Interacting with others: most of the speaking situations involve interaction between two or more interlocutors, that is to say an effective speaker needs to be able to listen and understand others' talk then reacts through taking turns or keeping the others to do so.

Information processing: this is related to the ability of processing the information in the mind rapidly, so that the time speakers get information, they should be ready to respond to the others' talk.

2.3. The Importance of Speaking

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar- Translation method is one example, Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening.

In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, teachers' talk will be reduced; that is to say learners are supported to talk more in the classroom. Ur (2000, p. 12) states also that:

> *"Of all the four skills [listening, speaking, reading and writing],*
>
> *speaking seems intuitively the most important: people who know*
>
> *a language are referred to as " speaker s" of the language, as if*
>
> *speaking included all other kinds of knowing."*

Today, many second language learners give the speaking skill priority in their learning process because if they master this skill, they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is "do you speak English?" or "do you speak French?" but not "do you write English?" We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001, p.103) argues that for most people "*the ability to speak*

a language is synonymous with knowing that language since speech is the most basic means of human communication."

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas, tell stories, inform or explain, request, converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. Baker and Westrup (2003, p.05) support that "*a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion."*

2.4. Characteristics of Speaking Performance

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon the assessment of the oral skills.

In the communicative approach, fluency and accuracy are its main characteristics. They are seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001, p. 157) mention that "*fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context*", and this is an obvious point since the emphasis of communicative language teaching(CLT) is on the communicative process between learners or teachers-learners, rather than mastery of the language forms.

Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000, p.61) makes the important point that "*The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary.*" Learners then should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

2.4.1. Fluency

The main goal teachers wish to achieve in teaching the productive skill namely; speaking is oral fluency; it is the main characteristics of the speaker performance. (Hughes, 2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise communication will break down because listeners will lose their interest. To achieve this goal, teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. Hedge (2000, p.54) adds also that: "*The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showness, or undue hesitation.*"

Hence, fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. Hughes (2002) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases Thornbury suggests what is called "tricks" or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as "short of" and "I mean". Another device for filling the pauses is the repetition of one word when there is a pause.

2.4.2. Accuracy

Most second language teachers nowadays emphasize the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. (Skehan, 1996, p. 23) (cited in Ellis and Barkhuizen, 2005, p.139) define accuracy as referring *"to how well the target language is produced in relation to the rule system of the target language."* Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

2.4.2.1. Grammar

According to (IELTS, 2001, p. 15) (cited in Hughes, 2002) the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the

subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005) lists the following features of spoken grammar:

- Clause is the basic unit of spoken grammar.

- Clauses are usually added (co-ordinate).

- Head + body + tail construction.

- Direct speech favoured.

- A lot of ellipsis.

- Many question tag.

- Performance effects (hesitation, repeats, false starts, incompletion, syntactic blends).

2.4.2.2. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

2.4.2.3. Pronunciation

English language has been long considered by either native speakers or non native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practise pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should de stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better

understanding of spoken English. Redmond and Vrchota (2007, p. 104) argue that *"It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood."*

However, if the pronunciation is not correct, the speakers then will not be understood. Therefore, accuracy is not achieved.

2.5. Oral Communicative Strategies

The aim of learning a second language in classroom is to acquire the oral communication competence, i.e. the ability to speak appropriately and confidently. However, learners may find difficulties in taking parts in interaction. Thus, the best way to overcome these difficulties of communication is through using communicative strategies. Ellis and Barkhuizen (2005, p.170-71) define communicative strategies as *"Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have."* These strategies help learners to avoid the breakdown of the oral communication. Such strategies are particularly important where there are problems of expression and communication. Bygate (1987, p. 42) divides communication strategies into two main types. First, achievement strategies which include: guessing strategies, paraphrase strategies and cooperative strategies. The second type is reduction strategies, which involve avoidance strategies.

2.5.1. Achievement Strategies

Learners use such strategies to compensate for language gap by using a substitute; they try to find a way to convey their messages without losing or changing it. Achievement strategies involve the following sub strategies. Bygate (1987) explains them as follows:

2.5.1.1. Guessing Strategies

There are different types of guessing strategies the speaker might use. He can foreignize his mother tongue word and pronounce it as it belongs to the target language like a Frenshman who is speaking English and who uses the word 'manoeuvre' as it is an English word. The speaker might also use a word from his mother tongue without changing it hoping that the interlocutors will understand them. For example, an English speaker says 'il y a deux candles sur la cheminée.' A last guessing strategy can be used to coin a word, i.e. a learner creates a new target language word on the basis of his knowledge of the language, such as using "air ball" for balloon.

2.5.1.2. Paraphrase Strategies

This mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language. He might use a synonym or a more general word; this is called a lexical substitution strategy. The speaker can explain a concept or a word by making some sort of phrases to express his meaning, this is also called circumlocution. For example, a mixing of beige and brown: light brown.

2.5.1.3. Co-operative Strategies

These are used when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through indicating the object that he means.

2.5.2. Reduction Strategies

Learners reduce their communicative objectives through giving up the topic or abandoning a specific message.

2.5.2.1. Avoidance Strategies

The learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, 'th' in English. Some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In using this kind of strategies, learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they keep silent.

2.6. Teaching Techniques for Improving the Speaking Skill

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

2.6.1. Group Work

Despite the need for whole-class teaching and individual work, or "seat work" in language classroom, the use of group work has been emphasized as another interactional dynamics of language classroom. A group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. For example, the teacher might want students to predict the content of reading a text of five paragraphs. Then, they are divided into five groups. Each group selects a paragraph of the text just reads and prepares to answer the questions put by the other groups. Each group has to scan a paragraph of the text for detailed comprehension and formulate questions to test the comprehension of the other groups. The aim is to get the students involved in oral interaction: asking and answering questions, agreeing and disagreeing certain points of paragraph and proposing

modifications. Indeed, it is through this kind of tasks that researchers believe many aspects of both linguistic and communicative competence are developed (Bright & McGregor, 1970).

Oral interaction, in group, is based on a real attempt to find a collective solution to problems. Group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange. For this reason, students should be familiar with the discussion topic. The main concern of the teacher is, of course, to get the students to talk and to stimulate their interest and imagination. In addition to the benefits of group work activities, it has a number of additional advantages:

- It reduces the dominance of the teacher's talk (TT) over the class (Mackay & Tom, 1999, p.26).

- It increases the opportunities for students to practise and to use new features of the target language.

- It increases the opportunities for authentic negotiation.

- It promotes collaboration among students. They do not simply throw words to each other; they interact orally with a purpose.

Group work does not only have advantages, it has also disadvantages, like:

- It may kill the spirit of self-reliance.

- From the student's point of view, the value of help from the colleagues is less than the teacher's.

- It may bring potential risks, too, because some learners resent being corrected by other members of the group.

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

2.6.2. Role-play

Many students derive a great benefit from role-play. It can be used either to encourage general oral proficiency or to train students for specific situations especially where they are studying English for specific purpose (ESP). Role-play is an authentic technique because it involves language use in real interactive contexts. It provides a format for using elements of real-life conversation and communication (Revel, 1979)

Revel (1979) sees role-play as: "an individual's spontaneous behaviour reacting to other in a hypothetical situation." Revel (1997, p.16). This implies that role-play invites students to speak through a fictitious identity in an imagined situation to present the view of a person without necessarily sharing them. Role-play involves an element of 'let's pretend'; it can offer two main choices:

- They can play themselves in an imaginary situation.

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

   (Byrne, 1976, p. 117-18)

Students usually find role-playing enjoyable, for example, they might be given the role of an angry father awaiting the late return of his middle school son from football game. Another student could be given the role of the son. Therefore, students have to prepare a dialogue for their presentation. Because role-play imitates real life, the range of language functions that might be used expands considerably. The role relationships among students call for practising and developing sociolinguistic competence to use the language

skills that are appropriate to the situation and to the characters. Role play went through a period of relative unpopularity. In the first place, it can be a direct interactive method. It is an authentic technique for language use in interactive contexts to train students for specific interactive skills of arguing, information, persuading, discussing, or complaining…etc. It promotes spontaneous oral exchanges between participants instead of reciting already memorized stretches. Indeed, as Dickson (1981, p. 382) puts it*: "learners say what they want to say and not what someone has told them to say."*

Secondly, role play allows hesitant students to be more forthright in their opinions and behaviour than they might be when speaking for themselves, since they do not have to speak; they do have the responsibility for what they are saying.

Thirdly, by broadening the world of the classroom to include the world outside, role play allows students to use a much wider set of language use.

Role-play is an effective technique when it is open-ended so that different people would have different views of what the outcome should be and consensus has to be reached. There is a dynamic movement as the role-play progresses with students who lack self-confidence or have lower proficiency levels. To succeed with role-pay, the teacher has to give each student who does not play his role appropriately a card that describes the person or the role played. The teacher needs not only to identify the situation which will stimulate the discussion but also gives them the role that matches the requirements of their personalities. Topics for role play should be taken from students' current interest and anticipated experiences. This will contribute to increase the student's self-confidence as a speaker and his motivation to participate more.

2.6.3. Problem Solving

Barker and Gaut (2002, p. 160) define problem solving as: "*A problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings*". The label has been used to group together a range of activities which require the learners to find solutions to problems of different kinds. Nunan (1989, p. 44) discovers that problem solving tasks prompted more interaction than debating tasks.

The problem tasks range from the imaginary to the more realistic. The latter involves processes which have some kind of realistic application in which the students become involved in an effort to achieve a goal. In problem solving, students are involved in pooling information to solve a problem through oral expression and negotiation of meaning. For instance, the teacher describes the task to the students: „you are stranded on a desert island a long way from anywhere. There is a fresh water spring on the island, and there are banana trees and coconut palms. The climate is mild. Make a list of eight to twelve things which you think are necessary for survival. Apart from the activities focusing on the likes and dislikes of individual learners, which therefore need an initial phase where each student works on his own, most of the problem-solving tasks require pair or group work throughout. Thus, students can be asked to solve the problem individually or collectively. The latter is calling for cooperative negotiation. Problem solving activities demand that the learners themselves make suggestions, give reasons, accept, modify or reject suggestions and reasons given by others.

Problem solving can be of two kinds: short-term task and long-term task or project. The former can be done in course of one class session while the latter is more time consuming that may take many sessions and longer. An example of a short-term problem-solving task

includes putting items in categories. For this kind of activities, the students have either to classify items according to categories giver by the teacher or to identify them by themselves. The students are given a list of 10-15 items, such as occupations (bank clerk, truck driver, policeman, teacher, lawyer, etc …) and asked to locate them under heading according to different features. Like, physical / mental work, indoors / outdoors, with people / alone etc... Such short-term activities are task-centered and can be presented in a relatively simple way (i.e. they do not require a lot of explanation in order to set up; nor do they generally need any support materials). It can be comfortably done in one class session of 20 -30 minutes. However, some teachers regard any activity which involves individual or group research over a period of time as project work. Very often this kind of activity is topic-centered and results in the production of a piece of written oral report or both. For example, the teacher often asks students to develop a presentation on a particular historic period and to generate written products appropriate to the period. Students might conduct diagrams to support the project. This example shows that teachers attach more importance to activities which get the learners out of the classroom, particularly those that involve the collection of data through information search, information exchange and information synthesis.

In some way, these activities provide a framework language use in a range of communicative function that is likely to occur. Learners also develop greater skills for managing the interaction, e.g. signaling disagreement or interrupting without offence.

2.6.4. Discussion

Discussion is any exchange of ideas and opinions either on a class basis with the teacher's role as a mediator and to some extent as participator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it

may continue for a whole lesson (in case of advanced learners who have a good command of foreign language). It may be an end in itself; a technique for developing oral expression through exchange of ideas, opinions, arguments and points of views. This technique can be said to be student–directed and teacher–guided discussion (Byrne, 1976). For example, all students can be asked to read a single book or story which can be discussed in one session upon completion of the reading. Discussion groups (also called literature circles and book clubs) can last from one to two or three session depending on the length of the book.

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

One of the reasons that discussions fail is that students are reluctant to give an opinion in front of the whole class, especially if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely exposed while discussing (Barnes and Todd, 1977, p. 81). Teachers have to keep in mind that topics for discussion are not selected at random. The first step toward successful discussion is that the teacher has to respect the following:

- Provide the students with a variety of sources of input (both topical information and language forms), newspapers, video-recording, or simply text so that they can have something to say and the language with which to say it.

- Offer choices relevance to professional / educational level of the students to feel comfortable with the topic chosen from several choices. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programmes rather than how to combat pollution.

- Set a goal or outcome of discussion as group product, such as a letter to the editor.

- Use small groups instead of large groups or whole class discussion as, large groups can make participation difficult.

- Give 8-15 minutes, for discussion. Allow them to stop if run out of things to say.

- Allow students to participate in their own way. Do not expect all of them to contribute to the discussion, some students may feel uncomfortable to talk about certain topics.

- Do "report back" session to report the main results of their discussion.

- Do linguistic follow-up at the end of the discussion; give feedback on grammar or pronunciation problems.

Through well-prepared discussion, the teacher's role is not to force his opinions on the students but rather to encourage them to express theirs. The teacher's opinion, if offered at all, should only serve to stimulate further ideas on the part of the students, not to inhibit them. Secondly, the teacher should appear more interested in the ideas at least in the beginning. Sometimes, of course, the teacher may have to help students to get their message across, or make their meaning clear. Also the teacher also has to keep the channels of communication open not of course by doing all the talking himself, but by stimulating students talks through questions which server as stimuli for discussion as long as they generate controversial opinions amongst the students.

2.7. Speaking Difficulties in Foreign Language Learning

Practising the speaking skill of the foreign language is not as knowing about this language. Learners often find some difficulties when practising the speaking skill, even those who know about the system of the foreign language. Parrott (1993) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence

and the skills required to take advantages of the classroom opportunities in order to speak English effectively. According to Ur (2000) there are four main problems in getting students speak in the foreign language in the classroom.

2.7.1. Inhibition

This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999, p. 93) argues that *"it is too easy for a foreign language classroom to create inhibition and anxiety."* Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience. Ur (2000, p.111) states that: *"Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts."*

2.7.2. Nothing to Say

The common expressions SL Learners use when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers (1968, p. 192) says that *"The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language."*

Moreover, the poor practice of the SL can contribute to create this problem. Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to

talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them.

2.7.3. Low Uneven Participation

This problem refers to the amount of each student's time of talking. Rivers (1968) claims that some personality factors can affect participation in a FL and teachers then should recognize them. There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Harmer (2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities.

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

2.7.4. Mother Tongue Use

SL students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003, p. 12) "*barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.*" Therefore, learners will not be able to use the foreign language correctly if they

keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

2.8. Practicing the Speaking Skill in Classroom

SL students need to practice the language regularly inside classroom through performing different activities. O'Malley and Pierce (1996, p. 59) assert the American Council of Teachers of Foreign Language (ACTFL), suggesting that "*different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency.)* So, learners should be given ample practice in classroom at all levels to express themselves in situations where they can use spontaneous language.

Practice activities may serve the learning/teaching goal of speaking proficiency. Richard and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, dialogues may be used to perform sentence patterns. Richard, Platt and Weber (1985, p. 289) add that "*the use of variety of different tasks in language teaching is said to make language teaching more communicative* […] *since it provides a purpose for classroom activity"* (cited in Lee, 2000, p. 31). Tasks, then, are also used to achieve communication beyond that of practising the language itself.

If it is assumed that speaking the SL is an essential part of language learning, teacher must provide activities that involve interaction between learners. Scrievener (2005, p. 152) makes the important point that *:"The aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion."*

Among these activities are the following:

Communication games**:** teachers design such games to encourage and involve the students in a verbal interaction. According to Bybate (1987) such activities include first, "Describe and Draw" in which one student describes a given picture and the other one draws it. Second, "Describe and Arrange"; one student describes a particular structure using oral language and the other reconstructs it without seeing the original one. Third, "Find the difference", two students have two similar pictures but with some differences, they must extract these differences through describing their pictures, i.e. without seeing each other's pictures. O'Malley and Pierce (1996) call these activities "information gap activities"; they define them as "the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner."

Drama, simulations and role-plays: These three types of oral activities are very important, according to Bygate (1987), they are not performed for audiences, the participants work together within an imaginary setting. O'Malley and Pierce (1996) say that such activities are more authentic because they provide a format for using the real life conversation such as repetitions, interruptions, recitations, facial expressions and gestures. Students often engage in another identity in role-plays, drama and simulations activities, where their anxiety is reduced, motivation is increased and their language acquisition is enhanced.

Discussion activities: these activities are often employed for advanced language learners; they can serve as the basis of spontaneous interaction. Lindsay and Knight (2006) point out that in such activities, students are supposed to give their opinions or receive others" opinions, they can speak freely without being told what to say or not by the teacher, the students should be only informed what to talk about and given the enough time to structure what they wish to say. However, Thornbury (2005) says that many teachers agree that the

best discussions are those that arise spontaneously either because one learner reports something personal or because the topic of the course book arises discussion.

Presentations and Talks: The best way to make students gain their self-confidence is through making them present oral works in front of their classmates. Thornbury (2005) asserts that the students act in front of their colleagues and speaking is an excellent preparation for authentic speaking. A prepared talk is when students make the presentation on a given topic of their choice, and this talk is not planned for an informal spontaneous conversations; it is more writing-like.

Conclusion

This chapter was concerned with exposing issues related to the teaching of the speaking skill. It highlighted that speaking is a very important process that helps learners to evaluate their proficiency in the target language. It should be one of the basic curriculum designs of second or foreign language teaching. Learning to speak entails learner's engagement in communicative situations so that they will activate their speaking capacity. So, the development of oral skill requires students to make active use of the language that is correct in its grammar and pronunciation. That is to say, fluency and accuracy are two essential aspects to be developed in classroom interaction. In addition to that, teachers should provide learners with effective oral practice clearly. Teachers have to adopt a wide range of techniques and procedures through which speaking skill can develop.

Chapter Three

Data Analysis

Introduction

3.1.   The Teachers' Questionnaire

  3.1.1.   The Sample

  3.1.2.   Description of the Questionnaire

  3.1.3.   Analysis of the Results

  3.1.4. Interpretation of the Results

3.2.   The Students' Questionnaire

  3.2.1. The Sample

  3.2.2. Description of Learners' Questionnaire

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  3.2.4. Interpretation of the Results

3.3.   Limitations of the Study and Suggestions for Further Research

Conclusion

Introduction

The present piece of research is about eliciting teachers' and students' opinion about the role of classroom interaction in developing the students` speaking skill, since oral expression university teachers and English language learners are the targeted population in this study. Their views and opinions are very crucial to test the stated hypothesis. The latest would be either confirmed or refuted throughout the analysis of the handed questionnaires. As far as teachers' questionnaire is concerned, it intends to investigate their opinions about encouraging interaction as a pedagogical strategy to enhance learners' speaking skill. With reference to students' questionnaire, it aims at finding out whether the involved learners in this piece of research give importance and value to classroom interaction in activating their speaking skill through participating with their classmates and teachers or not. Hence, chapter three analyses in deep the yielded results and interpret them as it also exposes some suggestions for further future research.

3.1. The Teachers' Questionnaire

In the subsequent section, the targeted population; namely teachers, is fully defined. And then, questionnaire' results would be clearly analyzed and interpreted.

3.1.1. The Sample

The questionnaire was administrated to thirteen (13) teachers of OE at the Department of English language at the University of Mohammed Seddik Ben Yahia- Jijel. The selection of such sample was based on the consideration that OE teachers will benefit us since they are supposed to teach their students how to develop their oral skill which is the concern of this investigation.

3.1.2. Description of the Questionnaire

Teachers' questionnaire consisted of 22 questions which were divided into three main sections. The questions were either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to tick the appropriate answer from a number of choices. Open questions were also inserted in teachers' questions in which they were requested to give explanation or suggest other alternatives.

Section One: Background Information

This section was devoted to get background information about the chosen sample of teachers. In question one (Q1), they were asked about the degree (s) held to see if high educational degrees were needed or it was sufficient to be a fluent speaker holding simply a license to teach Oral Expression. Teachers were also asked how many years they had been teaching Oral Expression in (Q2), because it was needed to know whether those teachers had already experience in teaching the oral skills or not.

Section Two: Classroom Interaction

The aim of such section was to investigate teachers' knowledge of classroom interaction. First of all, (Q3) was put to know whether all the involved teachers knew about the value of classroom interaction, that is why they were asked to choose the best adjective that described interaction in their classroom, in (Q4), and to justify whether they applied it when teaching the oral skill or not in (Q5). (Q6) was about the amount of their talk in the classroom because learners were supposed to talk more than teachers all along the course of interaction. Then, the aim of (Q7) was to show if teachers and students had the same responses about how often the teacher invited his students to interact with one another (Learner-Learner interaction), and whether learners enjoyed this type of interaction or not in (Q8); because if they really enjoyed that, then they would participate regularly and

achieve automaticity in speaking. Then, teachers were asked (Q9) so as to know whether they thought learners interacted better with them, with their peers or in groups. The aim of (Q10) was to know the teachers' opinions about how they considered their role of teaching Oral Expression module. (Q11) was addressed to get information about teachers' decisions to push silent students interact in the classroom.

Section Three: Teaching Speaking

The objective of this section was to obtain information from teachers of OE. The twelfth question (Q12) was set to know whether the oral /aural skills were their major teaching concern in Oral Expression module or not. The aim of (Q13) was to check the main speaking aspects teachers usually focus on in classroom interaction, i.e. fluency, accuracy, or spontaneity in speech delivery because these are also the main objectives behind teaching speaking. Teachers were asked then to explain why they focused on a particular aspect. Also (Q14) was concerned with knowing the speaking activities that teachers focused on most to achieve successful interaction, and whether they succeeded to make all the students participate in these activities (Q15). Moreover, (Q16) intended to expose the speaking problems that the students most face in OE. (Q17) was designed to get teachers' opinion about the chosen timing of correcting students' mistakes during interaction activities. Then, (Q18) was addressed to know whether they used implicit or explicit corrective feedback. In (Q19) teachers were asked whether the speaking mistakes and problems lasted, reduced progressively or disappeared completely in a linguistic term of classroom interaction and whether learners accepted their mistakes to be corrected or not (Q20). Moreover, in (Q21) teachers were asked if they thought the type of their addressed feedback affected classroom interaction or not. In the last question of section three, teachers were kindly requested to add any further suggestions to develop the

learner's speaking skill throughout the process of classroom interaction in order to find whether there were other techniques not mentioned in this research (Q22).

3.1.3. Analysis of the Results

The data collected from teachers' questionnaire are analyzed in the subsequent section.

Section One: Background Information

1-Degree(s) held

a- BA (License)

b- MA (Magister)

c- MA (Master)

d- PHD (Doctorate)

Table 1: Teachers' Degree

Option	N	
a	1	7.69
b	0	0
c	12	92.30
d	0	0
Total	**13**	**100**

As the table indicates, (7.29%) of the teachers have a License degree, however, the highest percentage is that of the teachers who have got a Magister (92.30%).

2- How long have you been teaching Oral Expression module?

Table 2: Teaching Experience of OE Teachers

Option	N	
01 year	7	53.84
02 years	1	7.69
03 years	2	15.38
04 years	1	7.69
06 years	1	7.69
07 years	1	7.69
Total	13	100

As far as teaching experience is concerned, one can notice from the results shown above that two teachers had a good teaching experience in OE since they had spent from 6-7 years. Three teachers had a medium teaching experience. However, seven teachers had a short experience in teaching Oral Expression.

Section Two: Classroom Interaction

5- Do you know the value of classroom interaction?

a- Yes

b- No

Table 3: Teachers' knowledge about Classroom Interaction

Option	N	
a	13	100
b	0	0
Total	13	100

The common shared answer between all the teachers is that they all know about the value of classroom interaction.

4-If yes, choose an adjective that describes interaction in your classroom?

a- Mechanical (you ask questions, the learners respond)

b- Interactive (you give feedback. Learners interact together)

c- Non-interactive (learners do not take the turn to interact)

Table 4: The Adjective that Describes Interaction in Classroom

Option	N	
a	2	15.38
b	9	69.23
a+b	1	7.69
c	1	7.69
Total	**13**	**100**

As it is shown in the table above, (69.23%) of teachers chose interactive i.e. learners interact together while (15.38%) chose mechanical and (7.69%) selected both of them and another one opted for non-interactive.

5-Do you often apply it when teaching the oral skills?

 a- Yes

b- No

Table 5: Teachers' Application of Classroom Interaction in Teaching OE

Option	N	
a	13	100
b	0	0
Total	**13**	**100**

All the teachers (13) applied classroom interaction when they taught the oral skills.

(11) teachers justified their answers is stating that they applied classroom interaction in teaching OE because:

- Of its role in enhancing the development of the speaking and listening skill.

- Through discussion and debates.

-Try to make them interact, but did not respond.

- It is so important to develop fluency.

- Classroom interaction was the key to develop learners' motivation, self-confidence, hence communicative skills. The classroom should be learner-based rather than teacher-centered.

- It inactivated students and made them feel that they took an active part of the lecture.

- It created a friendly atmosphere.

- Interaction gave a sense of confidence and made students involved in the discussions.

- The attempt was usually to trigger student-student interaction and made students willing to talk.

- By suggesting topics that helped them to discuss the different ideas to open debates and arguing.

- Stimulated students to take more turns to speak also gave them the chance to answer their peers' questions.

6- In the classroom, do you?

a- Always take the floor and do most of the talk.

b- Often take the floor and do most of the talk.

c- Sometimes take the floor and do most of the talk.

d- Rarely take the floor and do most of the talk.

e- Never take the floor and do most of the talk.

Table 6: Teachers' Amount of Talking

Option	N	
a	2	13.38
b	2	13.38
c	6	46.15
d	1	7.69
e	1	7.69
Total	**13**	**100**

The results obtained denote that six teachers stated that they sometimes took the floor and did most of the talk. On the other hand, two teachers stated that they always took the floor and did most of the talk and two other teachers said that they often took the floor and did most of the talk. While one teacher claimed that he rarely took the floor and did most of the talk and another teacher answered that he never took the floor and did most of the talk.

7-How often do you invite your students to interact with one another?

a- Always

b-Often

c- Sometimes

d-Rarely

e-Never

Table 7: Students Frequency of Engagement in Classroom Interaction

0ption	N	
a	8	61.53
b	1	7.69
c	4	30.76
d	0	0
e	0	0
Total	**13**	**100**

A clear majority of teachers (61.53%) claimed that they always invited their students to interact with one another while (30.76) of them said they sometimes did and only (7.69) of them stated that they often encouraged their learners to interact with their peers.

8- Do students enjoy this type of interaction (learner-learner interaction)?

a-To a great extent

b-Somehow

c-Not very much

d-I do not know

Table 8: Students' Enjoyment of Learner-Learner Interaction

Option	N	
a	6	46.15
b	4	30.76
c	2	15.38
d	1	7.69
Total	**13**	**100**

Regarding teachers' answers, (46.15) of them stated that learners did really enjoy this type of interaction to a great extent. (30.76) of them said that they somehow did

while (15.38   ) of these teachers claimed not very much and only seven percent of them declared that they didn't know.

Teachers were requested to justify their answers. Their statements are subsequently stated.

- When they interacted with one another, they took more turns to speak, they addressed feedback to one another, and they debated and negotiated more.

- When students interacted, they felt free to speak. They ignored teacher's presence through interacting with their classmates.

- It depended on the topic. When the topic is in the learners' area of interest, s/he enjoyed interaction.

- They were given the chance to say their minds.

- Students enjoyed it, but they were a bit reluctant. They always wanted the involvement of the teacher.

- Most of them were often shy and unwilling to share their thoughts with the entire class.

- They had never interacted with one another.

- The students lacked ambition and vocabulary. They did not even talk to each other in English.

- Students enjoyed this type of interaction because they felt at ease, no control from the part of teacher, dynamic, flexible and interesting.

- Learner-learner interaction built confidence in the learner and encouraged him to take the word. They should be gradually involved in the discussion.

- They often felt comfortable to interact with one another.

9- Do you think that learners interact better

    a- When interacting with you as being their teacher

    b- When interacting with their peers

    c- When interacting in group

Table 9: The Best Preference of Learners When Interacting

Option	N	
a	3	23.07
b	4	30.76
a+b	1	7.69
c	4	30.76
b+c	1	7.69
Total	**13**	**100**

The answers given above show that (30.76) of teachers stated that learners interacted better when interacting with their peers and also when interacting in groups. (23.07) of them claimed that learners interacted better when interacting with them as being their teachers while (7.69) of these teachers answered that their students interacted in both cases .i.e., with them as; being their teachers and when interacting with their peers. Also (7.69) of them chose both interacting with their peers and in groups.

10-Do you consider the role of the teacher in teaching Oral Expression module:

 a- The only source of knowledge and information?

 b- b- A guide and facilitator in the process of learning

Table 10: Teacher's Role in Teaching Oral Expression Module

Option	N	
a	0	0
b	13	100
Total	**13**	**100**

The answers provided by the teachers were all similar. According to them, the role of the teacher is to guide and facilitate the process of learning.

11- What do you do to make silent students interact in the classroom?

a- Design groups and pairs

b- Choose interesting topics

c- Add additional marks

d- Use other means

Table 11: Teachers' Decisions to Make Silent Students Interact

Option	N	
a	1	7.69
b	6	46.15
a + b	4	30.76
c	1	7.69
b + c	1	7.69
d	0	0
Total	**13**	**100**

The answer tabulated above reveals that while (7.69) of the teachers added additional marks, designed groups and pairs or design groups and pairs and chose interesting topics. Most teachers (46.15%) responded by saying that they chose interesting

topics to do so, and (30.76) of them chose option "a + b", i.e. design groups and pairs and choose interesting topics.

Section Three: Teaching Speaking

12: are the aural / oral skills your major teaching concern?

a-Yes

b-No

Table 12: Teachers' Concern of the Oral Skill

Option	N	
a	11	84.61
b	2	15.38
Total	13	100

As shown in this table, two teachers, i.e. (15.38%) answered negatively. Eleven of the teachers (84.61%) answered positively the question. That is to say, they indicated that the oral skill were their major teaching concern. This implies that teachers were aware of students' needs in terms of developing their speaking skill.

13- Which of these aspects do you focus on more in classroom interaction?

a- Fluency

b- Accuracy

c- Both

d-Spontaneity in speech delivery

Table 13: Teachers' Focuses in Classroom Interaction

Option	N	
a	2	15.38
b	1	7.69
c	2	15.38
d	5	38.46
a + d	1	7.69
c + d	2	15.38
Total	**13**	**100**

It can be noticed that the highest percentage of teachers (38.46%) claimed that they focused on spontaneity in speech delivery. Whereas (15.38) of them gave priority to fluency or both fluency and accuracy or to the all i.e. fluency, accuracy and spontaneity in speech delivery and only (7.69) of the teachers focused on accuracy or both accuracy and spontaneity in speech delivery.

Twelve teachers justified their answers in saying:

- I gave more importance to communication and the way learners tried to interact; to their spontaneity. I considered that focusing on accuracy would certainly lead to communication breakdown.

- Both of accuracy and fluency were very important for effective communication.

- Students at this level were not supposed to speak like American people. Yet, they must avoid falling in big mistakes.

- Learners were required to achieve certain degree of accuracy, fluency as well as spontaneity in speech. The focus on these aspects is mainly related to the learners' level using other variables.

- Fluency led to spontaneity in speech delivery.

- We often tried to motivate students to be as much spontaneous as possible.

- It helped students to overcome their fears and gain self-confidence using the target language.

- Being spontaneous was how one generally learnt better a language.

- I wanted the students to interact with his/her classmates without hesitation or inhibition or any other factor that may hinder the oral spontaneity.

- Fluency and accuracy were the core of communication in the classroom.

- I wanted to provide my students with an opportunity to develop their speaking skill.

- Fluency was very important as for accuracy, it was usually taught in other module.

14-Which of the speaking activities did you focus on most to create successful interaction?

a- Dialogues

b- Debates and discussions

c- Presentations

d- Role-plays and simulations

e- Telling stories

Table 14: Teachers' Selection of Speaking Activities

Option	N	
a	0	0
b	4	30.76
c	0	0
a+b+c	1	7.69
b+c	2	15.38
d	0	0
a+c+d	1	7.69
b+d	3	23.07
b+c+d	1	7.69
e	0	0
a+b+c+d+e	1	7.69
Total	**13**	**100**

The table above illustrates that (30.76%) of teachers focused on debates and discussions to create a meaningful interaction. On the other hand, (23.07%) of teachers preferred both debates and discussions and role plays and simulation, (2) teachers chose option "b+c", i.e. debates and discussions and presentations other (4) teachers focused either on dialogues, or on dialogues, debates and discussions and presentations. A single teacher focused on presentations mainly, another one relied on discussions only. Simultaneously, another teacher stressed the use of presentations and role plays and simulation. Another teacher chose the option "b+c+d" i.e. debates and discussions, presentations and role plays and simulation, while another teacher used all of them. No teacher used only dialogues, or only role play and no one also used telling stories. It is very evident, then, that teachers tried to vary in the use of activities in classroom.

15-Do you always succeed to make all the students participate in the speaking activities?

a- Yes

b- No

Table 15: The Possibility of Having All of the Students Participate in the Speaking

Activities

Option	N	
a	4	30.46
b	9	62.23
Total	**13**	**100**

(30.46%) of the teachers considered that it was possible to make all the students participate in the speaking activities. However, (62.23%) of them stated that it was impossible to do that.

(12) Teachers explained their answers as follows:

- Sometimes, I failed to draw all my students to speak and interact. There were many other factors intervening such as personality traits (shyness, self esteem), classroom management and the output being exposed to them.

- When I fail to do so, I just choose some names random from the list to force those silent students to speak.

- I always tried to make them feel confident in their capacities through motivation and positive encouragement.

- I based my teaching objectives, first of all, on attaining a degree of harmony and confidence between the teacher and the students. I thought psychological aspect was the key for developing learners' speaking skills.

- It remained one of the hardest tasks to make all of the students participate. You could succeed in involving a considerable number of them.

- Most of the problems were due to the lack of the learners' interest, they did not pay attention.

- Honestly, some of the students were in the wrong department.

- I gave them much freedom and I did not try to pay attention too much to their mistakes in order not to inhibit them.

- I succeeded in decreasing the number of silent students, but I could never make all of them interact.

- Some of them were really reluctant to speak.

- Some students were reluctant to speak because they were shy or they did not want to.

- I asked questions to silent student to involve them in the discussion.

16- Which of the speaking problems most students face in Oral Expression?

a- Inhibition because of shyness, anxiety and stress.

b- Nothing to say about the chosen topic.

c- Low participation.

d- Mother tongue use.

e- Other problems (please justify).

Table 16: Students' Most Speaking Problems

Option	N	
a	3	23.07
b	1	7.69
a+b	3	23.07
c	1	7.69
a+c	1	7.69
d	1	7.69
a+c+d	1	7.69
a+d	1	7.69
e	1	7.69
Total	**13**	**100**

The common shared idea between less than half of the teachers (23.07%) is that students faced the problems of inhibition because of shyness, anxiety and stress and both inhibition because of shyness, anxiety and stress and nothing to say about the chosen topic. On the other hand, the rest of the teachers (7.69%) confirmed that students still used their mother tongue in second language classroom and especially in OE. Others had low participation problem while some students had nothing to say about the chosen topic. Some others had problems of both inhibition and low participation. Whereas other students suffered from inhibition, low participation and mother tongue use and other had problems of both inhibition and mother tongue use. The remaining teachers (7.69%) stated other problems.

(3) Teachers justified their answers in saying that:

- Most of them should have something else other than English.

 - Some students were not motivated. Others had no idea about the topic.

- In a class of mixed abilities, we may have all the elements.

17-If your students make mistakes and errors while interacting, do you

a- Interrupt them to correct them

b- Correct them later

c- Ask students to correct one another

d- Do not correct at all

Table 17: Teachers' Attitudes towards Correcting Students' Mistakes

Total	N	
a	2	15.38
b	4	30.76
c	3	23.07
b + c	3	23.07
d	1	7.69
Total	**13**	**100**

It is obvious from the table above that the highest percentage of the involved teachers (30.76) preferred to correct their students later. Some others (23.07%) asked students to correct one another, or both corrected their students' mistakes later and asked students to correct one another. However, (15.38%) of them stated that they interrupted their students to correct them. The rest of teachers (7.69%) did not correct at all their students.

18- When you give corrective feedback to your students, do you

a- Tell them about their mistakes (explicit feedback).

b- Reformulate what they said correctly (implicit feedback).

Table 18: Types of the Addressed Corrective Feedback

Option	N	
a	5	38.46
b	8	61.53
Total	**13**	**100**

While (8) teachers preferred to give their students implicit feedback, that is to say, they reformulated what learners said correctly instead of referring to the mistakes and errors committed by learners. (5) Teachers stated that they addressed to their students explicit feedback, i.e. telling the learners about the erroneous part of their output.

19-In a linguistic form of classroom interaction, do speaking problems and mistakes

a- Last

b- Reduce progressively

c- Disappear completely

Table 19: Interaction's Effect on Speaking Problems and Mistakes

Option	N	
a	1	7.69
b	12	92.30
c	0	0
Total	**13**	**100**

The vast majority of teachers (12) claimed that speaking problems and mistakes might be reduced progressively in classroom interaction. And only one teacher chose option "a", i.e. these speaking problems and mistakes could last.

20- Do you think that the type of the addressed teacher feedback affects classroom interaction?

a-Yes

b-No

Table 20: The Effect of the Addressed Teacher Type of Feedback on Classroom Interaction

Option	N	
a	10	76.92
b	3	23.07
Total	13	100

While (76.92) of the teachers stated that the type of the addressed feedback affected classroom interaction. Only (23.07) of them claimed that it did not affect classroom interaction.

(8) Teachers clarified their answers by saying:

- Sometimes explicit feedback could make students uncomfortable but it was effective because it drew their attention directly to the mistake.

- If teachers addressed appropriate feedback, he might avoid communication breakdown. Focusing so too much on negative and corrective feedback might lead to the loss of communication flow. However, if they applied positive feedback in a correct way, they might encourage their learners to interact more.

- The teacher should be cautious not to intimidate the students, because this may increase their inhibition.

- If the teacher focused on accuracy and corrected them immediately, this would affect their willingness to participate.

- If the teacher created a positive atmosphere in classroom, students' interest would increase gradually.

- The teachers' way to correct students' mistakes could affect tremendously classroom interaction. It ought to be implicit and friendly.

- If it was not adequate, it might lead to perverse effect. We really need to pay great attention.

- Some students are very sensitive when the teacher corrects them in front of the class, the teachers should know how to correct his students.

22- You are kindly request to add any further suggestions to develop learners' speaking skill throughout the process of classroom interaction.

(4) Teachers responded to the question by adding:

- I guess that teachers need to be highly trained to form appropriate questions; questions that may stimulate their learners to take the floor to speak. They also need to have training on ways to address the appropriate type of feedback so as to keep the flow of communication going on. Furthermore, the input that is exposed to learners plays a keystone role to enhance learners' motivation to speak. The more the input is authentic, genuine and interesting, the more learners would take turns to speak. Teachers should also free themselves from the rigid pattern of IRF/IRE; they are supposed to rely more on peer interaction and group works instead of linking interaction to them with their learners. Classroom management has an important role to play also; students should feel at ease and lower their anxiety to take risks to speak.

- Group activities are very helpful, making students more comfortable when they share their thoughts with peers.

- Games, especially when students have to guess an answer, make them less afraid.

- Avoid giving linguistic feedback.

- Choosing hot topics.

- Using discussions.

- Providing students with the necessary vocabulary before starting talking.

-Brainstorming the topic before students engage in discussions.

- The task of teaching oral expression is not always easy. Some learners are inhibited by matters like shyness, while others have come accidentally to learn English; this negatively affects their learning process. If learners are not motivated, it is the lack of the teacher to choose the best method. Choosing a good method, a good content and designing activities that fit their level and lead to gradually involvement in the class. The teacher himself has to be active and help his learners interact with him first and with their classmates. The discussions have to be well-managed so as not to exclude anyone. The teacher should know the weaknesses of each student and helps him to overcome them.

3.4. Interpretation of the Results

In background information, the teacher's responses reveal that the majority of teachers who responded to the addressed questionnaire have MA (Magister) this mainly means that the module of OE is of more importance. It is expected that their degree may have a good influence on the process of teaching OE module. The results of (Q2) reveal that six teachers out of thirteen have a medium experience in teaching OE since they have experienced teaching this module from three to seven years. Hence, experience is of

paramount importance to make teachers successful in teaching such a basic module as OE through which learners' speaking abilities might be develop.

In classroom interaction, all the teachers in (Q3) stated that they knew the value of classroom interaction and most of them (69.23) described interaction in their classroom as interactive i.e. teachers gave feedback and learners interacted together (see Q4). Concerning (Q5), all the teachers asserted that they applied classroom interaction when teaching the oral skills because their classroom was learner-centered. This means that learners were supposed to talk more than teachers. Classroom interaction also created collaborative learning through the communicative processes that happened between learners and that interaction gave a sense of confidence and made students involved in the discussion. Half of the teachers (46.15%) stated that they sometimes took the floor and did most of the talk and (7.69%) of them claimed that they rarely or never took the floor and did most of the talk this might be because they gave their students more chances to use the language in the classroom. However, (15.38%) of the teachers confirmed that they took the floor and did most of the talk. Hence, one can notice that those teachers are not aware of the value of having a considerable amount of time for students to talk in classroom since they spoke more than their students did. Thus, compared to students' answer to a comparable question, both teachers and learners have approximately similar responses concerning the question about who talks most in the classroom.

Compared to students responses, (64.53%) of teachers confirmed that they always invited their students to interact with each other in (Q7), and (46.15) of them in (Q8) stated that learners usually enjoyed this type of interaction, i.e. (learner-learner interaction) because to them, it was a stress-free situation where learners felt less inhibited. Besides, learner-learner interaction created a funny, friendly and relaxing atmosphere. Learner-learner interaction also provided learners with self-confidence and self-evaluation.

(30.76   ) of teachers in (Q9) asserted that learners interacted better when interacting with their peers and in groups. Concerning the role of the teacher in teaching Oral Expression module, all the teachers stated that the role of the teacher was to guide and facilitate the process of learning. Hence, in considering themselves facilitators and guiders, teachers seem to be very well-informed about the appropriate role that should be played by teachers to develop learners' speaking skill.

To encourage interaction in classroom, (46.15%) of teachers chose interesting topics to make silent learners interact, because the topic is a crucial factor to create a positive interaction in the classroom. Other teachers (30.76%) preferred both designing groups and pairs and choosing interesting topics where silent students found themselves in an obligation to speak with the other learners. (7.69%) of teachers added additional marks to encourage interaction among learners. Thus, it is very evident that the involved teachers in this piece of research seem to be willing enough to stimulate those reluctant so students to interact more in applying different strategies in their classroom.

In teaching speaking, the vast majority of teachers asserted that the oral skills were their major teaching concern. About half of teachers (38.46%) focused on spontaneity in speech delivery when they teach OE. However, (15.38   ) of the teachers focused on fluency, fluency and accuracy, or on the all. That is fluency, accuracy and spontaneity in speech delivery. Only (7.69   ) of the teachers focused on accuracy, both accuracy and spontaneity in speech delivery because they are very important for effective communication. Furthermore, learners are required to achieve certain degree of accuracy, fluency as well as spontaneity in speech.

Concerning the type of the assigned speaking activities that are implemented in classroom, most teachers stated that they focused on debates and discussions. This may be

due to the fact that learners speak more freely in such activities through giving or receiving others' opinions. It is worth noting that in debating and discussing, learners can also learn some of the speaking techniques of how to initiate, take turn, interrupt and close the topic. Other five teachers focused on presentations to give learners confidence in themselves. Moreover, teachers focused on dialogues because they are also the best activities for interaction management. Four teachers opted for role-play and simulations and only one teacher focused on telling stories. This may be because teachers considered that their learners needed to speak freely and deal with interesting topics rather than performing roles and telling stories.

With regard to teachers responses in (Q15), (30.40%) of them confirmed that they succeeded to make all the students participate in the speaking activities depending on the type of the activity. Some teachers obliged students to perform tasks individually to ensure that all of them would participate. However, other teachers stated that they always tried to make them feel confident in their capacities through motivation and positive encouragement. (62.23%) of teachers stated that they did not succeed to make all the students participate in the classroom because most of the problems are due to the lack of the learners' interest, shyness, self esteem … etc. Hence, having a percentage of 62, 23% who declared the fact of failing to drag their attention in the course of interaction is considerable percentage.

In fact, most second language learners have some problems in OE. (53.84%) of teachers claimed that students had the problem of inhibition because of shyness, anxiety and stress, and this may be due to the ill development of communicative skills and learners' feeling of linguistic inferiority. Other (23.07%) of teachers complained that their students used their mother tongue when they interacted in English. This implies that learners have not yet achieved automaticity. Nothing to say about the chosen topic, is

another problem that some learners faced according to teacher' answers. This might be due to the fact that some learners are deficient in terms of their linguistic background. Other teachers said that students did not participate too much in the classroom. What can be deduced from teachers' responses is that there are many other factors and psychological variables that intervene to prevent them from interacting in classroom.

(15.38%) of teachers stated that they postponed students speaking mistakes. However, (30.76%) preferred to correct their students later while some others (23.07%) asked students to correct one another. Only one teacher did not correct at all his students' mistakes. It is highly important to correct students' mistakes to avoid being trapped in the problem of fossilization.

Giving explicit corrective feedback is supported by (5) teachers; this may be because teachers wanted their learners to know the form of their linguistic errors or mistakes. Whereas, (8) teachers insisted to give their students implicit feedback. That is to say, teachers reformulated what learners said correctly instead of mentioning the linguistic form of the mistakes and errors. Almost all of the teachers (92.30%) agreed that classroom interaction could reduce progressively the speaking problems and mistakes, this means that, a regular interaction with the teacher or other learners lead to enhance the speaking skill since the interlocutors with whom the learners interact will contribute in giving feedback.

(76.92) of the teachers believed that the type of the addressed feedback affected classroom interaction because if they applied positive feedback in a correct way, they would have encouraged their learners to interact more and that if the teacher created a positive atmosphere in classroom, students' interest would increase gradually. However, (23.07) of them stated that it did not affect classroom interaction. According to the

yielded results from this question, it is very evident that the vast majority of teachers are, indeed, knowledgeable about the effect of feedback on learners' interaction.

Four teachers responded to the last question in which they added further suggestions to develop the learners' speaking skill through Group activities which are very helpful in making students more comfortable when they share their thoughts with peers. Games, especially when students have to guess an answer, make them less afraid. Choosing a good method with a good content and designing activities that fit their level and lead to gradual involvement in the class. All these were suggestions proposed by the involved teachers to enhance learners speaking skill

3.2. The Students' Questionnaire

Next to handing out questionnaires to Oral expression teachers, first year English language students were given a questionnaire to answer. In the subsequent part of the chapter, the sample of learners would be clearly defined and the obtained date would be analyzed and interpreted.

3.2.1. The Sample

The seventy (70) students who responded to the questionnaire were chosen among the total number of the first year LMD students' population (225), at the English Department of Mohammed Seddik Ben Yahia University –Jijel. The selection of such sample was based on the consideration that first year LMD students do need interaction with their teachers so that when they arrive to graduate, their speaking skill will be much more developed. Those students are supposed to graduate after 2 years, and therefore if they teach in the future, they would accordingly know the importance of interaction in building knowledge and developing the speaking skill.

3. 2. 2. Description of Learners' Questionnaire

Learners' questionnaire consists of seventeen (17) questions which are arranged in a logical way. They are either closed questions requiring from the students to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them.

Question (1) to (3) were devoted to students' background information; these latter are asked to describe how they find speaking English, evaluate their level in English and to describe the relationship that existed between them and their teachers of Oral Expression. Question (4) was put to evaluate to what extent the Oral Expression courses helped learners to improve their speaking skill. Question (5) was about who did most of the talk in Oral Expression module session, the teacher or the learners. Question (6) was put to know how often students were given the opportunity to interact with their teachers and, in question (7), they were asked whether they were permitted to interact with their classmates or not. Question (8) was put to know how often students interacted with one another in the classroom, and in question (9), they were also asked whether they interacted outside the classroom or not. Moreover, in question (10) students were asked if they interacted because it was the teacher who asked them or just because they wanted to do so. Question (11) was designed to generate information about the learners' most desired language skills to be mastered. Question (12) was directed to know the techniques that were used in teaching Oral Expression module, and which one of them they enjoyed most in question (13). Question (14) was devoted to know how often the teacher of Oral Expression interrupted the students to correct their mistakes and in question (15) they were asked how they reacted to this correction. Question (16) was put to know whether regular interaction in classroom helped students to reduce their speaking mistakes with justifying the answer.

In the last question (17), the students were asked to choose the main reason behind their resistance to interact in classroom.

3. 2. 3. Analysis of the Results

1-Do you find speaking in English?

a-Very easy

b-Easy

c-Difficult

d-Very difficult

Table21: Students' Attitude towards Speaking in English Language

Option	Number	Percentage
a	5	7.1
b	44	62.9
c	19	27.1
d	2	2.9
Total	70	100

From the table above, it is noticed that (62.9%) i.e., the majority of the respondents stated that speaking in English was easy for them, however (27.1%) of them mentioned that speaking in English language is difficult. (7.1%) of the respondents said that speaking English was very easy, by contrast, the remained percentage (2.9%) of them said that it was very difficult to speak the English language properly.

2-How can you describe your current level of oral performance in English?

a-High

b- Above average

c-Intermediate

d-Below average

e-Low

T able 22: Students' Level in English

Option	N	
a	2	2.9
b	22	31.4
c	31	44.3
d	9	12.9
e	6	8.5
Total	**70**	**100**

It can be noticed the highest percentage of students (44.3%) claims that their level in English is intermediate. Others (31.4%) show that they are good in English. Some others (12.9%) say that they are below average in English. Some of them (8.5%) declare that their level in English is very low. The least percentage (2.9%) goes to students who have a high level in English.

3-How is your relationship with your Oral Expression teacher?

a-Very good

b-Good

c-No relationship

d-Bad

Table 23: Students and the Teacher Relationship

Option	N	
a	14	20
b	35	50
c	19	27.1
d	2	2.9
Total	**70**	**100**

Table (3) shows that (50%) of students had good relationships with their teacher of Oral Expression. However (27.1%) said that they had no relationship with their teacher. Indeed, (20%) of them reported that a very good relationship existed between them and their teacher of Oral Expression. Whereas (2.9%) of student claimed that they had a bad relationship with their Oral Expression teacher.

4-To what extent do the Oral Expression courses help you to improve your speaking skill?

a-Very much

b-Somewhat

c-Not very much

d-Not at all

Table 24: The Role of Oral Expression Module in Improving the Speaking Skill

Option	N	
a	33	47.1
b	25	35.7
c	10	14.3
d	2	2.9
Total	**70**	**100**

The table shows that (47.1%) of students stated that the Oral Expression courses helped them very much to improve their speaking skill. (35.7%) of the students believed

that Oral Expression courses somewhat helped them to improve their speaking skill. Whereas (14.3%) of them said that the Oral Expression courses did not help them very much to improve their speaking skill. The remaining students (2.9%) stated that Oral Expression courses did not help them to improve their speaking skill at all.

5-Who does most of the talk in Oral Expression module session?

a-The teacher

b-Students

c-The teacher and students (equal turns to speak)

Table 25: Students and the Teachers' Amount of Talking

Option	N	
a	29	41.4
b	30	42.9
c	11	15.7
Total	**70**	**100**

The results obtained exhibit that (42.9%) of students reported that both the learners and the teacher took the floor and interacted in Oral Expression sessions. (41.4%) of the students said that the teacher was the one who talked more in the classroom, and (15.7%) of them stated that it was the student who did most of the talk in the Oral Expression session.

6-How often does your Oral Expression teacher give you the opportunity to interact with him?

a-Always

b-often

c-Sometimes

d-Rarely

e-Never

Table 26: Frequency of Teacher-learner Interaction

Option	N	
a	25	35.7
b	18	25.7
c	21	30
d	4	5.7
e	2	2.9
Total	**70**	**100**

(35.7%) of the students stated that, they were always given the opportunity to interact with their teacher, and those who said often are (30%). Others (25.7%) say that they are sometimes the opportunity to interact with their teacher. However (5.7%) of them declare that it is rarely when the teacher provides them interacting with him. (2.9%) of the students say that teacher never give them the opportunity to interact with him. 7-Does your Oral Expression teacher allow you to interact with your classmates? a-Yes

b-No

Table 27: Learner- learner Interaction

Option	N	
a	57	81.4
b	13	18.6
Total	**70**	**100**

The table shows that (81.4%) of students said that their teacher of Oral Expression module allowed them to interact with their classmates, whereas (18.6%) stated that they were not allowed to interact with their classmates.

8- How often do you interact with your classmates in Oral Expression module session?

a- Always

b- Often

c- Sometimes

d- Rarely

e- Never

Table 28: Frequency of Learner-Learner Interaction

Option	N	
a	13	18.6
b	21	30
c	27	38.6
d	6	8.6
e	3	4.2
Total	**70**	**100**

The table above shows that a percentage of (38.6%) students stated that they sometimes interacted with other learners in the classroom; other (30%) of students stated that they often did that and (18.6%) of them said that they always did so. However, those who opted for "rarely" as an answer have a percentage of (8.6%), and those students who said never were (4.2%) students.

9-Do you interact in English with your classmates outside the classroom?

a-Always

b-Sometimes

c-Never

Table 29: Frequency of Outside Classroom Interaction

Option	N	
a	9	12.9
b	50	71.4
c	11	15.7
Total	**70**	**100**

Regarding students' answers, (71.4%) of them said that they sometimes interacted in English outside the classroom; while (15.7%) of them stated that they never did so. The remaining (15.7%) of the students responded in saying that they always interacted outside the classroom.

(61) Students explained that they always, sometimes or never interacted in English outside, it is because:

-To improve the speaking skill (15 students).

- Some students wanted to imitate English native speakers (5 students).

- Some students found it was difficult to express themselves in the presence of their teachers; however they could do so outside the classroom (8 students).

- English was not spoken outside, it was considered as second or foreign language (13 students).

- Some other students did not know how to create meaningful everyday utterances (20 students).

10-When you interact in the classroom. It is

a-You who want

b-The teacher who asks you

Table 30: The Students Contribution in Interaction

Option	N	
a	40	57.1
b	30	42.9
Total	**70**	**100**

As shown in the table above, (57.1%) of the respondents wanted to interact by themselves, while (42.9%) of them were pushed by the teacher to do so.

11-Pick the most important skill you need to develop more?

a-Speaking

b-Listening

c-Writing

d-Reading

Table 31: The Most Important Language Skill to be Developed

Option	N	
a	39	55.7
b	13	18.6
c	12	17.1
d	6	8.6
Total	**70**	**100**

The table indicates that (55.7%) of the respondents preferred the speaking skill to be mastered most, other (13) respondents (18.6%) stated that they wished to develop the listening skill, while some of them (17.1%) wished to develop the listening skill. The remaining (6) respondents (8.6%) needed to develop the reading skill.

12- Which one (s) of the following techniques does your teacher use in teaching Oral Expression module?

a- Group work

b- Role-play

c- Problem solving

d- Discussion

e- Others, specify why

Table 32: The Most Useful Technique in Oral Expression Session

Option	N	
a	15	21.4
b	1	1.4
c	3	4.3
d	26	37.1
e	0	0
a+c	1	1.4
a+d	4	5.7
a+b+d	1	1.4
a+c+d	3	4.3
a+b+c+d	4	5.7
b+d	1	1.4
c+d	1	1.4
Total	**70**	**100**

From the results obtained, it is noticed that (37.1%) of the students stated that their teacher used discussion to teach the Oral Expression module. (21.4%) of them said that group work was the technique the teacher used to teach O.E module. Some students (5.7%) said that the teacher used group work, role play, problem solving and discussion as well to teach them. The same percentage (5.7%) of students said that their teachers used just group work and discussion. (4.3%) of students reported that the teachers used problem solving to teach O.E module. Other (4.3%) of them claimed that their teacher used group work, problem solving and discussion. (1.4%) of the students stated that teachers used role play

in teaching O.E module, (1.4%) of learners said that group work and problem solving are used by their teachers, (1.4%) said that group work, role-play and discussion are used, while (1.4%) of the them chose role-play and discussion as an option; and (1.4%) said problem solving and discussion are the ones implemented by their teachers.

13-Which one of them do you enjoy most?

a-Group work

b-Role-play

c-Problem solving

d-Discussion

Table 33: The Most Enjoyable Technique Implemented in Oral Expression Session

Option	N	
a	36	51.4
b	4	5.7
c	3	4.2
d	21	30
a+c	2	2.8
a+d	1	1.4
a+c+d	1	1.4
b+d	2	2.8
Total	**70**	**100**

From the data collected, a percentage of (51.4%) of students enjoyed Group work most, (30 %) of them preferred discussion. (5.7%) reported that they enjoyed Role-play to be used by the teacher, (4.2%) of them chose Problem solving. (2.8%) is the percentage of the students who chose both group work and discussion and another (2.8%) of students preferred both role-play and discussion. (1.4%) of students said that they enjoyed group

work, problem solving and discussion, at the same time another (1.4%) of them preferred group work and discussion.

14-How often does your teacher interrupt you to correct your mistakes?

a-Always

b-Often

c-Sometimes

d-Rarely

e-Never

Table 34: Teachers' Interruption for Correcting Students' Mistakes

Option	N	
a	22	31.4
b	12	17.1
c	25	35.7
d	8	11.4
e	3	4.3
Total	**70**	**100**

It is very evident that the highest percentage of students (35.7%) claimed that their teacher sometimes interrupted his students to correct them when they interacted. Others i.e. a percentage of (31.4%) showed that their teacher always did so, while (17.1%) claimed that the teacher often acted like this, and (11.4%) of the students reported that their teacher "rarely" intervened them to correct the erroneous part of their output . The remained percentage of the students (4.3%) stated that the teacher never interrupted them to correct their mistakes.

15-Do you think that the teacher's feedback (correcting mistakes)

a- Helps you to develop your speaking skill

b- Does not help you to develop your speaking skill

c- Interrupts you and prevents you from going on speaking

Table 35: The Effect of the Teachers' Feedback on the Students' Performance

Option	N	
a	64	91.4
b	2	2.9
c	4	5.7
Total	**70**	**100**

The common shared reaction among the majority of students (91.4%) is that their teacher's feedback helped them to develop their speaking skill. However, (5.7%) of the students believed that in addressing feedback, teachers interrupted them and prevented them from going on speaking. Whereas, the remaining (2.9%) of them thought that their teacher's feedback did not help them to develop their speaking skill.

16-Does regular interaction in classroom help you to reduce your speaking mistakes?

a-Yes

b-No

Table 36: The Impact of Regular Interaction on Learners' Mistakes Reduction

Option	N	
a	64	91.4
b	6	8.6
Total	**70**	**100**

As the table shows, (91.4%) of the respondents found that regular interaction in the classroom may lead to the reduction of their speaking mistakes. However, (8.6%) of students reported that interaction did not reduce their mistakes.

17-If you do not interact, it is because:

a-You are not talkative/shy

b-The topics discussed in the classroom are not interesting

c-The teacher does not motivate you

d-You fear from making mistakes

Table 37: Students' Reason behind Reluctance to Interact

Option	N	
a	18	25.7
b	17	24.3
c	9	12.9
d	26	37.1
Total	**70**	**100**

From the results shown in the table above, it is very clear that (37.1%) of the students did not interact because they feared to make mistakes. Others (25.7%) said that they were not talkative in the classroom. However, (24.3%) of the students did not interact because the topics chosen were not interesting. The remaining percentage (12.9%) of the students stated that the teacher did not motivate them and that was why they did not participate.

3.2.4. Interpretation of the Results

What can be deduced from the data collected is that teacher-Learner interaction could be more successful if the learners feel at ease with their teachers, i.e. a good relationship is required to exist between the students and the teacher. However, most of the students had no relationship with their teacher of Oral Expression module and this may be due to the personality of both of them; some teachers do not allow such relationship to be

created in order to keep limit between them and their learners for the sake of maintaining respect. On the other hand, some students stated that there was a good relationship between them and their teacher of OE, because they had a good level in speaking or they regularly participated. Hence, teachers should know that their students need to feel at ease in OE to interact positively, but if they have some problems with the teacher, then they will keep silent most of the time, and this will prevent them from activating their oral skills.

What characterizes modern language classroom is that it is learners' centered, that is to say, teacher's amount of talking should be less than that of learners. On the basis of the students' previous answers, (42.9%) of them stated that it was the students who did most of the talk in classroom interaction, whereas for (41.4%) of them it was the teacher who did so. This shows clearly that teachers are aware of the importance of giving the needed time to their learners to talk in classroom. Moreover, the majority of learners (35.7% "a" +30% "c") in Q6 stated that their teacher of Oral Expression gave them the opportunity to interact with him. This also indicates that OE teachers really want their students to be involved with him in such type of interaction which has an impact on their performance in speaking. A considerable percentage of students (30% "b" +38.6% "c") in Q7 stated that they often/ sometimes interacted with their classmates. This is an indication that the involved learners found that learner-learner interaction is the best and the easiest way to speak freely.

Learners must be given ample practice to activate their speaking skill. The interactive activities are the best practice in classroom since learners do not interact always in English outside the classroom, as it is shown in the answers of Q8. Students' main reason behind not interacting in English outside the context of classroom is that English is not spoken outside the classroom since it is considered as a second/ foreign language. This reveals that the classroom is the only and the best context to communicate for first English

language learners. Many students seem to be aware that when they interact in the classroom with the teacher or other learners, this will enhance their oral capacities. That is why they prefer to engage in interaction by themselves and not to be pushed by the teacher (see Q10).

In the learning of the four language skills, half of the learners (55.7%) wished to master the speaking skill more than the rest of the other language skills, as it is shown in Q11, this is due to the fact that speaking a language is considered synonymous with knowing this language. So, in the classroom interaction, students are supposed to speak and listen (aural skills) much more than write and read. As a result of classroom interaction, (33) students judged their speaking ability as being well. This judgment indicates that keeping silent all the time in classroom will limit the students' chance to learn or to speak the foreign language. Moreover, (91.4%) of the students in Q16 claimed that participating regularly in the classroom, could help them to reduce their speaking mistakes. They explained that if the teacher drew their attention to particular mistakes, then students would avoid them in the future participation. A small percentage of students state that when the teacher interrupted them to correct their speaking mistakes, it did not help them to develop their speaking skill. However, there were (64) students i.e., a percentage of (91.4%) who said it helped them to develop their oral performance. This indicates that students liked when the teacher corrected their mistakes, because receiving feedback from the teacher is the essential part in the process of learning so as to avoid being trapped in the problem of fossilization. Simultaneously, others did not and this may be due to the fact that they were very often interrupted by their teacher of OE. Students' reasons behind not participating and then not taking a part in any classroom are different: (37.4%) of them were afraid of making mistakes this indicates that they are faced with the problem of low self-esteem. (25.7%) of them reported that they are not talkative and they are shy this is

because they used to keep silent all the time. (24.3%) of them stated that the topics discussed in the classroom are not interesting, this shows clearly that the chosen topic is crucial for a successful interaction to take place. On the other hand, (12.9%) of them said that the teacher did not motivate them, in such case even the strong participators will show no interest to interact.

On the whole, the involved learners in this piece of research showed some interest in the value of classroom interaction, their previous answers revealed that it can successfully lead them to enhance their speaking skill, but this can happen if they frequently interact with their teacher to draw on his experience or with some other learners, because avoiding classroom interaction and showing no participation will naturally affect the students' speaking capacities.

3.3. Limitation of the Study and Suggestions for Further Research

Needless to say that any conducted study in classroom might be exposed to some limitations. These limitations can be summarized in the following points. First of all, time is very essential for any research in making a suitable and complete research. But unfortunately, owing to time constraints, we could not have the chance to extend more in classroom interaction and investigate it through taking notes in OE sessions. Indeed, it is acknowledged that classroom observation during the session of Oral Expression could have been very good in terms of data collection because a questionnaire is not sufficient to accomplish this research. That is to say, it could have been more practical to make classroom observation and analyze the amounts of teacher's and students' one in classroom and to see whether interaction between learners did really take place during the Oral Expression session or not. Furthermore, tremendous difficulties in gathering references were faced because books in the library were almost not available. At last but not least, not

all the teachers of Oral Expression were excited to help us with their experiences in filling the questionnaires. A big effort was made to make them contribute in making this research possible.

In conducting this piece of research, it was found out that the reasons behind poor speaking skills of FL students and their reluctance to communicate are due to many reasons, including psychological factors. So, shedding light on the effects of those affective variables on learners' speaking abilities can be a subject of a future pieces of work.

Nowadays, many programmes are designed to give students a chance to overcome some of language barriers and improve their speaking ability, in real life communications or even to surf on the Internet. Also, they are permitted to study any foreign language in language private schools where teachers use modern methods of teaching and intensive practice to develop learners' oral output. Hence, this topic i.e., the effect of those private institutes and schools of teaching languages on learners' speaking skill can also be a very good subject of future research.

Moreover, it appears that when a speaker ceases to concentrate on his mistakes in language practice, he might begin to speak the target language in a safer and a comfortable way. What is more, self confidence and self esteem have many things to do in enhancing and developing learners' interaction in classroom. Thus, these issues namely; corrective feedback and self-esteem seem to be very good starting points for future research to find out the engine that drives better classroom interaction.

Conclusion

The present study reveals that both learners and teachers know about the significance of classroom interaction. They considered that promoting it can have a

positive impact on learners' speaking capacities. It primarily gave the opportunity to receive comprehensible input and feedback. So, through a regular interaction with others, learners could try new hypothesis about how English works and then increase the pace of their speaking. Hence, chapter three exposed plainly the methodology on which this piece of research was based; it also analyzed the data collected from the distributed questionnaires of teachers and learners, moreover, the chapter in hand suggested some issues to be investigated; issues that are related to the development of the speaking performance.

General Conclusion

The dissertation in hand highlighted the role of classroom interaction in developing learners' speaking skill. Through this research, it was hypothesized that if the first year LMD English students at Mohammed Seddik Ben Yahia University are given the right opportunities to interact and speak freely in the classroom, then they will be able to develop their speaking skill. We believe that the present application of classroom interaction in the field of language learning is essential for developing speaking skill because it creates a situation where learners are expected to help each other, discuss and argue with each other, and fill in gaps each other's understanding.

This study focuses on the learners' production opportunities given by the teachers to acquire effective second or foreign language speakers. The study also looks for the possible ways of interacting in the classroom through different communicative activities provided by the teacher. This is confirmed by the results obtained from the analysis of data gathered from Oral Expression teachers and First year LMD students' questionnaire. It was very evident that during regular classroom interaction, learners could reduce their speaking mistakes, produce new grammatical forms and words, and thus strengthen their language ability. Moreover, they could test their hypothesis about language forms and receive immediate feedback from the teachers or other learners on whether their predictions are correct or not.

After analyzing teachers and students questionnaires, we come to the conclusion that most teachers and learners are aware of the fact that classroom interaction is a crucial factor in developing speaking. The positive findings yielding from this study show that well planned and organized cooperative group work is an effective technique for improving EFL learner's speaking skills. Even if there are some problems which learners still have as inhibition because of shyness, anxiety, and stress in addition to some other

problems, however the analysis showed that such problems can be reduced progressively. Teachers and learners showed a considerable awareness about the impact of classroom interaction in developing the learners speaking skill through teachers' provision of comprehensible input which helps learners to understand and speak the language accurately and then use it appropriately. Moreover, receiving corrective feedback, especially the explicit one helps learners recognize their linguistic errors or mistakes. The analysis also showed that learners should be stimulated to interact in order to master the art of talk which is difficult, since learners who keep always silent in the classroom will feel at a loss for words when they find themselves in situations that require talk for interaction.

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Appendices

Appendix A: The Teachers' Questionnaire

Appendix B: The Students' Questionnaire

Appendix A

The Teachers' Questionnaire

Dear teachers,

We would be very grateful if you could answer the following questions for the sake of gathering information about the role of interaction in developing the learners' speaking skill. Your answers are very important and will be of much help for the completion of this work.

Please, use a cross (×) to indicate your chosen answers and specify your option when needed.

May I thank you in advance for your collaboration.

Section One: Background Information

1. Degree (s) held :
   a. BA (License)
   b. MA (Master)
   c. MA (Magister)
   d. PHD (Doctorate)

2. How long have you been teaching Oral Expression module?

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Section Two: Classroom Interaction

3. Do you know the value of classroom interaction?
   a. Yes
   b. No

4. If yes, choose an adjective that describes interaction in your classroom?
   a. Mechanical (you ask questions, the learners respond)
   b. Interactive (you give feedback. Learners interact together)
   c. Non-interactive (learners do not take the turn to interact)

5. Do you often apply classroom interaction when teaching the oral skill?
   a. Yes
   b. No

Please, justify your answer

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6. In the classroom, do you:
   a. Always take the floor and do most of the talk
   b. Often take the floor and do most of the talk
   c. Sometimes take the floor and do most of the talk
   d. Rarely take the floor and do most of the talk
   e. Never take the floor and do most of the talk

7. How often do you invite your students to interact with one another?
   a. Always
   b. often
   c. Sometimes
   d. Rarely
   e. Never

8. Do your students enjoy this type of interaction (Learner/ Learner)?
   a. To a great extent
   b. Somehow
   c. Not very much
   d. I don't know

   Please, explain
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9. Do you think that learners interact better
   a. When interacting with you as being their teacher
   b. When interacting with their peers
   c. When interacting in groups

10. Do you consider that the role of the teacher in teaching Oral Expression module
    a. The only source of knowledge and information
    b. A guide and facilitator in the process of learning

11. What do you do to make silent students interact in the classroom?
    a. Design group and pairs
    b. Choose interesting topics
    c. Add additional marks
    d. Use other means (please cite them)

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Section Three: Teaching Speaking

12. Are the oral/ aural skills your major teaching concern in Oral Expression module?
    a. Yes
    b. No

13. Which of these aspects do you focus on more in classroom interaction?
    a. Fluency
    b. Accuracy
    c. Both
    d. Spontaneity in speech delivery

  Please, explain why

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14. Which of the speaking activities do you focus on most to create a successful
     classroom interaction?
    a. Dialogues
    b. Debates and discussions
    c. Classroom presentations
    d.   Role-play and simulation
    e. Telling stories

15. Do you always succed to make all of the students participate in the speaking
     activities?
    a. Yes
    b. No

  Please, explain

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16. Which of these speaking problems most students face in Oral Expression sessions?
    a. Inhibition because of shyness, anxiety and stress
    b. Nothing to say about the chosen topic
    c. Low participation
    d. Mother tongue use
    e. Other problems (please justify)
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17. If your students make mistakes and errors while interacting, do you
    a. Interrupt them immediately to correct them
    b. Correct them later
    c. Ask students to correct one another
    d. Do not correct them at all

18. Which of the following types of feedback do you use in classroom?
    a. explicit feedback
    b. implicit feedback

19. When you give corrective feedback to your students, do you
    a. Tell them about their mistakes (explicit feedback)
    b. Reformulate what they said correctly (implicit feedback)

20. In a linguistic term of classroom interaction, do speaking mistakes and problems
    a. Last
    b. Reduce progressively
    c. Disappear completely

21. Do your learners accept mistakes to be corrected by
    a. Themselves
    b. Their peers
    c. Their teacher

22. Do you think that the type of the addressed teacher feedback affects classroom interaction?
    a. Yes
    b. No

Please justify your answer
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23. You are kindly requested to add any further suggestions to develop the learners' speaking skill throughout the process of classroom interaction

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Appendix B

The Students' Questionnaire

Dear student,

You are kindly requested to fill in this questionnaire to express your attitudes toward the role of classroom interaction in developing the students' speaking skill. Your answers are very important for the validity of this research we are undertaken. As such, we hope that you will give us your full attention and interest.

Please, use a cross (×) to indicate your chosen option, and specify your answer when needed.

May I thank you in advance for you collaboration.

1. Do you find speaking in English?
   a. Very easy ☐
   b. Easy ☐
   c. Difficult ☐
   d. Very difficult ☐

2. How can you describe your current level of oral performance in English?
   a. High ☐
   b. Above average ☐
   c. Intermediate ☐
   d. Below average ☐
   e. Low ☐

3. How is your relationship with your Oral Expression teacher?
   a. Very good ☐
   b. Good ☐
   c. No relationship ☐
   d. Bad ☐

4. To what extent do the Oral Expression courses help you to improve your speaking skill?

    a. Very much

    b. Somewhat

    c. Not very much

    d. Not at all

5. Who does most of the talk in Oral Expression module session?

    a. The teacher

    b. Students

    c. The teacher and students (equal turns to speak)

6. How often does your Oral Expression teacher give you the opportunity to interact with him?

    a. Always

    b. often

    c. Sometimes

    d. Rarely

    e. Never

7. Does your Oral Expression teacher allow you to interact with your classmates?

    a. Yes

    b. No

8. How often do you interact with your classmates in Oral Expression module session?

    a. Always

    b. Often

    c. Sometimes

    d. Rarely

    e. Never

9. Do you interact in English with your classmates outside the classroom?

    a. Always

    b. Sometimes

    c. Never

10. When you interact in the classroom. It is

    a. You who want

    b. The teacher who asks you

11. Pick the most important skill you need to develop more?

    a. Speaking

    b. Listening

    c. Writing

    d. Reading

Because………………………………………………………………………………………

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12. Which one (s) of the following techniques does your teacher use in teaching Oral Expression module?

    a. Group work

    b. Role-play

    c. Problem solving

    d. Discussion

    e. Others, specify why ………………………………………………………

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13. Which one of them do you enjoy most?

    a. Group work

    b. Role-play

    c. Problem solving

    d. Discussion

14. How often does your teacher interrupt you to correct your mistakes?

    a. Always

    b. Often

    c. Sometimes

    d. Rarely

e. Never

15. Do you think that the teacher's feedback (correcting mistakes)
    a. Helps you to develop your speaking skill
    b. Does not help you to develop your speaking skill
    c. Interrupts you and prevents you from going on speaking

16. Does regular interaction in classroom help you to reduce your speaking mistakes?
    a. yes
    b. No

Please, justify your answer

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17. If you do not interact, it is because:
    a. You are not talkative/shy
    b. The topics discussed in the classroom are not interesting
    c. The teacher does not motivate you
    d. You fear from making mistakes

Résumé

Il est généralement reconnu que l'interaction en classe de cours peut faciliter le développement du langage des étudiants ainsi que la compétence communicative. La proposition la plus commune du rôle de l'interaction en classe de cours et sa contribution au développement (perfectionnement) de la langue tout simplement en offrant des opportunités de pratique de la langue cible.

Aujourd'hui, de nombreux chercheurs affirment que, grâce à l'interaction en classe de cours, le savoir peut être construit et les compétences peuvent être développées. Cependant, inciter les apprenants à répondre dans une classe de langue, notamment une salle de cours de langue étrangère, est un problème que la plupart des professeurs de la langue confrontent.

Le présent travail a pour objectif de montre que l'interaction en classe peut être une meilleure stratégie pédagogique pour développer l'habileté des apprenants à parler (communiquer) et même de favoriser leur capacité à générer de nouvelle langues.

Cette étude est basée sur deux questionnaires destinés à la fois aux étudiants de première année LMD et des enseignants d'expression orale pour obtenir des informations sur l'impact de l'interaction en classe de cours sur le développement de la compétence communicative des apprenants.

L'analyse de questionnaire a montré que les apprenants et les enseignants considèrent l'interaction en classe de cours étant stratégie pédagogique importante dans l'amélioration de la compétence communicative.

من المسلم به عموما   بين الطلاب من شأنه أن ينمي لغتهم   هم،

والأكثر شيوعا عن دور هذا   هو مساهمته في تنمية اللغة ببساطة عن طريق إتاحة فرص لممارستها.

يدع   اليوم العديد من الباحثين أنه من خلال التفاعل   يمكن بناء معرفة وتطوير المهارات

الطلاب يتفاعلون في صف اللغات مشكلة يواجهها معظم   . يهدف ه

من شأنه أن يكون أفضل إستراتيجية بيداغوجية للتطوير من مهارات التحد   وتعزيز قدراتهم لـ

جديدة. لتسليط الضوء على قيمة التفا   تعرض رسالة الماستر التي بين أيدينا قضايا حول مها

وعلاقته بالتفاعل   ويتجلى   . بما أن الجانب التطبيقي مهم فقد وجهت

استمارتين إلى كل من طلاب السنة الأولى لغة انجليزية نظام (   )   تذة مادة التعبير الشفوي قصد استعماله

وتحليله   .   البيانات المحصلة من خلاله ا مفيدة للحصول على معلومات حول تأثير التفاعل

القسم الذي من شأنه أن يساهم   ير مهارات التحدث للطلاب. يوحي تحليل هتين الاستمارتين أن كل من الـ

والأساتذة يعتبرون التفاعل   يجية بيداغوجية لتعزيز مهارات التحدث كما أننا ختمنا هذه الرسالة

بوضع مجموعة من التوصيات حول هذا الموضوع.