Teachers' and Students' Perceptions towardsthe Importance of Classroom Interaction in Enhancing Learners' Speaking Skill

Case of First Year LMD Studentsof English and Teachers of Oral Expression at the Department of English, Mohammed Seddik Ben Yahia University, Jijel

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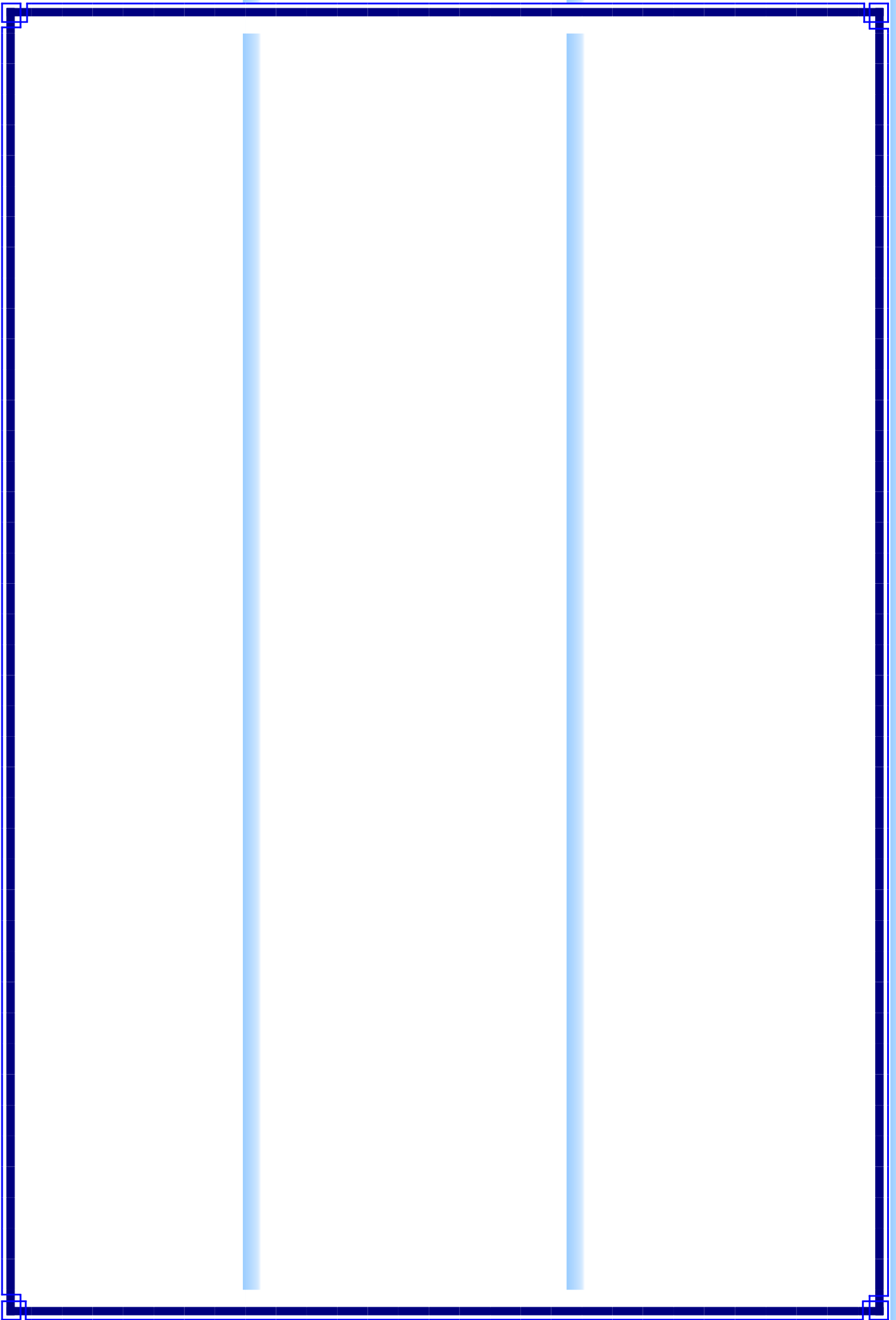+ **Chairperson: BOUKHDENNA Amel**   **Mohamed Seddik Ben Yahia University**

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DEDICATIONS

I dedicate this modest work

To the memory of my brother "MOUSSA"

To my beloved mother "GHOUIL ZAHIA" who has always encouraged me and

has surrounded me with love and care.

To my sympathetic father "BOUFIALA SAID" who has believed in me and has worked

hard for my success.

To my lovely sister "FATIMA"who is always by my side and never saved any effort to help

me.

To all my wonderful brothers: "WALID", "MOUAD", "YOUCEF" and "ABD-RAOUF".

To all my family members who have been supportive and encouraged me through the

fulfillment of this work.

To my lovely partner "HAYET"

To my close friends "GHANIA, KHAWLA and ANISSA"

To all those I love and love me.

Khadidja

DEDICATIONS

In the name of Allah, Most gracious, Most merciful

This modest work is fondly dedicated to

The two candles who always enlighten my life; my parents

My beloved mother "Kemmache Chafia" who has always encouraged me

My beloved father "Abd-El Madjid" who has believed in me and in the things I could do

To my best friend and partner "Khadidja"

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My wonderful brothers "Nabil" and "Mohammed" for their consistent help

To my best friend "Ghania" who is always there whenever I need her

Hayet

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Abstract

The foremost target behind conducting this study is to investigate teachers' and students' perceptions towards the importance of classroom interaction in enhancing EFL learners' speaking skill. It has been hypothesized that the more EFL learners are offered sufficient opportunities for interaction by their teachers of OE, the more they (teachers/learners) deem classroom interaction as significant to promote the speaking skill. To confirm the formulated hypothesis two questionnaires were administered to one hundred first year students of English out of (331) and eight oral expression teachers at Mohammed Seddik Benyahia University, Jijel. The results obtained have shown that the majority of students prefer the type of teacher-learner interaction inside their oral expression classes. Furthermore, all teachers of oral expression module at Jijel University perceive classroom interaction as a crucial aspect that helps students to improve their speaking skill. Moreover, the findings revealed that learners held positive attitudes towards improving their speaking skill through more interaction in oral expression classes. Thus, both teachers and students are aware of the importance of classroom interaction in enhancing the speaking skill. Results from the analysis of both questionnaires demonstrated that the use of communicative activities during oral expression classes satisfied most of students since they believed that the use of those communicative tasks help them, to a great extent, to overcome the different difficulties they encounter during speaking performance and to develop their interaction skills.

Keywords: classroom interaction, speaking skills, positive attitudes, oral expression session.

List of Abbreviations and Symbols

%   Percentage

CC   Communicative Competence

CLT   Communicative language teaching

EFL   English as a Foreign Language

F   Frequency

FL   Foreign language

L1   First Language

L2   Second Language

LMD   License, Master, Doctorate

OE   Oral Expression

Q   Question

SLA   Second Language Acquisition

TL   Target Language

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General Introduction

1. Background of the Study

One of the main concerns in EFL classrooms is the development of learners' speaking ability so that they would be able to use the target language (TL) proficiently when interacting and communicating with others. Therefore, it is of paramount importance that learners who are studying English as a foreign language (FL) are given the chance to experience real communicative situations in which they learn how to express their own views and opinions and thus, develop their oral fluency and accuracy which are deemed crucial for the success of FL communication. In recent years, the need for more productive ways in the discipline of foreign language learningled many researchers to believe that languages are best learned in interactive settings. This creates an extreme demand for classroom interaction to enhance the quality of learning languages (Hatch, 1978; Rivers, 1987; Richards and Lockhart, 1996; Pica, 1996; and Ellis, 1999).

2. Statement of the Problem

Nowadays, one of the greatest challenges in EFL classrooms is the development of the learners' communicative abilities. Speaking in a fluent and accurate way is the main concern of the vast majority of EFL learners who seek to use the target language proficiently. However, this objective can be hard to achieve as many encounter several speaking difficulties that may affect students' development.

3. Aim of the Study

The dissertation in hand attempts at knowing students' and teachers' perceptions towards the importance of classroom interaction in enhancing students' speaking abilities. Moreover, it aims at exploring which type of interaction students prefer in the oral expression session. Finally, it investigates the most effective strategies first year students do make use of

to promote their speaking skill. It aims at identifying the difficulties that EFL learners face from both the teachers' and learners' perspectives.

4. Research Questions

The following questions are raised:

1. To what extent do first year EFL learners at the English language department of Jijel university consider classroom interaction as important factor to enhance their speaking skill?

2. Do teachers and learners perceive interaction as important factor in enhancing students' speaking skill?

3. What elements do teachers and learners consider sufficient to enhance EFL learners speaking skill?

5. Research Hypothesis

It has been hypothesized that the more EFL learners are offered sufficient opportunities for interaction by their teachers of OE, the more they (teachers/learners) deem classroom as significant to promote the speaking skill.

6. Research Methodology

The nature of the problem determines the choice of the method. This research relies on quantitative data collection (questionnaires) as ways to gather information about teachersand students perceptions towards the importance of classroom interaction in enhancing EFL learners' speaking skill. The teacher questionnaire, intended for the teachers of Oral Expression, aims at investigating the teachers' opinions about applying interaction as a pedagogical strategy to enhance the learners' speaking skill. The students questionnaire, intended for first year LMD (Licence, Master, Doctorate) students, seeks to find out whether the learners give importance and value to interaction that takes place in the classroom.

7. Structure of the Study

As far as the organization of the study is concerned, it is structured in two chapters. The first chapter is concerned with the literature review and it is divided into two sections. Section one is devoted to classroom interaction, its main types and aspects. It also sheds light on some communicative activities that create an interactive classroom context as well as the roles or responsibilities of both teachers and learners in the communicative classroom. It also tackles a theory on the topic of interaction and the importance of classroom interaction in improving EFL learners' speaking competencies. Whereas section two deals with the speaking skill and provides some definitions of speaking as well as its elements and types. In addition, the importance of speaking in classroom learning is highlighted, speaking activities are demonstrated together with some difficulties which are encounter by learners during speaking.

The second chapter; that is practical in nature, is purely concerned with analyzing and interpreting data gathered from both students' and teachers' questionnaires besides to mentioning some limitations of the study and also providing pedagogical recommandations for future research.

Chapter One: Classroom Interaction and the Speaking Skill

Section One

Classroom Interaction

Introduction

This section is devoted to highlight issues related to the role of classroom interaction in promoting second language acquisition; more specifically, the speaking skill, since the latter is a focal theme in the research in hand. It starts with the concept of interaction as a pedagogical strategy that occurs in the classroom, together with some basic terminologies related to it.Then, a short overview about the communicative language teaching approach (CLT) is provided as it stresses the significance of constant interaction in the classroom. This section also tackles the most crucial aspects of classroom interaction which are deemedof paramount importance to enhance EFL learners' communicative abilities. It also takes into consideration the most important interaction types; besides, some communicative activities that create interactive classroom context. In addition, the roles of both teachers and learners in the communicative classroom are identified. At last, the section highlights the importance of classroom interaction in improving EFL learners' speaking competencies.

1.   **Basic Terminologies**

   1.1.Interaction

In its broadest sense, the term interaction generally refers to the act of communicating with others. It is the reciprocal action or influence and the direct involvement with someone or something. (Merriam-Webster's, 1828).Wagner (1994) defined the term interaction as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another" (p. 8). In other words, a mutual influence is needed through giving and receiving messages in order to achieve communication.

From Robinson's perspectives (1997), interaction is "the process of referring to face-to-face action. It can be either verbal channeled through written or spoken words, or non-verbal channeled through proximity, eye contact, facial expressions, gesturing etc…"(p. 7). That is to say, it is a reciprocal process in which students face each other or their teacher.

Additionally, Nunan (1991) provided another definition for the concept saying that "learning to speak in a foreign or a second language will be facilitated when learners actively engaged with attempting to communicate" (p. 51). From this, one can understand that interaction means to respond to what others say, to make conversations, to exchange ideas and so on. Similarly, Brown (2001) defined interaction as being a "collaborative exchanges of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effort on each other" (p. 165). That is to say, interaction is something done collaboratively in which different sides express different opinions in a way that enables the hearer to understand and negotiate appropriately, and this will lead spontaneously to developing the conversation.

1.2. Communicative Competence

For many years, learning a FL relies on the building of grammatical sentences and linguistic competence was believed to be the key to development in the FL (Freeman& Freeman, 2008). Chomsky (1957) defined language as a set of sentences; this notion is considered valid for most linguists. Still, they suggested that it is necessary to look for more language practice and to make the distinction between structure and function.

Communicative competence (CC) was first proposed by the sociolinguist Hymes(1972)where he argued for a linguistic theory that could focus on the"capacities of persons, the organization of verbal means for socially defined purposes, and the sensitivity of rules to situations" (p. 292). It captures the notion that the ability to use language in interaction entails not only the mastery of linguistic form, but also the awareness of rules of use in different contexts. Hymes (1972) reacted to Chomsky's famous distinctionbetween the

competence of "an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly" and "errors in applying his knowledge of the language in actual performance" (Chomsky, 1965, p.3). For Hymes (1972), knowing the language involves the production of correct sentences besides the ability to use them appropriately in different situations. That is, CC includes the speaker's linguistic and sociolinguistic rules as well as their ability to use this knowledge in interaction.

2. An Overview of Communicative Language Teaching

Over the last few decades, the field of second language (SL) teaching has undergone many changes and shifts that gave birth to a variety of methods and approaches with different principles and techniques including the grammar-translation method, the natural approach and many others.

In the late 1960's,the so called "communicative language teaching" was developed by teachers and applied linguists as a reaction to the shortcomings of the previous language teaching methods as they noticed that the learners were not learning enough realistic and they were not able to communicate using appropriate social language. Since that time, the goal of foreign language learning is communicative ability. (Thamarana, 2014).

Contrary to the previous approaches which "were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling" (Richards, 2006, p.6),the communicative approach highlights the process of communication rather than the mastery of language forms, leading the learners' role to be different than those of traditional SL classrooms. (Zakime, 2018). It makes the teacher considers the language in terms of its structure (grammar and vocabulary) as well as in terms of communicative functions that it performs.Furthermore, the teacher is required to teach language structure and relate it to the communicative function in real situations and real

times, the latter,therefore, should provide the students with opportunities to use language themselves for communicative purposes.

The communicative approach is based mainly on the premise of "communication". Richards (2006), stated that it can be seen as "a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom"(p.2). In CLT, classroom interaction is strongly needed as an important feature in the development of foreign language (FL) learning.

3. Classroom Interaction

Dagarin (2004) suggested that the term classroom interaction covers all forms of interaction which take place in the classroom, both verbal and non-verbal. (as cited in Nurul, 2018). It refers to the interaction between the teacher and the learners, and amongst the learners. Allwright (1984) regarded interaction as the "fundamental fact of classroom pedagogy" as "everything happens in the classroom happens through a process of live person-to-person interaction" (p. 156). In addition, Ellis (1985) referred to it as "the discourse jointly constructed by the learner and his interlocutors and input is the result of interaction"(p. 23). Ellis (1985) in his precise definition shed light on the core of interaction by mentioning the expression of "discourse jointly constructed by the learner and his interlocutors" (p. 23) which illustrates that the learner is the centered-point in the classroom where he/she may construct and create effective interaction.

In the process of learning EFL,classroom interaction might be a fundamental component through which learning is accomplished. It has been regarded akey factor that enables language learners to experience real communication situations wherein they can express their own views freely so as to develop their oral fluency and accuracy which are deemed vital for the success of FL communication.

4. Aspects of Classroom Interaction

Classroom interaction involves two main aspects: negotiation of meaning and feedback which are the core of successful language learning, if these two elements are not available in the classroom, then we cannot speak of a successful learning through interaction. (Kouicem, 2010).

4.1. Meaning Negotiation

The negotiation of meaning is a basic principle in language acquisition and second or FL learning. It occurs in the interactions as a communicative strategy to make meaning intelligible and overcome comprehension problems. (Cook, 2015).

According to Ellis and Barkhuizen (2005),theterm negotiation of meaning "refers to the conversational exchanges thatarise when interlocutors seek to prevent a communication impasse occurring or toremedy an actual impasse that has arisen"(pp. 166-167). That is to say, speakers may use certain expressions (verbal exchanges)to ask for clarification when participants do not understand what has been said. For Lightbown and Spada (2006),meaning negotiation is "interaction between speakers to make adjustments to their speech and use other techniques to repair a breakdown in communication" (p. 203).That is, the process of meaning negotiation is the interlocutor's attempt to resolve communication breakdown.

In the classroom context, the learners then need to satisfactorily perform their utterances in order to be clear and understood by their peers. This enables them to engage in the interaction altogether. However, if there is a lack of comprehension or the message is not well understood among the interlocutors, various processes can be focused on to guarantee and ensure the interaction. Mackey (2007) asserted that there are three main ways which contribute in creating the intended meaning. He stated that "through process of repetition, segmentation and rewording, interaction can serve to draw learners' attention to form meaning relationship and provide them with additional time to focus on encoding

meaning"(Mackey, 2007, pp. 12-13). In the same vein, repetition is reproducing the learner's exact speech as it is when the others do not get the meaning. Moreover, segmentation aims at repeating the utterance by dividing it into different linguistic segments while the rewarding means rephrasing the original utterance to make it clearer using other simple words.(Benachor, 2014). In this regard, Pica (1994) stated that when learners and their interlocutors perceive or experience certain difficulties in message comprehensibility during the interaction process, they tend to modify and reform interaction in order to achieve the needed comprehensibility. Accordingly,Gass (1997)summarized the value of negotiation in the following quotation saying that:

> Negotiation is a facilitator of learning; it is one means but not the only means of drawing attention to areas of needed change. It is one means, by which input can become comprehensible and manageable [and] . . . it is a form of negative evidence (helping) learners to recognize the inadequacy of their own rule system. *(pp.131-132).*

Gass (1997) made the connection between negotiation of meaningand the learning process, and the notion of comprehensible input, claiming that negotiation can promote input to become more comprehensible to learners.

4.2.Feedback

Feedback may be a powerful tool for enhancing learning and developing the different linguistic skills. In the context of language teaching and learning, various definitions of the term feedback have been proposed. Most of these definitions pointed out that feedback refers to informing learners about their work in progress. (Hattie & Timperley, 2007). It contains any information about what are the correct and the incorrect forms of something,to show learners their errors, to let them know whether their performance is good or bad and guide them to correct their work (Ur, 1996, p. 242).

4.2.1. Types of Feedback

In reference to the typology of feedback, it can be classified into two main types: positive and negative/corrective feedback.

4.2.2. Positive Feedback

As stated earlier, feedback to learners' performance is one of the most dominant aspects of teaching. It is by definition, the information the students receive from their teacher concerning their performance. Positive feedback asserts that a learner's response is correct. It may indicate the veracity and authenticity of the content or the linguistic correctness of the utterance. (Ellis, 2009).

In general educational contexts, providing the students with positive feedback concerning their performance is fundamental to reinforce their learning and a necessary part of promoting effective communication in the classroom. Itis believed thatpraising students for good performance increases their motivation and foster positive attitudes to learning. In this sense, Hattie (2009)stated that students "rewarded with verbal praise or positive feedback showed greater intrinsic motivation and spent more time on a task once the reward was withdrawn than non-rewarded subjects" (p. 175). (as cited in Alghamdi, 2017).He believed that the teacher's positive words or comments make the students feel that he cares and notices; this will certainly push them to work harder and take their learning seriously.

Additionally, Nunan (1991) devoted more attention to positive feedback than corrective feedback claiming that it serves two functions: "to let students know they have performed correctly" and "to increase motivation through praise" (p. 195).Through providing such positive comments regarding their students' output, teachers can significantly increase the probability that the feedback provided will encourage and motivate learners to behave more responsibly in the future.

4.2.2.1.Corrective/Negative Feedback

As far as corrective feedback is concerned, Russell and Spada (2006) explained that "the term corrective feedback refers to any feedback provided to a learner; from any source that contains evidence of learner error of language form" (p. 134). In this regard, Ellis (2006) suggested that corrective feedback is simply the "responses to learner utterances containing an error" (p. 28). Saying it otherwise,corrective feedback is an indication for the learners that their use of the TL is incorrect; their utterance lacks veracity or is linguistically deviant.

In reference to how learners should be provided withcorrective feedback, Lightbownand Spada (2006) presented six types of feedback namely: explicit feedback, recasts, clarification requests, metalinguistic feedback, elicitation andrepetitions (p. 126).

➢ **Explicit feedback**: Harmer (2001) described it as form feedback by saying that:

form feedback deals with the linguistic accuracy of the student's performance. The teacher will record the errors the students are making during the activity, and will give a feedback on their successful achievement as well as discuss their errors and mistakes (p. 246).

In explicit feedback,"the teacher supplies the learner with the correct form and makes it clear to him or her, and typically also to the class members"(Pawlak, 2014, p. 136).

➢ **Recast:** on the other hand, is a technique to correct learners' errors in such a way that communication is not obstructed or blocked (Ellis & Sheen, 2006). (as cited in Bing-jie, 2016). It is the teacher's reformulation to the learners' utterance in which non-target like items are replaced by the corresponding TL form (Long, 2006).

➢ **Clarification Request** is a method (interrogative utterance) by which the teacher asks for clarification, explanation of the utterance to make learners realize that what

they have said has not been perfectly understood or it was incorrect in some way. To help the students clarify their utterance, the teacher may ask questions like: "What do you mean by…? (Lyster & Ranta, 1997).

➢ **Metalinguistic Feedback:** Lyster and Ranta (1997) defined metalinguistic feedback as "comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form" (p. 47). It is also meant to assist learners to correct themselves, providing them with a variety of hints or clues related to possible reformulations of the utterances containing errors.

➢ **Elicitation:**is another technique to engage the learners in identifying and correcting their own errorsin which "the teacher overtly asks the students to reformulate the erroneous utterance and thus self-correct" (Pawlack, 2014, pp. 136-137).

➢ **Repetition** is simply the teacher's repetition of the ill-formed part of the students' utterance often using intonation to highlight the error. (Buyukbay, 2007).

Finely tuned and pertinent corrective feedback may be a significant tool in the teachers' hand to prevent their learners' errors from getting fossilized and help themlearn which language item they need to work on and which feature they have made progress. (Ahangari & Amirzadeh, 2011).

5. Principles of Verbal Interaction

In FL classrooms, it is of paramount importance that students learn some essential principles involved in interaction.

5.1. Turn Taking

One of the key principles of classroom interaction is the exchange of turns and talks (conversations) between the teacher and learners and between learners themselves. (Nomlomo, 2011). According to Ellis and Barkhuizen (2005), turn taking is a phenomenon

which "refers to the construction and distribution of turns"(Ellis and Barkhizen, 2005, p. 201). This has to do with the allocation and the acquisition of turns i.e. how turns are exchanged in conversation. While turn allocation is about giving turns to the next speaker(s), turn acquisition describes how turns are received (Koole & Berenst, 2008 as cited in Nomlomo, 2011, p. 51). Put it simply, turn taking refers to a system through which interlocutors manage transfer of speakership where one participant talks then stops and gives the floor to another participant. So we obtain a distribution of talk across two participants. (Ashraf, 2015).

Turn taking as a pedagogical approach is at the core of teaching and learning in any subject. As it takes into account what kind of knowledge is to be exchanged and how it should be transmitted (Nicolson & Exley, 2001 as cited in Nomlomo, 2011, p. 51). It organizes the distribution and the flow of speech between the two participants of unteraction thereby keeping speech continuous.

5.2.Adjacency Pairs

Interaction in the classroom contains the same expressions as that in everyday life, such as requesting, offering, questioning. Those expressions need responses; preferred or dis-preffered responses. Thsese expressions and rsponses are known as adjacency pairs.

Adjacency pairs are defined by Crystal (1987) as a unit of conversation containing an exchange of turns produced by different speakers (as cited in Indarti 2018, p. 205). It is an utterance produced by a first part creating a context for the second part. (Levinson, 1887 as cited in Indarti, 2018, p. 205). In other words, different speakers produce a pair of conversation, one is as first part expressing something, and other (s) is/are as second parts giving preferred/ dis-preffered responses. The same idea was also proposed by Richards et al who defined adjacency pairs as " a sequence of two related utterances by two different

speakers. The second utterance is always a response to the first" (Richards et al,1992 as cited in Brown, 2005, p. 9).

6. Participants in Foreign Language Classroom Interaction

In FL classrooms, the relationship between the teacher and the students is one of the primary means through which learning is accomplished. Interaction takes on an especially crucial role in both developing the students' language and determining what learning opportunities they may get. In this regard, Hall and Verplaetse (2002) stated:

> it is in their interaction with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and the outcomes of individual development (p, 10).

This interaction then occurs either between teacher and learners or among the learners themselves, individually or collectively according to the communicative situation.

6.1.Teacher-Learner Interaction

The interaction that occurs between the teacher and the learners within the learning environment is a major factor that affects the students' performance, achievement,and development. In such interaction, the teacher plays a significant role and acts as the leader or controller (Kouicem, 2010). He/she motivates his/her students trying to create interactive situations that make them engaged, and this is generally done through negotiating the content of the course with them, asking questions and waiting for their responses and interventions, accepting and using their ideas as well as giving positive feedback.

According to Harmer (2009), the teacher, during this form of interaction, should focus on three things when talking to his/her students. Firstly, considerable attention should be paid to the kind of language that the students are able to understand, i.e. to focus on the type of the

input he should provide his students with since the meaningful and understandable input leads the learners to respond and interact with him. Secondly, the teacher should not concentrate on the learners' comprehension only, but also on the way himself speaksto them using physical movements, such as gestures, mimes and so on which are nowadays regarded a part of language techniques used in the teaching process. Finally, a teacher must think about what he will say to his students; thus, the teacher's speech is as a resource for them.

Teacher-learner interaction is identified as a key element for improving students' learning.However, it is often perceived to limit creativity as it is controlled by the teacher; this is why a shift to a more learner-centered interaction is required.

6.2.Learner-Learner Interaction

In the field of SLA, it is believed thatbsecond language learning is learned through interaction in general and learner-learner interaction in particular. These studies highlighted the important role of learner-learner interaction in the classroom in improving the speaking skills of language learners.

Learner-learnerinteraction requires the learners to be the major participants in the classroom since they need to interact among themselves so that meaning would be negotiated through speaking activities. This form of interaction can occur either in groups called 'learner-learner interaction' or in pairs called 'peer-interaction'. Through working together, students will be given the opportunity to speak more, to do more of the work of maintaining conversations, developing topics, introducing new ideas, as well as making suggestions and asking questions to each other in addition to getting chances to practice using language in a wider range of ways. Thisengagement allows them to become autonomous and responsible for their learning.Hence, Johnson (1995) pointed out that:

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

7.   **Activities to Promote Interaction and Communication**

   7.1.Communicative Activities

In EFL classes, the main concern of teachers is to develop their learners' speaking competencies; however, this cannot be reached unless the teachers design the suitable activities that permit the learners to communicate as naturally as possible and practice their spoken language proficiency. Communicative activities are those that support and require a learner to both speak and listen to other learners in the classroom(Moss & Ross-Feldman, 2003).

   7.1.1.   Role Plays

In EFL classroom, it is not easy to push students to talk and share opinions as many feel embarrassed and frustrated due to certain issues. In such cases, the teacher is supposed to give them the chance to play and explore so that they would disclose their problems and express themselves freely. That is, role play is a way which brings movement and gets students to talk in the classroom. (Kaddour, 2015). It has been defined as "one of the classroom teaching techniques that encourage students to participate actively in the process of learning English. Therefore, FL students practise the TL in context similar to real-life situations where stress and shyness are removed" (Tompkins, 2001, p. 1). Additionally, Larsen-Freeman (1986) pointed out that "role-plays are very important in the communicative approach because they give students an opportunity to practise communicating in different social contexts and in different social roles" (p. 134). By the same, Ladousse (1987)assumed

that an RP uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases motivation. Thus, he provided us with six special reasons for using role-play.

According to him, "A very wide variety of experience can be broughtinto the classroom through role play". He added that "through role play we can train our students in speaking skills in any situation"(Ladousse, 1987, p.6). It means that learners are put in conditions which require speech that is used to communicate socially more than the language necessitated by teaching syllabuses and allows them to experience different circumstances. Subsequently, he claimed that "role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationship" (Ladousse, 1987, p.6).In fact, RP permits to students to practise how to use language socially appropriately through real life experiences.

Then, he added that "role play enables students not just to acquire set phrases, but to learn how interaction might take place in a variety of situations" (Ladousse, 1987, p.7). This meansthat RP is a useful technique for students who want to learn English for specific purposes. It provides them with the opportunity to practise specific roles in specific situations. After that, Ladoussestated that "role play helps many shy students by providing them with a mask" (p. 7). That is to say, learners are given an opportunity to participate in acting roles with unreal identity. Such a technique may help timid students to overcome their shyness of speaking. Silent students often feel anxious to talk about their experiences or about themselves. Therefore, pretending being someone else makes them feel that their own personality is not implicated.

In addition, Ladousse (1987) affirmed that "perhaps the most important reason for using role play is that it is fun" (Ladousse, 1987, p.7) .There is no doubt that the element of fun advocates using role-playing in FL classes. Apart from being involved in language

production, players enjoy themselves and have a really great time. Finally, he declared that

"role play is one of the whole gamut of communicative techniques which develop fluency in

language students, which promote interaction in the Classroom, and which increase

motivation" (Ladousse, 1987, p.7).

RP is believed a worthy learning experience for both students and teachers. Not only

students can have more opportunities to "act" and "interact" trying to use the language, but

also their speaking, listening and understanding will improve. Therefore, incorporating such

activity in a communicative classroom can be a very successful tool in the teachers' hands,

since its primary goal is to boost the students' interaction.

7.1.2. Debates

The most important aspect of a classroom activity is to provide an authentic

opportunity for students to get individual meaning across and make use of every area of

knowledge they have in the second or FL. They should be encouraged to become flexible

users of their knowledge, always keeping the target of communication in mind. One of the

ways to promote the students' speaking abilities is through the use of debate which is to be

both an interactive and at the same time an enjoyable activity.(Kouicem, 2010).

Bambang (2006)defineddebate as an "activity which is used for understanding of the

topic. It can be done by two groups. Every group consists of three or five students. It is a 'pro'

group and 'contra' group"(p. 125). According to Krieger (2005), debate is "an excellent

activity for language learning because it engages students in a variety of cognitive and

linguistic ways. (…), debate is also highly effective for developing argumentation skills for

persuasive speech" (p.25).

Debate as a communicative and interactive technique provides students with the

opportunity to work in a collaborative and cooperative group setting. It has been proved to be

such an effective authentic activity that paves the way for the students to be accustomed to

accept others' points of view, listening to them and to be decision makers. It is not only a mean for developing learners' oral proficiency, but also a way to express themselves freely and confidently and make them learn how to stand and defend their beliefs respectfully. Throughout the time, by practising debates they will be able to speak fluently and spontaneously since it encourages thinking and creativity.

Various academic researchershave proven that the benefits that accrue as a resultof engaging in debate are numerous:

- "Debate can motivate students' thinking, moreover if they must defend their stand or opinion which is in contradiction with conviction themselves"(Maryadi, 2008 as cited in Sabbah, 2015).
- Debating in EFL settings is highly effective for learners so that they would be open minded to questions and issues (Goodnight, 1993).
- Debate helps develop team work skills. It is a competitive activity but relies on cooperation. (Williams, 2001).

7.1.3. Discussions

One other way of getting students to speak is through classroom discussion.According to Harmer (2001), interaction is considered as "whole class interaction" in which students interact, participate and discuss a particular topic with each other and with their teacher as well (p. 272). In addition, Byrne (1986) stated that "by discussion is meant any exchanges of ideas and opinions either on a basis, with your (teacher) the mediator and to some extent as the participator or within the context of group with the students talking among them" (p. 67). This indicates that discussion is the interaction between the classroom participants and the productive exchange of different viewpoints and information in order to develop a certain topic or issue.It involves giving the students the chance to participate in structured small and

large group conversations and the teacher is ought to specify the purpose for the discussion, establish the rules of conversational engagement and monitor the progress of conversation.

Discussion is a fundamental strategy that is used for raising the students amount of talk in the class, engaging them in communication and evolving their spoken language proficiency through exchanging view points, talking about experiences or commenting about related topics...etc, it is not only a tool to develop learners' ability, but it also helps to make quick decisions and boosts their critical thinking.

Since the classroom environment relies heavily on the quality of communication taking within it, improving the students' speaking abilities through incorporating classroom discussions will positively affect their level and their performance as well. It enables them to be productive members in group projects rather than passive recipients as everybody is supposed to participate in the discussion and therefore thinks and expresses himself.

8. Roles of Teachers and Learners in Classroom Interaction

8.1.Role of the Teacher

In traditional classrooms, the teacher had the dominant role of the 'authority' or the 'leader' transmitting knowledge, lecturing, telling, covering materials, teaching the subject matter and making efforts more than the students. However, this old pedagogical ideal is in disrepute and the teacher has now got many roles depending on different classroom situations.

In the classroom setting,the role of the teacher is very crucial in motivating and creating interest in the topics because most students will not engage in an interaction by themselves unless he/she starts first. Hedge (2000) identified the most important roles the teachers can play within the classroom setting mentioning that the teacher may change his roles in accordance with the students' needs. In this regard, she stated:

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.(pp. 26-27).

In relation to this, Breen and Candlin (1980), also described the teacher's roles in the

following terms:

The teacher has two main roles:

the first role is to facilitate the communication process between all participants in the

classroom, and between these participants and various activities and texts. The second

role is to act as an independent participant within the learning teaching group (p. 99).

In other words, the teacher in a communicative classroom is a facilitator of

classroomcommunication who establishes situations and contexts likely to promote

communication and at the same time a co-communicator takes part in activities with his

students. Besides to advising when presenting activities, answering questions from students

and monitoring their performance.

8.2.Role of the Learner

By the emergence of CLT in 1970's which highlighted the process of communication,

the learner's role has changed from that of a passive receiver of language input from the

teacher to an active participant charged with more responsibilities and plays the principal role

in the learning process and engaged in diverse classroom activities that promote

communicative competence. Once more, L2 learners are required to learn the language by

using it for different tasks, and taking part in debates, role plays, and discussions inside the classroom. Larson and Freeman (1986) described the role of the learner by stating that:

> Students are, above all, communicators, they are actively engaged in negotiating meaning, in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant than in a teacher centered-model, students are seen more responsible managers for their own learning.(p.131).

That is to say, learners in a communicative classroom are supposed to work collaboratively, participate in conversations and in the various communicative activities that enable them to interact with each other and negotiate the messages they want to convey. In this case, learners are expected to take a greater degree of responsibility for their own learning the time when the teacher acts just as a facilitator during the whole process.

9. **Importance of Classroom Interaction**

In a foreign language classroom, it remains broadly true that interaction is the key to reach the goal of using a language in communication in its spoken or written forms. It is a way of learning in general and developing the languageskills in particular. This idea was supported by many researchers among them is Yu who stated in the Asian social science journal (2008)," Classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities , but as actually constructing the language development process itself" (p. 28). Put it simply, it is only through classroom interaction that the development of language can be realized.

According to Brown (1994), "In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about."(p.31). This shows that classroom interaction is crucial for facilitating language

learning process. The students are given the chance to use and practise the language as much as possible,produce comprehensible output as it pushes them to produce appropriate and meaningful language when they are working in pairs or groups, in addition to getting feedback regarding their performancewhich leads to improve their language system.

In this sense, Hedge (2000), commented that "interaction pushes learners to produce more accurate and appropriate language, which itself provides input for other students. This is one reason why pair work and group work have become common features of contemporary classrooms." (p. 3). For Hedge (2000), speaking and interacting in the classroom is what enables learners to cope with their lack of language knowledge. The same idea was proposed by Long who believed that most valuable and appropriate way to gain comprehensible input is through interactional adjustments (such as meaning negotiation) so that incomprehensible or partly comprehensible input becomes comprehensible.So, learners learn through negotiation of meaning which is central to SLA.

Conclusion

The focal target behind this section was to put in the picture the concept of classroom interactionwhich is deemed such an effective way of learning in general and improving the students' oral proficiency in particular. First of all, defining notions which are reckoned crucial in grasping the concept of classroom interaction. Nextto providing some definitions to the concept "classroom interaction" proposed by different researchers, the section put in plain words the most fundamental aspects of classroom interaction; meaning negotiation and feedback provision, which are believed to be the core of successful language learning. It also shed light on how both teachers and learners interact and cooperate in the classroom besides to the different roles that both participants perform. In addition, the section represented some communicative activities a teacher may design to maximize learners' talk and help them communicate as naturally as possible and practice their spoken language proficiency. The

section concluded by exposing the importance of classroom interaction and its contribution to

the learners' progress in their learning.

Section Two

The speaking Speaking Skill

Introduction

Teaching English as a foreign language (TEFL)call learners exposure to what is called the FL skills which are listening, reading, writing and speaking. Since speaking is the main concern EFL learners. The main aim of mastering such skills is to achieve the abilities of receiving and producing the second language in its oral and written form.

In this section, light will be shed on the speaking skill with extra details by dealing with some important elements. First, the section provides some definitions of speaking for more understandings and clarification.It also takes into consideration the element of speaking. Later on, the importance of speaking in the classroom learning is highlighted. Then, the types of speaking are discussed. Furthermore, speaking activities are demonstrated. At last, it focuses on the main characteristics that concerns speaking together with some difficulties learners encounter while practicing their speaking skill.

1. Definition of speaking Skill

TEFL requires students to learn what we call the FL skills. Speaking skill, which aims at developing learners abilities, is regarded as the major skill to develop because it is necessary for language proficiency. Al Hosni, (2014) asserted that speaking is "the active use of language to express meaning".That is to say speaking is not about what should be said only but what people should hear from you to know and to understand each other. Learners are going to put in situations speaking.

According to Hedge (2000), speaking is "a skill by which they [people] are judged while first impressions are being formed"(p. 261). That is to say speaking is an important skill which deserves more attention because it reflects people's thoughts and personalities. In the

same line,Levelt (1993) defined speaking as "one of man's most complex skills. It is a skill which is unique to our species" (p. 1).In other words, speaking is a skill that all normal people start acquiring it in infacy, and it takes a long time to be developed in which it requires extensive interaction.

2. Elements of Speaking

In acquiring a second language correctly, learners need to be aware of some speaking elements which are very important to develop this skill. Harmer (2001)mentioned these elements which refer to the language features that learners should have knowledge about.(As cited inKouicem, 2010, pp. 27,28).

2.1.Language Features

These features are necessary for the process of learning speaking.

➢ **Connected Speech:**This ability needs from the effective speaker of English to be able 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 and techniques which refer to the pitch, stress, volume, speed of particular parts of utterances. These devices help them to convey their intended meaning and creats expression. Students then, need to have this ability of employing such devices while interacting in different context to be effective speakers.

➢ **Lexis and Grammar:** When learners of SL produce some language functions, they often use the same lexical structures. So the role of the teacher then, is to provide them with different phrases in which it carries different functions so that learners can use them in the different stages of communication with others.

➢ **Negotiation Language:** Negotiation language is so beneficial for learners; they often ask for clarification or explanation when they are listening to others while talking. So, the

teachers have to provide them with the necessary expressions they need when they ask for further clarification from other speakers. Learners also need to perform well their utterances if they want to be understood especially when they can see that the other speakers did not understand them.

2.2. Mental/ Social Processing

 The necessary processing skills of speaking are the following:

> **Language Processing**: Roche and Schabes(1997) found that language processing 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 speakers can understand it and get the planned 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:** According to Pienemann (1998), Most of the speaking situations involve interaction between two or more speakers. That is to say an effective speaker needs to be able to listen and understand others' talk then reacts through taking turns.

> **Information Processing:** This relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to response to the others' talk (Sowa, 1983).

3. The Importance of the Speaking Skill

In the traditional approaches of language learning and teaching, Speaking was neglected massively in many classrooms where the emphasis was mainly on reading and writing (Nasri,Namaziandost, 2019). In the same hand, Bygate (1978, p.2) says "speaking is, However, a skill which deserves attention every bit as much a literacy skills, in both first and second language". Then, it is the way for a successful learning. In addition, of all the four skills speaking one of the most important skills to be developed and enhanced as means of effective communication. According to Nasri and Namaziandost (2019), "the main question

that most language learners are asked about is "Do you speak English?" not "Do you write English?" That is to say, most of language learners pay more attention to the speaking skill, as they believe this will help them in the future.

Nowadays, learners of foreign language give the speaking skill priority in their learning process because mastering the speaking skill is synonymous for knowing that language since; speech is the heart of human communication.Speaking skill is one of the fundamental means used to convey messages, knowledge, feeling, ideas and opinion (Warda, S, 2019).

4. Types of Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occur**.** According to Brown (2004), five types of speaking are mentioned which are imitative, intensive, responsive, interactive, and extensive.

4.1. Imitative Speaking

Drilling is also important in the learning process in which the learners simply repeat "parrot back" a word, phrase or a sentence like "can you help me" for clarity and accuracy. This word/phrase repetition task can effectively examine a student's ability to imitate words and phrases (Brown, 2004). According to Vidhiasi (2017), "this type does not deal with the ability to understand or convey meaning or to join in a conversation" (p.45). One can tell that the student at this point are trying to parotback what was said to them in an clear way and it does not matter if the studnets understand what others say in the conversation, what really matters is that he reproduce what said to them. So, drills provide learners the opportunity to listen and to repeat orally some language forms which can cause difficulties for language learners.

4.2. Intensive Speaking

Intensive speaking goes above imitative. Learners are required to produce short forms of oral language focusing on specific phonological or grammatical points; for instance, minimal pairs, and repetition of a series of imperative sentences, stress and rhythm(Brown, 2004).Vidhiasi (2017) defines intensive speaking as"this type concerns in the competence of grammatical, phrasal, lexical, or phonological competence" (p. 45).that is to say it deals only with the pronunciation. The teacher asses this type of speaking by using reading aloud, dialogues…etc.tha aim of intensive speaking is to make students capable of producing correct sentences.

4.3. Responsive Speaking

Responsive speakingis slightly more complex than intensive it requires from the students to respond to a spoken form, and then briefly converse with the other speaker at the limited level using standard greetings and small talk, simple requests and comments (Brown, 2004). Vidhiasi (2017) steted "one of the task that can be categorized as responsive speaking tasks is question and answer" (p. 46) .In that vein, the tasks include interaction insid the classroom where the teacher ask a question and the student need to produce a meaningful response.

4.4. Extensive Speaking

Learners in the intermediate and advanced levels are requested to give speeches, including oral reports or oral summaries and presentation, or tell stories where the language is more formal and official. (Brown, 2004).

4.5.Interactive speaking

Interactive speaking situations include discussions, conversations and role plays, in which the student is listening and speaking, at the same time he/she has the chance to ask for clarification, repetition, or slower speech from our conversation partner(Brown, 2004).

According to Vidhiasi (2017), "the form of this type are divided into two forms, those are transactional language and interpersonal exchanges. The purpose of transactional language is to exchange specific information. Meanwhile, interpersonal exchanges is used to maintain social relationship"(p. 46). One can understand that interactive speaking refer to a general ability to interact to accomplish a sask.

5. Speaking Activities

The types of activities that can be used are performance, guided and creative activities. The choice of these activities depends upon what we want learners to do.

5.1. Performance Activities

They provide students with many opportunities to communicate participate and perform tasks or activities that are meaning full and engaging in the target language. Teachers and students at this point should concentrate on the meaning and fluency, not the grammatical correctness. With practice, grammar errors should disappear. This kind of learning is to help students acquire and apply knowledge, practice skills, and develop independent and collaborative work habits (Al-Tamimi& Attamimi, 2014).

5.2. Guided Activities

Guided activities are like repetition practice or set sentences prompted by picture or word cues, it aims to improve the accurate use of words, structures and pronunciation. In guided activities the focus is usually on accuracy, and the teacher empowers students to practice skills on their own and making   it clear from feedback that accuracy is important. Some examples of activities for controlled practices are: questionnaires, information gap etc(Al-Tamimi& Attamimi, 2014).

5.3.Creative Activities

A good classroom environment always has some elements of creativity which makes the classroom interaction more interesting and interactive. Theright mix of creativity along

with curriculum helps students to be innovative and also encourages them to learn new things. Students can grow up as good communicators. Creative activities can really transform the way students acquire the language and how they apply it in their real life. Some activities for freer practice are: interaction or information gap, role-plays, simulations, frees discussion, games, and problem-solving. These activities are combined with cooperative techniques to motivate students and improve their speaking skill (Hedge, 2008). These types of activities are important in teaching language for communication and help create interaction in the language classroom (Al-Tamimi&Attamimi, 2014).

6. Characteristics of Speaking Performance

Within the classroom interaction, the speaking skill is regarded as the parameter by whichEFL learners can be judged about their oral language. Thus, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve both fluency and accuracy. These criteria are the main features which characterize the speaking skill and they are also based upon in the assessment of students' performance.

6.1. Fluency

Achieving oral fluency is one of the major concerns that EFL learners wish to achieve in their speaking performance. Hughes (2002) defined fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise, the communication will break down because listeners will lose their interest. In order to achieve fluency, the teachers should train their learners to use their personal language freely and to produce sentences with ease. Hedge (2000) stated 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 showiness, or undue hesitation" (p. 54)

In other words, fluency refers to the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, and using stress and intonation correctly. 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. Hence, speech rate and speech continuity are the key indicators of coherence.

Many of second or foreign language learners think that a fluent speaker is the one who has the ability to speak fast and rapidly without pauses. However, Thornbury (2005) do not consider the speed of speech as the only factor, nor the most important. He 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 (2005) 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 (Kouicem, 2010, p. 32).

6.2.Accuracy

Generally, the main concern of EFL learners in studying a second language is being able to speak that language fluently without paying much attention to accuracy. According to second language teachers, if students are not able to produce grammatically correct sentences and well-structured utterances, their speech will not be understood and their interlocutors will lose interest. Therefore, it is highly important for EFL learners to pay attention to the correctness and completeness of language form in order to achieve oral proficiency (Housen, Kuiken&Vedder, 2012, p. 3). According to Skehan (1996, p. 23), accuracy refers to "how well the target language is produced in relation to the rule system of the target language" (as

cited in Ellis & Barkhuizen, 2005, p. 139). In addition, Harmer (2001) points out that accuracy requires using grammar, vocabulary, and pronunciation correctly, which are the major characteristics that help teachers to assess the student's proficiency.

6.3. Grammar

Students have to be aware about the appropriate words, tenses, and grammatical structures to be used while speaking. They should also pay attention to the different uses of grammatical structures and to the different changes that may occur. The learners' awareness about these grammatical elements helps them to avoid making mistakes (Harmer, 1987). According to the International English Language Testing System (IELTS) (2001), the grammatical accuracy refers to the range and appropriate use of the learner's grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses (as cited in Hedge, 2001).

Furthermore, Thornbury (2005) lists the following features of spoken grammar:

- Clause is the basic unit of construction.

- Clauses are usually added (co-ordinate).

- Head+ body+ tail construction.

- Direct speech favored.

- A lot of ellipsis.

- Many tags question.

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

6.4. Vocabulary

In terms of vocabulary, accuracy means the appropriate selection of words and terms when speaking with respect to the speaking context and situation. However, most students find difficulties to express their ideas because of the lack of vocabulary. As a result, they tend

to repeat words when they speak to others and sometimes, they repeat the whole utterances (Taous, 2013).

According to Ibsen (1910), a good speaker is the one who has a wide range of vocabulary knowledge. He, further, claims that being a good speaker means constantly growing your vocabulary. The more interesting words you know, the stronger your speaking skills become. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

6.5. Pronunciation

English language has been considered by either native speakers or non-native ones as a difficult language because of its pronunciation. Therefore, learners who want to improve their English oral proficiency should be aware of the different sounds as well as their features and articulation. Moreover, they have to take into consideration the word's stress i.e., when to use rising intonation and when to use the falling one. All these aspects help leaners to know how to speak English effectively in order to achieve the goal of better understanding of spoken English (Taous, 2013). Redmond and Vrchota (2007) state 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"(p. 104).

That is to say, if the speaker fails to achieve correct pronunciation, she/he will not be understood and therefore accuracy is not achieved.

7. Speaking Difficulties in Foreign Language Learning

Since the speaking skill is regarded as a complex process, the majority of foreign language students encounter various problems with classroom speaking activities because of their language problems such as: inhibition, nothing to say, and mother tongue use (Kouicem, 2010).

7.1. Inhibition

The problem of inhibition appears when the students find themselves unable to speak in the foreign language within their classroom. This happens because of many factors that affect negatively the students' speaking performance such as: shyness, anxiety, and fear of making mistakes. Ur (2000, as quoted in Kouicem, 2010) stated 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"(p. 37).

Furthermore, Guiora et al.(1972) and Ehrman (1996) claimed that inhibition has a great relation with language ego i.e., the identity a person develops in reference to the language he or she speaks. In other words, a meaningful language acquisition involves some degree of language conflict that affects the new identity with the learners' newly acquired competence.

Therefore, the language ego enables learners to reduce the inhibition that may impede their learning success (as cited in Brown, 2007, p. 158).

7.2. Anxiety

Anxiety is one of the difficulties that learners face during interaction inside the classroom, L2 anxiety has a debilitating effect on the oral performance of speakers of English as a second language (Woodrow, 2006). In other words,learners when they feel a little nervousness before an oral performance or speaking in the class gives them the power and the ability to perform or speak well in the class, but some other learners the anxiety becomes so extreme that it affects the ability to perform.

Most of the learners experience some level of speech anxiety when they have to speak in front of a group. According to Sarason (1977), speaking anxiety is defined as *"a type of cognitive response marked by self-doubt, and feelings of inadequacy, and self-blame"*.Most of people experience anxiety that is present only during a particular situation or incident, which

can be considered passing and disappearing over time. So experiencing speech anxiety is normal, nearly everyone gets nervous when they have to give a speech or a presentation (Tanveer, 2007)

There are many sources of anxiety. Studies indicated that the learners' competitive nature can act as a source of anxiety. When the learners compare themselves with other learners from the same class and find that they are less proficient they become anxious.

7.2.1. Lack of Self Confidence and Fear of Making Mistakes

Many EFL learners do not dare to express themselves in the FL and prefer to keep silent because they do not believe in their oral capacities. While others are unwilling to take part in the classroom simply because they are afraid of being continually corrected by the teacher for every mistake they commit.

7.2.1.1. Lack of Self-Confidence

Students' lack of confidence is considered as an obstacle factor which the majority of EFL learners suffer from, especially when starting interacting inside the classroom. Learners with negative views of themselves may not try to live up to their self-image and thus be less likely to achieve highly in their learning because they hold themselves in a low regard despite their obvious qualities.

Tanveer (2007) pointed out that self-confidence is related to language learning in an inverse way to anxiety i.e. when the learner has high self-confidence, s/he will have a low anxiety degree, and the reverse. FL learners feel that they are inferior and embarrassed when trying to interact because of the ill development of their communicative skills. Hence it is quite clear that when learners lose their self-confidence, they will absolutely fail in engaging with others and they lose their mood in participating and involving in the classroom activities.

7.2.1.2. Fear of Making Mistakes

Negative relation between the teacher and learners or between learners themselves can create this problem because learners sometimes want to say something but they fear of making grammatical or phonological mistakes. Ur (1984) claimed 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" (p. 121).Thus, they prefer to keep silent because they are very cautions of making mistakes while talking or interacting in the classroom.

The fear of the teacher may also lead learners to remainsilent, despite of their interest and desires, when the teacher embarrasses the learners. Hence, creating friendly and a comfortable atmosphere where learners feel at ease with their teacher and with each other is the best way to overcome the fear of making mistakes and lack of self-confidence.

7.3.Shyness

Shyness is a trait that many learners possess at some time, and it may continue to cause problems for most of them. The shy learner is unwilling to appear silly when mistakes are made .s/he may not develop effective communicative skills, because s/he generally rarely converses using the foreign language. Shyness in the classroom can be viewed as a strategy to avoid rejection and negative evaluation. In fact interacting in a foreign language provokes anxiety because the person feels that s/he is presenting a less than flattering image of himself or herself. (Henderson, Zimbardo and Karducci, 2010) clarified that "shyness as a personality trait may be defined experientially as excessive self-focus characterized by negative self-evaluation that creates discomfort and inhibition" (p. 1). Shy learners suffer when interacting; they feel more responsible for failure than success, they tend to remember mostly negative experiences in the classroom.

7.4.Nothing to Say

Generally, this problem is related to the foreign language learners' lack of vocabulary. In a classroom speaking practice, the majority of EFL learners usually answer by: "I don't know", "word order and vocabulary don't always flow into my mind", or "I need a bit of time to translate into English" when they are asked by their teachers to speak in the foreign language. This problem is mainly due to the lack of motivation to express themselves or the choice of the topic does not fit their linguistic proficiency which lead the students to think about the difficulty of oral tasks in the learning process (Graham, 1997). Rivers (1968, as cited in Kouicem, 2010) declares 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 in the foreign one" (p. 37). In addition, Kouicem (2010) declares that poor practice of the target language plays a big role in creating this problem. Consequently, the learners find a difficulty in expressing their ideas through using the appropriate vocabulary because of their fear of making grammatical mistakes.

7.5.Mother Tongue Use

The interference of the first language or the mother tongue is considered as an obstacle that often hinders learners throughout the process of learning English as a foreign language. A rich bulk of research in the ESL/EFL learning context has highlighted the fact that the interference of the speaker's mother language remains the major cause of students' failure in learning foreign languages. In this point, Baker and Westrup (2003) stated that "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language" (p.12). Yet, EFL learners often tend to switch their speech into L1 when they are exposed to the target language because of their limited vocabulary or the lack of linguistic knowledge. Therefore, they will fail to speak and interact

with others using the target language correctly if they keep on being influenced by the use of their mother tongue.

Conclusion

The process of learning occurs as a result of the four skills which are listening, reading, writing and speaking. Speaking has been defined by many authors as a very important complex process that helps to evaluate learner's proficiency in the target language. This section provided some definitions to the concept of "speaking" proposed by many researchers. It also tackled the elements of speaking. Furthermore, the importance of speaking skill in second language learning is highlighted. In addition, it discusses the types and activities of speaking besides to its characteristics.

Chapter Two: Field Work

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Chapter Two: Field Work

Introduction

The chapter in hand presents the practical part of the study. It covers the methodological approach followed starting with a subjective description of the sample and the questionnaires administered to the subjects, then it presents the analysis and interpretation of the results obtained from both research instruments. Finally, an overall analysis and discussion of these results is supplied in an attempt to answer the research questions posed in the initial phase of the study.

2.1. Data Collection Procedures

The research instrument used is a questionnaire addressed to both teachers and learners at the department of English at the University of Mohammed Seddik Ben Yahia-Jijel submitted online on the 20th august 2020 via Facebook. The students questionnaireaims at finding out whether the learners give importance to interaction that takes place inside the classroom in activating their speaking skill through participating with their teachers or peers; whereas, the teacher questionnaire is intended to investigate the teachers' opinions about the significance and implementation of classroom interaction as a key element to enhance the learners' speaking skill.

2.2. Population and Sampling

The present study was conducted in the second semester of the academic year 2019-2020 within the Algerian EFL context, precisely at the University of Mohammed Seddik Ben Yahia, Jijel and addressed both teachers and learners at the department of English. Eight (08) teachers and one hundred (100) students were opted for as the subjects of the study.

The one hundred (100) students who responded to the questionnaire were chosen among the total number of the 331 first year LMD students' population at the department of English of the Mohammed Seddik Benyahia University, Jijel. The selection of such sample

was based on the consideration that first year LMD students, as beginners at university studies, need to be aware about the importance of adopting successful strategies in the classroom such as interacting with teachers and peers in order to succeed and learn effectively.

A sample of eight (08) teachers who responded to the questionnaire were chosen randomly among the teachers who have taught Oral Expression (OE) to first year licence students. The selection of such sample was based on the consideration that the teachers of OE will benefit us more than other teachers since they teach students how to develop their oral skill which is our concern.

2.3. The Students Questionnaire

2.3.1. Description and Administration of the Students Questionnaire

The students questionnaire consists of 15 questions divided into three sections; the first section consists of eight (8) questions dealing with classroom interaction in the oral expression module; the second section deals with the speaking skill; it comprises four (4) questions concerned with speaking among EFL learners. Finally, section three is devoted to interaction and speaking in oral expression classes; it consists of three (3) questions which attempt to show the relation between interaction and the development of students' speaking skill. The items required answer through close questions (yes/no questions), picking up the most appropriate answer from a series of options, or open questions asking students to give their opinions and views to justify their choices.

Section One: Classroom Interaction in Oral Expression (Q1-Q8).

This section is devoted to discuss the issue of classroom interaction in oral expression classes. At first, the students in Q1 are asked whether they give the priority to learning the grammatical aspects of the language or they are more interested in knowing how to communicate using the language appropriately. Q2 is formulated to know how often students

are given the chance to interact with their teacher. In Q3, the participants are asked about their frequency of interaction in the classroom setting. As far as Q4 is concerned, students are asked what they do whenever they face comprehension problems. As regard Q5, it identifies which way the teacher follows when correcting students' mistakes. Then, in Q6 students state whether they like the fact of being by corrected by their teacher or not. Students are asked about the types of classroom interaction they prefer, in Q7, and choose the most used activities by the teacher in the classroom context, in the last question in the section (Q8).

Section Two: Speaking skill (Q9-Q12).

This section investigates issues in the skill of speaking among EFL learners. At first, in Q9, students are requested to indicate their level at speaking English. Then, in Q10, students give their opinions about how difficult they find it to speak in English, and in Q11, students are asked to identify the nature of the difficulties the face while speaking. In the last question (Q12), students state whether the speaking skill is difficult to improve.

Section Three:Interaction and Speaking in Oral Expression Classes (Q13-Q15).

This section investigates whether interaction in oral expression classes affects the students' speaking skill. First, in Q13, students are asked whether classroom interaction in OE helps them to improve their speaking skill. Next, Q14 asks students about their opinions regarding the types of activities used in oral expression that are useful in overcoming speaking difficulties, and in the last question (Q15), students give their opinions about the possibility of improving their speaking through more interaction in the OE classes.

2.3.2. Analysis of the Students Questionnaire

Section One: Classroom Interaction in Oral Expression Module Classes

Q1: In the classroom context, you are interested more in:

   a. **Learning the grammatical aspects of the language**

b. Learning how to communicate using the language appropriately

Table 01.

Students' Opinions about Focus on Form or Meaning in the Oral Expression Classroom

Option	F	%
a. Learning the grammatical aspects of the language	15	15
b. Learning how to communicate using the language appropriately	85	85
Total	100	100

The figure above shows that 85% of the whole sample are interested more in learning how to communicate using the language appropriately than the learning of the grammatical aspects of the language, which is selected by 15% of the students. This means that the students' main concern is the development of the communicative competence that allows them to speak fluently and accurately.

Q02: How often does the teacher give you the chance to interact with him/her?

a. **Always**

b. **Sometimes**

c. **Rarely**

d. **Never**

Table 02.

Frequency of Chances of Interaction with the Teacher

Option	F	%
a. always	40	40
b. sometimes	44	44
c. rarely	15	15

d. never	**1**	**1**
Total	100	100

44% of students stated that they are "sometimes" given the opportunity to interact with the teacher while 40% of them said that the chances of interacting with the teacher are "always" available. However, 15% of the students considered the chances of interacting with the teacher as rare and only one student stated that he has never been given opportunities to interact with the teacher. The results gained show that, in general, teachers allow many opportunities for their students to speak and interact with them.

Q03: How often do you interact in the classroom?

Table 03.

Frequency of Learners' Interaction in the Classroom

Option	F	%
a. always	**31**	**31**
b. sometimes	**48**	**48**
c. rarely	**19**	**19**
d. never	**2**	**2**
Total	100	100

48% of the participants asserted that they sometimes interacted in the classroom and 31% stated that they always did so. Only some students (21%). stated that they rarely or never interacted in the classroom. This means that learners are active participants in the classroom and they are aware of the fact that taking part in classroom interaction is deemed important for developing their oral ability.

Q4: When you face comprehension problems, you usually:

a. Ask your teacher for clarification

b. Negotiate with your peers in order to make things clear

c. Say nothing

Table 04.

Students' Reactions when Facing Comprehension Problems

Option	F	%
a. Ask your teacher for clarification	**48**	**48**
b. Negotiate with peers	**52**	**52**
c. Say nothing	**00**	**00**
Total	100	100

52% of the respondents tended to negotiate with peers whenever they face problems in comprehension; whereas, 48% prefer to ask their teachers for clarification as teachers are viewed as a source for knowledge. This means that all students interact to overcome comprehension problems through meaning negotiation and asking for clarification (clarification checks).

Q5: When the teacher corrects your mistakes, does he/she:

a. Stop you at once and correct the error

b. Let you carry on and then correct your error

c. He/she does not correct at all

Table 05.

Teacher's Ways of Correcting Mistakes

Option	F	%
a. Stop you and correct the error	**34**	**34**
b. Let you carry on and then correct the error	**66**	**66**

c.	He/she does not correct	**00**	**00**
Total		100	100

34% of the students questioned admitted that whenever a student made mistakes, the teacher stoped him immediately and corrected the committed error. 66% of them said that the teacher lets the students carry on their speech and then provides a correction for the mistake. Hence, all teachers correct students' mistakes and most prefer not to interrupt the students until they finish.

Q6: Do you like it when your teacher corrects you when you make mistakes?

   a. Yes

   b. No

Table 06.

Students' Opinions regarding Teachers' Correction of Mistakes.

Option	F	%
a. Yes	**85**	**85**
b. No	**15**	**15**
Total	100	100

The results showed that the majority of the students, representing 85% of the students, perceive teacher's correction as normal, implying that it is an appropriate way to prevent their mistakes from getting fossilized. The remaining students, (15%) ,show their dissatisfaction about what was stated, suggesting that having errors corrected may affect their attitudes negatively and make them unwilling to speak.

Q07: Which type of classroom interaction do you prefer?

   a. Teacher-learner interaction

b. Learner-learner interaction

Table 07.

Students' Preferences between Teacher-Learner Interaction and Learner-Learner Interaction

OptionF	%	
a.	**82**	**82**
b.	**18**	**18**
Total	100	100

A considerable number of participants (82%) asserted that they preferred to interact with their teacher rather than peers. This may be due to the fact that the instructor is viewed as a source of knowledge. On the other hand, (18%) of them assumed that they preferred interacting with peers inside the classroom.

Q08: In the classroom context, which of the following activities is/are most used by the teacher?

    a. Discussions

    b. Debates

    c. Role-plays

    d. Games

    e. All of them

Table 08.

The Most Used Interaction Activities in the Classroom

OptionF	%	
a.	**69**	**69**
b.	**25**	**25**
c.	**4**	**4**

d.	**1**	**1**
e.	**1**	**1**
Total	100	100

69% of students admitted that discussions are the most used communicative activities inside the classroom and 25% of them said that their teachers relied mostly on debates. Other activities, which are role play and games, are selected by 5% of the respondents. Only one student noted that the teacher uses all the above-mentioned activities equally. Hence, it is obvious that most of the teachers prefer to engage their students in discussion as a way to promote the interaction.

Section Two: Speaking Skill

Q9: How do you consider your level in English?

   a. **Very good**

   b. **Good**

   c. **Average**

   d. **Poor**

Table 09.

Students' Level in English

Option	F	%
a. very good	**12**	**12**
b. good	**46**	**46**
c. average	**38**	**38**
d. poor	**4**	**4**
Total	100	100

The highest percentage of students (46%) claimed that their level in English is good. 38% of them admitted that they are average, and 12% said that they are very good. The least percentage (4%) represents students who confessed that their level is poor. The results show that there are mixed abilities in the first-year classrooms, but most students seem to be confident about their level in English. This means that

Q10: How do you find speaking in English?

    a. **Very easy**

    b. **Easy**

    c. **Difficult**

    d. **Very difficult**

Table 10.

Students' Attitudes towards Speaking English

Option	F	%
a. Very easy	**10**	**60**
b. Easy	**60**	**10**
c. Very difficult	**29**	**29**
d. Difficult	**1**	**1**
Total	100	100

70% of students find speaking English easy; perhaps these students have a good command over the language aspects and functions and they are self-confident, which allow them to speak English accurately. On the other hand, 30% of the respondents considered that speaking English is a difficult task. This reveals that these students may have difficulties in producing the language or they lack self-confidence.

Q11: Which difficulties do you face when you speak? If others, please mention them.

a. **Speaking anxiety**

b. **Inhibition**

c. **Lack of vocabulary**

d. **Others**

Table 11.

Students' Speaking Difficulties inside Classes

Option	F	%
a. Speaking anxiety	**45**	**45**
b. inhibition	**8**	**8**
c. lack of vocabulary	**39**	**39**
d. others	**8**	**8**
Total	100	100

Almost half of the sample (45%) admitted that speaking anxiety affects their interaction with others while 39% declared that the lack of vocabulary prevents them from creating a successful interaction. 8% asserted that they suffer from inhibition whenever they are asked to express themselves in front of the whole class. 8% of the students mentioned other difficulties: 2 of them stated that committing grammar mistakes is their main problem, 2 students affirmed that they face all the above-mentioned problems, 1 suffers from stuttering, another lacks interest in speaking, 1 student faces pronunciation problems. Only one student mentioned that he/she never encountered such difficulties. Thus, it can be deduced that speaking anxiety and lack of vocabulary are considered the major problems that affect EFL learners' speaking performance.

Q12: Do you think that speaking is difficult to improve? and why?

a. **Yes**

b. **No**

Table 12.

Students' Perceptions' regarding the Difficulty of Improving the Speaking Skill

Option	F	%
a. **yes**	**80**	**80**
b. **no**	**20**	**20**
Total	100	100

The great majority of participants (80%) declared that they consider speaking as difficult skill to improve because mastering speaking is such a difficult task due to so many factors including pronunciation aspects and the fact that speaking generally requires them to combine multiple skills (in order to speak you need to be able to listen to and understand what the others say, then you need to have the vocabulary to come up with the appropriate response). 20% considered the process of improving their speaking skill easy. This was explained by the fact that these students practise a lot, spend efforts and adopt techniques that facilitate the process of mastering the skill for them

Section Three: Interaction and Speaking in Oral Expression Classes

Q13: Has the classroom interaction in Oral Expression helped you to improve your speaking skill?

   a. **Yes**

   b. **No**

Table 13.

Students' Views towards the Efficacy of Classroom Interaction in Oral Expression

Option	F	%
a. yes	**85**	**85**
b. no	**15**	**15**
Total	100	100

85% of the students admitted that their speaking competences are developing as a result of their involvement in the interactional process that takes place in the classroom while 15% said that they have not benefitted from such process. In regards to the positive answers, the majority of learners find it useful to get engaged in classroom interaction as the latter allows them to express themselves, share and exchange ideas, correct each other's mistakes and this enables them to develop their speaking abilities. This suggests that they believe that the more they interact, the better their oral production will be.

Q14: What types of activities used in Oral Expression do you think are more useful in overcoming speaking difficulties?

    a. **Grammar-based activities**

    b. **Communicative activities**

Table 14.

Students' Preferred Types of Activities

Option	F	%
a. Grammar based activities	**20**	**20**
b. Communicative activities	**80**	**80**
Total	100	100

A considerable number of students (80%) perceive communicative activities as more helpful as they are based more on the use and the practice of the English language; they are meant to enable students to use the language to interact and they provide a maximum of communicative situations. 20% of the students prefer grammatical activities since grammar is important because it helps achieving accuracy and lays the ground-wok for effective communication.

Q15: Do you think that you will improve your speaking skill through more interaction in the Oral Expression class?

    a. Yes

    b. No

Table 15.

Perceptions of the Importance of More Interaction in Improving Speaking Skill

Option	N	%
a. **yes**	**94**	**94**
b. **no**	**6**	**6**
Total	100	100

The great majority of participants (94%) agreed upon the idea that their speaking ability can be enhanced through being interactive more in the OE class. Unsurprisingly, interaction permits students to express share and exchange ideas and thus; it enhances their speaking abilities as suggested by Yu (2008) who asserted that classroom interaction is an effective technique that provides students with many situations to practice the TL. The remaining 6% of the students claimed that classroom interaction does not help them to improve their speaking at all. This may be due to the fact that most of the students keep silent during oral classes which can be interpreted as a sign of having certain speaking difficulties making them inactive and unengaged all the time.

2.3.3. Interpretation and Discussion of the Student Questionnaire Results

The analysis of the questionnaire addressed to the students provided us with the answer to the previously stated research questions: (to what extent do first year EFL learners at the English language department of Jijel university consider classroom interaction as important factor to enhance their speaking skill?, do teachers and learners perceive interaction as important factor in enhancing students' speaking skill? and what elements do teachers and

learners consider sufficient to enhance EFL learners speaking skill?) and proved that most of them are aware of the importance of classroom interaction in enhancing their speaking skill.

To start with, the answers demonstrated that most students give primacy to learning how to communicate and focus on using language appropriately; thereby, it could be understood that they want to improve their oral abilities. It was revealed that students tend to interact in the classroom frequently and are given the chance to do so by the teacher. The Results showed that students tend to negotiate meaning with their peers whenever they face problems in comprehension. Students 'answers also revealed that teachers in correcting students prefer not to interrupt the interaction through letting students carry on their performance, rather than stopping them when mistakes are made. Additionally, the got answers illustrated that the majority of them prefer to interact with their teacher rather than their peers. Then, students' answers demonstrated that teachers adopt a variety of communicative activities most importantly discussions and debates in order to engage them in interaction. However, the interactional process is interrupted by numerous difficulties such as; speaking anxiety, inhibition, lack of vocabulary, committing grammar mistakes.... This can be revealed from their answers to question 11. Despite the fact that speaking is perceived a difficult skill to improve, most of the students think that classroom interaction helps them to advance in their level and believe that communicative activities used in oral expression help them in overcoming those problems as confirmed by Q14. From answers to question the last question, it was deduced that students held positive attitudes towards improving the speaking skill through more interaction in OE classes.

2.4. The Teacher Questionnaire

2.4.1. Description and Administration of the Teacher Questionnaire

As far as teachers' questionnaire is concerned, it comprises 12 questions which are divided into two sections. The first section is devoted to classroom interaction in oral

expression classes; it comprises five (5) questions which aim at investigating teachers'

perceptions about classroom interaction. The second section deals with the speaking skill and

consists of seven questions which aim at obtaining information from teachers of OE about

issues related to speaking in classroom. These questions are either closed questions, requiring

from the teachers to choose "yes" or "no" options, or to pick up the appropriate answer from a

number of choices, or open questions where teachers are requested to give explanation or

suggest other alternatives.

Section One: Classroom Interaction in Oral Expression (Q1-Q5)

The aim of this section is to investigate how teachers perceive classroom interaction.

First of all, Q1 asks teachers whether they consider classroom interaction as a key element or

as an additional support and they are requested to justify their answers. As concerns Q2, the

respondents are asked how often they give the chance to their students to interact in oral

session. Then, Q3 is devoted to get a clear idea about the teachers' preferred type of feedback.

As far as Q4 is concerned, it asks the participants about the frequency of negotiating meaning

with learners. The last question in this section (Q5) deals with the type of interaction adopted

by the teacher inside the classroom: either they prefer the interaction with their students or

they favour the interaction that occurs among the students themselves or they prefer both

types of interaction.

Section Two: Speaking Skill (Q6-Q12)

The objective of this section is to obtain information from teachers of OE concerning

the speaking skill. To start with, Q6 was designed to know teachers' focus during OE sessions

in terms of whether they give the priority to the grammatical structures (accuracy),

communicative tasks (fluency) or that both accuracy and fluency are of equal importance;

whatever the choice they make, the participants are asked to justify its use. Regarding Q7, it is

formulated to know which speaking activities teachers rely on most and how these activities

enhance interaction. Q8 gets insights from teachers concerning the different speaking difficulties learners encounter during the OE session. Q9 and Q10 ask teachers to give an estimation of the time devoted to practising speaking inside the classroom and explain whether it is sufficient. Concerning Q11, it explores how teachers generally encourage their students to speak and interact inside the classroom. At the end, Q12 asks teachers to give suggestions, recommendations or comments regarding the topic of the study.

2.4.2. Analysis of the Teacher Questionnaire

Section One: Classroom interactionin Oral Expression

Q1: According to you, how do you classify classroom interaction? (Please explain)

   a. **A key element in enhancing speaking**

   b. **An additional support**

Table16.

The Importance of Classroom Interaction

Option	F	%
a. A key element in enhancing speaking	8	100
b. An additional support	0	0
Total	8	100

In response to how important classroom interaction is, all teachers consider it as not just supplementary but fundamental as it provides the basis for the development of speaking skill and it maximizes the practice of language. This result proves that the teachers are really aware of the significance of making their students actively engaged in interaction inside the classroom.

Q2: How often do you give your students the chance to interact during oral session?

   a. **Always**

b. Very often

c. Often

d. Rarely

e. Very rarely

Table 17.

The Frequency of Teachers' Provision of Interaction Opportunities to Students

Option	F	%
a. **Very often**	5	62.5
b. **Often**	2	25
c. **Rarely**	1	12.5
d. **very rarely**	0	0
e.	0	0
Total	8	100

Interestingly, the majority of OE teachers (62.5%) asserted that they always give their students the chance to interact in the classroom. The remaining teachers often or very often provided students with opportunities for interaction. These results show that teachers generally prefer to make students the main participants in the classroom instead of dominating the learning process where learners act as passive recipients of the input.

Q3: Which of the following types of feedback do you prefer?

a. Explicit feedback

b. Recast

c. Clarification request

d. Metalinguistic feedback

e. Elicitation

f. Repetition

g. All of them

Table 18.

Teachers' Preferred Types of Feedback

Option	F	%
a.	3	37.5
b.	1	12.5
c.	1	12.5
d.	0	0
e.	0	0
f.	0	0
g.	2	25
b+d+e+f	1	12.5
Total	8	100

From the table above, it is shown that three out of eight teachers questioned prefer to explicitly comment on the students' performance. Whereas, one teacher prefers recasts by correcting learners' mistakes replacing the incorrect utterance by the correct one without obstructing communication and another claimed that he usually uses metalinguistic feedback, which consists of providing learners with hints related to possible reformulations to the utterance containing errors. Two teachers use all types of feedback equally while another uses a combination of four types of feedback: recast, metalinguistic feedback, elicitation and repetition.

Q4: How often do your students try to negotiate meaning when they want to convey a certain message?

a. **Very often**

b. **Often**

c. **Rarely**

d. **Very rarely**

Table 19.

Frequency of Students' Negotiationof Meaning to Make Themselves Understood

Option	F	%
a. Very often	2	25
b. Often	3	37.5
c. Rarely	3	37.5
d. Very rarely	0	0
Total	**8**	**100**

From the above table, it is apparent that most teachers (62.5%) agree that students usually tend to negotiate meaning. On the other hand, 37.5% of them declare that that students tend to be passive most of the time, which implies that they rarely negotiate meaning 'rarely'.

Q5: What is the nature of the classroom interaction do you adopt in class? (Please explain)

a. **Student-student interaction**

b. **Teacher-student interaction**

c. **Both**

Table 20.

Teachers' Adoption of Teacher-Learner Interaction and/or Learner-Learner Interaction

Option	F	%
a.	0	0
b.	1	12.5
c.	7	87.5
Total	**8**	**100**

As it is shown in this table, the great majority of the participants (87.5%) asserted that they adopted both student-student interaction and teacher-student interaction because, for them, the interactional process requires both participants to work in collaboration and to take active roles inside the classroom. On the other hand, 12.5% of the respondents favour the process of interaction that takes place among the learners as a way to let them express themselves freely without hesitation or inhibition.

Section Two: Speaking Skill

Q6: What is your focus during the oral sessions? Please, explain why?

a. **Grammatical structures (Accuracy)**

b. **Communicative tasks (Fluency)**

c. **Both**

d. **Others**

Table 21.

Teachers' Focus on Form and/or Communication during the Oral Sessions

Option	F	%
a. Grammatical structure	2	25
b. Communicative tasks	0	0
c. Both	4	50
d. Others	2	25
Total	**8**	**100**

As shown in the above table, two of the participants focus on the grammatical structures during the oral session; that is, they value students' accuracy more. Four participants (50%) tended to focus on both grammatical structures and the communicative tasks because, as they argued, form and meaningare complementary and it is not possible to speak fluently or transmitmessagesif the individual lacks accuracy in language. In this vein, a teacher posited, "Actually, I focus on communicative tasks, but in the meantime, I don't ignore the grammatical structures and I try to always raise the students' awareness about the complementary relationship between fluency and accuracy". On the other hand, two respondents (25%) declared that it depends on the task itself and whether it targets accuracy or fluency as one of them commented: "if the task is meant to instruct language points, accuracy is emphasized, but if communication in underscored, fluency is given more priority".

Q7: In the Oral Expression session, which of the following speaking activities do you rely most on? Please, explain how these activities enhance interaction?

   a. **Role plays**

   b. **Debates**

   c. **Discussions**

   d. **Presentations**

   e. **All of them**

Table 22.

The Most Used Speaking Activities by Teachers

Option	F	%
a.	0	0
b.	1	12.5

c.	4	50
d.	1	12.5
e.	2	25
Total	**8**	**100**

The results displayed in this table show that teachers use different speaking activities inside the classroom. 50% of the participants tended to focus on discussions as a way to enhance interaction. They stated that the more students discuss, the more they will be able to exchange ideas and convey messages. One teacher shed light more on debates so that learners would be competent in judging and convincing while another concentrates on presentations in order to create successful interaction. Two teachers believe that the use of all the aforementioned activities enhances interaction and learning.

Q8: In your opinion, which of the following speaking difficulties do students encounter in Oral Expression session?

    a. **Inhibition**

    b. **Mother tongue use**

    c. **Nothing to say**

    d. **Others**

Table 23.

Teachers' Opinions Regarding Students' Speaking Difficulties

<u>Option</u>	<u>**F**</u>	<u>**%**</u>
a.	3	37.5
b.	1	12.5
c.	0	0
d.	4	50
Total	**8**	**100**

The results obtained from this question revealed that learners are confronted with unpleasant problems which prevent their participation. As it is elucidated in the above table, three teachers (37.5%) assume that inhibition is the most common students' problem while speaking. In addition, one teacher (12.5%) suggests that what makes it difficult for learners to speak using the TL is their borrowing of words and terms from their mother tongue which is a result of TL vocabulary lack. Half the teachers (50%) point out to other difficulties; one of them assumes that students' lack of competence is also a crucial problem that EFL learners may face; the second refers to the fear of negativeevaluation; the third respondent refers to shyness and low self-confidence as the factors which hinder students from participating in class; whereas the fourth teachersays that learners' interaction during the oral session is affected by all the previously-mentioned problems.

Q9: How much time do you devote to practise speaking inside the classroom?

   a. **Less than 25 % of the total lesson's time**

   b. **About 50 % of the time**

   c. **More than 50 % of the time**

   d. **More than 75 % of the time**

Table 24.

The Amount of Time Allocated by Teachers for Practicing Speaking inside the Classroom

Option	F	%
a.	0	0
b.	0	0
c.	2	25
d.	6	75
Total	**8**	**100**

Based on the gathered data, it is noticed that the highest percentage, that is75%, of the chosen simple gave a considerable amount of time (more than 75% of the total lesson time) to

practicing speaking inside the classroom in order to give students enough time to use the language as much as possible. The remaining two respondents, with the percentage of 25%, tend to allocate more than half of the lesson time for the practice of speaking. That is, OE teachers are aware of the fact that learners' knowledge about language may not leadtoenabling them to use it unless they are given enough time and opportunities to re-use and interconnect the language they have studied.

Q10: Do you think that the amount of time devoted to speaking in the classroom is sufficient? (Justify your answer).

    a. **Yes**

    b. **No, more time is needed**

All teachers think that the amount of time devoted to practicing speaking is not sufficient. The participants justified their answers by indicating that students do not practice speaking outside the classes; hence, more time needs to be devoted because the mastery of any FL requires morepractice inside the class. Therefore, the students need more practise of speaking both inside and outside the classroom so as to make the necessary progress.

Q11: How do you encourage your students to speak and interact?

This question was designed to get a clear idea on how teachers encourage their students to speak and interact inside the classroom. The respondents' answers are presented below.

- I encourage my students to speak through raising their self-confidence and providing topics of their interests
- I appreciate everyone's contribution and address students individually.
- Participating in class is rewarded too in the form of grades.
- By giving them interesting tasks and trying to motivate them.

- Through providing a comfortable atmosphere (for instance, telling them that they are learning and making mistakes is a part of the learning process…etc).

Q12: Are there any others comments, opinions, or suggestions you would like to add?

In this question, teachers are requested to provide suggestions and comments concerning the effect of classroom interaction on developing the learners' speaking skill. Teachers recommend the following:

✓ Classroom interaction can be made richer by giving more room to students to express opinions, search and report about topics of interest and manage discussion sessions.

✓ Speaking is difficult to improve; therefore, students need more sessions/more time to speak.

✓ Oral expression teachers have to try to build their students' self-confidence at the very beginning (from their 1st year at university).

✓ Teachers should try to lower the students' affective filter, provide a comfortable/ friendly atmosphere, pay attention to students' personality when giving feedback, vary their way of teaching, try to encourage shy students to participate and make them feel that they are capable and that they are all learning from each other.

2.4.3. Interpretation and Discussion of the Teacher Questionnaire Results

The results obtained from teacher questionnaire affirmed that they perceive classroom interaction a key element in enhancing the speaking skill. This assumption has been proved by teachers' answers to the first question. Additionally, they frequently give students the chance to interact during oral sessions through both teacher-learner and learner-learner interaction as revealed by their answers to questions two and three. Answers from questions four and five demonstrate that teachers focus during oral session on the communicative tasks which are believed to enhance interaction and improve students speaking.

2.5. Overall Analysis of Questionnaires' Results

The results obtained from both the teacher and the student questionnaires allow for answering the research questions set at the initial phase of the study, which are:

1. Which types of interaction are preferred by students?

2. Is interaction perceived as an important factor in enhancing students' speaking skill?

3. Which elements are considered more effective in enhancing students' speaking skill?

2.5.1.The preferred type (s) of interaction for students.

Although teachers' answers on the teacher questionnaire showed that they frequently give students the chance to interact during oral expression classes through both teacher-learner and learner-learner interaction, the results obtained from the student questionnaire revealed that the majority of students prefer teacher-learner interaction inside their oral expression classes. This means that students are more likely to interact with their teachers through asking and/or answering questions, expressing their ideas, and sharing new information.

2.5.2. Teachers' and students' attitudes towards the importance of classroom interaction in enhancing students' speaking skill.

The analysis of both research instruments used showed that all teachers of oral expression module at the department of English perceive classroom interaction as a crucial aspect that helps students to improve their speaking skill. Moreover, the answers of students on the questionnaire, particularly Q15, revealed that they held positive attitudes towards improving their speaking skill through more interaction in oral expression classes. Thus, both teachers and students are aware about the importance of classroom interaction in enhancing the speaking skill.

2.5.3. The most effective strategy in enhancing students' speaking skill.

The results obtained from the analysis of both questionnaires demonstrated that the use of communicative activities during oral expression classes satisfied most of students since they believed that the use of those communicative tasks help them, to a great extent, to overcome the different difficulties they encounter during speaking performance and to develop their interaction skills.

Limitations of the Study

The present study aimed at investigating the effect of classroom interaction on improving EFL learners speaking skill. As with the majority of studies, the design of the current study is subject to some limitations.

First, we went for classroom observation together with the questionnaire as data gathering tools. However, due to the current situation of the world (Covid-19 pandemic), only one instrument for collecting data was used. A questionnaire was administered to both teachers of oral expression and first year students at the department of English at the university of Mohammed Seddik Benyahia; Jijel.

Second, the fact that the two questionnaires submitted online has many drawbacks. In addition to being time consuming, the research could not make sure about the respondents' real identity (whether they are first year English students or not)

Pedagogical Recommendations

Based on our research findings and the results obtained from the students and teacher questionnaire, the present study offers some pedagogical implications for teachers as well as suggestions for future research. The most notable recommendations this study can suggest are:

✓ Undoubtedly, classroom interaction is a key factor in fostering learners speaking competency, it creates a pleasant competitive atmosphere between and among the learners.

✓ Teachers should often rely on classroom interaction as an educational strategy so as to develop EFL learning.

✓ Teachers should create a suitable learning atmosphere that helps learners to practice the language freely. They should lower their students' anxiety and take into consideration the various psychological problems that hinder their interaction in the classroom context.

✓ Teachers should appreciate student's contribution in order to make them interested and motivated to interact.

Conclusion

The present chapter provided analysis, discussion and interpretation of the data gathered from two questionnaires administered to both teachers and learners. The first-year students at the department of English who have been questioned believe strongly in the importance of interacting and negotiating meaning in the classroom and stated their preferences as well as difficulties faced while interacting in the classroom. Their teachers pointed out that they give students several opportunities to interact and encourage them to communicate using the TL through raising their self-confidence and providing topics of their interests, rewarding them in the form of grades, appreciating everyone's contribution, addressing students individually and providing a comfortable atmosphere

General Conclusion

The main focus of this study was to bring into light EFL teachers' and learners' attitudes towards the importance of classroom interaction in improving the speaking skill. This work consists of two chapters; the first theoretical chapter is devoted to discuss the issue of classroom interaction, its main aspects as well as the speaking skill; the second chapter represents the analysis and the interpretation of the gathered data from teacher and students questionnaires

For the sake of answering the research questions, two questionnaires were used.Thus a quantitative method is adopted to analyse the data. One hundred (100) student out of (331) first year LMD students and eight (8) Oral Expression teachers at the department of English at the University of Mohamed Seddik Ben Yahia, Jijel, were selected to answer the questions. The outcomes from the two questionnaires show that classroom interaction, as an educational strategy, helps learners to develop their speaking abilities. This result goes hand in hand with Long'sinteraction hypothesis (1983), which claims that interaction is a paramount element in the acquisition/learning process. That is, FLL is fostered through interaction. The greater part of learners perceives classroom interaction as beneficial because it allows them to enhance their level in English. Teachers also claimed that they give their learners abundant opportunities for producing the TL through engaging in interaction.

To conclude, most of the teachers and learners showed positives attitudes toward the implementation of classroom interaction as an educational strategy to enhance speaking ability. Moreover, the answers provided in both questionnaires sit well with the hypothetical framework which stated that the more EFL learners are offered sufficient opportunities for interaction by their teachers of OE, the more they (teachers/learners) deem classroom as significant to promote the speaking skill.

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Appendices

Appendix A: Questionnaire for students

Appendix B: Questionnaire for teachers

Appendix A

Questionnaire for Students

Dear students,

We are preparing a research on a classroom interaction as an educational strategy to enhance learners' speaking skill. We would be grateful if you could answer these questions to help us in our research. Please, use a cross (×) to indicate your chosen option, and specify your answer when needed.

Thank you in advance for your collaboration

Section One: Classroom Interaction in Oral Expression

1. In the classroom context, you are interested more in:

   a- Learning the grammatical aspects of the language ☐

   b- Learning how to communicate using the language appropriately ☐

2. How often does the teacher give you the chance to interact with him?

   a- Always ☐

   b- Sometimes ☐

   c- Rarely ☐

   d- Never ☐

3. How often do you interact in the classroom?

   a- Always ☐

   b- Sometimes ☐

   c- Rarely ☐

   d- Never ☐

4. When you face comprehension problems, you usually:

   a- Ask your teacher for clarification ☐

   b- Negotiate with your classmates in order to make things clear ☐

   c- Say nothing.

5. When the teacher corrects your mistakes, does he/she:

   a- Stop you at once and correct the error? ☐

   b- Let you carry on and then correct the error? ☐

   c- He/she does not correct at all

6. Do you like it when the teacher corrects you when you make mistakes?

   a- Yes ☐

   b- No ☐

7. Which type of classroom interaction do you prefer?

   a- Teacher-learner interaction ☐

   b- Learner-learner interaction ☐

8. In the classroom context, which of the following activities is/are most used by the teacher?

   a- Role plays ☐

   b- Debates ☐

   c- Discussions ☐

   Others……………………………………………………………………………

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Section Two: Speaking Skill

9. How do you consider your level in speaking in English?

   a- Very good ☐

b- Good   ☐

c- Average   ☐

d- Poor   ☐

10. How do you find speaking in English?

   a. Very easy   ☐

   b. Easy   ☐

   c. Difficult   ☐

   d. Very difficult ☐

11. Which difficulties do you face when you speak?

   a. Speaking anxiety   ☐

   b. Inhibition   ☐

   c. Lack of vocabulary ☐

   If others, please mention them.

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12. Do you think that the speaking skill is difficult to improve? And why?

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Section Three: Interaction and Speaking in Oral Expression Classes

13. Has the classroom interactionin Oral Expression helped you to improve your speaking

   skill?

   a- Agree   ☐

   b- Disagree   ☐

14. What types of activities used in Oral Expression do you think are more useful in

overcoming speaking difficulties?

a- Grammar-based activities ☐

b- Communication activities ☐

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15. Do you think that you will improve your speaking skill through more interaction in the

Oral Expression class?

a- Yes ☐

b- No ☐

If Yes, how ?

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Appendix B

Questionnaire for teachers

Dear teachers,

This questionnaire aims at collecting information about the effect of classroom interaction on improving the learners' speaking skill. We would be grateful if you could answer these questions and provide us with the best insights concerning classroom interaction in order to help us in our research.

Thank you in advance for your collaboration.

Section one: Classroom interaction

Q1: According to you, how could you classify classroom interaction?

   c. A key element   ☐

   d. An additional support ☐

Pleaseexplain:

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Q2: How often do you give your students the chance to interact during oral session?

   a. Always   ☐

   b. Very often ☐

   c. Often   ☐

   d. Rarely   ☐

   e. Very rarely ☐

Q3: In the Oral Expression session, do you provide your students with comprehensible input?

    a. Yes ☐

    b. No ☐

Please, explain

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Q4: Which of the following types of feedback do you prefer?

      h. Explicit feedback ☐

      i.   Recast ☐

      j. Clarification request ☐

      k. Metalinguistic feedback ☐

      l. Elicitation ☐

      m. Repetition ☐

Why?…………………………………………………………………………………………

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Q5: How often do your students try to negotiate meaning when they want to convey a certain

message?

    a. Very often ☐

    b. Often   ☐

    c. Rarely ☐

    d. Very rarely ☐

Q6: What is the nature of the classroom interaction do you adopt in class? (Please explain)

    d. Student-student interaction ☐

    e. Teacher-student/s interaction ☐

    f. Both ☐

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Section Two: Speaking Skill

Q1: What is your focus during the oral sessions?

    e. Grammatical structures (i.e. Accuracy) ☐

    f. Communicative tasks (i.e. Fluency) ☐

    g. Both ☐

Please, explain why?

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Q2: In the Oral Expression session, which of the following speaking activities you rely most on? How these activities enhance interaction?

f.   Role plays ☐

g.   Debates   ☐

h.   Discussions☐

i.   Others, please explain:

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Q3: In your opinion, which of the following speaking difficulties do students encounter in

Oral Expression session?

e.   Inhibition☐

f.   Mother tongue use☐

g.   Nothing to say ☐

Others,………………………………………………………………………………………

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Q4: How much time do you devote for students to practice speaking inside the classroom?

e.   Less than 25 % of the total lesson's time ☐

f.   About 50% of the time ☐

g.   More than 50 % of the time ☐

h.   More than 75 % of the time ☐

Q5: Do you think that the amount of time devoted to speaking in the classroom is sufficient? (Justify your answer).

   a. Yes ☐

   b. No, more time is needed ☐

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Q6: How do you encourage your students to speak and interact?

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Q7: Are there any others comments, opinions, or suggestions would like to add?

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Thank you

ملخص

الهدف الرئيسي من إجراء هذه الدراسة هوالتحقيق في اراء الاساتذة والطلاب تجاه أهمية التفاعل في الفصل الدراسي في تعزيز مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. الفرضية المطروحة في هذه الدراسة هي انه إذا كانت فرص التفاعل حول الأنشطة التواصلية متاحة و استغلها الطلاب، فسوف يرون أن التفاعل مهم . لاختبار صحة الفرضية المصاغة،تم إجراء استبيانين على مائة طالب يدرسون في السنة الأولى تخصص لغة إنجليزية وثمانية اساتذة لمقياس للتعبير الشفهي في جامعة محمد الصديق بن يحيى،جيجل. أظهرت النتائج التي تم الحصول عليها أن غالبية الطلاب يفضلون نوع التفاعل بين المعلم والمتعلم داخل فصول التعبير الشفهي. علاوة على ذلك، يرى جميع اساتذة وحدة التعبير الشفهي في جامعة جيجل أن التفاعل في الفصل الدراسي يعتبرذا اهمية كبيرة حيث يساعد الطلاب على تحسين مهارات التحدث لديهم. أظهرت إجابات الطلاب على الاستبيان أن لديهم مواقف إيجابية تجاه تحسين مهارة التحدث لديهم من خلال زيادة التفاعل في فصول التعبير الشفهي. وبالتالي،يدرك كل من المعلمين والطلاب أهمية التفاعل الصفي في تعزيز مهارة التحدث. و نستنتج من تحليل كل الااستبيانين أن استخدام الأنشطة التواصلية أثناء فصول التعبير الشفهي أرضى معظم الطلاب لأنهم يعتقدون أن استخدام تلك المهام التواصلية يساعدهم،إلى حد كبير،على التغلب على الصعوبات المختلفة التي يواجهونها أثناء التحدث.

Résumé

L'objectif principal de cette étude est d'enquêter sur les perceptions des enseignants et des élèves quant à l'importance de l'interaction en classe dans l'amélioration des compétences orales des apprenants d'Anglais Langue étrangère (ALE). Cette étude est basée sur l'hypothèse que plus les apprenants se voient offrir suffisament d'occasions d'interaction de la part de leaur professeurs d'expression orale, plus ils jugent que l'interaction en classe est importante pour promouvoir la capacite d'expression orale. Pour tester la validité de l'hypothèse formulée, deux questionnaires ont été administrés à cent (100) étudiants de première année d'anglais et à huit professeurs d'expression orale à l'Université Mohammed SeddikBen-yahia, Jijel. Les résultats obtenus ont montré que la majorité des élèves préfèrent le type d'interaction enseignant-apprenant dans leurs classes d'expression orale. de l'autre côté, tous les enseignants du module d'expression orale du l'Université de Jijel perçoivent l'interaction en classe comme un aspect crucial qui aide les élèves à améliorer leurs compétences orales. les informations recueillies à partir du questionnaire ont révélé aussi que les étudiants de ALE avaient une attitude positive envers l'amélioration de leur habileté à parler grâce à d'interaction dans les classes d'expression orale. Ainsi, les enseignants que les élèves sont conscients de l'importance de l'interaction en classe dans l'amélioration de la compétence orale. Les résultats ont démontré aussi que l'utilisation d'activités de communication pendant les cours d'expression orale a satisfait la plupart des élèves car ces tâches de communication les aident effectivement à surmonter les différentes difficultés qu'ils rencontrent lors de la représentation orale et à développer leurs capacités d'interaction. L'analyse des résultats de la recherche ont confirme hypothèse de recherche et apportée des réponses avec question de la présente recherche. Finalement, une série de recommandations a été proposé pour des recherches ultérieures.