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Improving EFL Learners' Speaking Skill through Classroom Interaction:

The Case Study of First Year LMD Students' of English at Salhi Ahmed University Centre -Naama-

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Dedication

In the name of Allah, Most Merciful, Most Gracious

This modest work is fondly dedicated

To the memory of spirit's my mother “FATIHA”, to whom I express here a word of love for her.

To my beloved father “KADDOUR” for his confidence and for his financial support.

To my loving husband “REDOUANE”

To my lovely sister “BOCHRA” and my dearest sister-in-law “KHADIDJA”

To all my brothers “TAWFIQ”, “SAMIR”, “MED el AMIN” and “SALIM”

To my nephew “IYED SEIF el ISLAM” and his mother “AZIZA”

To my parents-in-law

To my closest friends

Imane KHATIR

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Abstract

This present study aims at exploring the concept of classroom interaction and its beneficial impact on speaking skill for the first year LMD students, It investigates the possibility of promoting learners' speaking skill. Speaking is the most important skill that learners attempt to master; therefore, learners need to benefit from classroom interaction to enhance their speaking skill. The present work aims at showing that classroom interaction can be a best pedagogical strategy to develop the learners' speaking skill. This study is based on two questionnaires administrated to both the first year LMD students and teachers of Oral Expression at SALHI Ahmed university center of Naama to get information about the impact of classroom interaction on developing the learners' speaking skill. The analysis of the questionnaires showed that both learners and teachers consider classroom interaction as an important pedagogical strategy in enhancing the skill of speaking.

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List of Abbreviations and Acronyms

TFEL: Teaching English as Foreign Language

FL: Foreign Language

EFL: English as Foreign Language

LMD: Licence, Master, Doctorate

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General Introduction

General Introduction

Learning a foreign language has become a non-easier and challenging task. For learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions. In order to be able to speak, it is necessary to have certain amount of grammar and vocabulary that enables learners to interact in classroom which may lead them to improve their speaking ability. Classroom Interaction then, is necessary and useful as an educational strategy to enhance learning. However; speaking is the most important skill that EFL learners want to achieve; since the main aim to learn any language is to communication.

The concept of classroom interaction plays a significant role in the process of foreign language learning. In fact, the considerable interest in the role of interaction in the context of learning became an important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills. As far as the speaking skill is concerned, researcher will try to shed some light on this skill which is considered the most desirable skill to be mastered by the vast majority of foreign language learners. This work aims at rising and investigation a problem namely; learners poor abilities in using speaking English as foreign language. It also shed light on the crucial role that classroom interaction can play in enhancing learners' speaking where learners can benefit to enhance their skills as much as they can. The aim of the present research is to explain how important classroom interaction in EFL classes is, in the development of the speaking abilities. The main aim is to contribute to understanding of how and to what extent interaction in the classroom could help the first year LMD students at SALHI Ahmed university center of Naama to activate their speaking skill. In addition, this it confirm that learners can develop their speaking in the classroom through classroom interaction.

Speaking is considered as the major skill to be developed for learning a foreign language. Researchers have noticed that students who interact and speak in the classroom achieve better in oral expression in most cases than those who always

keep silent. Therefore, the problem we are confronted within this research is the existing relationship between classroom interaction and developing the speaking skill. The main research question that is raised in this extended essay is:

- How can EFL learners improve their speaking skills in the classroom?
- ✓ First year EFL_students can improve their speaking skills through classroom interaction.

The remaining sub questions are as follows:

- To what extent does classroom interaction enhance students' speaking skill?
- ✓ Classroom interaction can be a motivating and an encouraging factor for students in speaking English.
- Can classroom interaction help EFL learners to activate their speaking skill?
- ✓ If EFL learners interact well in classroom, then they may improve their speaking skill.

The present research is divided into two main chapters. Chapter one is devoted to literature review which highlights the main points and the key concepts of this work, and second chapter discusses the methodology of the study and results of the survey analysis and the interpretations. The conclusion serves as a summary of the major issues involved and discusses the implications of the study.

Chapter One

Literature Review

Chapter One

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1.1 Introduction

In this chapter, the researcher tryst to explain the main points concerning speaking skill and classroom interaction through literature review. This chapter is divided into two main parts: The first one contains definitions, types, activities, characteristics and the importance of speaking skills ; whereas, the second one is devoted to classroom interaction, its definition, types, aspects, the importance of classroom interaction and the role of the teacher in improving it.

1.2 Speaking Skill

Teaching English as foreign language (TEFL) requires student development to learn four basic skills: speaking, writing (productive skills) reading, listening (receptive skills). This section revolves around the nature of speaking, as it is said is perceived as the heart of foreign language (FL).

1.2.1 Definitions of Speaking Skill

Speaking is defined differently by different researchers for instance, Lindsay and Knight (2006; 57) say: **"Speaking is a productive skill. It involves putting a message together, communicating the message and interaction with other people. It is a complex task and learners need a lot of practice to develop this skill"** On the light of this quotation, speaking is a kind of productive skill, it consists of producing systematic verbal utterances to convey meaning, in order to create message, and the use of language to communicate and interact to exchange information to learn from others particularly, and very important for them. Moreover, hedge (2000; 261) defines speaking as: **"A skill by which they [people] are judged while their impressions are being formed"** This quotation means that speaking is an important skill that will gives more attention in both first and second language and reflects people's thoughts and ideas. Therefore, speaking is considered as a human capacity where speaker can product a series of utterances to express his/her ideas, and it is way to judge him/her, since it is a tool to interact with others either in first or second language.

1.2.2 The Importance of Speaking Skill

Speaking is very important in learning a second or foreign language. According to Numan (1991; 39): **"The most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is measure items of the ability to carry out a conversation in the language"** Speaking is an essential skill that has to be mastered by every language learners. Language is a tool for communication, we communicate with others, to express our ideas and to know other's ideas as well. In sum, learners EFL classroom anticipate to do the speaking skill more than to do the other skills because speaking is language in use. In addition, speaking is used in variety of situation; learners can express their personal feelings, opinions and ideas in conferences discussions, meetings, job and travel. Consequently, Today, many FL speakers improve their ability to talk as much as to communicate effectively and they give the speaking skill priority in their learning, because if they perfects this skill well then they will be considered as if they have perfect all of other skills. Ur (2000; 12) declares that:

> **"Of all the four skill (writing, reading, listening and speaking) speaking seems intuitively the most important: people who know language are referred to as "speakers" of the language, as if speaking included all other kind of knowing; and may if not most foreign language learners are primarily interested to speak"**

1.2.3 Types of Speaking Skill

There is no single type of speaking. Speaking differs according to the speaker's intentions and needs. Brown (2004; 141,142) stated five types of speaking according to the speakers intentions: imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

1.2.3.1 Imitative Speaking

Imitative speaking is the type of speaking in which one only repeats what he or she has just heard. They pronounce the word in the same way they heard them. These

actually help learners and improve their speaking skill, and it is important in learning process (Brown, 2004, 141)

1.2.3.2 Intensive Speaking

Another type of speaking is intensive speaking; it is defined as the production of short stretches of a discourse. Learners are subject to intensive practice of the language focusing on specific phonological or grammatical points, so that he or she needs to be to some extent competent in making grammatical, phrasal, lexical, or phonological relationships such as stress, rhythm, and intonation. This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion, and so on (Brown, 2004, 141).

1.2.3.3 Responsive Speaking

In responsive speaking, Its contains short conversations in a brief interaction, standard greetings and small talks, and simple requests and comments, in order to preserve authenticity with only one or two following up questions or retorts as Brown (2004; 142) shown in the following short conversation:

A. Marry: Excuse me, do you have the time?

B. Doug: yeah. Nine-fifteen.

1.2.3.4 Interactive Speaking

In interactive speaking, it is different from the previous kind in terms of length and interaction because it involves two styles of languages: transactional and interpersonal language .The first one is attempts to exchange precise information while the second it aims at maintaining and hugging social relationships. These forth type of speaking consists of interviews, role plays and discussions activities. This feature makes interactive speaking distinctive from responsive speaking (Brown, 2004, 142).

1.2.3.5 Extensive Speaking

The finale type of speaking that was stated by (Brown, 2004, 142) is the extensive; it includes speeches, oral presentations, and storytelling tasks. Students in

the intermediate or the advanced level are required to give oral reports, summaries or short speeches. These monologues can be planned or improvised.

1.2.4 Characteristics of Speaking Skill

Accuracy and fluency are two key components of second language acquisition. Researchers define fluency as the capacity to speak with others much more than the ability to read and write. They consider that speaking is most important skill in EFL classes. Fluency and accuracy dichotomy is one of the notions which usually come to mind first when speaking of teaching speaking skills. These criteria are also based upon in the assessment of the oral skills. Although Richards and Rodgers (2001; 157) mention that **"fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context"** This quotation means that that students must be taught fluency and accuracy during classroom activities, it can help them to learn how speak well.

1.2.4.1 Accuracy

In foreign language teaching Trosberg (1994; 456) stated**, "Accuracy is the ability to produce grammatically correct sentences and expressions".** However, Harmer (2001; 104) pointed that **"accuracy involves the correct use of vocabulary, grammar and pronunciation".** Accuracy refers to the extent to which the performance, Therefore, researcher can say about a person an accurate speaker when he/she does not make any mistakes in grammar, vocabulary, and pronunciation, which are considered by S.Thornbury (2000; 3) as three criteria that most teachers have reliance on concerning the assessment of "learner's command of the linguistic systems" thus, to be accurate in oral production, to be comprehend and to gain interest of their interlocutors. Students must be pay attention to correctness and completeness of the language form; they must be knowledgeable and master the used of:

- **Vocabulary**

The vocabulary system is taken as an essential matter at the moment of teaching a second language in a classroom. Learners must be study the words and

know their meanings, their use. Mastering vocabulary helps learners to be able to select and use the appropriate words, utterances and expressions with the context when speaking. Wilkins (1972; 111-112) says that "… while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Vocabulary plays a key role in English language learning because one cannot express one's thoughts or communicate without using words.

- **Grammatical Structures**

Is the system of language, according to Merriam Webster dictionary (1986) the word grammar refers to a study of the classes of words, their inflections, and their functions and relations in the sentence. This means that learners should know how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses…etc. Hence, grammar is very important for communication and understanding, it helps learners to convey messages and express their emotions, feelings and ideas effectively and appropriately. Littlewood (1981; 6) states that **"grammar is an essential resource in using language communicatively".**

- **Correct Pronunciation**

The areas of pronunciation which students need to concentrate on during an accurate production stage, they are word, phrase and sentence stress and intonation to identify the different patterns of rising and falling tones. **"Production of sounds, stress patters, rhythmic structures and intonation of the language"** Florez (1999; 2).

1.2.4.2 Fluency

Fluency is another important aspect of speaking. Speaking fluency is an important dimension of communicative language teaching, but there are some constraints and misunderstandings of communicative language teaching that could neglect the implementation of it in the EFL class. According to Hughes (2002; 14) defines fluency as **"The ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will breakdown because listeners will lose their interest"**

Hedge (2000; 54) adds that **"The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showness, or undue hesitation"** It is the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication. It is also the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication, that is to say, speaking fluently is the faculty of using the language spontaneously and confidently while communicating one's thought, ideas or opinions in several contexts. Many teachers think that accuracy and fluency are opposites. J. Hunter (2011; 1) claimed that teachers find a difficulty in finding the suitable way for developing students' accuracy and fluency because each one of them come at the expense of the other. Hence, researchers contend that they are not opposites, but they are complementary, and are both needed to be learned by students.

1.2.5 Speaking Skill Activities

One of the major objectives of the speaking skill development is to teach learners how to think and present thoughts, as well as their ideas to others. Speaking skill should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001) suggests the following activities that will be discussed in detail:

a. Role Play

Role play is very good technique to be used in the classroom by many teachers in EFL. It one of the most known and used activities in oral expression course. Role plays can encourage students to practice their speaking skill and develop their communication skills.

According to Livingstone (1983; 3) role play is **"a classroom activity which gives the students the opportunity to practice the language, the aspects of role behaviour and the actual roles he may need outside the classroom."**

Moreover, role play makes students aware that they can use a language to say what they want and encourages them to speak adapting given information. It is a good

technique for providing interaction in the class. So, role play can encourage student to speak adapting given information and develop their communication skills.

b. Information Gap Activity

Information gap activity is a type of speaking task that is used where two speakers have different parts of information that make a whole image when relating them one part to another.

Harmer (2001; 85) described information gap activity as **"A key to the enhancement of the communicative purpose and the desire to communicate."**

Information gap activity also defined as; **"A situation where information is known by only one or some of those present, students use the language they have at their command to bridge the information gap, by asking question, giving information…etc."** Gower (1995; 211).

In information gap, the learners are given different information that all other students may not have. This gap cannot be completed only if the learners use the language. The teacher uses this kind of activities aiming at sharing information between students during oral expression in classroom, and enhancing the communication abilities.

c. Discussions

Discussion is the most commonly used activity in the oral skill class; it is one of the most important activities in language learning. In this sense, Littlewood (1981;47) states that: **"It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language"** This means that "discussion" is very effective, in the sense that it helps learners focus more on what they say rather than how to say it. Students will feel free to say any idea that comes to him/her mind, to exchange information, opinions, arguments and points of views.

d. Prepared Talk

Prepared talk is very important activity for both the speaker and the listener in classrooms to enhance EFL students' speaking skill. Students make a presentation on a topic of their own choice and then present it in front of the whole class. In

condition they should not learn it by heart, but speak freely from notes (Harmer, 2001, p. 272)

e. Group Work

In group work, the class is usually divided into groups of four or five students, and given a topic or a situation to work on together, and the opportunity for oral exchange. Group work is just another way of talking about teamwork, in this context; working in groups is often presented as a good way of dividing work and increasing productivity. It can also be argued that it allows for the utilization of the different skills, knowledge and experiences that students have. Moreover, through group work, learners can find solutions of problems easily and then they will help students to interact freely. Richards & Lockhart (1994; 152) stated that: **"It is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed".**

1.3 Classroom Interaction

Classroom interaction becomes an important strategy in the acquisition of second language, because it needs the participation of two or more students who collaborate in interaction. And it indicates how the teacher and students interact and how students interact with each other to develop their language skill. Since, it increases their self confidence and their motivation, giving them feedback, it is considered as a key to solve learner's problems.

1.3.1 Definition of Classroom Interaction

The term classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, according to Oxford learner's dictionary (2008), the word classroom refers to a place where students learn and teachers teach students. And interaction is derives from the verb to **interact** which means to **communicate**. As it is cited in Dagarin's article (2004; 28) that according to Rivers (1987; 57) who define interaction by return to its origin, and it is a word which has a Latin origin **inter** means **among** and **agere** means **to do**. That means student interact with each other in classroom. It is necessary and useful as an

educational strategy to enhance learning. According to Tsui (1995; 10) defines classroom thus: **"The classroom can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher. The teacher has certain perceptions about his or her role in the classroom"**. In this quote, in the classroom, communication and development between the teacher and students goes on constantly as initiatory or responsive acts, this communication is called "interaction".

In addition, the word interaction was defined by Ellis (1999; 1) as **"The social behaviour that occurs when one person is communicating with another"** From that quotation, the meaning of interaction is important, and it is an essential part in the learning and the teaching method. It means also, encouraging students to speak freely, exchange information and expressing interests...etc. Brown (2001, 165), who established a relationship between interaction and communication as follow: **"Interaction is, in fact, the heart of communication: it is what communication all about"** It means the term communication is based on interaction.

1.3.2 The Importance of Classroom Interaction

Interaction between teacher and students and students and students is needed in the classroom activities taking communicative approach. The concept of interaction has a significant importance in the classroom too; it is an essential part in learning and teaching processes. Hall & Verplaetse (2000) stated that **"Classroom interaction is a practice that enhances the development of the two important skills which are speaking and listening and it helps the learners to be competent enough to think critically and their views among their peers"** Another view about classroom interaction is related to Allwright (1984; 156) who says **"Every thing that happens in the classroom happens through a process of five person to person interaction".** Classroom interaction can help learners to identify their own learning methods, and develop higher order of thinking in terms of interpreting, analyzing and manipulating information. The development of classroom interaction can be under the use of activities which enhance both learners' accuracy and fluency which is organized by teacher and learners. Hence it is to encourage learners' ability to use

the language for different communicative purposes. Classroom interaction is an important fact of classroom pedagogy.

1.3.3 Types of Classroom Interaction

In communicative approach of language teaching, classroom interaction is regarded as an important factor in second language learning since it occurs either between the teacher and the students or between the students themselves, individually or collectively according to the communicative situation.

1.3.3.1 Teacher-Learner Interaction

According to Harmer (1998; 3-4) **"The way in which the teacher interacts with his students is considered as an important skill used by the teacher in the learning and teaching processes".** Lynch (1996; 109) says, **"Even when teachers do decide to encourage real communication between students, it can be hard for us to move away from our traditional roles of controller and organizer"** These quotes mean that language is a skill that is divided between the teacher and the students, that is to say a teacher takes a part in such interaction, and he pushing the students to offer ideas, topics, giving suggestions between each other and interact with him. On the other hand, the students will profit by drawing on the experience of their teachers on how well to interact in the manner that is most effective.

In addition, Lynch (1996; 109) states:

> **"Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive"**

In the classroom, the teacher can asks questions to students and the students answer them, or the students occasionally ask questions or ask for explanation and the teacher responds to them, to enrich the communication between teacher and students. So that, the teacher is the one who talks a lot in the classroom.

1.3.3.2 Learner-learner interaction:

Learner-Learner interaction occurs among learners and they are given chance to improve their speaking abilities.

According to Lynch (1996;111) states that **"In learners rarely pick up each other's errors, even in the short term[…] group work is more likely to lead to negotiation of meaning than interaction with the teacher"**. From this quotation, researcher can observe that practice is the most helpful to students when they use small group work rather than with teacher or in whole classroom. So (group work) allows students to receive feedback through correcting each other's mistakes, and benefit from cooperative activities or discussion that requires explanation or clarification of ideas. Naegle (2002; 128) adds also that **"Talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned"** the teacher must promote students to interact with each other. Because it is the best way to makes students active.

1.3.4 The Aspect of Classroom Interaction

Classroom interactions are divided into two main aspects, which are negotiation of meaning and feedback.

1.3.4.1 Negotiation of Meaning

Ellis and Barkhuizen (2005; 166-167) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They add that negotiation of meaning is the central discourse structure. From this quotation, we can say that negotiation of meaning is to transform ideas, rephrasing, restructuring of phrases and repeating information between learners to enable them realize the meaning of the messages they are communicating.

Tsui (2001; 123) affirmed that **"Learners engagement in the negotiating of meaning facilitates SLA, because it provides learners with opportunity to obtain comprehensible input"** the term of "negotiation for meaning" to develop the second

language learning. It help learners to take the correct word, sentence or paragraph and using other simple words to get general comprehension.

1.3.4.2 Feedback

Feedback is an essential part of effective learning. It helps students understand the subject being studied and gives them clear guidance on how to improve their learning. According to Mackey (2007; 30**) "Through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification"** Moreover, Ellis (1994; 583) suggested: **"Feedback serves as general cover term for the information provided by listeners on the reception and comprehension of messages"** Feedback is information given to the learner and/or the teacher about the learners performance relative to learning goals. So, learners should notice the mistakes and recognize it for correction. Therefore, feedback from teachers can be different from the learners', because teachers employ many types of correction strategies. Feedback is a way that can students improve their FL by giving the students opportunities to focus on their comprehension, and it can develop the speaking skill in interaction. According to Harmer (1998; 87) **"The speaking activities require from learners to get feedback".**

1.3.5 The Role of Teacher in Improving Classroom Interaction

Hedge (2000; 26) identifies in her book **"Teaching and Learning in the Language Classroom" The** most important of roles the teachers in the teaching process can play

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

a. **Controller:** In classroom interaction, the teacher is responsible for the operation of teaching and learning processes, and he/she uses a lot of talking. Harmer (2001, 58) asserts that the controller is the teacher who transfers h/her information to the students.

b. **Assessor:** In this role, the students receive feedback and corrections of mistakes various ways. And the teacher grades the students and should let them know their strengths and weaknesses. The evaluator teacher should pay attention also to the learners' reactions and how to deal with them as harmer (2001, pp 59-60) said.

c. **Corrector:** the role of teacher here is known the suitable time to correct students' pronunciations mistakes, and they can help students to solving their problem (Harmer 2001; 58).

d. **Organizer:** Following Harmer (2001, p. 58-59), organizing the class, in every sense, is one of the teachers central roles and it is very important. The teacher is a planner who plans out the best of the modules of interaction that would be effective to invite the learners in classroom interaction. Furthermore, the teacher must give the learners the opportunity to speak to each other and correct each other mistakes too.

e. **Prompter:** This role is more interactive. Is like motivating, the role of the teacher here is to encourage and help the students when they are lost in the activities or forget the words and giving them clues or tips to activate them (Harmer, 2001, p. 60).

f. **Resource**: The teacher is the one who gives sources and guiding his students, and answer their questions, in order to know some information about that activity. In turn, the teacher must be able to offer such needed information. And encourage them to use resource material for themselves in the other hand (Harmer 2001, p. 61).

1.4 Conclusion

In the foreign language learning process, interaction is considered as a key factor that leads to successful communication for EFL learners to increase their speaking skill because EFL learners still have difficulties in mastering speaking skills, they can achieve better through the classroom interaction. They can involve the verbal exchanges between learners and teachers; however, teachers should know that the learners need to do most of the talk to activate their speaking skill, since this requires practice and experience to be developed. Classroom interaction is considered as a key to solve learners issue and it is crucial to enrich the learning process.

Chapter Two

Data analyses and Recommendations

Chapter Two

Data Analysis and Recommendations

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General Conclusion.....46

2.1 Introduction

This chapter is devoted to the practical part is about eliciting students' and teachers' opinion about the impact of classroom interaction on enhancing EFL learners' speaking skill since they are the two main elements for providing us with information about this matter. This chapter is restricted to the analysis and interpretation of the data collected in the present research; researcher have chosen two questionnaires for the teachers and students at the department of English at SALHI Ahmed university center of Naama in order to collect data and examine the hypothesis. Firstly, researcher is going to introduce the population of the study, then, going to analyse and interpret the questionnaires' results. Finally, researcher is going to present our research findings about the effectiveness of classroom interaction on EFL learners speaking skill. Thus, if teachers could apply classroom interaction effectively, the students' ability to speak will be enhanced.

2.2 The Sample of Population

2.2.1 The Students

First year students of English at SALHI Ahmed university center in Naama are the whole participants, researcher will deal with thirty (30) students selected randomly out of the entire population about (115) students who are studying English as a foreign language.

2.2.2 The Teachers

The questionnaire is administrated to five (5) teachers of Oral Expression among the total number which consists of (35) teachers are selected at the Department of English at SALHI Ahmed university centre of Naama .The reason behind choosing this sample is that, the teachers of oral expression are more aware of this module in helping students to speak English more than the other modules.

2.3 The Students' Questionnaire

2.3.1 Description of the Students' Questionnaire

The students' questionnaire is divided into three sections. It contains both open-ended and close-ended questions meant to probe students' opinions about the effect of interaction in the classroom on activating their speaking ability.

- **Section One: Background Information (Q1-Q2)**

  The first section looks for general information about the students by asking few, non threatening, easy to answer questions**.**

- **Section Two: Students' Attitude towards speaking skill (Q3-Q10)**

  The second section, our primary concern was to probe the students' attitude towards their production of the FL.

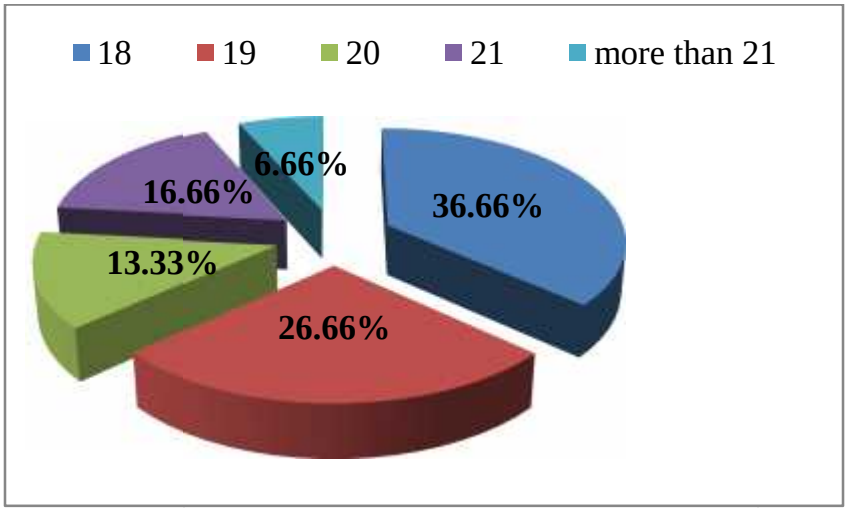
- **Section Three: Students' Attitude towards classroom interaction (Q11-Q18)**

  In this section of the questionnaire, it investigates the students' awareness of the importance and value of interaction in the classroom.

2.3.2 Analysis of the Students' Questionnaire

- **Section One: Background Information**

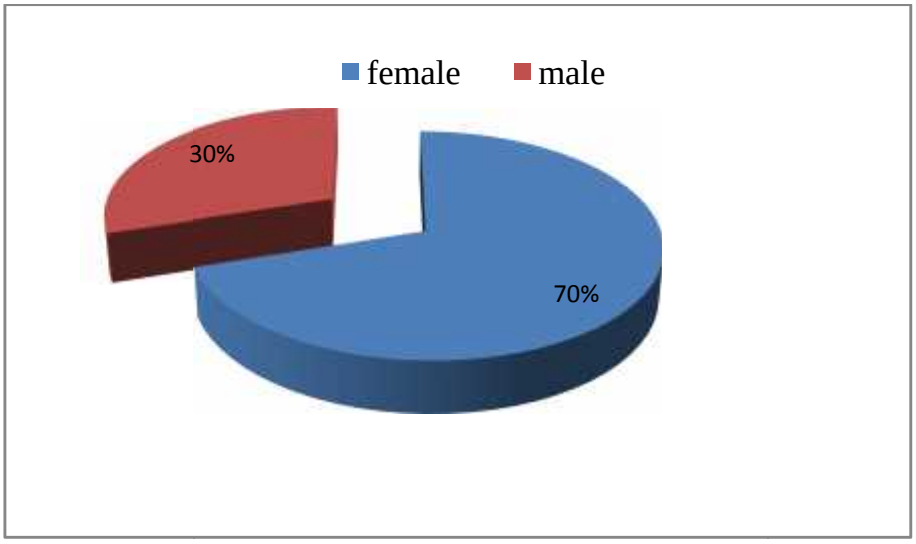
01-Age



Pie-chart 2.1: Learners' age

Since they are beginner students, the higher percentages is divided between students whose age is18 year old (36.66%) and whose is 19 years old (26.66%).The least percentages are devoted to the students whose age is more than 21 (6.66%), to whose are 21 (16.66%) and to the students whose age is 20 (13.33%).

02- Specify your gender

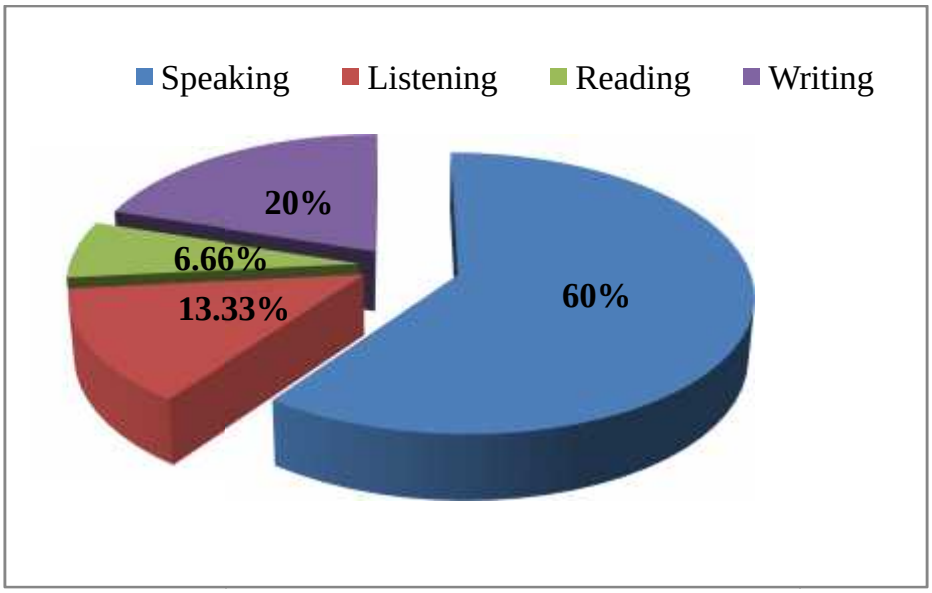


Pie-chart 2.2: Students' Gender

As shown in the pie chart above, we can notice that the number of females are more than the number of males; where females are (21) making up (70%) of the whole sample of (30) students, while (9) males making up (30%) of the whole sample, these result comes from the conception that the number of females are more than males.

- **Section Two: Students' Attitude towards Speaking Skill**

Question 03: What is the most important skill that you need to develop most?



Pie-chart 2.3: The Mastery of the Most Desired Language Skill

It is clear from the pie chart that most of the respondents preferred to master the speaking skill most. While, (20%) of the subjects wished to develop the writing skill. Other participants (13.33%) liked to develop their listening skill. The remaining percentage (6.66%) represents those who preferred to master the reading skill rather than the other skills. The students' justifications for their choices are summarized as follows:

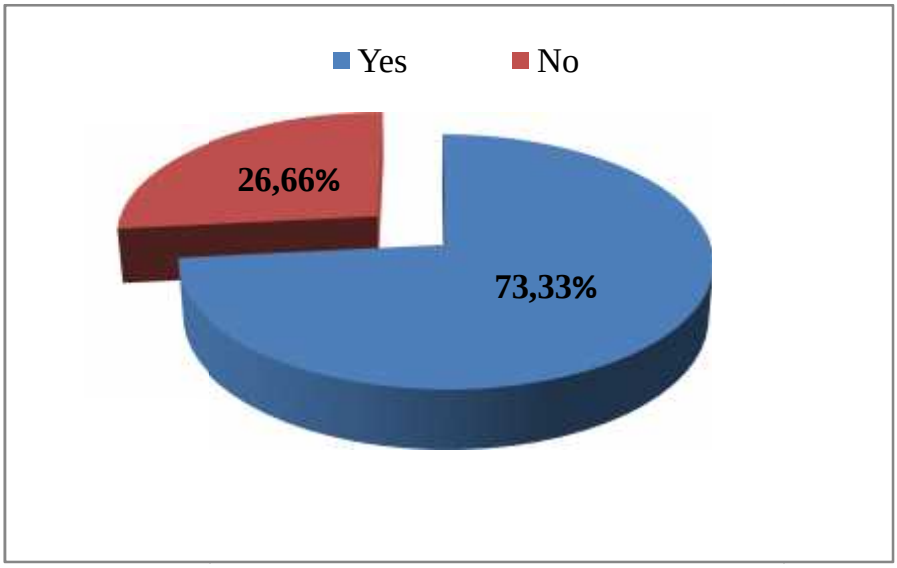
• Students who chose speaking skill believe that speaking the language means knowing that language.

• Students who chose writing skill want to improve their written productions.

• Students who chose listening skill, assume that in order to learn a language they have to understand it first.

• Students who chose reading skill think that in order to understand the FL they have to possess a sufficient vocabulary which can be acquired through reading.

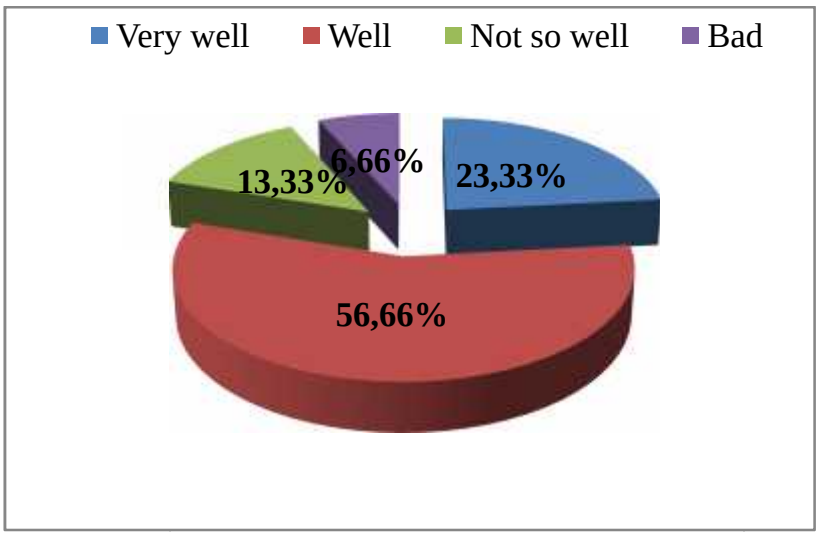
Question 04: Do you think that speaking English is a difficult task?



Pie-chart 2.4: Students' Attitude towards Speaking Difficulty

As is shown by the pie-chart, (73.33%) of the respondents agreed that speaking English is a difficult task, While, (26.33%) of the participants claimed that it is not a difficult task.

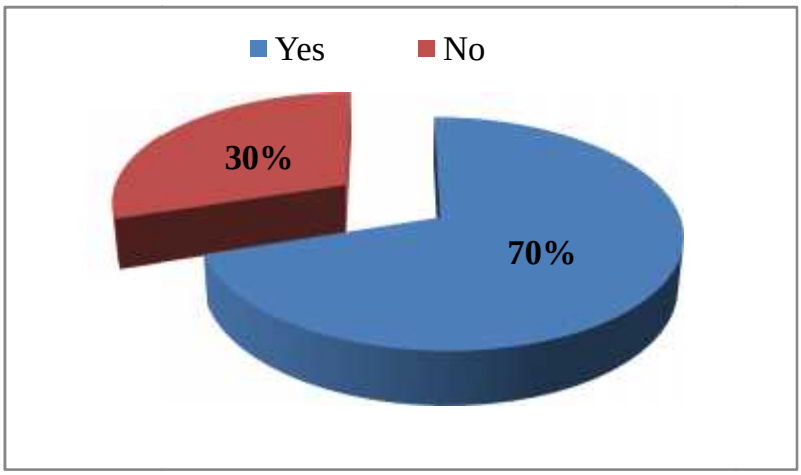
Question 05: How do you judge your speaking ability as a result of classroom interaction?



Pie-chart 2.5: Students' Speaking Ability as a Result of Classroom Interaction

The answer above reveals that while (6.66%) of the students evaluate their speaking ability as being bad as a result of classroom interaction. More than half (56.66%) state that their speaking level is well, (23.33%) students say very well. The remaining (13.33%) of the students evaluate their speaking ability as not so well as a result of classroom interaction.

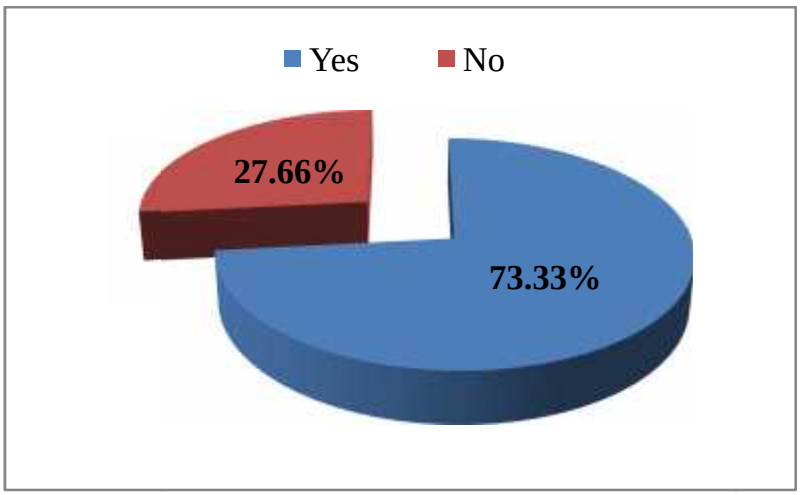
Question 06: Do you use English language outside the classroom?



Pie-chart 2.6: Using English language outside the classroom

This question reveals that (70%) of students use English outside the classroom for different purposes, mainly with their classmates. However, the others (30%) of them answer negatively as far as using English outside the classroom.

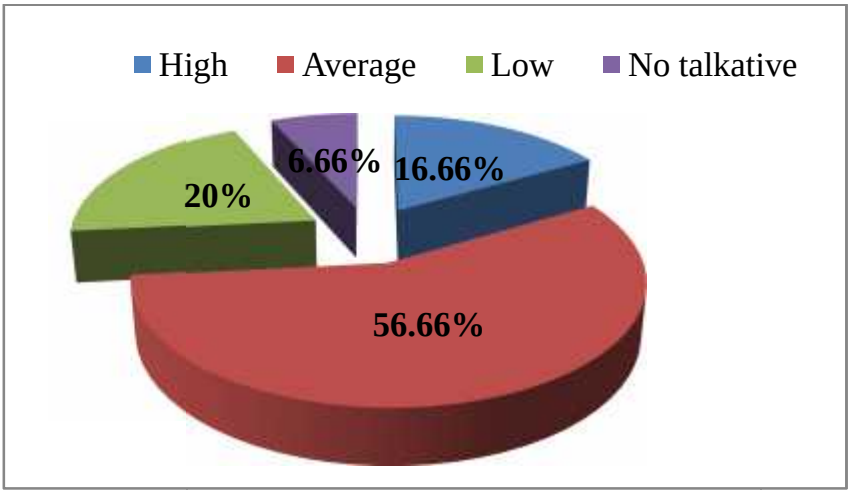
Question 07: Do you speak English in your class all the time?



Pie-chart 2.7 : Speaking English in class all the time

More than half of students (73.33%) speak English in the class all times. However, the others (26.66%) do not use English.

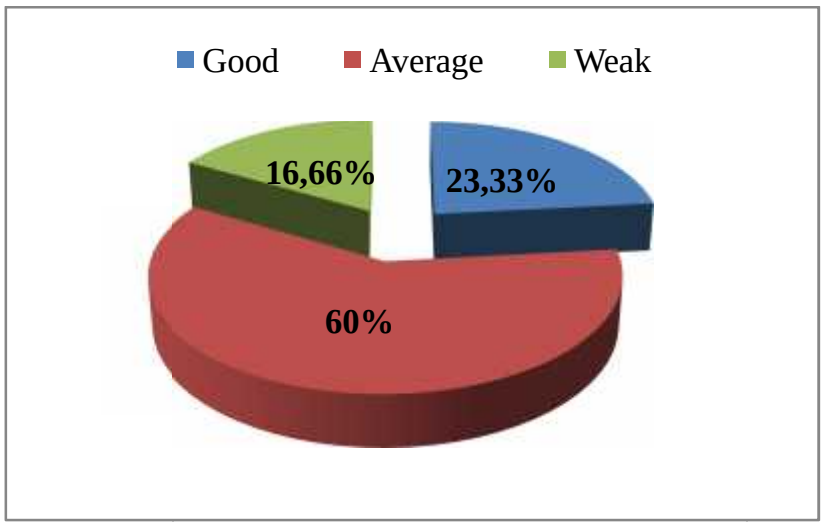
Question 08: How do you evaluate your participation in class?



Pie-chart 2.8: The participation in classroom

The results showed that (16.66%) of students consider their participation in class as very high. More than half sixty (56.66%) state that their participation in class is average, (20%) evaluate their participation as being low. While the remaining (6.66%) of students do not speak at all.

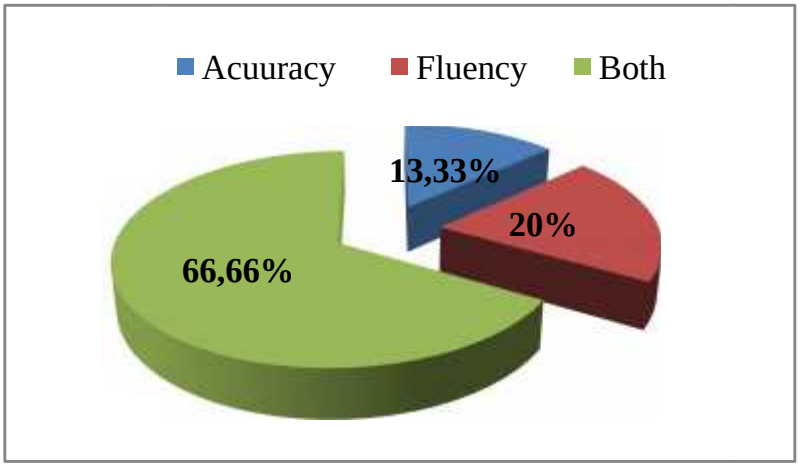
Question 09: How do you evaluate your level in speaking?



Pie-chart 2.9: The level of speaking skill

The pie chart (09) reveals that (18) of the participants, which represent (60%) of the whole sample, affirmed that they evaluate their speaking is average; while, (23.33%) of the respondents stated that they speak good. Only (05) students which make up (16.66%) of the whole sample are weak speaking.

Question 10: While participant the speaking skill in English, do you focus more on?

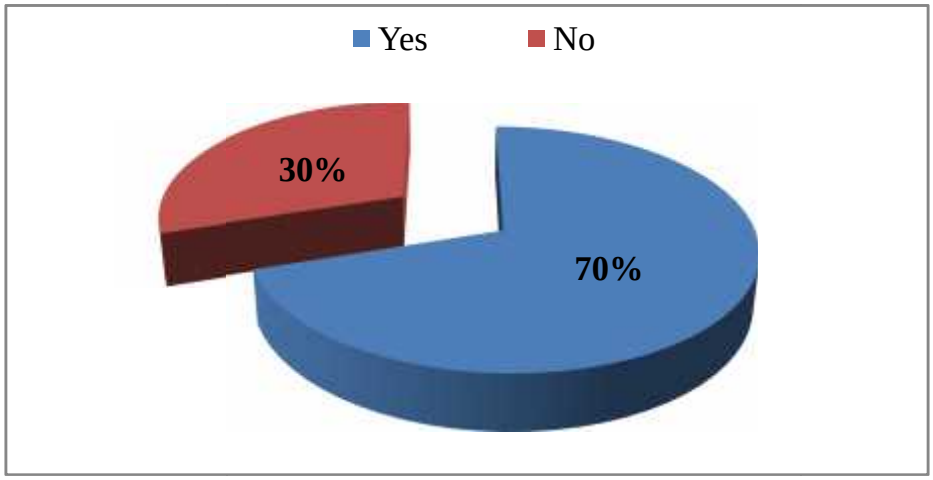


Pie-chart 2.10: Learners' focus in practicing English speaking

Students' answers to the tenth question show that (66.66%) among the whole students focus on both accuracy and fluency, (20%) among them focus on fluency while other students representing (20%) stress on accuracy when they practice English speaking.

- **Section Three: Students' Attitude towards Classroom Interaction**

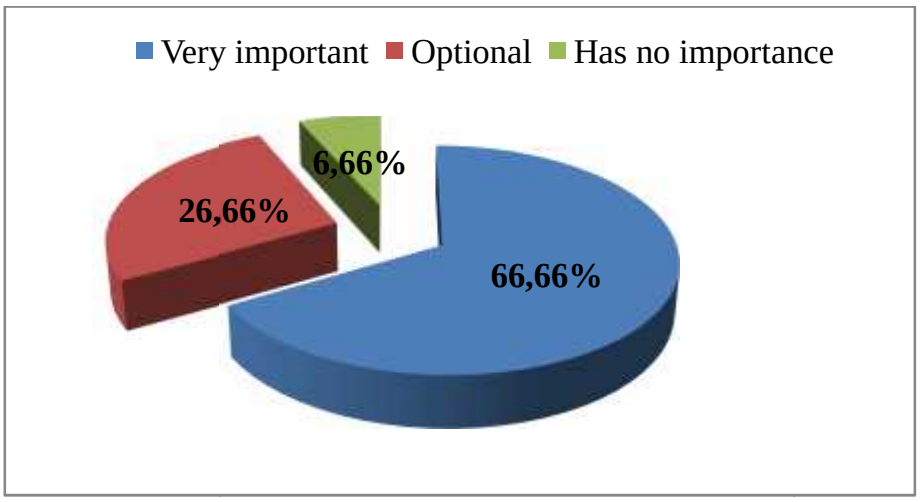
Question 11: Do you interact in the classroom?



Pie-chart 2.11: Students Interaction in the Classroom

The pie chart (11) reveals that (21) of the participants, which represent (70%) of the whole sample, affirmed that they interact in the class; however, (30%) of the respondents stated that they do not.

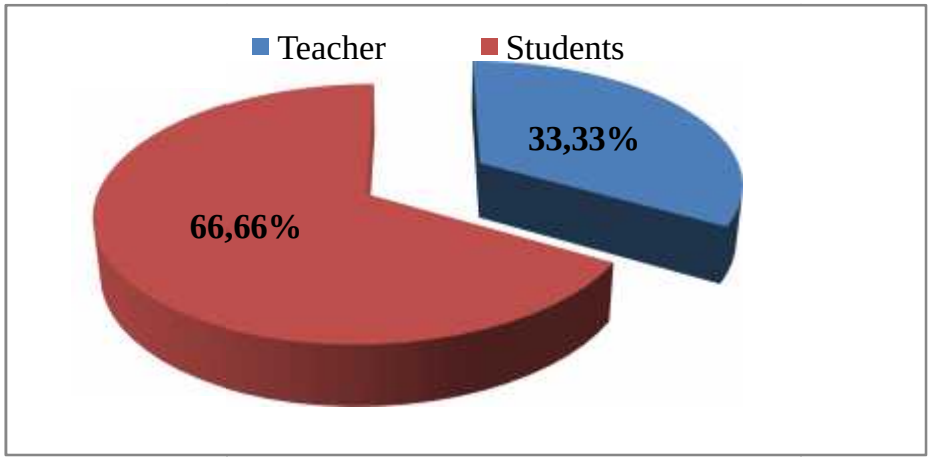
Question 12: Do you think that classroom interaction is?



Pie-chart 2.12: The Importance of Classroom Interaction

It can be seen from the pie chart that (66.66%) of the subjects assume that classroom interaction is important, while (26.66%) of the participants think that it is optional. Only (02) students which make up (6.66%) of the whole sample, supposes that it is not important at all.

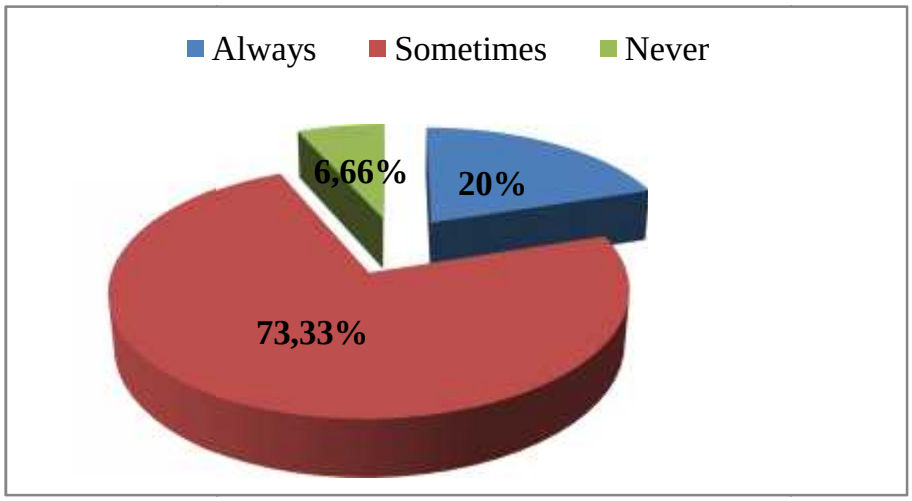
Question 13: Who does most of the talk in the classroom in Oral Expression?



Pie-chart 2.13: Students and the Teachers' Amount of Talking

It is clear from the pie chart (13) that (66.66%) of the subjects claimed that it is the student who does most of the talk in the classroom, while (33.33%) of the participants stated that the teacher is the one who talks most in oral expression.

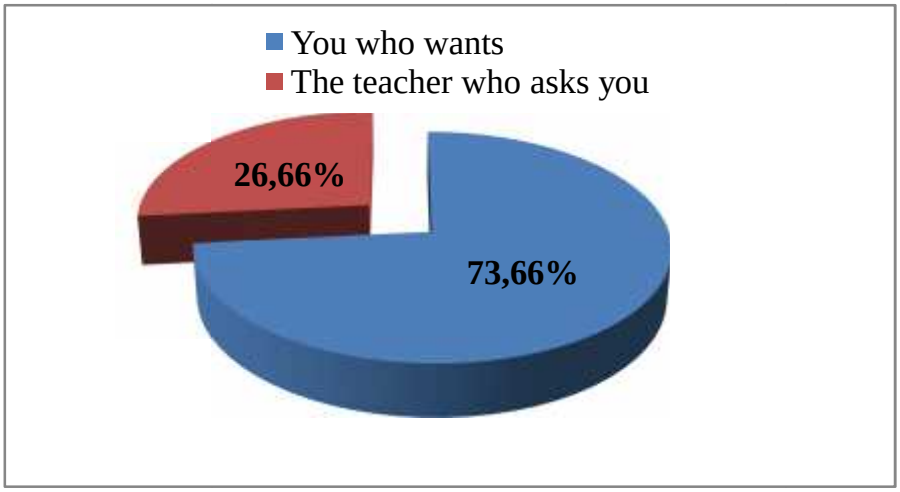
Question 14: How often you interact with your classmates inside the classroom?



Pie-chart 2.14: Frequency of Learner-Learner Interaction

The pie-chart above shows that (22) students say that they sometimes interact with other learners in the classroom, other (6) students state that they always do that. However, those who say never are (2) students.

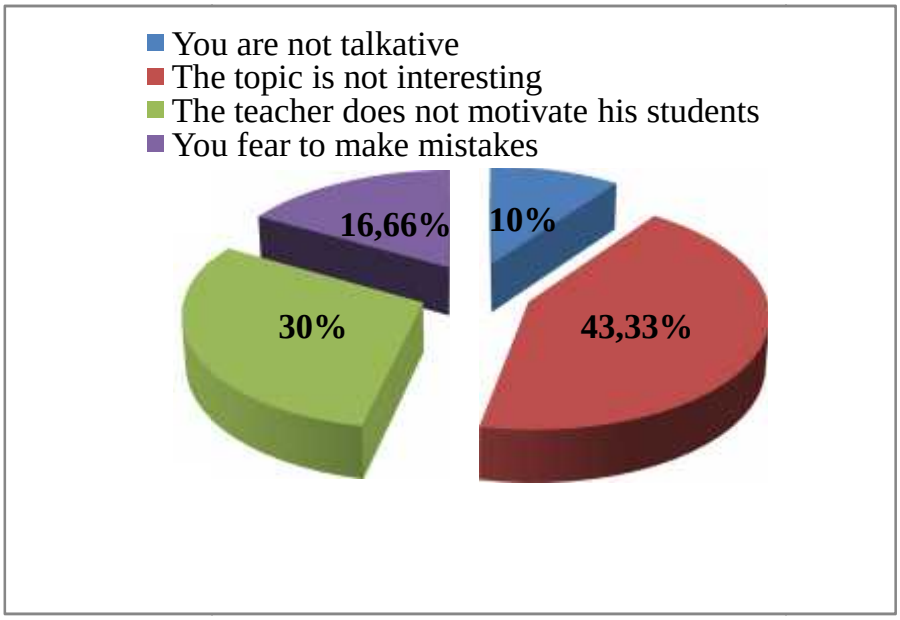
Question 15: When you interact in the classroom, it is



Pie-chart 2.15: The Students' Contribution in Interaction

As shown in the pie chart above, (73.33%) of the respondents want to interact by themselves, while (26.66%) of them are pushed by the teacher to do so.

Question 16: If you do not interact, it is because:

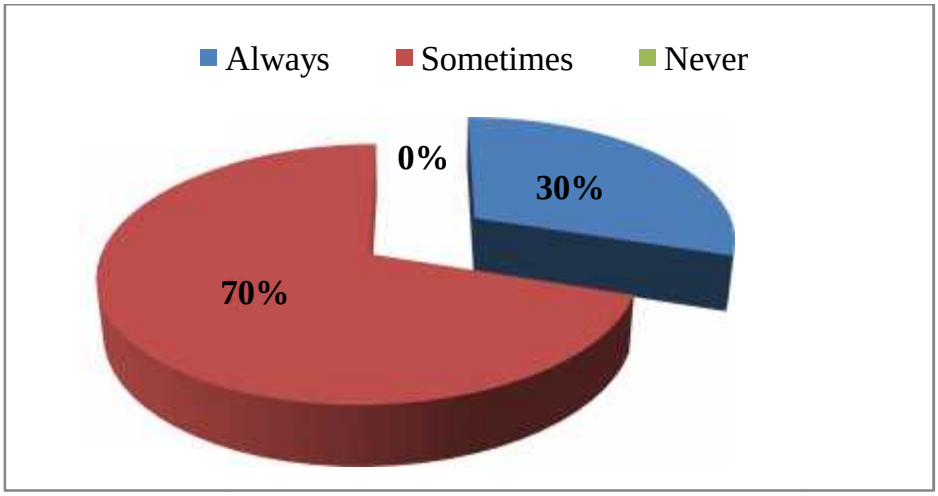


Pie-chart2.16 : Students' Reasons Behind not interacting

One can notice from the results shown that (43.33%) of the students do not interact because the topic is not interesting. Others (30%) state also that the teacher does not motivate his students, however, (16.66%) of the students fear to make

mistakes. The remaining percentage (10%) of the students says that they are not talkative in the classroom that is why they do not participate.

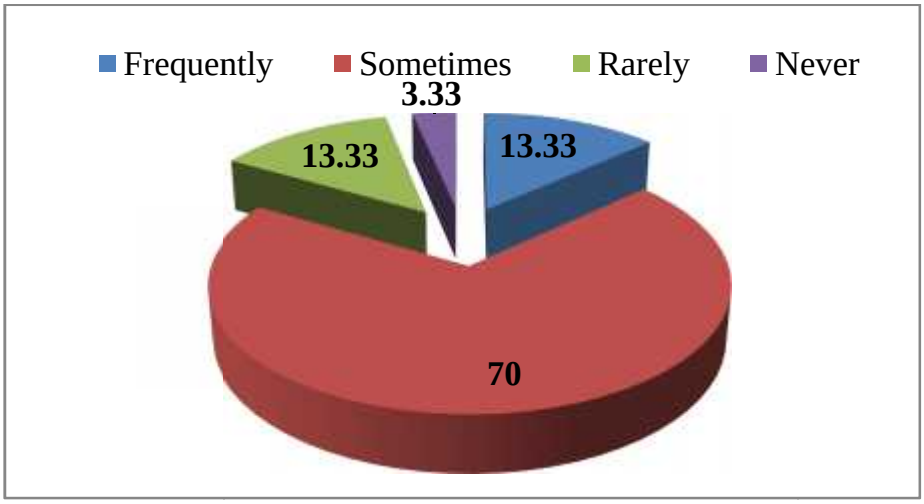
Question 17: Does your teacher give you the opportunity to speak and interact in the classroom?



Pie-chart 2.17: Opportunities to Speak in the Classroom

This pie-chart show that (70%) of the subjects agreed that sometimes their teachers give them opportunities to speak and interact in the classroom. This result illustrates that students have only few opportunities to practice speaking, while (30%) of the participants stated that their teachers always give them opportunities to speak. None of the participants selected option (c) and this is a healthy sign.

Question 18: How often do you interact with your classmate inside the classroom?



Pie-chart 2.18: Students' Frequency of Interaction

It can be seen from the table (18) that (21) students declared that they sometimes interact with their classmates in the classroom; perhaps because of the overcrowded classes. Other students (8) stated that they frequently do that, while (04) students claimed that they rarely interact inside the classroom. Only (01) students said that they never do.

2.4 The Teachers' Questionnaire

2.4.1 Description of the Teachers' Questionnaire

The teachers' questionnaire includes two type of questions; close-ended questions where teachers choose 'yes' or 'no' answers, and others that require choosing the appropriate answer from a list of options. The second type is open-ended questions where teachers are asked to freely express or explain their points of view. The questionnaire is divided into three sections.

- **Section one: Background Information (Q1-Q2)**

  The first section investigates personal information about the teachers; thus, they were asked to specify their degree and the years of their teaching experience.

- **Section Two: Teaching Students Speaking Skill (Q3-Q8)**

  The second section is to elicit information from teachers concerning their students' production as well as the difficulties learners encounter when using the F.L.

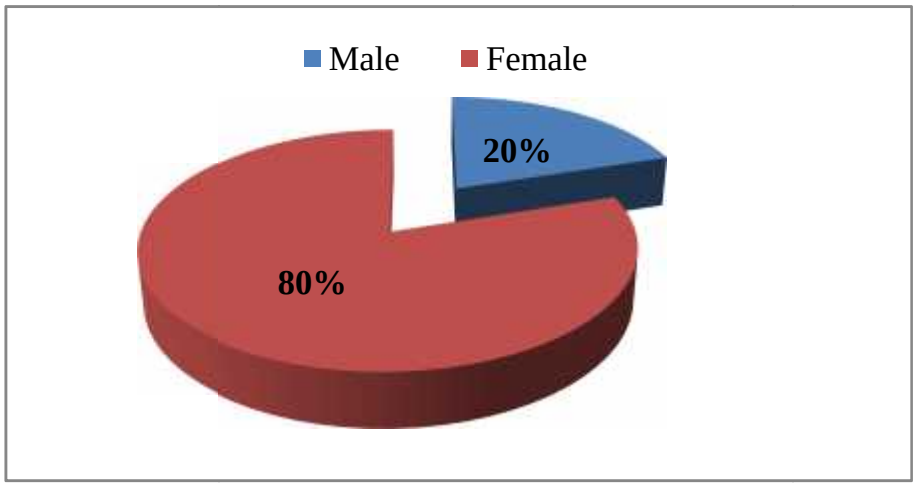
- **Section Three: Classroom Interaction (Q9-Q15)**

  The main aims are to investigate teachers' attitude towards classroom interaction and their awareness about its importance.

2.4.2 Analysis of The Teachers' Questionnaire

- **Section One: Background Information**

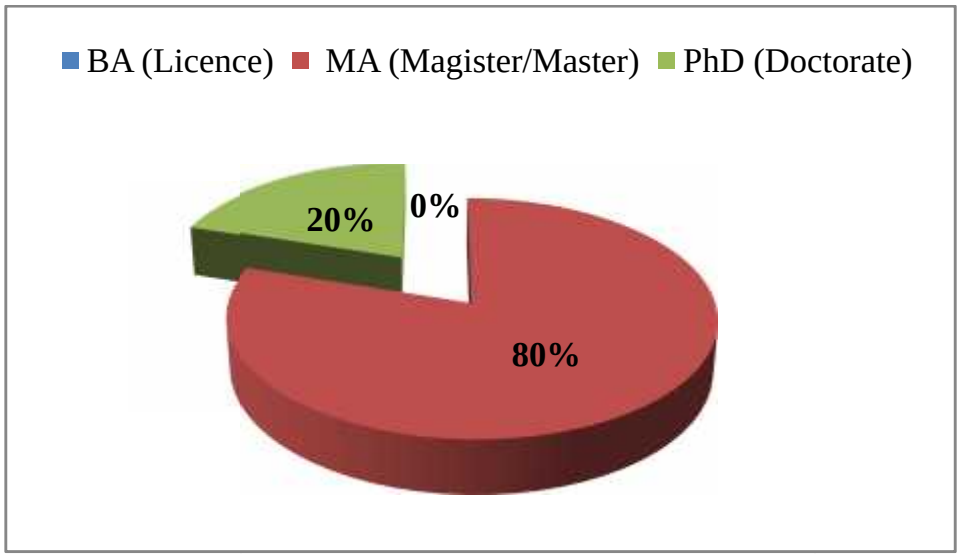
1-Specify your gender:



Pie-chart 2.1: Teachers' Gender

The pie chart above illustrated that (4) out of the chosen sample are females whereas, the rest of the sample (01) are males.

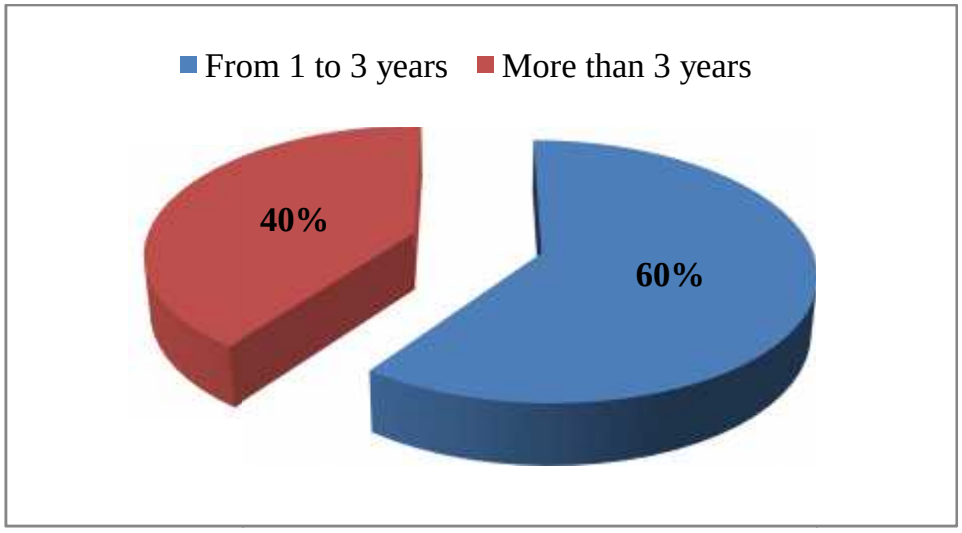
2- Degree(s) held:



Pie-chart 2.2: Teachers' Degree

The pie chart (02) shows that (04) of the teachers which represents (80%) of the selected sample have a magister/master degree, while (01) teachers, making up (20%) have a doctorate degree. None of the participants have licence degree.

Question 03: How long have you been teaching oral expression?

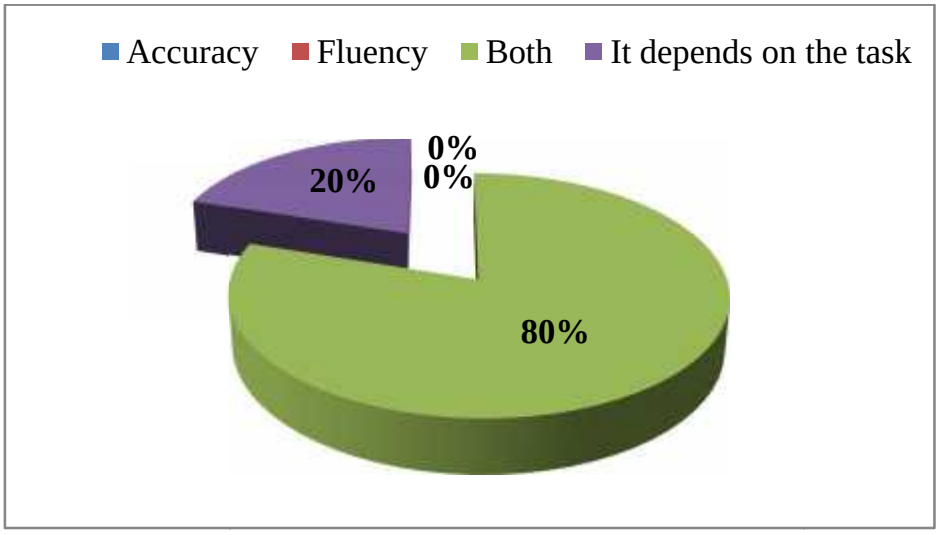


Pie-chart 2.3: Teachers' Experience in Teaching Oral Expression

These results denote that the majority of teachers have more than one year teaching experience, this illustrates that their experience allow them to know how to promote the students' level through using the appropriate methods and strategies.

- **Section Two: Teaching Speaking Skill**

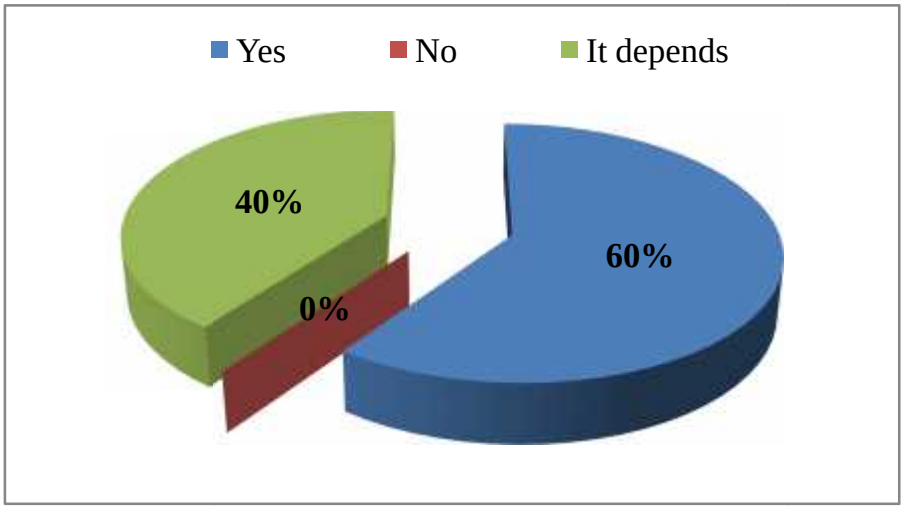
Question 04: What is the element that you focus more in evaluation learner's speaking?



Pie-chart 2.4: The element used in evaluating learners speaking.

As it is show in the pie chart above, four of the teachers who represent (80%) focuse more on both accuracy and fluency in evaluating learners speaking. While one of them who present (20%) relate their evaluation with the task.

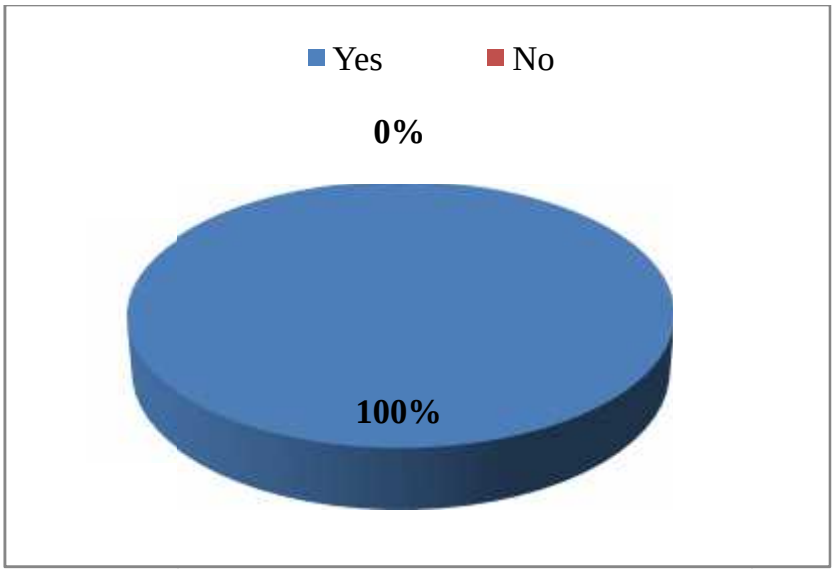
Question 05: Is important to correct students' speaking?



Pie-chart 2.5: The importance to correct students' speaking

Concerning this question, 60% of the teacher answer with « yes » while 40% from the total answer that it depends. All the teachers who answer with « yes » confirm that it is very important to correct students when they produce mistakes especially in pronunciation to enable them master the language. While the others state that it depends on the mistakes, the situation and the task. Sometimes the learners should get an opportunity to correct themselves otherwise the teacher have to correct his learners.

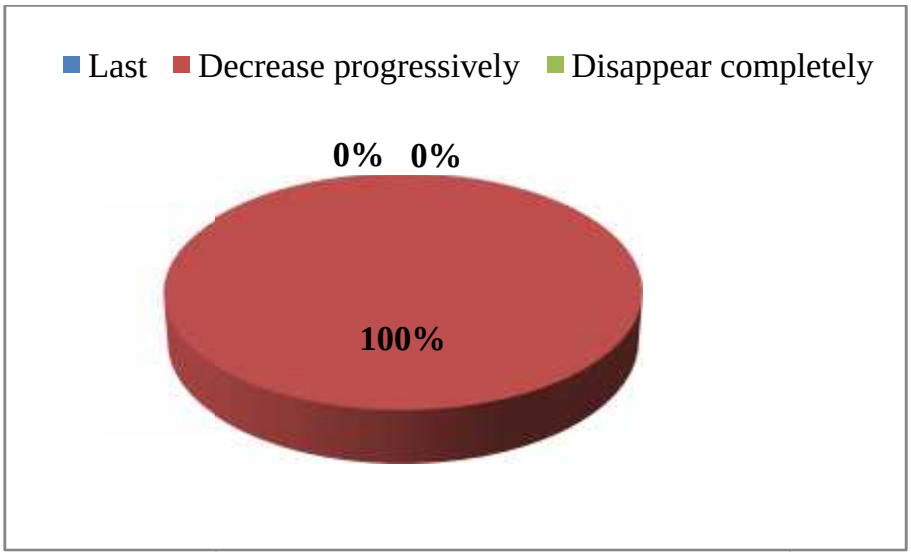
Question 06: Does the speaking skill develop as a result of classroom interaction?



Pie-chart 2.6: Speaking Development as a Result of Classroom Interaction

The pie chart (06) shows that all the teachers (100%) agreed that speaking skill develops as a result of classroom interaction. From this result, we figure out that all the teachers assume that classroom interaction is a meaningful strategy either for teachers to facilitate the learning process or for students to reduce their speaking problems and difficulties progressively.

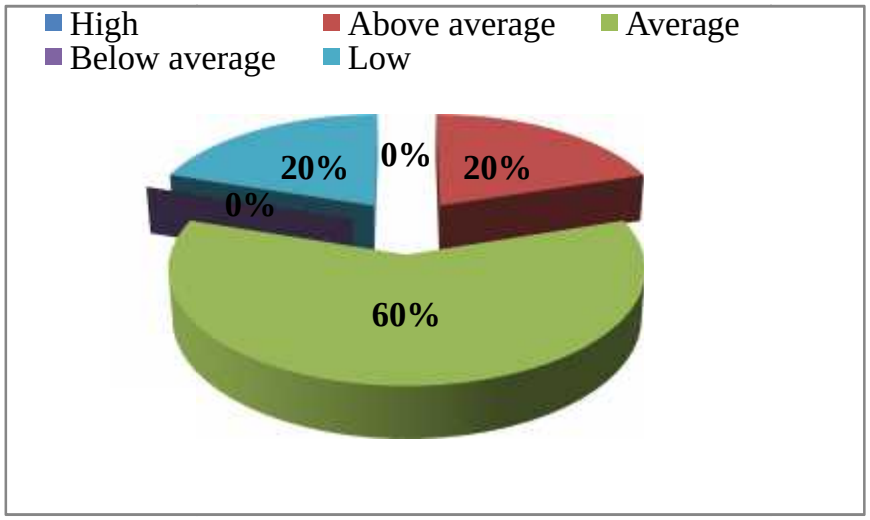
Question 07: In classroom interaction, do speaking mistakes and problems?



Pie-chart 2.7: Interaction's Impact on the Students' Speaking Problem

All the teachers under investigation (100%) agreed that speaking mistakes and problems can be decreased progressively as a result of classroom interaction. This reveals that interacting in the classroom leads to self automaticity.

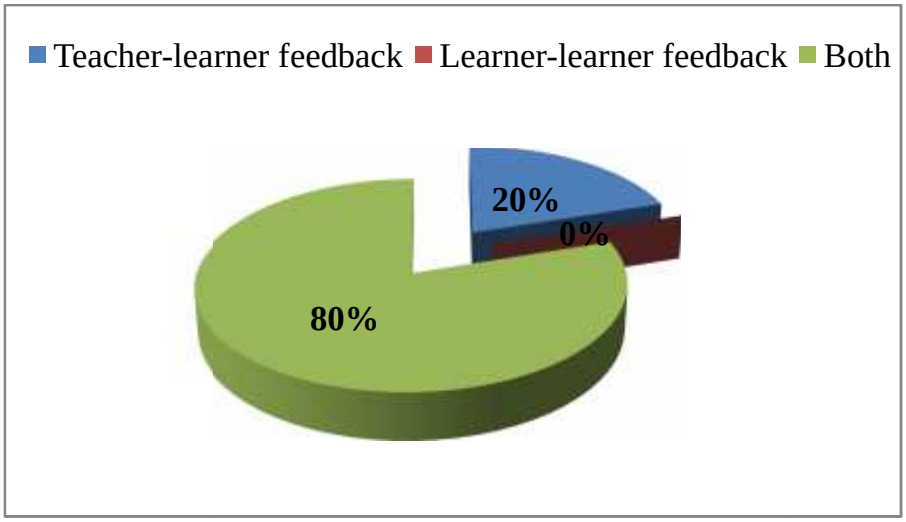
Question 08: Which of the following describes your student's level of speaking ability as a result of classroom interaction?



Pie-chart 2.8: Teachers' Evaluation of Students' level of Speaking Ability

It is clear from the pie chart (06) that (60%) of the teachers agreed that their students' level of speaking ability as a result of classroom interaction is average. While the same percentage (20%) shared by teachers who claimed that students have a low and above average level of speaking ability. No one of the teachers opted for 'high' and 'below average.

Question 09: which type of these feedbacks is more useful in enhancing learnes' speaking?

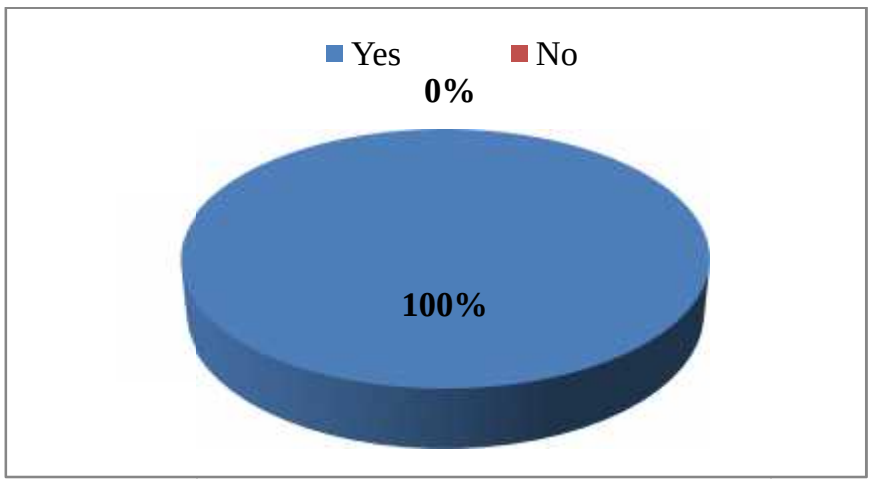


Pie-chart 2.9: The types of feedback used in enhancing learners' speaking.

Obviously, four teachers representing 80% choose both of teacher-learner feedback and learner-learner feedback to enhance learners' speaking in the classroom. While one teacher representing 20% choose teacher-learner feedback. . No one of the teachers opted for learner-learner feedback.

- **Section Three: Classroom Interaction**

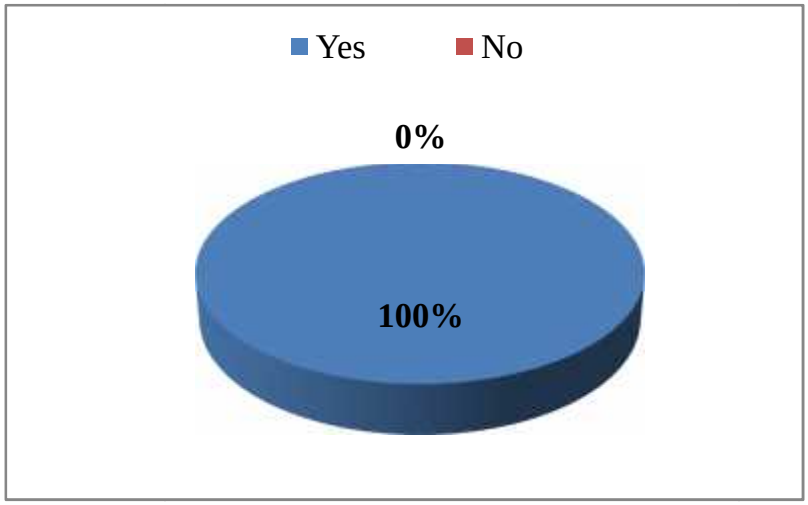
Question 10: Is classroom interaction crucial in the learning process?



Pie-chart 2.10: The importance of classroom interaction in learning process.

The pie chart (10) shows that all the teachers (100%), agree that the importance of classroom interaction in learning process.

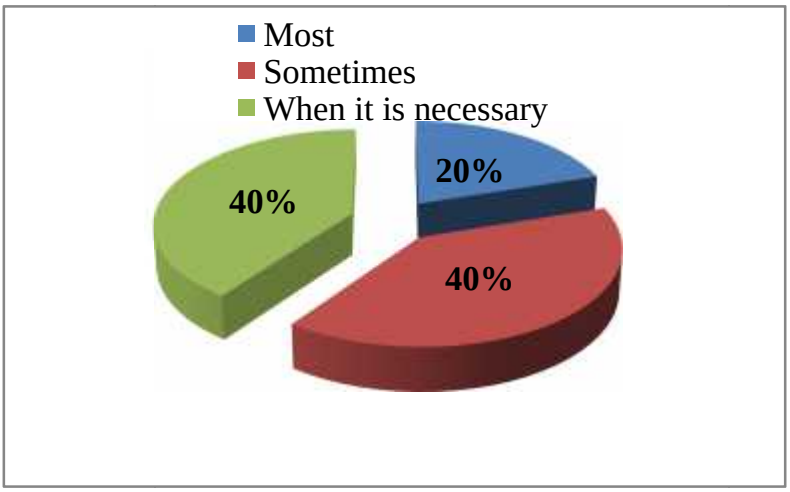
Question 11 : Do you think that classroom interaction is very important?



Pie-chart 2.11: Teachers' Opinion about the Importance of Classroom Interaction

As it is presented above, all the respondents (100%) confirmed that classroom interaction is important.

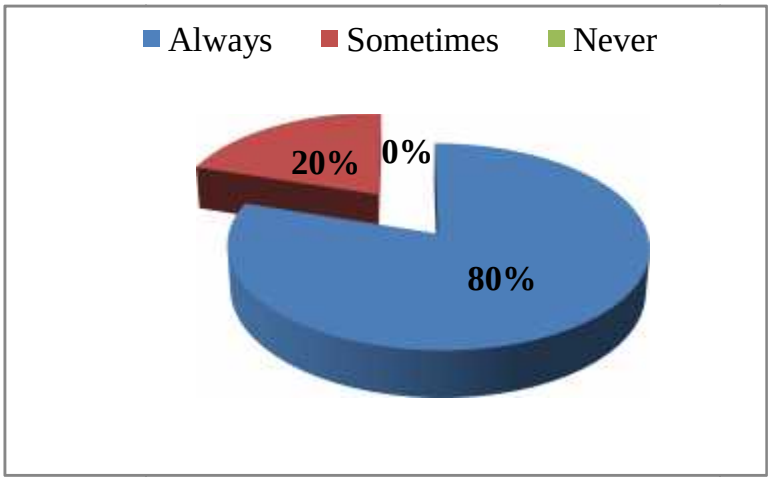
Question 12 : In the classroom, you are the one who talks:



Pie-chart 2.12: Teachers' Domination of the Classroom Talk

The results obtained denote that 2 participants which represent (40%) of the whole sample stated that they speak sometimes, this it quite acceptable for a foreign language class. While, 1 teacher (20%) declared that s/he is the one who speaks most in the classroom. The remaining percentage represents those who claimed that they speak only when it is necessary.

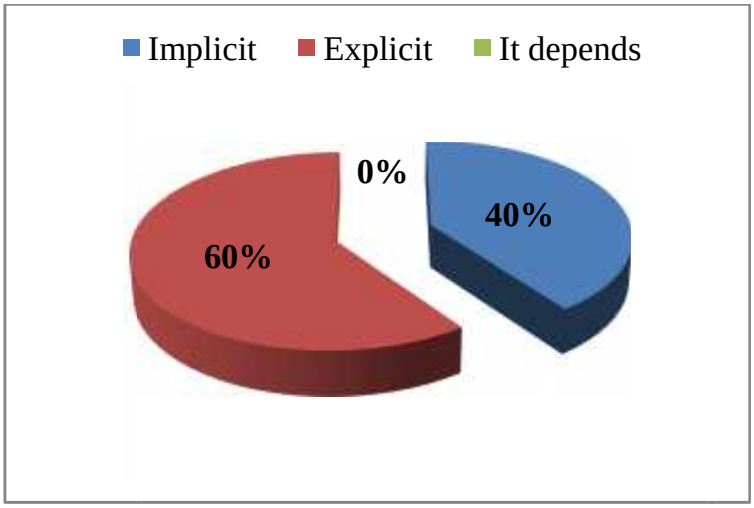
Question 13 : How often do you urge your students to interact with each other in the classroom?



Pie-chart 2.13: Students' Frequency of Engagement in the Classroom

From the pie chart (12), the great majority of teachers (80%) stated that they always urge their students to interact in the classroom. Others (20%) claimed that they sometimes do. Whereas, no one of the respondents chose option 'c'.

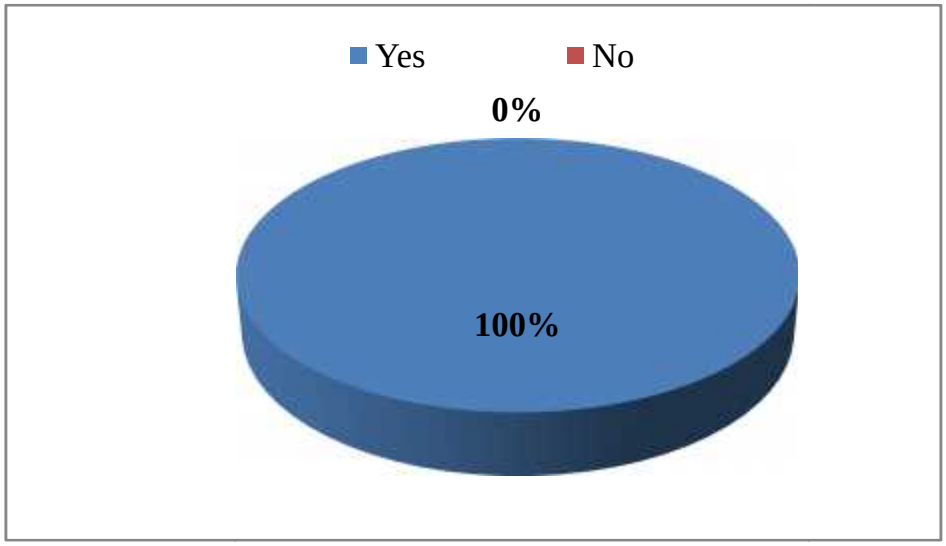
Question 14: Is your interaction method in the correction of student's speaking:



Pie-chart 2.14: The interaction method used by teachers in correcting student' speaking

From the results shown above, (60%) which include 3 teachers choose to correct the students explicitly. While (40%) of teachers correct them implicitly. Whereas, no one of the respondents chose option 'c'.

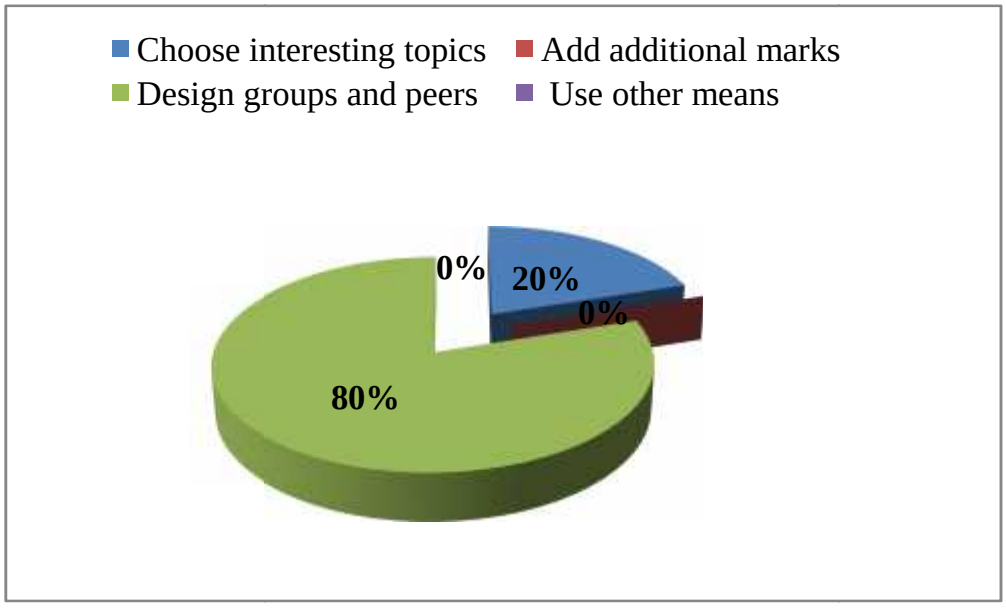
Question 15: Do you often teach speaking through interaction?



Pie-chart 2.15: Teachers' Use of Classroom Interaction

This result reveals that all the teachers (100%) affirmed that they often teach speaking through classroom interaction. Teachers often provide learners with opportunities to produce the language as much as possible in order to promote their oral proficiency and this can be realized through interacting with their teachers or peers.

Question 16: What do you do to make silent students interact in the classroom?



Pie-chart 2.16: Teachers' Decision to Make Silent Student Interact

These results indicate that most of the teachers (80%) preferred to design group and peer works where students find themselves obliged to take parts in the interactive activities. Whereas, (20%) claimed that they choose interesting topics to make silent students interact in the classroom.

2.5 Interpretation of The Main Results

Data analysis has exposed that both teachers and students find that classroom interaction is a pedagogical key to solve learner's problems speaking. In general, researcher deduces that most of students are aware of the importance and the value of classroom interaction. Students' previous answers illustrate that they want to learn speaking, and that they consider the speaking skill the measure of knowing the language but the problem is that they encounter numerous difficulties. The teacher's role then is to overcome these difficulties through encouraging his students to speak in the classroom. Classroom interaction can successfully lead students to promote their speaking capacities. However, this can happen through frequent interaction in the classroom with their classmates and their teacher because refraining classroom interaction and showing no interest will naturally affect the student's speaking ability. The results of teachers' "questionnaire" have shown that they give importance to the classroom interaction and the development of EFL learners speaking skill as well. The results obtained from the teachers' questionnaire reveal that they believe in the learner-centred approach where the learner is responsible for his/her own learning; therefore, they should be active in the classroom in order to activate their speaking capacities. Thus, they assume that the improvement of classroom interaction may have a positive impact on foreign language learners' speaking abilities.

2.6 Recommendations

After having consulted the role of classroom interaction in improving the learners' speaking skill, researcher suggests some pedagogical implications that could be helpful students. Since developing the students‟ speaking skill can be said to be a fundamental aspect in the learning and teaching, it is necessary for foreign

language learners to practice the speaking skill inside the classroom in order to be good speakers of that language (TEFL).

Suggestions for Learners'

- ✓ The learners need to be aware about the necessity of the speaking skill as an important factor in the foreign language learning process.
- ✓ The learners have to think about the purpose of speaking that will help them to deal better with the topic discussion.
- ✓ The learners have to be more conscious about the importance of practicing the oral skill in the classroom
- ✓ The learners should do their best to acquire a high oral competence through the interaction inside the classroom; in order to be good speakers in the future.
- ✓ The learners should speak and interact in classroom regularly as an attempt to get rid of their shyness and hesitation.

2.7 Conclusion

In this chapter, researcher discussed the students' and teachers' questionnaires which examined the impact of classroom interaction on EFL learners speaking skill development. The research reveals that teachers are aware of classroom interaction and goal in teaching them the foreign language. The results obtained through research instruments indicate the effective of classroom interaction which is consider as vehicle of promoting and developing speaking skill of the learners, either with the teacher or with other classmates. Thus, the interaction of learners with teacher opens opportunities for them to talk and to correct their mistakes and exchange ideas to develop their knowledge and skills.

General Conclusion

General conclusion

The main value of this research study is to deal with the relationship between speaking skills and classroom interaction, it is shown that learners can enhance their speaking skills through classroom interaction which can be considered as a pedagogical key to solve learners' problem. This is confirmed by the results obtained from the analysis of data gathered from Oral Expression teachers and first year LMD students‟‟ questionnaires. So, the ultimate aim of this study is to show whether it is possible to develop the speaking skill of learners through classroom interaction. Researcher has shown that during regular interactions in the classroom, learners can reduce their speaking mistakes, produce correct grammatical forms and words, thus strengthening their language ability. Furthermore, they can test their hypothesis about language forms and receive immediate feedback from the teachers or learners to master the language, more than that, classroom interaction plays an important role, and it is area to practise and produce speaking, in which, learners can develop their speaking skills.

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Appendices

Appendix 1

The Students' Questionnaire

Dear students,

This questionnaire is a part of a research work which is about the impact of classroom interaction on developing EFL learner's speaking skill among first year LMD students.We would be grateful if you could answer the following questions by ticking (X) in the appropriate box and justifying your answer wherever needed.

Thank you for your collaboration.

Section One: Background Information

01- Age: ……..

02- Would you specify your gender,please ?

a. Male ☐
b. Female ☐

Section Two: Students Attitude towards Speaking Skill

03- What is the most important skill that you need to develop most?

a. Speaking ☐
b. Listening ☐
c. Reading ☐
d. Writing ☐

Please Justify, **…….....**

……...

04- Do you think that speaking in English is a difficult task?

a. Yes ☐
b. No ☐

05-How do you judge your speaking ability as a result of classroom interaction?

a. Very well ☐
b. Well ☐
c. Not so well ☐
d. Bad ☐

06- Do you use English language outside the classroom?

a. Yes ☐
b. No ☐

07- Do you speak English in class all times?

a. Yes ☐
b. No ☐

08- How do you evaluate your participation in class?

a. High ☐
b. Average ☐
c. Low ☐
d. No talkative ☐

09- How do you evaluate your level in speaking?

a. Good ☐
b. Average ☐
c. Weak ☐

10- while practicing the speaking skill in english , do you focus more on ?

a. Accuracy ☐
b. Fluency ☐
c. Both ☐

Section Three: Students' Atittude towards Classroom Interaction

11- Do you interact in the classroom?

a. Yes ☐
b. No ☐

12- Do you think that classroom interaction is?

a. Very important ☐
b. Optional ☐
c. Has no importance ☐

13- Who does most of the talk in the classroom in Oral Expression?

a. Teacher ☐
b. Student ☐

14- How often do you interact with your classmates inside the classroom?

a. Always ☐
b. Sometimes ☐
c. Never ☐

15- When you interact in the classroom. It is

a. You who wants ☐
b. The teacher who asks you ☐

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

a. You are not talkative ☐
b. The topic is not interesting ☐
c. The teacher does not motivate ☐
d. You fear to make mistakes ☐

17- Does your teacher give you the opportunity to speak and interact in the classroom?

a. Always ☐
b. Sometimes ☐
c. Never ☐

18- How often do you interact with your classmate inside the classroom?

a. Frequently ☐
b. Sometimes ☐
c. Rarely ☐
d. Never ☐

Appendix 2

The Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of a research work which is about the impact of classroom interaction on developing EFL learner's speaking skill among first year LMD students.We would be grateful if you could answer the following questions by ticking (X) in the appropriate box and justifying your answer wherever needed.

Thank you for your collaboration.

Section One: Background Information

1- Would you specify your gender,please ?

a. Male ☐
b. Female ☐

2- Degree(s) held:

a. BA (Lisence) ☐
b. MA (Magister /Master) ☐
c. PhD (Doctorate) ☐

3- How long have you been teaching oral expression?

……. Years

Section Two: Teaching Speaking Skill

4- What is the element that you focus more in evaluation learners' speaking ?

a. Accuracy ☐
b. Fluency ☐
c. Both ☐
d. It depends on the task ☐

5- Is it important to correct students' speaking ?

a. Yes ☐
b. No ☐
c. It depends ☐

Would you justify, please

……
……

6- Does the speaking skill develop as a result of classroom interaction?

a. Yes ☐
b. No ☐

7- In classroom interaction, do speaking mistakes and problems ?

a. Last ☐
b. Decrease progressively ☐
c. Disappear completely ☐

8-Which of the following describes your student's level of speaking ability as a result of classroom interaction?

a. High ☐
b. Above average ☐
c. Average ☐
d. Below average ☐
e. Low ☐

9- Which type of these feedbacks is more useful in enhancing learners' speaking ?

a. Teacher-learner feedback ☐
b. Learner-learner feedback ☐
c. Both ☐

Section Three: Classroom Interaction

10- Is classroom interaction crucial in the learning process ?

a. Yes ☐
b. No ☐

11- Do you think that classroom interaction is very important?

a. Yes ☐
b. No ☐

12- In the classroom, you are the one who talks:

a. Most ☐
b. Sometimes ☐
c. When it is necessary ☐

13- How often do you urge your students to interact with each other in the classroom?

a. Always ☐
b. Sometimes ☐
c. Never ☐

14- Is your interaction method in the correction of student's speaking:

a. Implicit ☐
b. Explicit ☐
c. It depends ☐

15- Do you often teach speaking through interaction?

a. Yes ☐
b. No ☐

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

a. Choose interesting topics ☐
b. Add additional marks ☐
c. Desigh groups and peers ☐
d. Use other means ☐

please specify ,…….

……...