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ENGLISH SECTION**



**The Effect of Classroom Interaction in
Developing the EFL Learners' Speaking
Skill:
Case Study 3rd Year LMD Students at University
Center Ahmed SALHI /Naama**

*Extended Essay submitted to the Department of English in Candidacy
For the 'Master' Degree in Applied Linguistics*

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Dedication

I dedicate this work to my loving parents and for their endless love and support. To mysweetsisterFaiza and to my brothers Mohamed, Taha and ilyes. Also, toallmy family.

I dedicate this work to the person who encouraged me and always stand helping me, my future Husband Taha.

To all my friends: Hanane, Rajaa, Zineb, and special love to my best friends Amina, Assia and Ahlem.

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Abstract

The present work is conducted to shed light on the effect of classroom interaction on developing the learners' speaking skill. It shows the role that classroom interaction plays in EFL classes to enhance the speaking skill which is an important skill. It also shows the effect of teacher- students and student-student interaction inside the classroom through the analysis of the classroom observation and questionnaires among 3rd year LMD students of English at University Center AHMED SALHI of Naama and the teachers of oral expression during the academic year 2016-2017. The main finding obtained from the study indicate that both teachers and students claims that classroom interaction plays a significant role on developing the learners' speaking skill.

Keywords: Classroom Interaction, Speaking Skill, student-student interaction, teacher- student interaction

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EFL: English as Foreign Language.

LMD: License, Master, Doctorate

TEFL: Teaching English as a Foreign Language

3rd: Third

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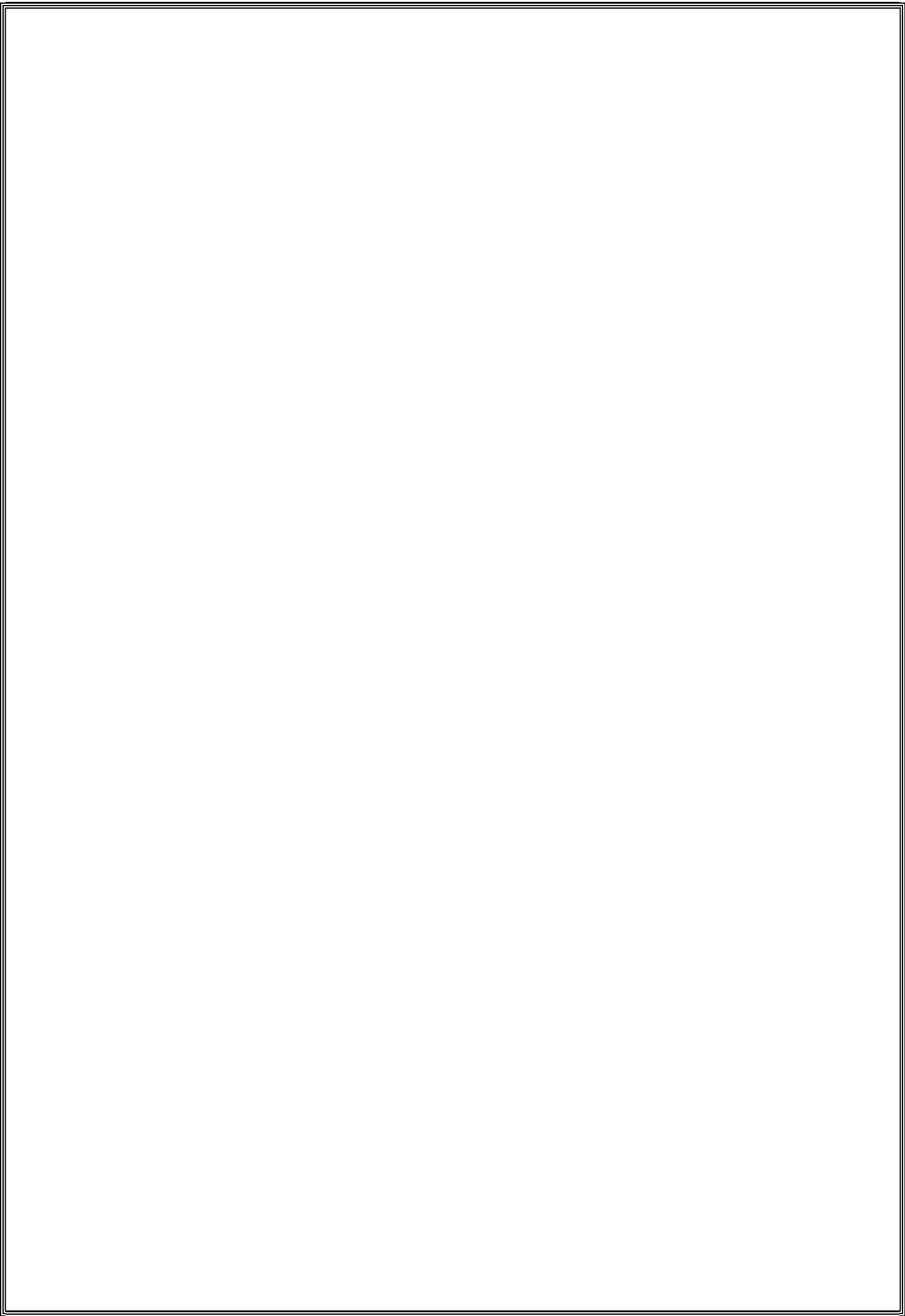
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Chapter Two

Methodology and Data Analysis and Interpretation

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General Introduction

Teaching English as foreign language involves the students whose first language is non- English language. EFL classes are based on teaching the four skills: listening and reading asreceptive skills , and productive skills which are writing and speaking. Speaking is regarded as an important skill which the EFL students need to acquire since speaking is the most common way to communicate and convey messages to the others. Thus, classroom interaction has always played a crucial role in language learning classrooms in general and in EFL classrooms in particular. It is also considered as a way and means to improve the speaking skills of EFL learners.

The aim of this study is to focus on the use of classroom interaction as a tool to enhance and develop the learners' speaking skill since the speaking is the skill that needs more practice. It is known that most of Algerian students of English face many difficulties in learning English speaking skill. Third year LMD students of English at the university of SALHI AHMED of NAAMA have been taken as a corpus for the present study. The aim of this work is to investigate the way EFL students develop their speaking skill through interaction inside the classroom in the oral expression session.

This research is to shed the light on the effect of classroom interaction on developing the learners' speaking skill. The present study leads to find answers to the following research questions the main question is: how can the 3rd year LMD English students develop their speaking skill through interacting inside the classroom? And the sub questions of this work are:

- 1 What are the types of classroom interaction that help the students to enhance their speaking skill?
- 2 What are the difficulties that face EFL students in studying speaking skill?

From the above mentioned research questions the researcher suggested the following hypotheses to answer these questions.

General Introduction

The main hypotheses is: 1- the more the 3rd year LMD English students interact inside the classroom the more their speaking skill develop. And the sub hypotheses are:

2 through the use of the different types; teacher-students and student- student interactions the students can develop their speaking skills.

3 The speaking difficulties that face the EFL students could be the use of their mother tongue or nothing to say.

The corpus of the study concerns the population of 3rd year LMD students of English at the university center AHMED SALHI of NAAMA.

To investigate the role of classroom interaction in improving the learners' speaking skill, the researcher selects the appropriate tools for data collection which are the classroom observation and the teachers' questionnaire as well as the learners' questionnaire that were helpful in figuring out the expected results about the classroom interaction as an effective strategy to enhance the learners' speaking ability.

In order to know how much the hypotheses go true, I selected randomly students from third year LMD classes of English language at AHMED SALHI University Center of Naama.

Concerning methodology, this research has been conducted through the qualitative as well as the quantitative methods as a descriptive and appropriate way for exploring the hypotheses since this method is used to give a general description of the phenomenon.

The learners' questionnaire is intended for students to find out whether learners give importance to classroom interaction as a pedagogical strategy to enhance their speaking skill. However, the teachers' questionnaire is intended for the teachers of oral expression in order to know their opinions about applying interaction as a pedagogical strategy to improve the learners' speaking proficiency. Whereas classroom observation is intended to investigate to what extent classroom interaction strategies help learners to improve their speaking skills.

General Introduction

This extended essay consists of two main chapters; the first chapter is devoted to the literature review which includes the main and key concepts highlighting the definition and importance of the speaking skill. The relation between speaking and listening, the characteristics of speaking and the practice of speaking inside the classroom are also included. In addition, the difficulties that face the students in learning English language, the role of the teacher in classroom and types of the interactive activities are also mentioned for more clarification of the study. The second chapter is devoted to the practical part, which includes the analysis of the learners' and teachers' questionnaires as well as the classroom observation in addition to the discussion of the results.

1.1 Introduction

In this chapter the researcher tries to shed the light on the speaking skill since it is considered as an important skill in the process of learning English language. This chapter is divided into two main parts. In the first part; we will deal with some definitions and the importance of speaking as an activity in English classroom. Then we move to the relation between listening and speaking .After that we will deal with the characteristics of speaking in the classroom and the practice of speaking skill as well as the difficulties that face the learners in learning English and the types of interactive activities. Later on we will tackle the features of classroom interaction. Finally the role of the teacher in improving classroom interactions is clarified.

1.2 Definition of Speaking Skill

Speaking skill is defined by many and different researchers. For instance, Bygate (1987, p.02) says: that **“Speaking is a skill which deserves attention every bit as much as the literary skills, in both native and foreign language”**He states that speaking skill plays a crucial role like other literary skills in both the human’s first and second languages.

Another definition of speaking shown by Lindsay and knight (2006.p.57). They assert that:

“Speaking is a productive skill.it involves putting a message together, communicating the message and interacting with other people .We put a message together using all elements of the language it is a complex task and the learners need a lot of practice to develop this skill”

They describe speaking as a way to produce utterances and as a tool for communication and also they consider speaking as a way to interact. It means the learners should use meaningful words and grammatical structure when they speak if they want to convey the message or express themselves.

1.2.1 The Importance of Speaking Skill

To show the importance of speaking skills in conducting a communication and transmitting the messages UR (1996.p 120) states that:

“Of all the four skill.(listening, speaking , reading and writing), 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 many if not most foreign language learners are primarily interested in learning to speak.”

The speaking skill has taken a very important place in the communication skills. In foreign language learning the ability to speak is the essential skill and also the most difficult skill and through speaking skill students can develop the other skills.

1.2.2 Speaking vs Listening

To stimulate the interaction between two interlocutors both listening and speaking are essential in the communication. Harmer (2007.p267) states that:” **any speaking activity involves the listening skill .it is impossible to complete a task successfully in one skill without involving the other skill.**” For the learner to be a proficient in learning foreign language he should know at the same time all the four skills listening, reading writing, Speaking is one the four skills. Speaking is more related to listening because both are two basic skills and are essential in acquiring communicative competence in language learning .It means if the two skills are separated the listener cannot interact and the listener cannot be able to indicate a comprehension to the problem.

1.2.3 Fluency and Accuracy in speaking

It is said that fluency is the main objective in learning any language, however, accuracy has never been of a less importance. A good balance is of a great importance between accuracy and fluency. According to Brumfit (1984) quoted in Ur (1996.p 103) He confirms that

“When the objective is accuracy, teacher and learners are chiefly concerned with “getting the language right” forming correct sounds words, sentences. When is

fluency, they are concentrating on the “message” communicating or reserving content”.

Also Lindsay and Knight (2006.p13) they state that the learner should balance between fluency and accuracy it is for the learners to choose the language and to range it together into a correct and comprehensible message quickly to adopted the flow of conversation the fluency learners need to fit what they wants to say and develop their speaking .and at the same time they need to produce a message that is accurate enough in terms of the word endings, pronunciation. To the listener to understand.

1.2.4Speaking Difficulties in Foreign Language Learning

EFL students face many difficulties while studying speaking skill. This prevents them from speaking and participating in the activities of classroom interaction. According to Ur (1996.p121), there are some elements that make speaking difficult such as:

1.2.4.1Inhibition

Most of students face in classroom participation inhibition. It is a problem that starts when the learners try to participate or have many things to say but something stops them they fear for making mistakes or they are shy of the attention that their speech attracts.

1.2.4.2 Nothing to Say

The students face this problem when the teacher asks them about information that the learner doesn't know about it. Here the student did not find anything to say he keeps silent or he says that he did not know. Also they are, sometimes, not motivated to express themselves.

1.2.4.3 Mother Tongue Use

The student face the problem of the use of mother tongue in learning a foreign language because when the students use it they feel more relaxed and this

problem happens because the student did not practice and use English language outside the classroom. Though students code-switch from English language to their native language in English classrooms, mostly in student-student interactions it is imperative to minimize the use of the first language to improve the English speaking skill of the learners.

1.3 Definition of Classroom Interaction

Brown (2000.p165) defined interaction as follow: **“Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in reciprocal effect on each other”** He states that classroom interaction as a way of communication between people to express their ideas and emotions. He also defines interaction as the heart of communication which people interpret and negotiate the meanings. Therefore, interaction inside the classroom is the communication that happens between the teacher and students during the session.

1.3.1 The Importance of Classroom Interaction

The communicative competence of the learner is built upon the teacher’s conducted methods of classroom interaction which stimulate the participation of two individuals; teacher-learner or learner-learner. Brown (2000.p165) asserts that:

“Theories of communicative competence emphasize the importance of interaction as human being use language in various context to negotiate meaning or simply stated to get an idea out of one person head and into the head of the another.”

He emphasize on the importance of the interaction that the people use to communicate and share their ideas and Knowledge also according to Hedge (2000.p 13) who states that: **“There is a principle underlying corniest ELT practice .that interaction pusher learners to produce more accurate and appropriate language which itself prondes input for other students”**

He means that interaction has a great role on the learners to make them produce language that is as input for the other students.

1.3.2 Features of Classroom Interaction

Classroom interaction consists of two main features which are negotiation of meaning and feedback. The presence of the two elements makes the learning through interaction successful.

1.3.2.1 Negotiation of Meaning

When anyone attempt to convey any message s/he tries to use the appropriate words and sentences to make her/his utterance meaningful and understandable. According to lynch (2009.p62):**“There are a number of different terms used to refer to the way in which speakers adapt what they say to make themselves understandable to their audience among the most common are negotiation of meaning.”**

In this definition of negotiation of meaning it based on the transmission of ideas through the students' input and output. Negotiation of meaning is important for the development of students' language.

1.3.2.2 Feedback

Feedback is the second feature of classroom interaction. It is when the teacher asks questions and the learners are supposed to interact and answer these questions after that the teacher comment on his learners answers. This comment is known as feedback.

Ur (1996.p 242) defines feedback as **information that is given to the learner about his or her performance of the learning task, usually with the objective of improving this performance.**He states that feedback is the

information that explains how the learners perform and also how they can improve their performance.

1.3.3 Types of classroom interaction

The role of interaction in the foreign language learning is based on developing the student's language. Then classroom interaction consists of two main types; teacher-learner interaction and learner-learner interaction.

1.3.3.1 Teacher–Learner Interaction

According to Lynch (1996.p107) the term of teacher- learner interaction is the relation that happens between the teacher and one student inside the Classroom, Or between the teacher and other students. It is when the teacher asks questions and the students are supposed to answer these questions that the teacher already knows the response of the question. The teacher –learner interaction consists of the participation of the teacher in the classroom activities and tasks. He also mentioned that the interaction between the teacher and the student is not only based on the answer of the question but also the teacher must support his student and encourage them.

1.3.3.2 Learner –Learner Interaction

The linguistic output used by the teacher in his classes needs to be meaningful to engage students in the interaction. Hence, the learners in the classroom then should make their linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction. Lynch (1996.p 110) says that

“ We need to provide for negotiation of meaning between learners through speaking tasks involving pairs or small groups the usual reasons given for using it are that simultaneous group work maximizes each learner's opportunity in a small group reduces the psychological burden of public performance .”

From the quote we can say that Learner- learner interaction is based on the relation between the learners inside the classroom. Learning can be in form of pair

work or group work. This type of interaction happens in activities and tasks when the learners work with each other to discuss it and correct mistakes of others.

1.3.4 The Role of the Teacher in Classroom Interaction

In foreign language classroom students cannot start the interaction by themselves without the teacher. The teacher plays a significant role in the classroom. The teacher helps the students to interact and s/he facilitates the learning process and plays a role to develop their performance. The teacher has many roles in the classroom. It cannot be limited to only one role Harmer(2001) states in his book *The practice of English Language Teaching* the teachers' roles are:

1.3.4.1 Controller

One of the characteristics of responsibility in any field is the possibility to control the tasks and the activities for the success of the process. According to Harmer(2001. P 58)

“When teachers act as controllers they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own groups. Controllers take the roll, tell students thing organize drills.”

It means in classroom interaction the teacher is responsible for teaching and learning process the teacher as controller determines what the student do, when they should speak and what language forms they should use and for the interaction to take place the teacher must create a climate in which the student makes it possible to predict everything that they will say and do.

1.3.4.2 Organizer:

To be an organizer is to find the adequate place and adequate time for each adequate item or person to make things work easily and in clarity. According to Harmer (2001, p58)

“Teachers as organizer it is the most important roles that teachers have to perform is that organizing students to do various activities. this often involves giving the students information telling them how they are going to do the activity .putting them into pairs or groups it means that.”

The role of the teacher as organizer to plans lessons and courses and also who structures the larger segments of classroom time.

1.3.4 3 Assessor

To know how much the lesson was successful and how much students have grasped their lessons, the teacher needs to assess his learners. It is the teacher's task in the classroom. Harmer (2001, p59, 60) he states that

“One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor. Offering feedback and correction and grading students in various ways”.

It means to make learning language easier for student; helping them to discover language pragmatically rather than telling them a bout language and to correct them with adding information.

1.3.4.4 Resource

The role of the teacher here is to answer all students 'questions. The teacher is considered as the resource of information that the students want to get this information and acquire. The teacher should have enough knowledge about what he is expected to teach.(Harmer 2001.p 61).

1.3.5 Types of Interactive Activities

Teaching style may differ from teacher to teacher, frm class to class, and from school to school. Different methods and different strategies can be used by

teachers depending on the type and the need of their students. A teacher should adapt an open-minded plan to make his lesson successful.

1.3.5.1 Information gap Activities

According to Lindsay and knight (2006,p.65) when one learner knows or can see something that the other learner does not this gives them a real reason to speak. Classroom activities that simulate this type of situation are called information gap activities Bygate (1987,p.70) mention that Harmer (1983) relates information –gap activities with when students in pairs each have a card bearing complementary information each student asks the other for their missing pieces of information to fill the gaps.

1.3.5.2 Discussion Activities

Lindsay and Knight (2006,p.66) states that discussion activities give learners the chance to speak more freely and express themselves. It is helpful to structure a discussion activity by giving learners enough information about what they will be talking about and giving them enough time to think about what they want to say.

1.4Conclusion

In one hand, speaking as a productive skill is one of the important skills to be developed by learners and teachers in foreign language classrooms. In the other hand classroom interaction is the best pedagogical tool used to enhance and develop learners' speaking skill by their participation and activities inside the classroom.

2.1 Introduction

The present research is focus on the teachers and students views and opinions about the effect of classroom interaction on developing speaking skill. In this chapter we start firstly, with description of the questionnaire given to the teachers of center university of SALHI AHMED of NAAMA and also the questionnaire given to the students of third year of NAAMA also. And the classroom observation which accrued the session of oral expression with the third year level LMD, Secondly, we deal with the analysis of the students and teacher's questionnaire and also the analysis of classroom observation .finally, we concluded with the interpretation of the results that we extracted from the questionnaire and the classroom observation.

2-2 Methodology

In this research the researcher use two methods of research for the analysis of the data; the quantitative method and the qualitative method. The instruments of data collection used by the researcher; observation and questionnaires, need the involvement of both methods for the analysis of the results

According to Davies (1995) quoted in Dornyei (2007 ,p. 24) he defines both quantitative and qualitative as follow:

“Quantitative research involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods.”

“Qualitative research involves data collection procedures that result primarily in open-ended, non- statistical methods”

From both definitions we can say that to analyze data we need both of quantitative and qualitative research. The quantitative research is based on the statistical analysis (numbers and percentages) we use this type with close questionnaires. However in the qualitative research is based on the non- statistical analysis includes (paragraphs and text) we use this type with observation.

2-3 Population and sampling

The selection of the sampling was taken randomly. This work concerns 3rd year LMD students studying English as a foreign language at University Center SALHI AHMED of NAAMA there are 43 students we select randomly 30 from the total number to answer the students' questionnaire. Our sample is mixed genders 63% are female and 37% are male and their ages are between 21 to 30 years.

Concerning the teachers there are 15 teachers of English language in the university center. We selected randomly 10 teachers who are teaching oral expression module with mixed genders and different degree. For the observation we selected 2 groups of 3rd year students of English from English section to do the classroom observation with one teacher responsible of oral expression session.

2.4 Limitation:

This research is limited to University Center of Naama. For collecting data to answer the students' questionnaire the researcher chose only the 3rd year LMD students of English. From the total of 43 students we randomly selected 30 to answer the questionnaire. For the teachers' questionnaire we intentionally chose only 10 teachers who are teaching oral expression module from all the teachers of English. However for classroom observation we select the two groups of 3rd year students' of English in the oral expression session with the same teacher of oral expression since she is teaching both groups.

2.5 Difficulties:

In this research the researcher faced some difficulties. In collecting data some teachers have taken the questionnaires without giving back the answers. Some students have not answered some questions. In addition, the period of time given for conducting such research was not sufficient enough.

2-6 Data Collection and Research instruments

This research includes two main research instruments to give a clear explanation for collecting data: the questionnaire and classroom observation. The questionnaire is given to both 3rd year students of English and teachers of oral expression. However, the classroom observation is to be observed directly and take an inside idea about the effect of classroom interaction on the development of the students' speaking skill.

2.6.1 The Questionnaires

A. Description of Students' Questionnaire:

This questionnaire is designed for 3rd year LMD students' of English department of foreign languages at university center SALHI Ahmed of Naama during the second semester of the academic year 2016-2017. The participants of this questionnaire are 30 students from the two groups (1 and 2). The students are chosen randomly to know the effect of classroom interaction in the development of speaking skill. The questionnaire consists of different types of questions. It mixes between closed questions to which the students answer with 'yes' or 'no' or cross the right answers from various options and open-ended questions. The students are supposed to give their ideas and opinions or give justification for the chosen option. The questionnaire contains 15 questions which are classified in 2 sections:

- **Section One:** it is about the students' profile such as gender, age and their level of English language proficiency. It means to get some information about the participants of this questionnaire. It involves 4 questions.
- **Section two:** This section deals with the importance of speaking skill and how the students find studying speaking English and also to know if the oral expression sessions help students to develop their speaking skill or not. We deal with the practice of speaking skill and also the relation between the students and teachers, who is speaking more inside the classroom, how often the students interact with each other's using English language, which type of

- interaction they prefer. Another question is to know the role of the teacher and which technique of interaction activities the students enjoy the most. The last question is about whether the classroom interaction really develops the students speaking skill.

B -Description of Teachers' Questionnaire:

This questionnaire is designed for English teachers' who are teaching oral expression module at the department of foreign languages during the academic year 2016-2017 the participant of this questionnaire are 8 teachers they are chosen randomly to know the effect of classroom interaction on the development of speaking skill this questionnaire consists of different kinds of questions: closed and open ended questions. In closed questions the teachers answer these questions with 'yes' or 'no' or they choose the right answer from various options. In open ended questions the teachers give their ideas and opinions or add information or justification for their choice. Mixed questions of closed and open ended questions in the same question are also given. The questionnaire consists of 12 questions they are classified in two sections

* **Section One:** It is about the teacher's profile it is to know information about the participants of this questionnaire such as gender, degree of teachers' levels, and the experienced years of teaching oral expression module. It involves 3 questions.

* **Section two:** This section deals with the speaking skill and classroom interaction. It consists of 9 questions. it is about the students' levels in speaking skill according to their teachers and also with the difficulties that face students in studying speaking skill. Also, to know which aspect that teachers focus on teaching oral expression. After, whether the teacher is talking more or average inside the classroom and the teachers' opinions about the classroom interaction and which type of interaction their students enjoy the most. Also how the teachers make their students interact inside the classroom and which kind of activities they think are more useful to their students. The last question we ask teachers is whether they think classroom interaction really develop the students speaking skill or not.

2.6.2 Description of classroom observation

In this research the goal of the classroom observation is to take an inside idea about the effect of classroom interaction on developing the learners' speaking skill. The observation was done during the second semester of the academic year 2016-2017 with 3rd year LMD students of English language at University Center SALHI AHMED of Naama. This observation involves two groups (1 and 2). Both groups were observed in different sessions at different times with the same teacher of oral expression.

2.7 Data Analysis and Interpretation

2.7.1 The Analysis of the Questionnaires

A-The Analysis of the students' questionnaire

The questionnaire is given to 3rd year students' of English language which the obtained results are analyzed quantitatively and qualitatively.

Section one: The Students Profile

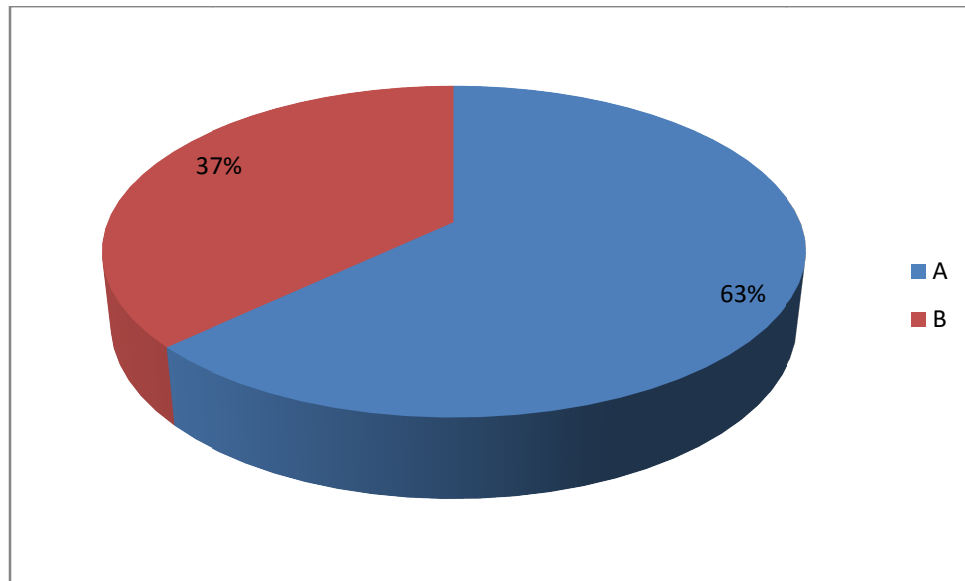
Question 1: Specify your Gender

a- Female

b- Male

Option	Number	Percentages
A	19	63%
B	11	37%
Total	30	100 %

Table 1.1: Students' Gender



Pie- Chart 1.1: Students' Gender

The sample population consists of 30; as shows in the pie-chart (63%) are females and (37%) are males it is clear that the collected data do not contain only one gender to collect information but both females and males. It is not gendered so as to be generalized.

Question 2: How old are you?

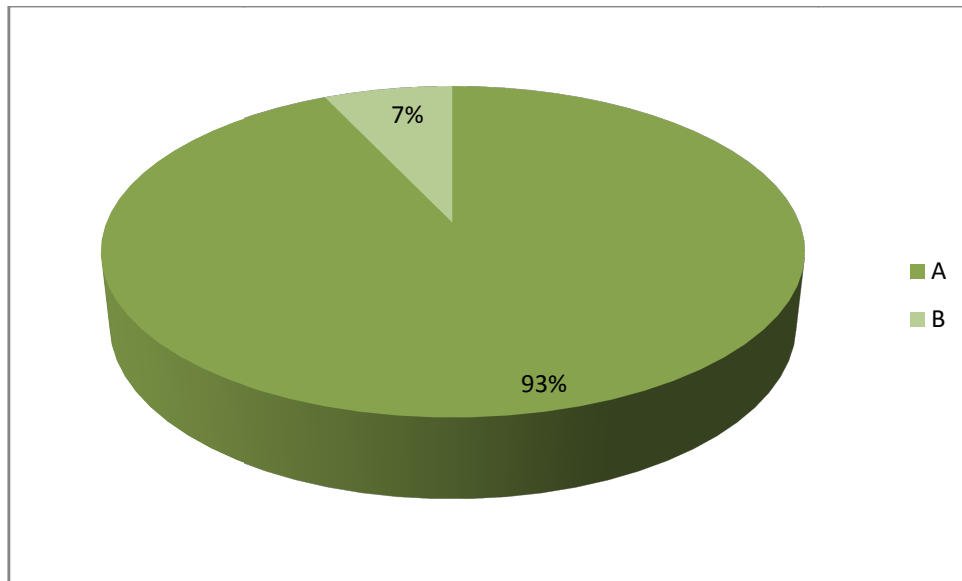
This question is to find the age of 3rd year English students. 24 of the students are 22 years old, 5 students are 24 years old, and only student is 30 years.

Question 3: Studying English language was you're

- a- Choice
- b- Obligatory

Option	Number	Percentages
A	28	93%
B	2	7%
Total	30	100%

Table 1.2 : Studying English Language



Pie-Chart1.2: Studying English Language

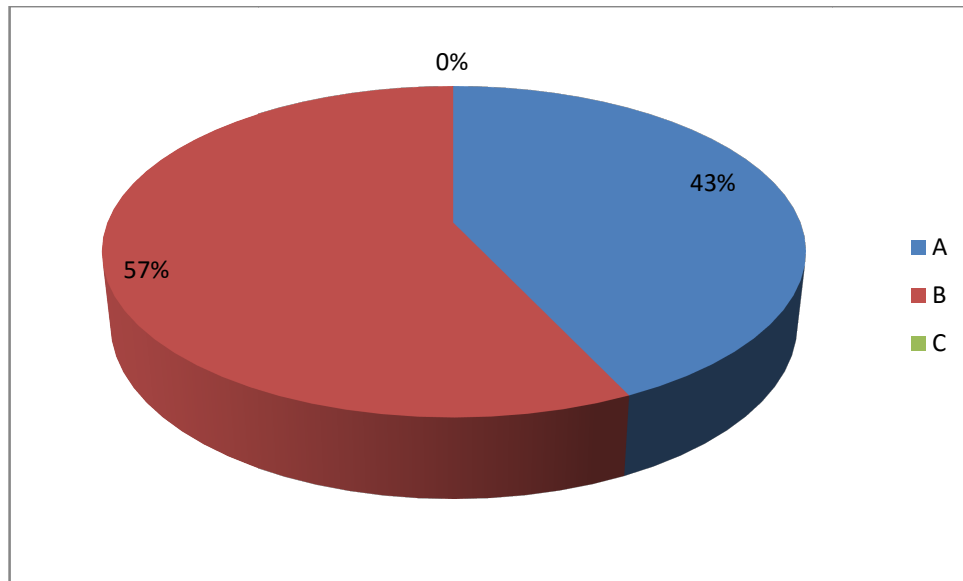
According to the results we can notice that the majority of the students (93%) have chosen to study English by themselves because they love English language or they are interested in, other students say because English language is the language of the world. However, only (7%) claim that studying English is obligatory their parent's choice for them.

Question 4: Your level in English is

- A. Good
- B. Average
- C. Less than average

Option	Number	Percentage
A	13	43 %
B	17	57%
C	0	0%
Total	30	100%

Table 1.3: Students' Level



Pie-Chart 1.3: Students' Level

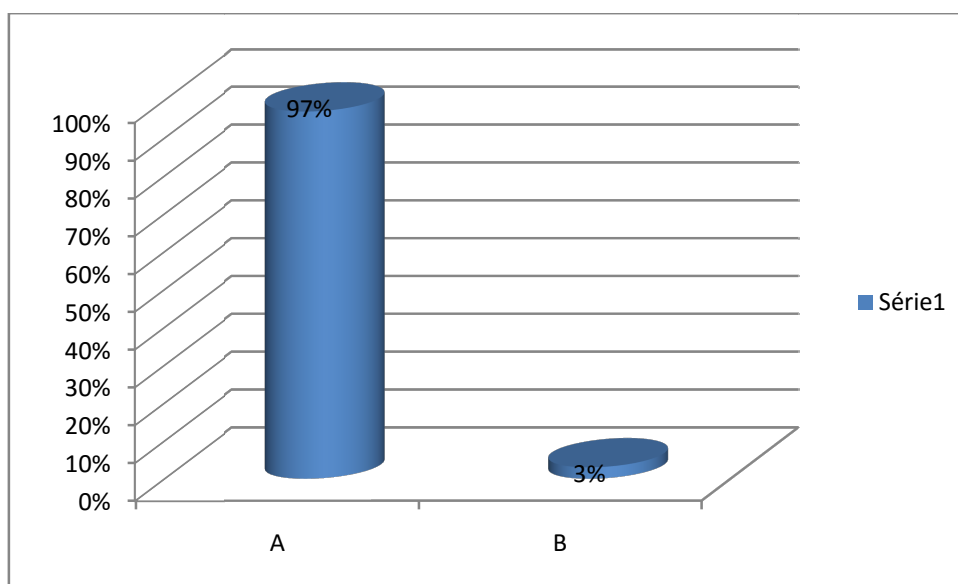
The analysis indicates that (57 %) of the students claim that they have a good level in English language. However, (43%) of students have average level in English language and (0%) less than average level it means no one.

Question 5: Is the speaking skill important in your study?

- A. Yes
- B. No

Option	Number	Percentages
A	29	97%
B	1	3%
Total	30	100%

Table 1.4: importance of speaking skill



Graph1.4: importance of speaking skill

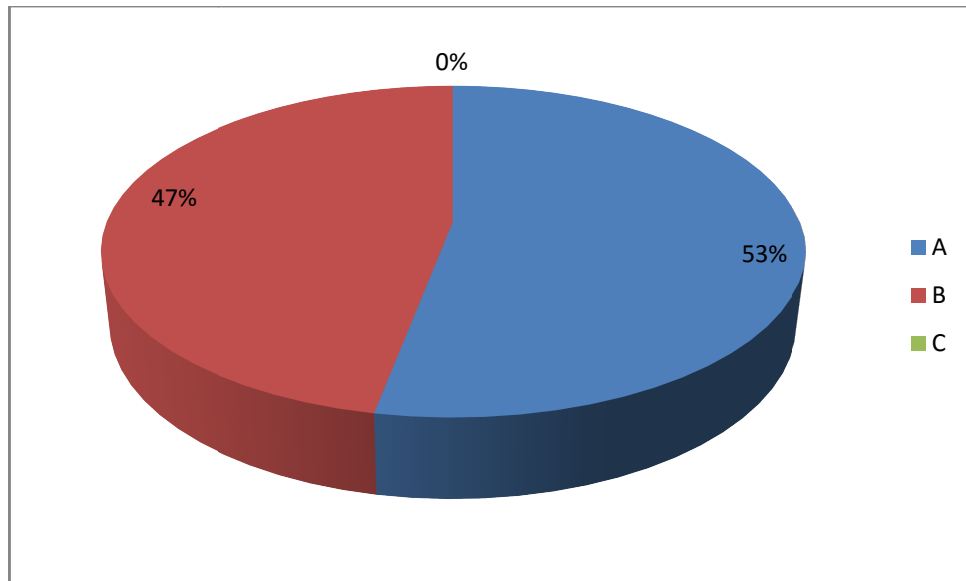
It is obvious from the results above that the majority of students (97%) claims that speaking skill is important. Some of them say because they find that speaking help them to improve their pronunciation or to develop the other skills and others say because speaking emprove their vocabulary. However, (3%) is the percentage of the students which claim that speaking skill is not important. They may face difficulties in studying speaking skill.

Question 6: Do you find speaking English language?

- A. Easy
- B. Difficult
- C. Very Difficult

Option	Number	Percentages
A	16	53%
B	14	47%
C	0	0%
Total	30	100%

Table1.5: Speaking English



Pie-Chart1.5: Speaking English

Half of the students (53%) state that it is easy to speak English language while other students (47%) find that it is difficult to speak English language, perhaps because they face problems of pronunciation.

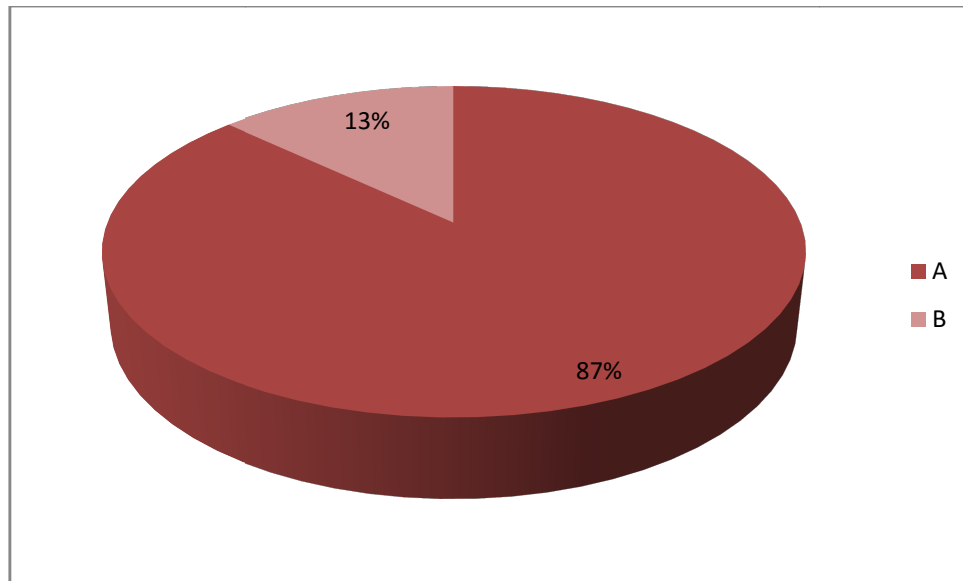
Question 7: Does the oral expression session help you develop your speaking?

A. Yes

B. No

Option	Number	Percentages
A	26	87%
B	4	13%
Total	30	100%

Table1.6: Developing speaking skill



Pie-Chart1.6: Developing speaking skill

Most of students (87%) indicates that the oral expression session helps them to develop and improve their speaking skill some of them say because in the oral expression session the teacher gave them the chance to express their ideas and share their knowledge. Others say because in the oral expression session they speak freely and communicate with one another to correct their mistakes. However, (13%) of students state that the oral session does not help them to develop their speaking skill they say they fear making mistakes when they want to speak.

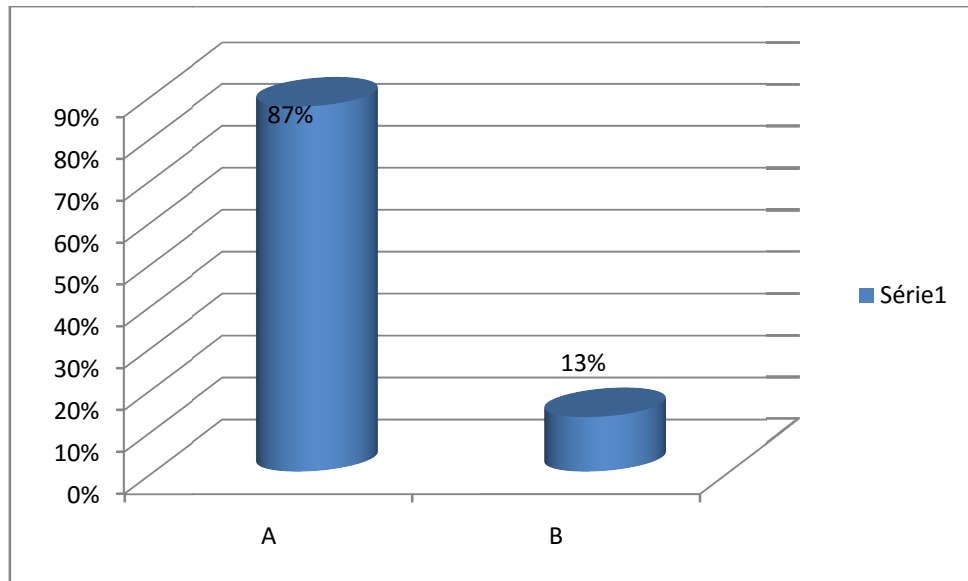
Question 8: Which matters more in practicing speaking in English language?

A. Fluency

B. Accuracy

Option	Number	Percentage
A	26	87%
B	4	13%
Total	30	100%

Table1.7: The Students focus in practicing speaking skill



Graph1.7: The Students focus in Practicing speaking skill

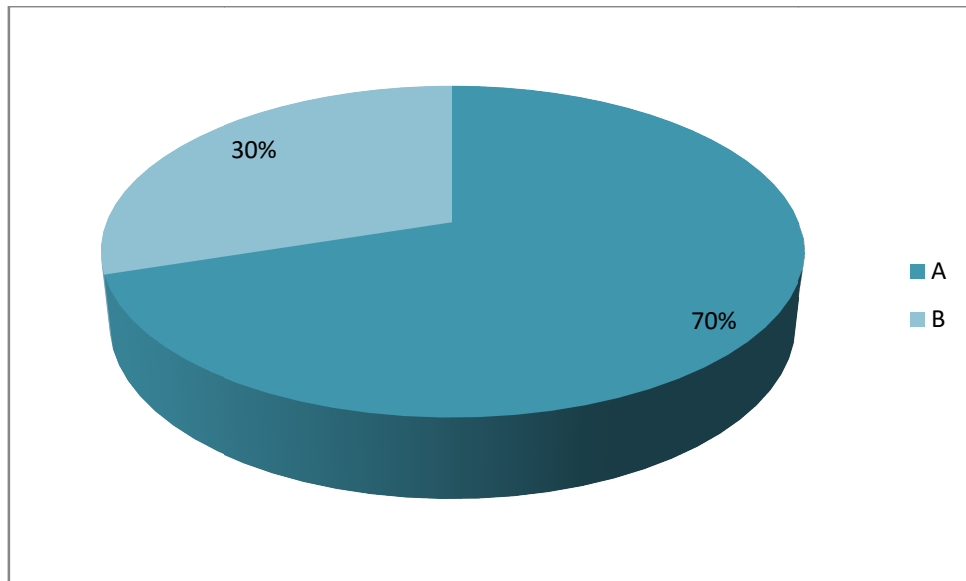
The result shows that most (87%) of students claim that in practicing speaking skill, fluency is the best feature. However, (13%) of students state that accuracy is the best for practicing speaking skill.

Question 9: Specify the relationship between you and your teacher

- A. Good
- B. No relationship

Option	Number	Percentage
A	21	70%
B	9	30%
Total	30	100%

Table1.8: The relation between student and the teacher



Pie-Chart 1.8 : The relation between student and the teacher

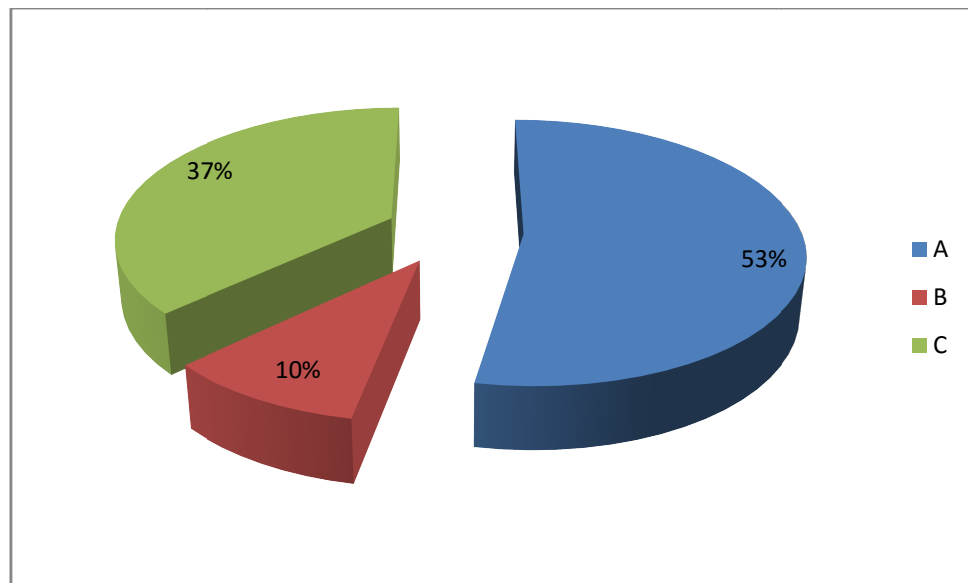
The results show that the majority of the students (70%) claim that they have a good relationship between them and their teacher. However, (30%) of students state that there is no relationship between them and their teacher.

Question 10: Who speaks more in the classroom?

- A. Teacher
- B. You
- C. Both

Option	Number	Percentage
A	16	53%
B	3	10%
C	11	37%
Total	30	100%

Table 1.9: Who Speak More in the Classroom



Pie-Chart 1.9: Who Speak More in the Classroom

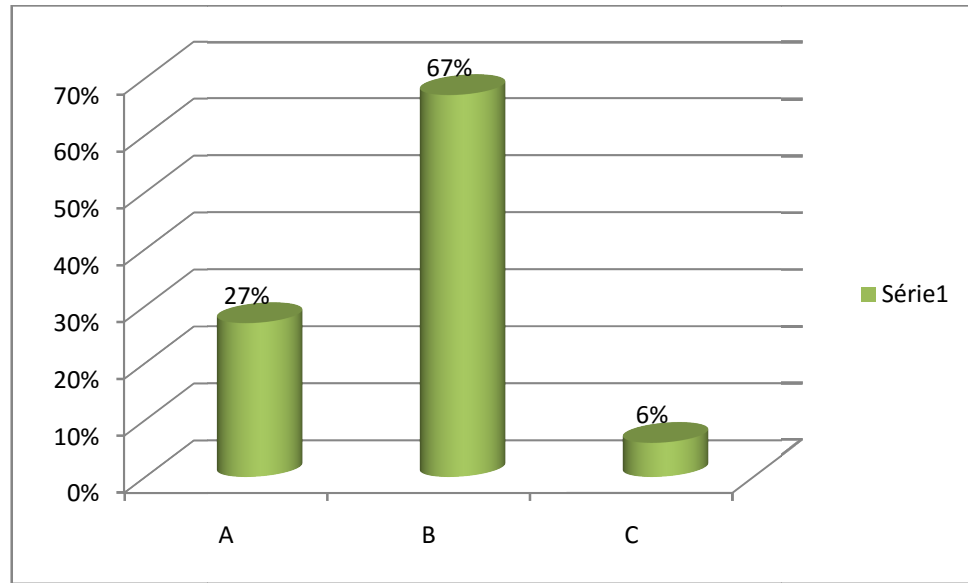
The obtained results show that (53%) of the students choose that it is the teacher who speak most of time in classroom and (37%) claim that both teacher and students are talking inside the classroom (10%) of students are chosen that student are most speak in classroom.

Question 11: How often do you interact in English Language with your classmates?

- A. Always
- B. Sometimes
- C. Never

Option	Number	Percentages
A	8	27%
B	20	67%
C	2	6%
Total	30	100%

Table 1.10: Interaction in English Language with Classmates



Graph 1.10: Interaction in English with Classmates

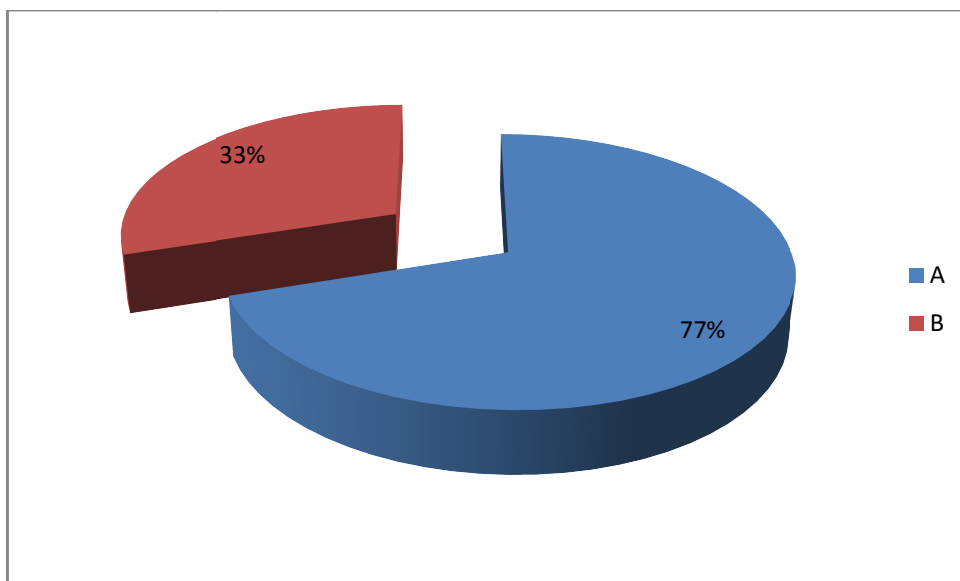
As it is mentioned above (67%) of students say they sometimes interact inside the classroom and (27%) of them always interact in classroom, and (6%) claim that they never interact.

Question 12: Which type of Interaction do you prefer?

- a- Teacher- Learner interaction
- b- Learner-Learner interaction

Option	Number	Percentage
A	23	77%
B	7	23%.
Total	30	100%

Table 1.11: Type of interaction that prefer by students'



Pie-Chart 1.11: Type of interaction that prefer by students'

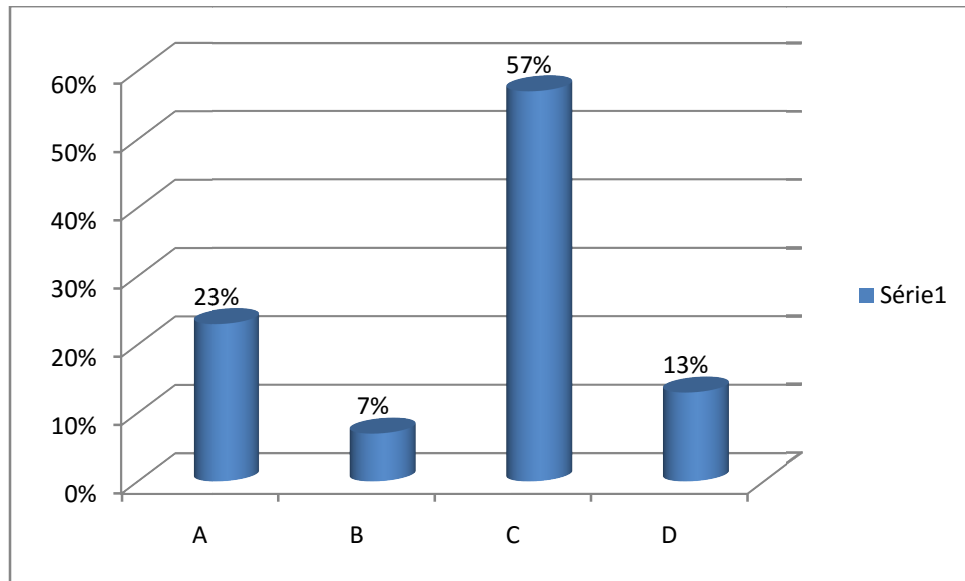
The pie-chart above shows that the majority of the students (77%) prefer teacher – student's interaction and (23%) of student they prefer students – students' interaction.

Question 13: When you want to interact in the classroom you prefer your teacher to be:

- A. Controller
- B. Organizer
- C. Assessor
- D. Resource

Option	Number	Percentages
A	7	23%
B	2	7%
C	17	57%
D	4	13%
Total	30	100%

Table 1.12: Role of the Teacher that Students Prefer



Graph 1.12: Role of the Teacher that Students Prefer

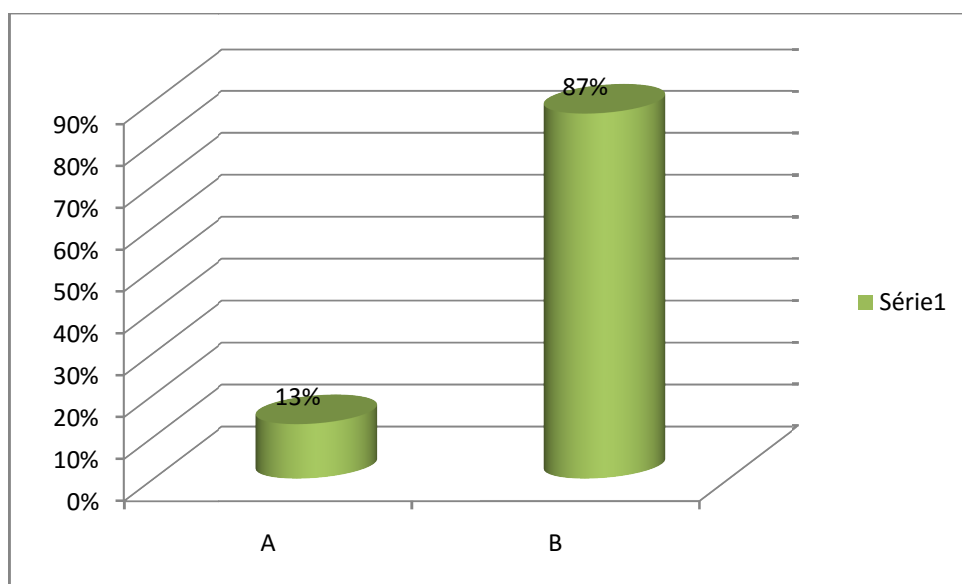
Student's answers of the 13th question show that (57%) of students prefer the teacher when they want to interact as 'Assessor' and (23%) of students prefer teacher as 'controller', (13%) they prefer teacher as 'resource' and (7%) they prefer teacher as 'organizer'.

Question 14: Which Techniques of interaction activities do you enjoy to work with it?

- A. Information gap activities
- B. Discussion activities

Option	Number	Percentages
A	4	13%
B	26	87%
Total	30	100%

Table 1.13: Technique of Interaction Activities that students enjoy



Graph 1.13: Technique of Interaction Activities that students enjoy

This analysis indicates that the highest percentage of students (87%) claim that the types of interaction activities they enjoy the most are discussion activities and (13%) of student only enjoy information gap activities.

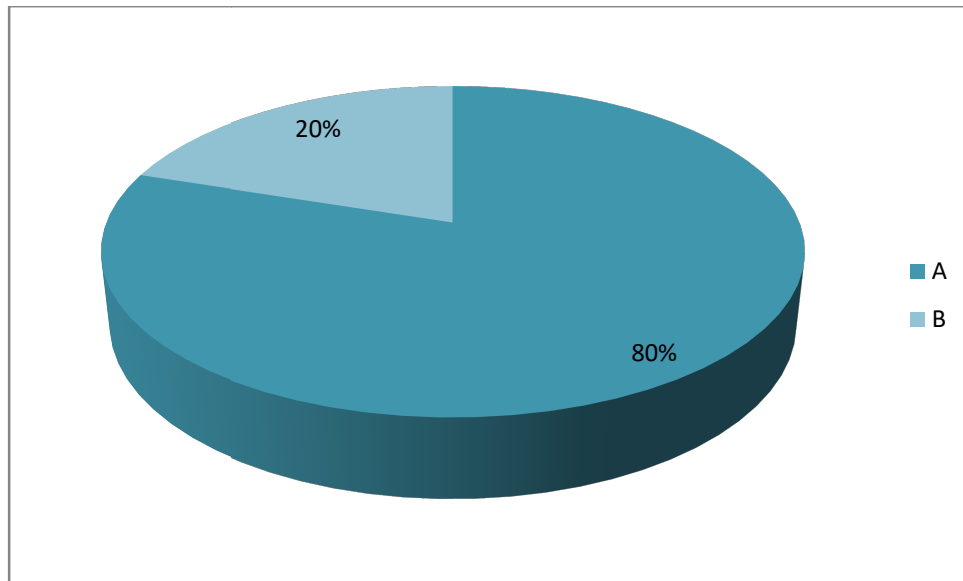
Question 15: Do you think that classroom interaction develop, Your speaking skill?

A. Yes

B. No

Option	Number	Percentages
A	24	80%
B	6	20%
Total	30	100%

Table 1.14: Classroom Interaction Develop Speaking Skill



Pie-Chart 1.14: Classroom Interaction Develop Speaking Skill

As it is mentioned above the most of the participants (80%) they think that classroom interaction develop their speaking skill. They say because they find that when they speak English language they are obtaining new words and when they interact with one another they correct their mistakes and enhance their ability to speak. Others (20 %) find that classroom interaction does not develop their speaking skill.

B- The Analysis of Teachers' Questionnaire

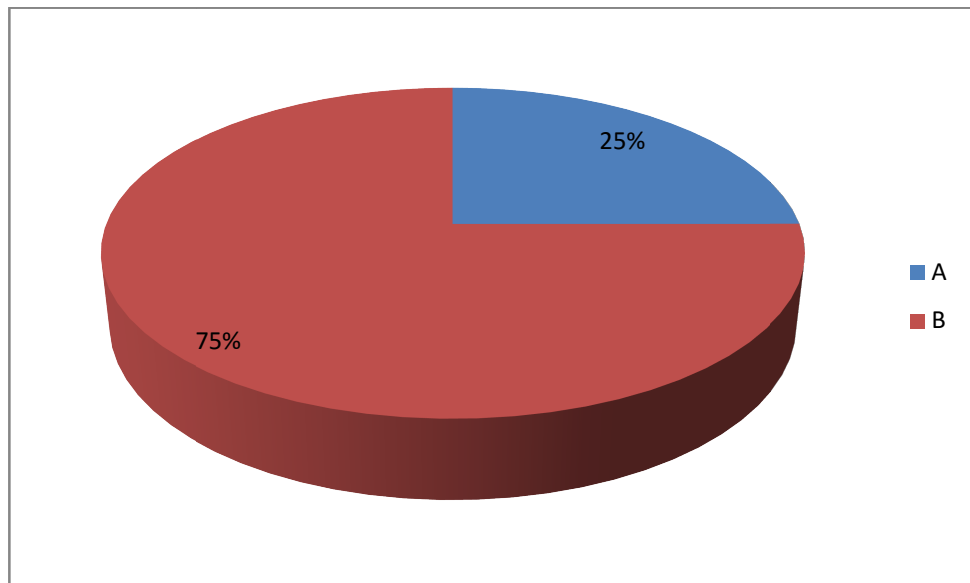
The questionnaire is given to teachers of oral expression. The obtained results are analyzed quantitatively and qualitatively.

Section One: the Teachers' Profile

Question 1: Would you specify your gender, please?

- A. Male
- B. Female

Option	Number	Percentages
A	2	25%
B	6	75%
Total	8	100 %

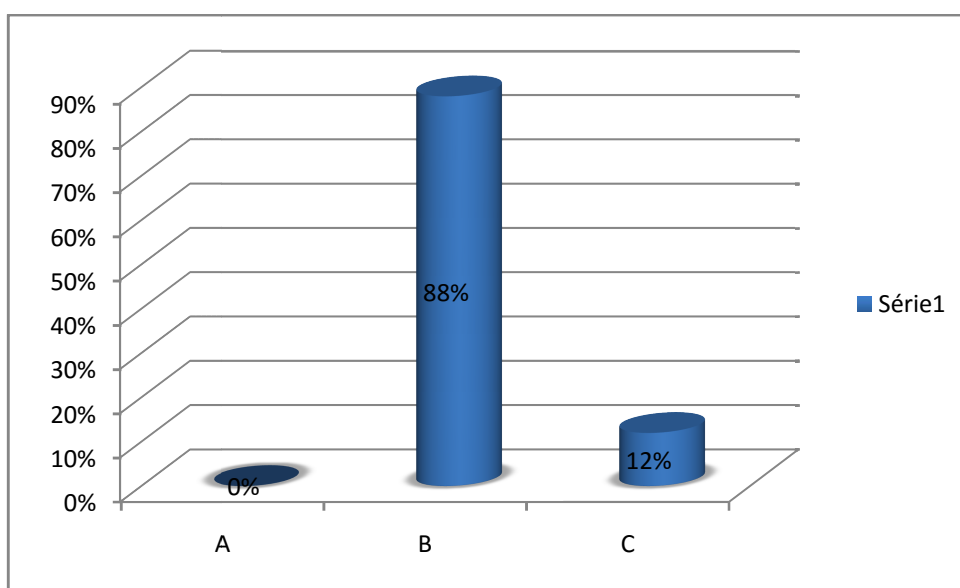
Table 2.1: Teachers' Gender**Pie-Chart 2.1: Teachers' Gender**

As it is shown in the results (75%) from the teachers are females and only (25%) are males it is clear that the collected data do not contain only one gender to collect information but both females and males.

Question 2: What is your degree?

- A- BA (license)
- B- MA (master/ magister)
- C- PHD (doctorate)

Option	Number	Percentage
A	0	0 %
B	7	88%
C	1	12%
Total	8	100%

Table2.2: Teachers' Degree**Graph 2.2: Teachers' Degree**

The analysis indicates that most (88%) of the teachers have MA (master/magister) degree and only (12%) of teachers have PHD (doctorate) degree and no one (0%) have BA (license) degree.

Question 3:How long have you been teaching oral expression?

The question is to find the experience of teachers of English in teaching oral expression module. One teacher has an experience of one (1) year and other two teachers have four (4) years of experience on teaching oral expression. However other two teachers have the experience of five (5) years, another has six(6)years and the last teacher 7 years on teaching oral expression module. Yet, one of them did not answer this question.

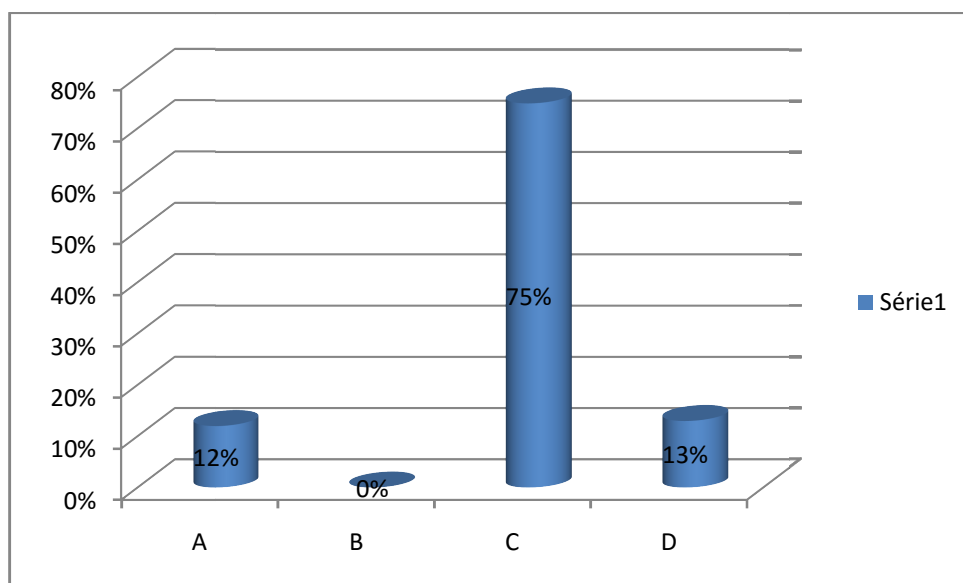
Section 2: Speaking skill and classroom interaction

Question 4: How do you consider your students' level of speaking proficiency in English?

- A- Excellent
- B- Good
- C- Average
- D- Less than average

Option	Number	Percentages
A	1	12%
B	0	0%
C	6	75%
D	1	13%
Total	8	100%

Table 2.3: Students' level of Speaking Proficiency



Graph 2.3: Students' level of Speaking Proficiency

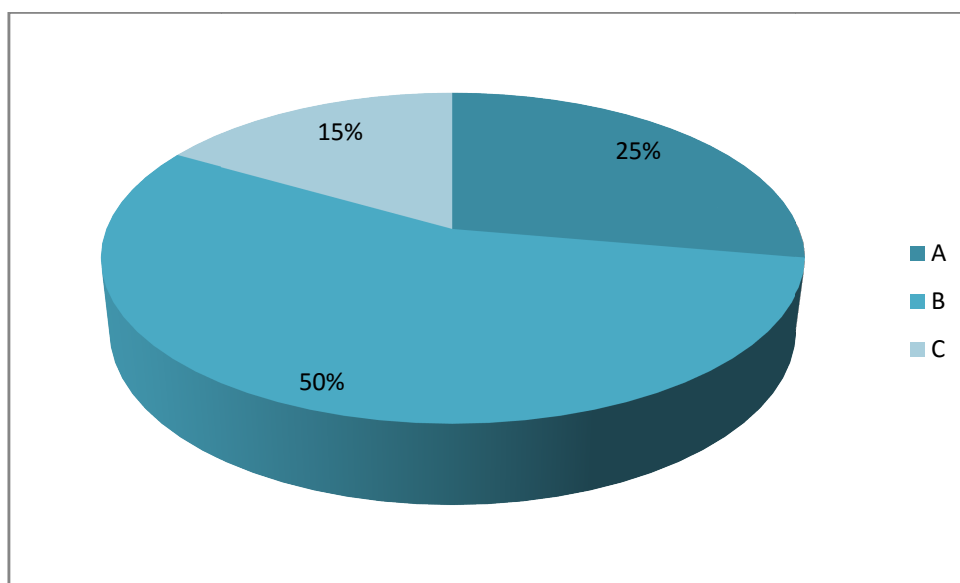
According to the results most of teachers (75%) consider their students' level of speaking proficiency in English average, However, (13%) indicate that their students' level in speaking proficiency is less than average and other teachers (12%) say that their students' level is good in speaking proficiency. Yet, (0%) is the percentage of excellent.

Question5: What are the difficulties that your students face when studying speaking skill?

- A- Inhibition because of stress or Anxiety
- B- Nothing to say because fear of making pronunciation mistakes
- C- Mother tongue use

Option	Number	Percentages
A	2	25%
B	4	50%
C	2	25%
Total	8	100%

Table 2.4: Students' Difficulties in Studying Speaking Skill



Pie-Chart 2.4: Students' Difficulties in Studying Speaking Skill

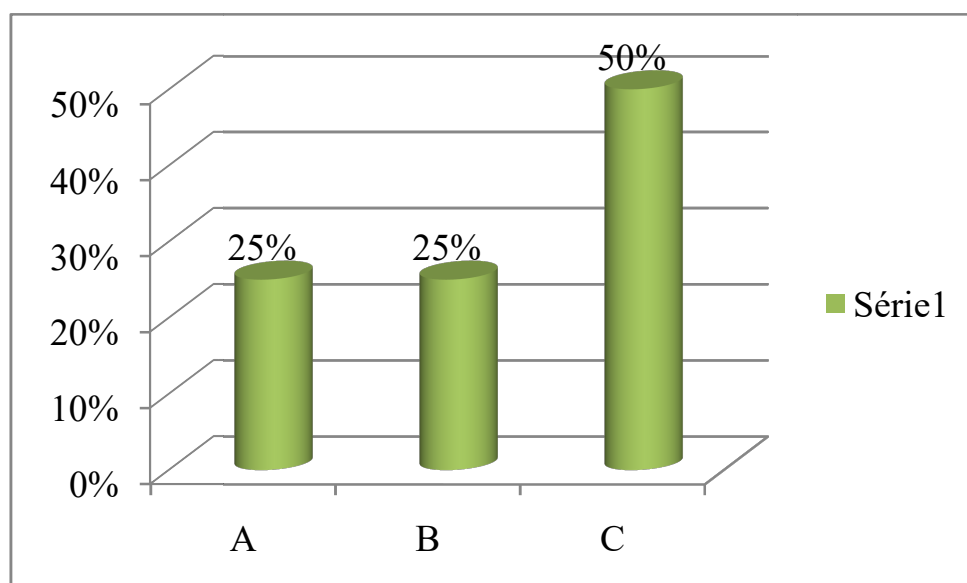
The analysis indicates that half (50%) of teachers claim that their students face the problem of ‘nothing to say’ in speaking skill. However, (25%) of the teachers say that their students face the problem of inhibition because of stress and anxiety, and (25%) of teachers think that their students have a problem of using the mother tongue when they practice speaking. Some teachers add other difficulties that students face like the lack of motivation, lack of self-esteem, and lack of practice outside the classroom.

Question 6: Which one of this aspect do you focus on teaching oral expression?

- A- Fluency
- B- Accuracy
- C- Both

Option	Number	Percentages
A	2	25%
B	2	25%
C	4	50%
Total	8	100%

Table 2.5: Aspect That Teacher Focus on Teaching Oral Expression



Graph 2.5: Aspect That Teacher Focus on Teaching Oral Expression

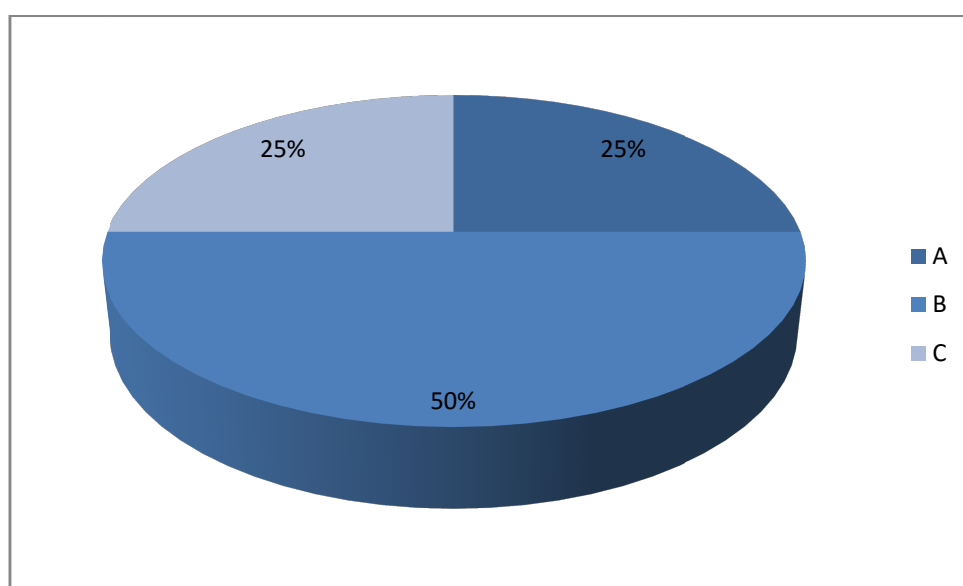
It is obvious from the above results that half (50%) of the teachers prefer while teaching oral expression to focus on both fluency and accuracy. However (25%) of teachers prefer fluency in teaching oral expression and (25%) of teachers prefer accuracy.

Question 7: In the classroom, are you talking

- A- More
- B- Average
- C- Less

Option	Number	Percentages
A	2	25%
B	4	50%
C	2	25%
Total	8	100%

Table 2.6: Teachers' Talking



Pie-Chart 2.6: Teachers' Talking

The results show that half of teachers (50%) talk average inside the classroom. However (25%) of teachers they talk more in the classroom and (25%) of teachers talk less inside the classroom.

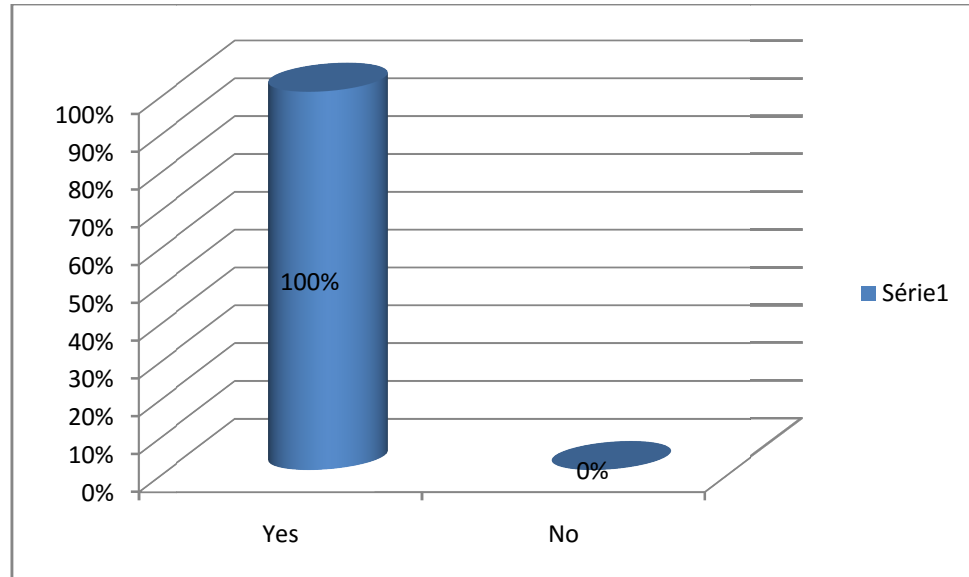
Question 8: Do you think that classroom interaction is important?

A- Yes

B- No

Option	Number	Percentages
A	8	100%
B	0	0%
Total	8	100%

Table 2.7: Importance of Classroom Interaction



Graph 2.7: Importance of Classroom Interaction

The results show that all the participant teachers (100%) say 'yes' they claim that classroom interaction is important. They think that for the learners develop their capacities of expressing themselves when talking. Other teachers say because

classroom interaction is the best way to master the listening and speaking skill the learners feel more confident and share information. However (0%) is the percentage of teachers who choose 'no'.

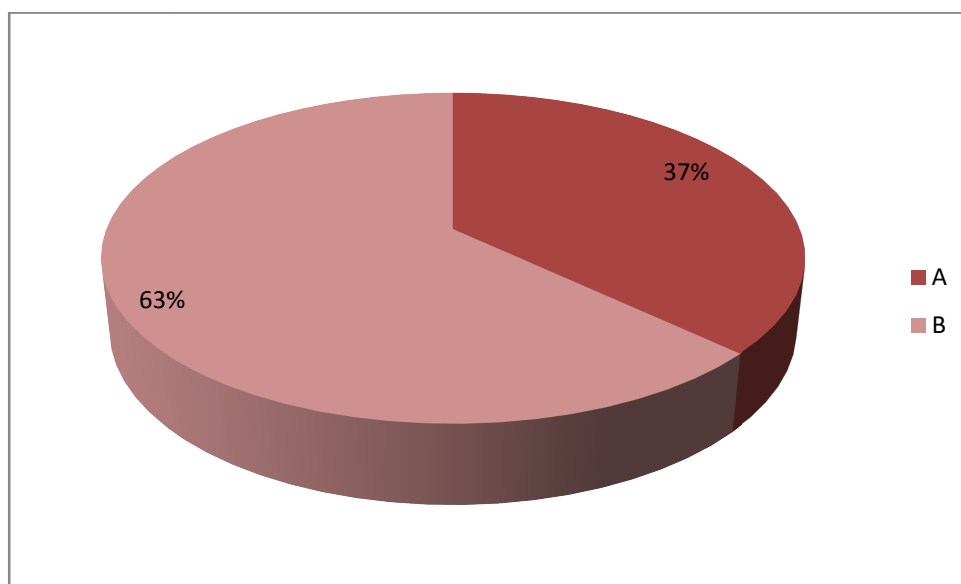
Question9: Which type of interaction your students enjoy the most?

A- Teacher- student interaction

B- Student- student interaction

Option	Number	Percentage
A	3	37%
B	5	63%.
Total	8	100%

Table2.8: Type of Interaction that students' Enjoy Most



Pie-Chart 2.8: Type of Interaction that students' Enjoy Most

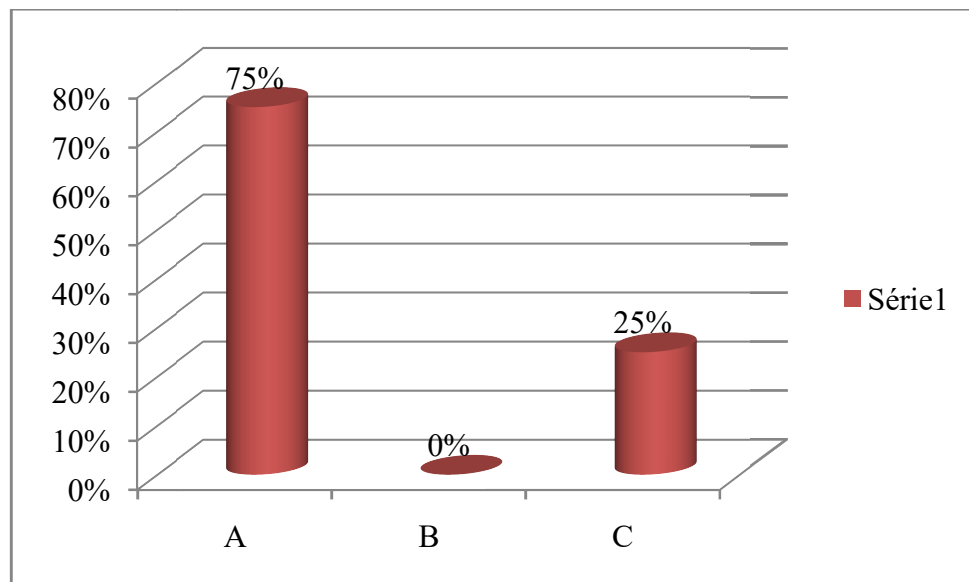
The obtained results show that most (63%) their students enjoy the type of student-student interaction .However (37%) of the teachers think that their students prefer and enjoy teacher-student interaction.

Question10: How do you make your students interact during the lessons?

- A- Choose interesting topics
- B- Allow using mother tongue
- C- Use simulation and role plays

Option	Number	Percentage
A	6	75%
B	0	0%
C	2	25%
Total	8	100%

Table 2.9: Students' Interact During the Lesson



Graph 2.9: Students' Interact During the Lesson

As it is mentioned above most (75%) of teachers they choose interesting topics to make their students interact during the lesson .However, (25%) of teachers' use

simulation and role plays. While (0%) of them allow using mother tongue. Teachers suggest other ways to make their students' interact during the lesson with giving the chance to the majority of students to participate in the debates.

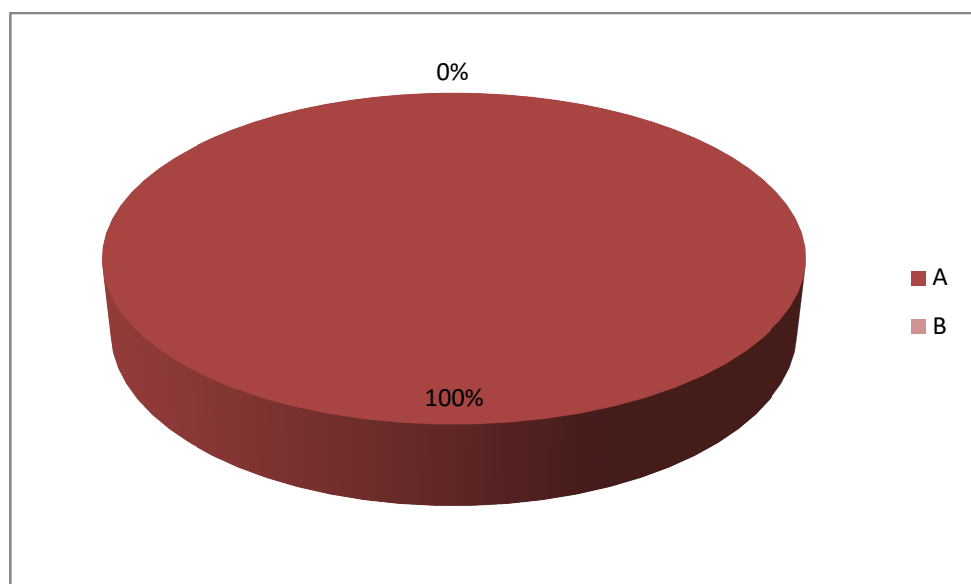
Question11: what kind of speaking activities you think is more useful for your students to interact?

A- Discussion activities

B- Information gap activities

Option	Number	Percentages
A	8	100%
B	0	0%
Total	8	100%

Table 2.10: Kind of Speaking Activities for Students' to Interact



Pie-Chart 2.10: Kind of Speaking Activitiesfor Students' to Interact

The data introduced in the pie-chart above shows that all the teachers (100%) choose discussion activities as the most useful activity of students to interact. However, (0%) for type of information activities.

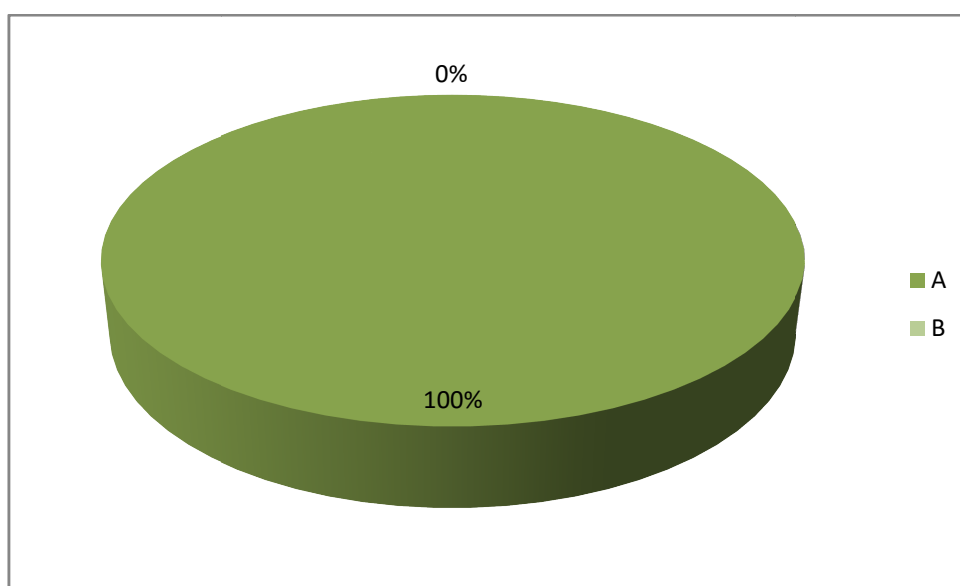
Question12: Do you think classroom interaction really develop learners' speaking skill?

A- Yes

B- No

Option	Number	Percentages
A	8	100%
B	0	0%
Total	8	100%

Table 2.11: Classroom Interaction Really Develop Students' Speaking Skill



Pie-Chart 2.11: Classroom Interaction Really Develop Students' Speaking Skill

The analysis of the results show that (100%) of teachers claims that classroom interaction really develop students speaking skill they indicate that the students

through interaction and practice their performance will improve. However, (0%) is the percentage for 'no' answer.

2.7.2 Analysis of classroom observation:

Session1:

The observer: the researcher

Setting: 14-02-2017, 11:30-13:00

University Center of NAAMA /AHMED , SALHI

Department of foreign language. English section: oral expression session.

Timing: one hour and half (1h .and 30 minutes)

3rd year students of English language Group 2, in English laboratory 2.

Number of students: 20.

The observed things: classroom interaction: teacher- Student's interaction and students- Students' interaction.

***Field notes:**

* The lesson of oral expression has started at 11.40.

* The students are sitting in good way.

*The students are very active.

*The teacher asks their students about their presentations and who is supposed to present for this week.

* The students start presenting their work one by one.

*The students start discussing and interacting with one another and with their teacher.

* Some students participate and give their ideas after the end of every presentation.

*In the end of the session the teacher asks students to prepare themselves for the next week to present their work.

Session2:

The observer: the researcher

Setting: 20-02-2017, 13:00-14:30 University center of NAAMAAHMED, SALHI Department of foreign language. English section: oral expression session.

Timing one hour and half (1h .and 30 minutes)

3rd year students of English language Group 1 in English laboratory 1

Number of students: 23.

The observed things: classroom interaction: teacher- Student interaction and student- Student interaction.

***Field notes:**

* The lesson of oral expression started at 13:10

*The students are sitting in a good way

*The students are relaxed and they are very active.

*The students who are supposed to presented start presenting their videos one by one

* Each presentation takes 20 minutes and after each presentation the teacher opens a discussion with students.

* The teacher encourages their and joke with them in the end of the session.

Session3:

The observer: The researcher

Setting: 27-02-2017, 13:00-14:30 University center of NAAMA AHMED ? SALHI department of foreign language. English section: oral expression session.

Timing: one hour and half (1h .and 30 minutes)

3rd year students of English language group 1 in English laboratory 1

Numberof students: 23.

The observed things: classroom interaction: teacher- Student's interaction and students- Students' interaction

***Field Notes:**

* The students come at time.

* The oral expression session start at 13.05

*The teacher asks their students to continue their presentation of last week.

- * The students start their presentation and the teacher correct the student's mistakes in each presentation.
- * The students ask one another questions and try to answer and discuss it together.
- * The teacher try to help students and to guide them and interact with them through open discussion in the end of the session.

Session4:

The observer: the researcher

Setting: 28-02-2017, 11:30-13:00 University center of NAAMA AHMED, SALHI department of foreign language. English section: oral expression session

Timing one hour and half (1h .and 30 minutes)

3rd year students of English language group 2 in English laboratory 2

Number of students: 20.

The observed things: classroom interaction: teacher- Studentinteraction and student- Student interaction.

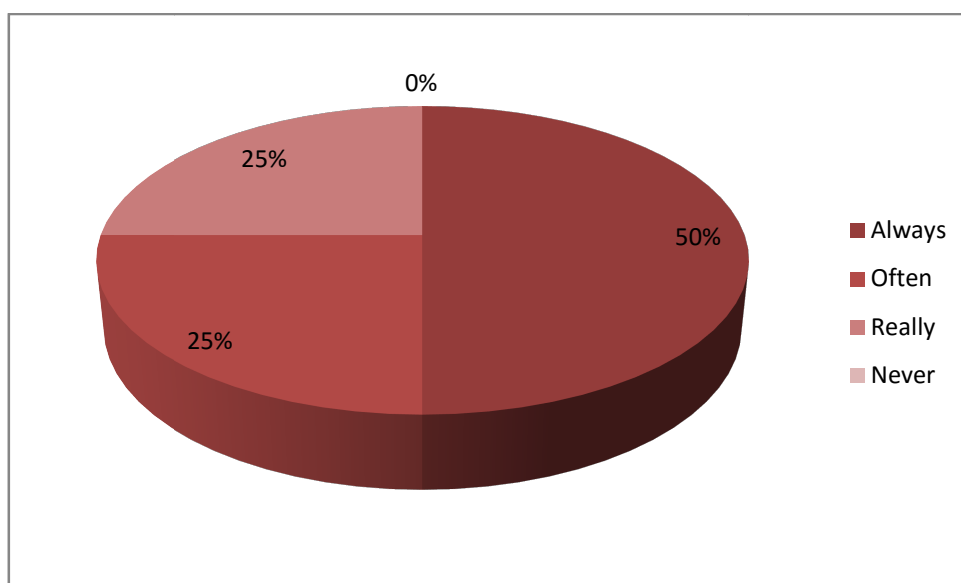
***Field Notes:**

- * The session start at the 11:35
- *The students are relaxed
- * The students who are supposed to present are presenting and the others are listening to their friends.
- * The teacher uses some expressions like good excellent to encourage their students to speak and participate during the presentations.
 - * After the end of each presentation the teacher opens a discussion with students and interact with them and try to make them interact with each other to correct their errors.
- * The teacher tries to correct the students' mistakes and guide them.

answers	always	often	Rarely	never
Session1	✓			
Session2	✓			
Session3			✓	
Session4		✓		

Table 3.1: Teacher- student's interaction

2

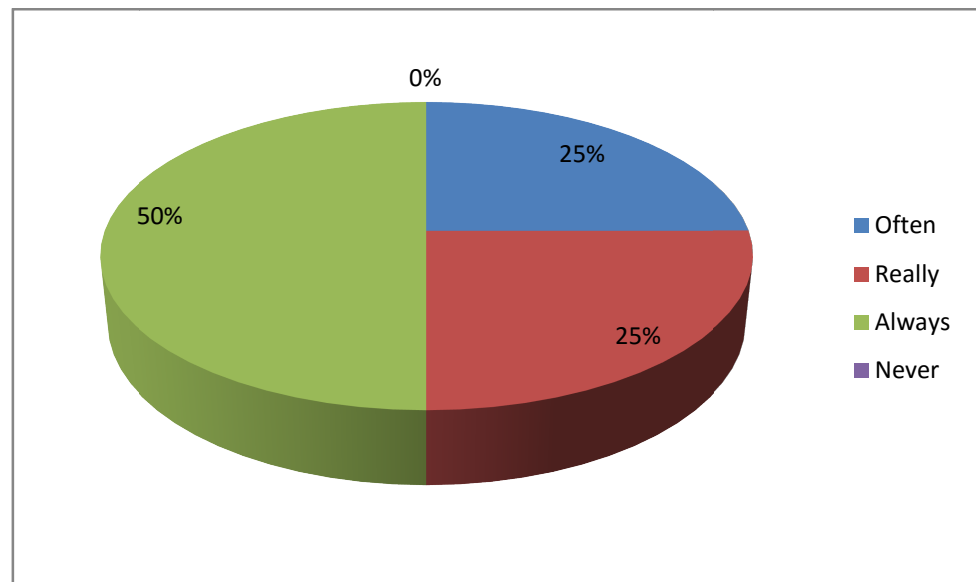


Pei-chart 3.1: Teacher- student's interaction

The analysis show that in the first and second session the percentage of teacher-students' interaction it is (50%)for 'always' the teacher interact with students in the classroom the teacher correct their students mistakes and errors during the interaction to develop their speaking. However, in the third session the interaction was (25%) for 'often' the interaction between the teacher and the students was not all the time, and in the fourth session the interaction was (25%) for 'rarely' because the teacher makes their students interact with one another and (0%) is the percentage for 'never'. This analysis is done according to classroom observation

answers	Always	often	rarely	never
Session1		✓		
Session2			✓	
Session3	✓			
Session4	✓			

Table 3.2: Students-students' interaction



Pie-chart 3.2: student- students' interaction

The result shows that in the first session the percentage of student-students' interaction was (25%) for 'often' the students correct their mistakes and errors with the help of the teacher. In the second session the percentage was (25%) for 'rarely' here the students interact with their teacher all the time but with other students rarely. In the third session and fourth session the percentages for student-students' interaction was (50%) for 'always'. The students interact with one another all the session and help themselves to correct their own mistakes.

2.7 Interpretation of the Main Results:

After analyzing the findings of the research instruments; classroom observation, and both teachers' and students' questionnaire which help the researcher to collect information concerning the effect of classroom interaction on developing the learners' speaking skill attempt to investigate the way the 3rd year LMD students of English develop and improve their speaking skill through interacting inside the classroom with the use of teacher-student interaction and student- student interaction. Through the previous results obtained from the classroom observation and both questionnaires, we concluded that most of teachers and students agree with the role and the effect of classroom interaction on developing the learners' speaking skill.

Conclusion

This chapter presented the data collection and data analysis which help to obtain the results from the classroom observation and questionnaires for both 3rd year LMD students of English and teachers of oral expression. Within the same level; the analysis of the data was represented quantitatively by percentages, while the analysis also included the qualitative analysis. The researcher has noticed that both students and teachers consider that classroom interaction is of a crucial role in developing the speaking skill of EFL learners.

General Conclusion

The present study aims at investigating the relation between the classroom interaction and its role in improving the speaking skill. It shows that classroom interaction is a pedagogical tool to enhance speaking skill and also to solve the problems and difficulties that face the learner in the oral expression session.

The hypotheses of this work are argued by a set of research instruments that includes the questionnaires and classroom observation which are done for both 3rd year LMD students of English and teachers of oral expression at the same level at the University Center SALHI AHMED of NAAMA which are chosen randomly during the academic year 2016-2017.

The result obtained shows that the students can express and develop their speaking skill through interacting inside the classroom using either teacher- student interaction or student- student interaction since the speaking skill is important, it is difficult to master it, and to acquire it takes a long period. Both teachers and students claim that the classroom has a great effect and role on enhancing and developing the learners' speaking skill.

Therefore, teachers of oral expression should give students more opportunities to achieve well in the speaking tasks. To improve students speaking skills they should create several techniques and strategies that fits the learners speaking ability according to their level and need.

This research is conducted with the hope to be beneficial for EFL learners to master the language through enhancing their speaking ability in classroom, it is also motivating for teachers to create different strategies to teach the speaking skill in their classrooms, to adapt the curriculum of English language at universities according to the students' level of achievement.

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The Student's Questionnaire

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.

May I thank you in advance for your collaboration.

Section One: The Students' Profile

1/ Specify your gender

a- Female ☐

b- Male ☐

2/ Your Age

.....Years

3/ Studying English was your

a- Choice ☐

b- Obligatory ☐

If it was your choice, please justify the reason behind your choice

4/ Your level in English is

a- Good ☐

b- Average ☐

c- Less than average ☐

Section Two: Speaking Skill /Classroom Interaction

5/ Is the speaking skill important in your study?

a- Yes ☐

b- No ☐

Why?

.....

.....

6/ Do you find speaking English?

a- Easy? ☐

b- Difficult? ☐

c- Very Difficult? ☐

7/Does the oral expression session help you develop your speaking?

a- Yes ☐

b- No ☐

Why?

.....

.....

8/ which matters more in practicing speaking in English?

a- Fluency ☐

b- Accuracy ☐

9/ Specify the relationship between you and your teacher?

a- Good

b- No relationship

10/ Who speaks more in the classroom?

a- Teacher

b- You

c- Both

11/ How often do you interact in English with your classmates inside the classroom?

a- Always

b- Sometimes

c- Never

12/ Which type of interaction do you prefer?

a- Teacher –learner interaction

b- Learner –learner interaction

13/When you want to interact in the classroom you prefer your teacher to be:

a- Controller

b- Organizer

c- Assessor

d- Resource

If other, please specify

.....

14/ which technique of interaction activities do you enjoy to work with it?

a- Information gap activities

b- Discussion activities

15/ Do you think that classroom interaction develop, your speaking skill?

a-Yes

☐

b-No

☐

If

yes

indicate

how

.....

.....

.....

THANK YOU

The Teacher's Questionnaire

Dear Teachers,

This questionnaire is for n the preparation of research work; it is designed to collect information about the effect of classroom interaction on developing the learner's speaking skill .We would be grateful if you could answer these questions to help us in our research for the master degree. Please use a cross (✓) in the right box or complete sentences when necessary.

Thank you in advance for your collaboration.

Section One: The Teacher's profile

1/ Would you specify your gender, please?

a- Male ☐

b- Female ☐

2/ What is your degree?

a- BA (license) ☐

b- MA (master/ magister) ☐

c- PHD (doctorat) ☐

3/How long have you been teaching oral expression?

..... years

Section Two: Speaking Skill/ Classroom Interaction

4/ How do you consider your student's level of speaking proficiency in English?

a- Excellent ☐

b- Good ☐

c- Average ☐

d- Less than average ☐

5/What are the difficulties that your students face when studying speaking skill?

a- Inhibition because of stress or Anxiety ☐

b- Nothing to say because fear of making pronunciation mistakes ☐

c- Mother tongue use ☐

If _____ others, Specify

.....
.....

6/ Which one of these aspects do you focus on teaching oral expression?

a- Fluency ☐

b- Accuracy ☐

c- Both ☐

7/ In the classroom, Are you talking

a- More ☐

b- Average ☐

c- Less ☐

8/ Do you think that classroom interaction is important?

a- Yes ☐

b- No ☐

If yes specify why?

.....

9/ Which type of interaction your student enjoy the most?

a- Teacher –Student interaction ☐

b- Student-Student interaction ☐

10/ How do you make your student interact during the lessons

a- Choose interesting topics ☐

b- Allow using mother tongue ☐

c- Use simulation and role plays ☐

Use of others justify.....

.....

11/ What kind of speaking activities you think is more useful for your student to interact?

a- Discussion activities ☐

b- Information gap activities ☐

If use others please justify

.....

12/Do you think classroom interaction really develop learners speaking skill?

a- Yes ☐

b- No ☐

If yes, indicate how.....

.....

THANK YOU

Appendices

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY CENTRE SALHI AHMED NAAMA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH SECTION**



**The Effect of Classroom Interaction in
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Case Study 3rd Year LMD Students at University
Center Ahmed SALHI /Naama**

*Extended Essay submitted to the Department of English in Candidacy
For the 'Master' Degree in Applied Linguistics*

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Supervisor:

Examiner:

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