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Department of Foreign Languages

English Section

# The Effect of Classroom Interaction on Developing EFL Learners' Speaking Skill:

## The Case of 2nd Year LMD Students of English at Ahmed SALHI University Center of Naama

Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfillment for the Degree of Master in Linguistics

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# Dedication

In the Name of Allah, Most Gracious, Most Merciful

All the Pries is due to Allah alone, the Sustainers of all the worlds

This work is dedicated to:

My dear Mothers

Strong and kind souls who taught me to put all the trust in Allah, for making me who I am now

My Father

For being my first leader and teacher

My uncles

For their supports during my educational career

My Brothers and sisters

Fatima, Soumia, Ghaniaa, Sid Ahmed, Abdrahmane, Ritaje For their motivations during the hard times

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For their help, their kindness, their encouragement and for being standing by my side during all the days of studying

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Special thanks to all my family for their encouragement, motivation and assistance during my Educational career

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## Abstract

- The present study attempts to discover the effect of classroom interaction in improving the EFL learners' speaking since the primary aim of learner any foreign language is to use it in communication, thus classroom interaction is a key to reach that goal this study introduces at first the definition of the speaking skill by mentioning its importance in second language learning, then difficulties that may prevent EFL learners in learning, moreover, it investigates the definition of classroom interaction and showing the effectiveness of learner-learner and teacher-learner interaction inside the classroom the research main focus is to demonstrate the classroom can be an effective method to develop the learner speaking skills, through the analysis of classroom observation that it considered with 2nd year LMD students of English at SALHI Ahmed University center during the academic year 2018/2019 and the students' questionnaire ( which is conducted with the oral expression), the findings of the both classroom interaction and the students' questionnaire have revealed that learners and teachers consider classroom interaction as an important strategy in improving the speaking skill.

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## List of Abbreviations and Acronyms

EFL**:** English as a Foreign Language

LMD**:** License, Master, Doctorate

# General Introduction

In the recent years , researchers have been involved in the field of education to investigate, the main issues raised in teaching and learning English as foreign language one of the basic problem that are related to foreign language learning is to improve learners to be able to use the language proficiently, for example , 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, thus classroom interaction is necessary and useful as an educational strategy to enhance the students' learning process , since it plays a significant role in the process of the second language learning through giving learners opportunities to develop their speaking skill.

The aim of the study is to focus on the use of classroom interaction as a mean to enhance and develop EFL learner speaking skill , and to describe whether or not teaching speaking skill by using discussion method can increase students' speaking skill, since the speaking is the skill that needs more practice, second year LMD English at the university of SALHI Ahmed have been taken as a sample of the present study, the aim of this work is to investigate the way EFL learners develop their speaking through interaction inside the classroom in the oral expression session.

This issue leads the researcher to ask the following problematic statements;

How may classroom interaction enhance EFL learners' speaking skill?

In order to know the great importance of classroom interaction ha raised the following questions;

- Is classroom interaction effective method to develop learners' speaking skill?
- If yeas, how may classroom interaction enhance EFL learners' speaking skill?
- What are the different types of classroom interaction that can help their speaking skill?

Therefore, this study aims at explaining the development of EFL learners' speaking through classroom interaction by answering the previous question, the researcher propose that interaction in the classroom may develop the EFL learners'

speaking may be the more their interact with each other the more their speaking skill is developed and the sub-hypothesis are; first, classroom interaction provide input for other students. Second, the student perhaps become able to speak and discuss any freely in the classroom and it can enhance students' self-confident.

This study passes through many stages in order to reach the main objectives and it is divided into two main chapters; the first one which refers to theoretical part i.e. the definitions of key concepts, types and it is called literature review. However, the second part is the practical one which refers to data collection, data analysis and interpretations of the research instrument

# Chapter One

## The Review of Literature

# Chapter One

Definitions of Key-concept and Terms

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## 1.1 Introduction

In this chapter the researcher tries to shed light on the importance of speaking skill in the process of learning any language where some definitions and key concepts related to speaking skill, as an activity in the classroom and speaking skill difficulties in foreign language learning are pointed. Later on the definition of classroom interaction, its types, features, types of interactive activities and finally the role of the teacher in improving the classroom interaction are raised.

## 1.2 Definition of Speaking Skill

Speaking skill is defined by many researchers for instance Brown (1994p141) says that:

> **speaking skill is an interactive process of constructing meaning that involves producing receiving and processing information in the process of teaching English as foreign language, the learners need to exposed to what are called foreign language skills , listening, speaking, reading and writing with the aim of achieving a high development of abilities of receiving and producing a second language either in oral or written form.**

He stated that speaking skill plays a crucial role like other literacy skill both in the human's first and second language, another definition given by Bygate (1987:02) says that **"speaking is a skill which deserves attention in every bit as much as the literary skills, in both native and foreign language".** He states that speaking skill has great role in all human's lives**.**

## 1.3 The Importance of Speaking Skill

To know the importance of speaking skill in transmitting or conveying messages UR (1996 p21) declares that " **of all the four skill( listening, speaking, reading and writing ) speaking seems intuitively the most important people who know a language as if speaking included all other kinds of knowledge**" .He means that speaking skill plays a significant role in the communication process with a foreign language, the ability to speak language is the same to know that language since speech is the basic means of communication, in another words, in speaking you must know or master language to express your ideas and to communicate with the other.

## 1.4 Speaking Difficulties in Foreign Language Learning

While studying speaking skill, EFL students may face many problems that can prevent them from speaking and participating in the activities of classroom interaction. According to Ur (1996:121) there are some elements that make speaking hard such as:

### 1.4.1 Inhibition

The majority of students face in classroom inhibition, it is a problem that begins when the learners want to participate or something to say but something prevents them either they feel fear for making mistakes or they are shy of the attention that their speech attracts

### 1.4.2 Nothing to Say

The learner face this problem exactly when the teachers asks them about information which the student doesn't know about it, here the learner did not find any answer to keeps silent or he says that he did not know also they are rarely motivated

### 1.4.3 Mother Tongue Use

Here the learner face the problem of the use of mother tongue in learning a foreign language because of the useless of English language by the student outside the classroom, though learner switch from English language to their native language in the English classroom

### 1.4.4 Definition of Classroom Interaction

Brown (2000:165) defined interaction as fallows **"interaction is the collaboration exchange of thoughts feelings or ideas between two or more people, resulting in the reciprocal effect on each other"** he states that classroom interaction is way of communication that happens between people to express their ideas and emotions. Therefore, interaction inside the classroom is the communication that happens between the teacher and students during the session.

### 1.4.5 The Importance of Classroom Interaction

Brown (2000:165) asserts that **"theories of communication competence emphasize the importance of interaction as human being use language in various contexts to negotiate meaning or simply stated to get an idea out of one person head and into the head of another"**. he focus on the importance of the interaction that people use to communicate and share idea and knowledge and according to Hedge (2000:13) who says that **"there is principle underlying curviest ELT practice, that interaction pusher learner to produce more accurate and appropriate language which provides input for other students"** he means that interaction plays a crucial role on the learners to make them produce language that is as input for other students

## 1.5 Types of Classroom Interaction

Teacher learners interaction and learner-learn interaction which give opportunities for negotiation taking into consideration its particular context

### 1.5.1 Learner- Learner Interaction

As stated by Lynch and NKT (2010P29) in this form of interaction, the teacher plays a role as monitor and learners are the main participants in this case students can learn and among themselves because they share responsibility discuss different understanding, shape the direction of the of the class and help each other to construct their knowledge, interaction is the collaborative exchange of thoughts, feelings or ideas between two more people, resulting in reciprocal effect on each other" Brown (2007), he means that this type of interaction students learn by themselves, exchange ideas and opinions avoid shying and anxiety also they can talk freely.

### 1.5.2 Teacher –Learner Interaction

For Lynch T. and UKT (2010 P48), teacher often asks questions to learners and learners answers the questions and vice versa, or the teacher participates in learning activities, nowadays in the EFL context it is essential to consider that students need to create or book for spaces in which they can interact in the target language , teacher generally apply this type of interaction with the whole class, small groups in class or individually in additional classroom the interaction happens in a regular way because the teacher stands behind a desk, and spends a lot of time doing lectures and given

directions while the role of the student is sitting on a desk and takes notes about what the teacher is saying or explaining, the focus of interaction in traditional classroom is to control the topic, determine when the interaction has to start and stop in the classroom ( Cazden,1998) Tusswi 1995 cited by Lynch TTuan and NTK 2010 P32) they mean the in EFL classroom, interaction is widely different from the traditional one through it now days learners prefer to be motivated and doing activities such as discussing topics with the teacher and interact with him rather than sitting and writing all the lectures rather

## 1.6 Features of Classroom Interaction:

Classroom interaction has two mains features which are negotiation of meaning and feedback, the implementation of the two elements makes the learning through interaction very successful

### 1.6.1 Negotiation of Meaning

Every one want to convey any message she/he tries to use the appropriate words and sentences to make her/ his utterance meaningful and understandable, according to Lynch (2009:862) **"there are a number of different terms used to refer to the very 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, negotiation of meaning is very necessary for developing the students language

### 1.6.2 Feedback

Feedback is the second feature of classroom interaction it is when the teacher asks question and the learners interact and answer these question after that the teacher comment on his learners' answer, this comment is known as feedback,

Ur (1996:242) defines feedback as **"information that is given to the learner about his other performance of learning task, usually with objective of improving this performance"** he states that feedback is the information that explains learners' performance and how they can develop their performance.

## 1.7 Types of Interactive Activities

Some activities are designed to give learners' opportunities to practice and expend their use of language; they are related to the goals of course same relevant activities proposed by some authors are:

According to Harmer (2007p285) **a)** Information-gap activities: where the student participate in group or individually in order to fill some pieces of missing information **b)** Discussion: where the student have different arguments in favor or against proposal to discuss about it, it is develop in debates comments, predictions …etc. **c)** Games tasks: to develop skills in communication related to different topics like expositions, videos and others

Harmer means that through information and discussion or games activities learners can share information, impose themselves by giving their opinions and they can develop their skills by speaking and communicating with each other

Ur (2000p62) points out different activities of interaction such as **a)** Brain-storming activities for example: guessing games where the learners guess the object, profession, country using clues for example the first round a letter a piece of mine strange pictures or puzzle clue **b)** Organizing activities for instance solving problems where the students find solution to different **c)** Compound activities a case in point is composing letters where the learners represent or discuss about debates, publicity campaigns, surveys, planning projects

The activities proposed above are important in order to provide opportunities to develop the speaking skill through the classroom interaction.

## 1.8 The Role of Teacher

In the foreign language classrooms learners need the teacher‘s guidance to understand their lessons, the teacher has a great role in helping his students to interact

and she/ he makes the learning process easy, the teacher has many roles in the classroom, it cannot be limited to only one role Harmer (2001)has highlighted different roles. These latter will be explained as the following:

### 1.8.1 Controller

One of the responsibilities is any field is the possibility to control the tasks and the activities for success of the process, according to harmer (2001:58) **"when teachers act as controllers they are in charge the class and of the activity taking place in a way that is substantially different from situation where students are working on their own group, controllers take the role, tell students things, organize drills"**. It means that 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 they should use and for the interaction to take place the teacher must create the atmosphere in which the student makes it possible to predict everything that they will say and do

### 1.8.2 Organizer

To be organizer to find the adequate place and suitable time for each suitable item or person to make things work easily and clear, according to Harmer (2001:58)

> **"teachers as organizers 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 teacher play the role of organizing to plan lesson and courses

### 1.8.3 Assessor

To know how the lesson was successful and all the students have got their lesson, the teacher needs to assess his learners, Harmer (2001:59, 60) he states that "**one of the things that students expect from 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 students, by helping them to discover language deeply rather than helping them about language

### 1.8.4 Resource

> **"The role of the teacher here, is to answer all students' questions, the teacher is considered as their source of information that the students want to get this information and acquire, the teacher much knowledge about what he/ she is going to teach"** Harmer (2001:61)

It means that the teacher is considered as the source of knowledge by his students; they cannot get any information from any other resource except the teacher

## 1.9 Conclusion

The process of learning occurs as result of four language skills that are divided into receptive skills that include listening, reading and productive skills that consist of speaking and writing. In addition, this chapter has divided classroom interaction and its activities that can improve the students' speaking skill and it has dealt also with the importance of speaking skills in EFL learning. In this chapter, it mentioned some speaking difficulties that EFL learners may face during the process of learning.

# Chapter Two

## Data Collection, Analysis and Interpretation

## Chapter two:

Data Collection, Analysis and Interpretation

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2.2 Methodology of research

2.3 Research Question and Hypotheses:

2.4 sample of population

2.4.1 The students' profile:

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2.6 Data collection phase

2.6.1 Questionnaire

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2.7 Data analysis and interpretation

2.7.1 Analysis of the students' questionnaire

2.7.3 Analysis of classroom observation

2.8 Data interpretation

2.9 Suggestions and recommendations

2.10 Conclusion

## 2.1 Introduction

This chapter describes the practical work of the dissertation. Primarily, it shows the methodology used in the investigations that were done in the field needed. Moreover, it presents the research instruments which are: learners' questionnaire and classroom observation. It finally ends up with the analysis and interpretations of the data gathered, and some suggested solutions and recommendations. Thus, this research puts the emphasis on the teachers and students' opinions about the effect of classroom interaction on enhancing EFL learners' speaking skill. Firstly, this chapter, the researcher starts with description of questionnaire given to the students of second year LMD at university center of SALHI Ahmed of Naama and the classroom observation which taken place during the session of oral expression with the second year LMD students. Secondly, the investigator analyzes the students' questionnaire, observation and interprets the results of these instruments and finally, provides some worthy suggestions and recommendations for both teachers and learners.

## 2.2 Methodology of research

In every research there is a method that should every researcher should follow to investigate his work ,while in this research work the investigator uses the descriptive method, as it is the appropriate one for this phenomenon in order to achieve the research's goals .

## 2.3 Research Question and Hypotheses:

In order to study this research and get a reliable and authentic data, the researcher tries to find answers to the following research questions. The main question is; how may classroom interaction enhance EFL learners' speaking skill?. To clarify this issue, this work attempts to answer the following sub-questions:

1.Is classroom interaction effective method to develop EFL learners' speaking skill?
2. How may classroom interaction enhance EFL learners' speaking skill?

3. What are the different types of classroom interaction that can help the students to enhance their speaking skill?

The above mentioned questions led to formulate the following hypotheses:

The interaction in the classroom develops the EFL learners' speaking because the more they interact with each other the more their speaking skill is developed.

Whereas the hypotheses of the sub questions are:

1. Classroom interaction may provide input for other students which make up develop their speaking skill.

2. Thanks to classroom interaction, the students may become able to speak and discuss any topic freely in classroom.

3. may be through the use of the different types of interaction ,the students can develop their speaking skills

## 2.4 Sample of population

The studied population are the 2nd year LMD students at SALHI Ahmed university centre of Naama, They have been studying English for 9 years, 4 years in middle school, 3 years in the high school and 2 years in the university, they are 30 students

### 2.4.1 The students' profile:

The sample is the 2nd year LMD students studying English at SALHI Ahmed university center of Naama. They are 89 students, The examiner selects randomly 30 students from the whole number to answer the students' questionnaire. The sample is mixed gender 40% are male and 60% are female. Their ages are between 18 and 24 years concerning the observation we selected one group of them to do the classroom observation with one responsible teacher for oral expression session.

## 2.5 Research Instruments

This research includes two main research instruments, to give clear explanation for collecting data starting by the questionnaire which is defined as a tool for gathering information concerning various subjects, field and issues .According to Singh " **a questionnaire is a form which is prepared and distributed for the purpose of securing responses, generally these question are factual and designed for securing information about certain condition or practices of which recipient is presumed to have knowledge"** (2006:191) which means that questionnaire is a series of written question designed by particular research used by the researcher for collecting data in a careful way. However, classroom observation is as Gaies pointed out **"what we see when we observe teachers and learners in action not the mechanical application of methods and techniques but rather reflection of how teachers have interpreted these things"1991p14.**It means that you will also learn more about the learners (e.g. interests- motivations and learning styles), this will be better prepare you for the time when you will take cover teaching class.

## 2.6 Data collection phase

The data collection of this research began on 21st April 2019 on that day 30 questionnaires were distributed to the students to respond them, and classroom observation were done during the first session on 11th February 2019 and the second session on 18 February 2019 in the same day with the same teacher and group, this group is the first group which consists of 33 students.

### 2.6.1 Questionnaire

The questionnaire was given to 2nd year LMD students at SALHI Ahmed university center. The participants of this questionnaire are 30 students from two groups which they were chosen randomly, to know the effect of classroom interaction in developing the EFL learners' speaking skill. The questionnaire consists of three sections: section one is students' profile which deals with personal information age, gender and level, section two is labeled speaking skill and classroom interaction which contains four closed question and five open-ended questions.

**Section one:** background information

This section is related to the personal information of the participants in order to know their personal information as age, gender and level.

**Section two:** Speaking skill and Classroom Interaction

**Question one:** how often do use English with your classmates?

The aim behind this question is to know when the students use English with their classmates and the frequency of its use.

**Questions two**: student‘s participation in the classroom play a major role in speaking skill?

The aim of this question is to know the real role that participation in the classroom can play in developing speaking skill

**Question three:** what is the aim behind students’ participation?

The aim of this question is to know the students’ objective behind their participation in the classroom.

**Question four**: does oral expression session help you to develop your speaking skill?

The aim behind this question is to see if oral session is helpful to improve the students’ speaking skill.

**Question five**: who speaks more in the classroom?

The aim of this question is to know the relationship between the teacher and student in the classroom.

**Question six**: how does classroom interaction affect your oral production?

The aim of this question is to know in which way classroom interaction affect the students’ oral production

**Question seven**: does interaction in classroom help you to be aware of your oral weakness?

The aim behind this question is to know the importance of classroom interaction in avoiding the students' oral weakness

**Question eight**: which type of interaction do you prefer?

The aim is to see if the student wants to interact with the teacher better or with his colleague

**Question nine:** what are the outcomes of teacher- student interaction on developing your speaking competence?

The aim of this question is to see the effectiveness of teacher-students interaction on enhancing the student speaking skill

### 2.6.2 Classroom observation

To investigate whether both the students and teachers give importance to classroom interaction as a significant strategy to develop speaking, the researcher carried out an observation to explore what goes on inside the classroom, either between the teacher and the learners or among the learners themselves. The observation was used with at SALHI Ahmed University Center during the second semester of the academic year 2018/2019 within a 2nd year EFL classroom . Thus, this observation involves only one group which are chosen randomly from the whole number of groups that is about 3 groups was made by observing this group to explore the extent to which students interact in the classroom and the extent of oral expression .EFL teachers give opportunities to the students to practise the speaking skill ,inside the classroom when teaching the oral expression course.

## 2.7 Data Analysis and Interpretation

In order to collect the required amount of data, the researcher uses two research instruments: a questionnaire for EFL students and classroom observation. The

questionnaire is compound of two types of question closed and open-ended question, and observation is structured one which aims to have an idea about the effect of classroom interaction on developing the EFL learners' speaking skill. Hence, the researcher is going is to analyze the obtained data both quantitatively and qualitatively.

### 2.7.1 Analysis of the students' questionnaire

**Section one**: students' background information

**Table 2.1 student personal information**

| Option | Male | Female | Total |
|---|---|---|---|
| Number | 12 | 18 | 30 |
| Percentage % | 40% | 60% | 100% |
| Age | Their age varies between 18 and 23years old | | |

The table demonstrates that the majority of the students are female 60% whereas 40% are males and their ages varies between 18 and 24

**Question three**: was studying English your personal choice?

**Table 2.2 students' choice of English language**

| Option | Number | Percentage % |
|---|---|---|
| **Yes** | 27 | 90% |
| **No** | 3 | 10% |
| **Total** | 30 | 100% |

The table demonstrates that the majority of the students chose English by themselves since they love it because it is the language of the world however few among them it was not their choice.

**Question four**: how do you evaluate your level in English?

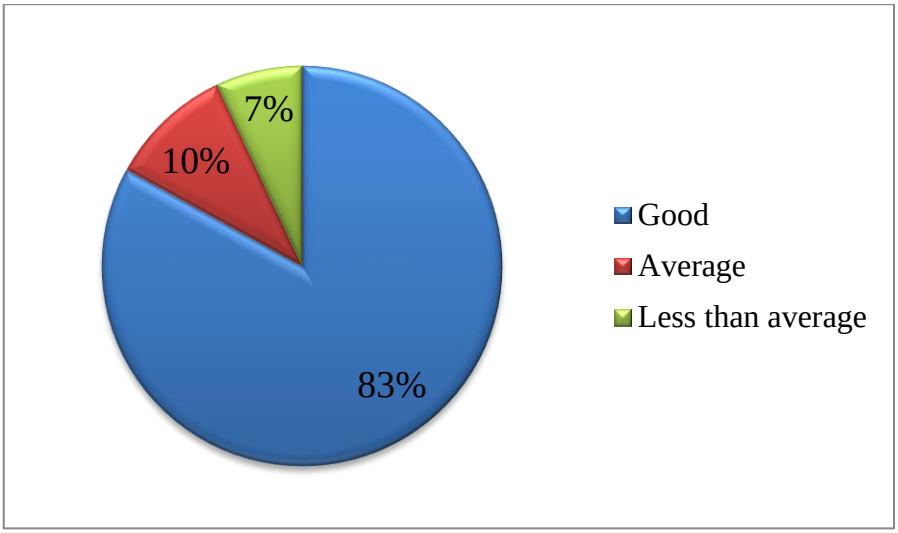


**Figure 2.1 Students' level in English language**

This chart shows that 83% of 2nd year LMD students their level of English is good whereas 10 % of them their level is average however 7 % of the students their level is less than the average

**Question five:** How often do you use English language with your classmates in the classroom?

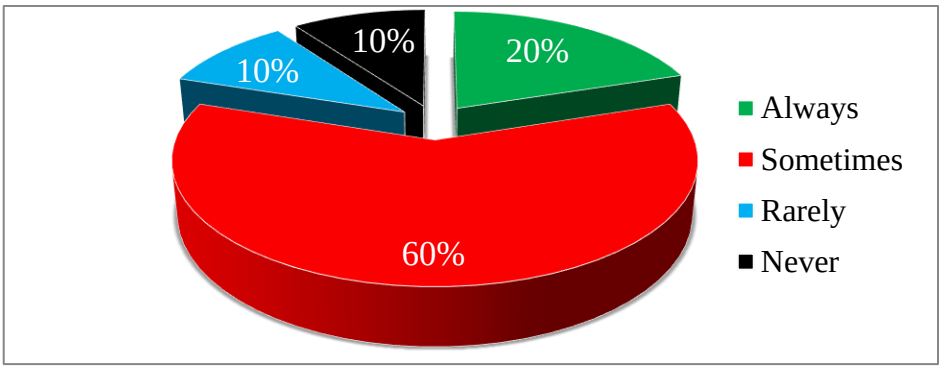


**Figure 2.2 the students' use of English language with his classmates in the classroom**

This chart shows the students' use of English language in classroom .60% of students use sometimes English with their classmates. However, 20% of them always use English with their classmates, 10 % of them use it rarely with their classmates and 10% of them they don't use it at all.

**Question five**: Does participation in the classroom play a major role in speaking skill?

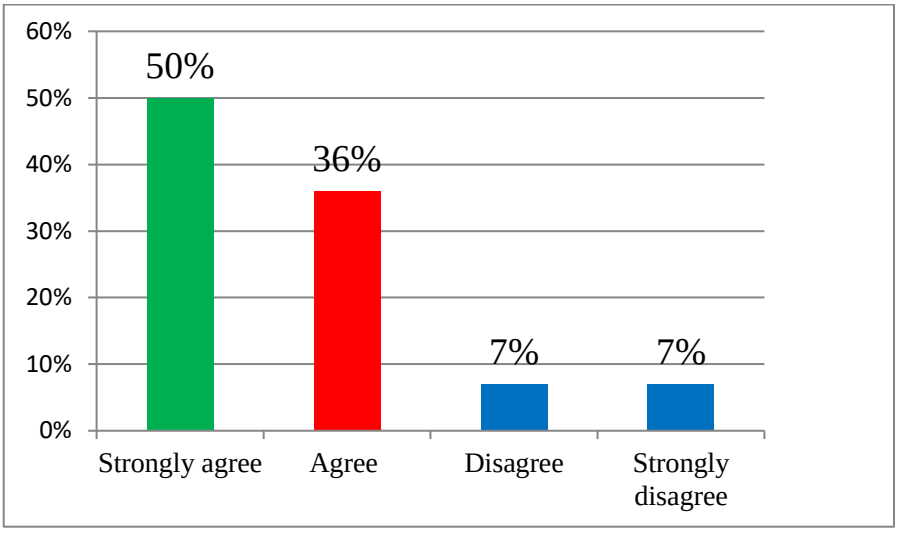


**Figure 2.3 the role of participation in the classroom**

This chart shows the role of participation in the classroom. 50% of the students said that they strongly agree that participation play a major role in the classroom, 36% of the students agree however 7% of them disagree and strongly disagree about the participation role in the classroom.

**Question seven**: what is the aim behind the students' participation in the classroom?

It has been found that the majority of the students said that the aim behind the students' participation in the classroom is to develop their language and speaking skill and help them to learn more vocabularies about the English language whereas a few among them did not answer the question

**Question eight:** does the oral expression session help you to develop your speaking skill?

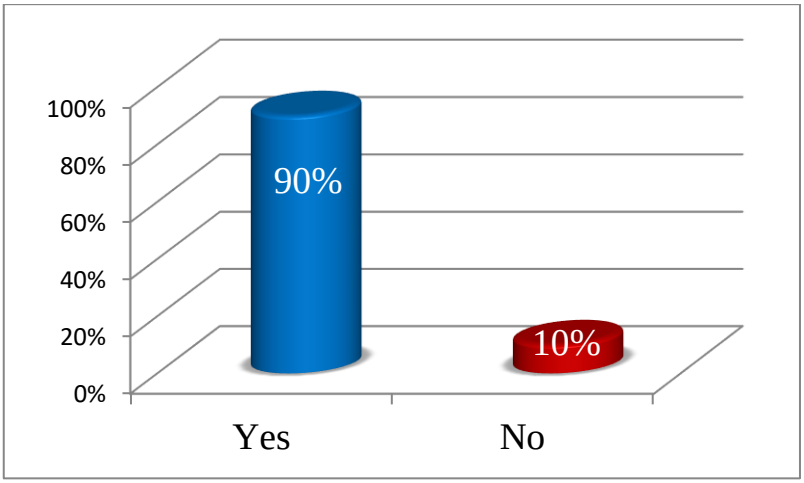


**Figure 2.4 the usefulness of oral expression in developing speaking skill**

This chart shows that 90% of the students said yes as the oral expression session is helpful to develop since the students think that oral expression basis is on the speaking and listening. However, 10% among them said no

**Question nine**: who speaks more in the classroom?

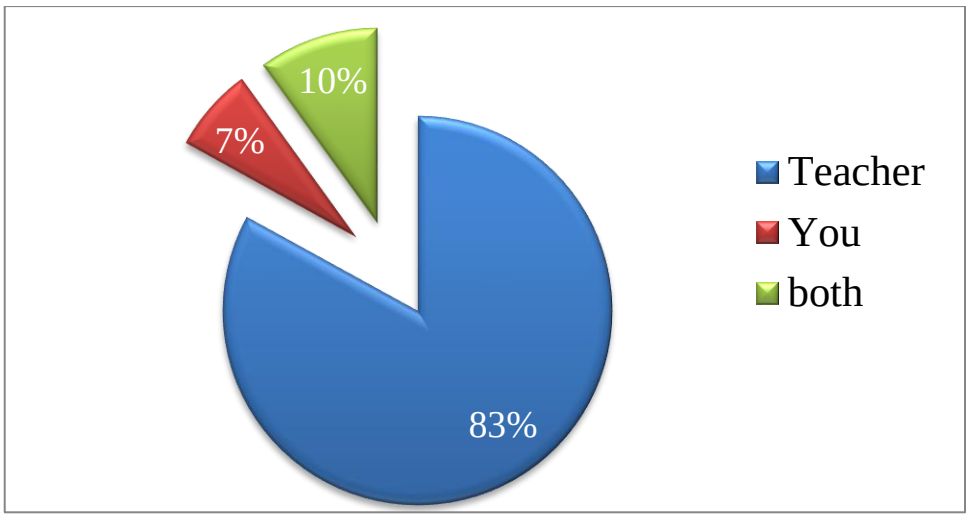


**Figure 2.5 speaking in the classroom**

This chart shows that 83% of the students said that the teacher is the one who speaks more in the classroom whereas 10% of them said that both the teacher and students speak in the classroom. However, 7% of them said that students are the ones who speak in the classroom.

**Question ten:** how does classroom interaction affect your oral production?

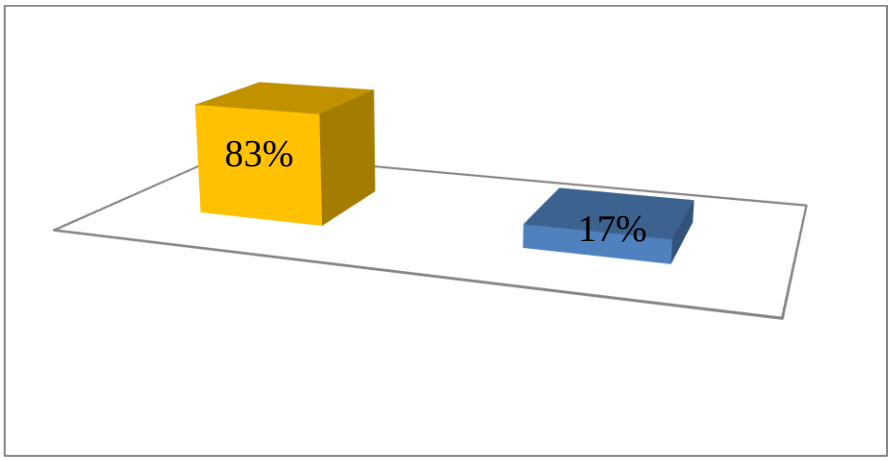


**Figure 2.6 the effect of classroom interaction on the students' oral production**

This chart shows 83% of the students said that classroom interaction can affect their oral production positively since it improve their speaking skill, however, 17% of the students said that classroom interaction can affect their oral production negatively without any justification .

**Question eleven:** does interaction in classroom help you to be aware about your oral weaknesses?

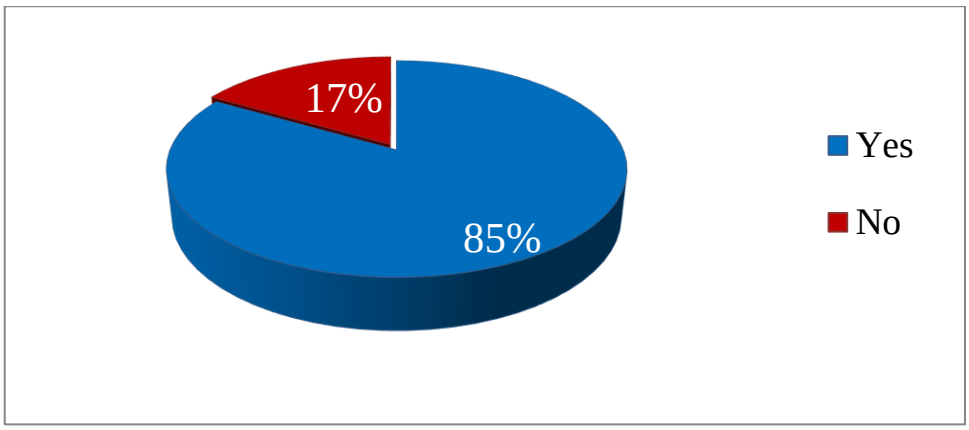


**Figure 2.7 the students' awareness of oral their weaknesses thanks to classroom interaction**

This chart shows that 83% of the students' interaction in the classroom can help them to be aware about their oral weaknesses by knowing their mistakes and trying

to correct and fixing them whereas 17% of them said that classroom interaction can't help them to be aware about their oral production without any justification.

**Question twelve:** which type of interaction do you prefer?

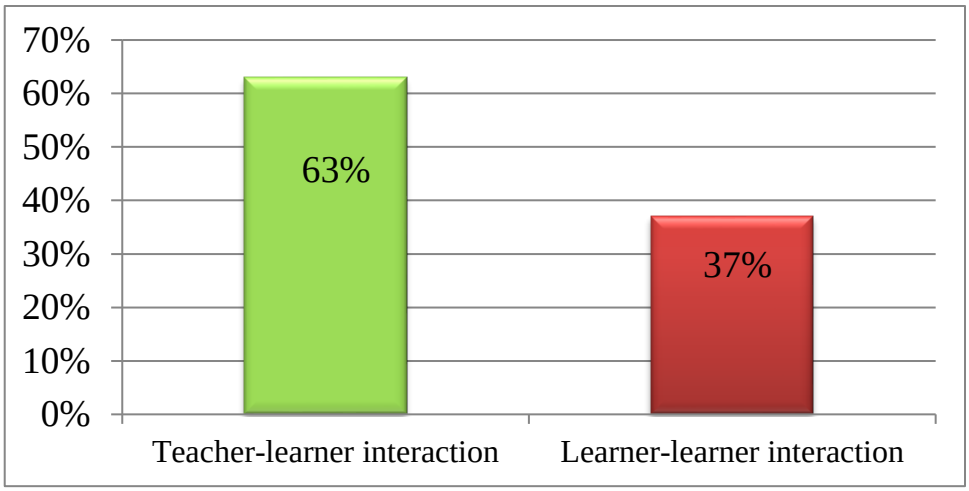


**Figure 2.8 type of interaction that student prefer**

This chart demonstrates that 63% of the students prefer teacher-learner interaction However, 37% of them prefer learner-learner interaction.

**Question thirteen:** what are the outcomes of teacher-student interaction on developing your speaking competence?

It has been found that the majority of the students said that the outcomes of teacher-student are developing their language to gain self-confident and expand their ideas. However, a few of them didn't answer the question.

### 2.7.2 Design and description of classroom observation

The observation was carried out during the second semester of the academic year 2018/2019 with 2nd year EFL classroom at SALHI Ahmed University Center, this observation involves one group (1) which is chosen randomly from the whole number of groups. The observation of this group was made by observing it in two different sessions; the aim behind this is to explore the extent to which students interact in the classroom and the extent to which oral expression teachers give opportunities to

students to practise the speaking skill inside the classroom when teaching the oral expression course.

The physical setting, the learners' interaction and teacher actions were observed through the observation over two sessions that are devoted for one group reflecting classroom interaction prescriptive: learner- learner interaction, teacher-learner interaction. The observation is presented in a form of checklist: the first section includes the designed for observing the management of learning environment, the second section is devoted for the observation of learners' interaction inside the classroom

**Section one:** general observation of the classroom management

In this observation checklist, this section involves three items, it aims at getting the real life data about some aspects of classroom environment in which classroom interaction takes place such as the physical setting ,the teachers' action and the lesson objectives

**Section two:** general observation of learners' interaction inside the classroom and teacher-learner interaction.

Section two include five items; it attempts to know more about the learners' interaction .For instance: whether they give opinions and participate in the classroom or students speaking ability and finally students correct each others in the classroom and to explore the teachers' roles and responsibilities in the classroom in order to raise the degree of teacher-learner interaction

### 2.7.3 Analysis of classroom observation

**Section one:** general observation of the classroom management

This section attempts to investigate the effect of the classroom environment on the students' interaction inside the classroom.

**Item one:** the physical setting is clear organized, specious, light and comfortable so that learners can interact and speak with each other

In the both session that the researcher attended with this class, the physical setting took place in a clean, organized and lightening room, The student felt active and more comfortable when interacting with each other or with their teacher in oral expression course

**Item two:** the teacher moves around learners to give suggestions and checks for comprehension.

**Table 2.3 teachers' actions in the classroom**

| Rating scale | Always | Sometimes | Rarely | Never |
|---|---|---|---|---|
| **Session** | 0 | 1 | 0 | 1 |
| **Percentage** | 0% | 50% | 0% | 50% |

During the first session, the researcher attended with the group, She observed that the teacher was staying on her desk without moving around the students and asking them to present their video one by one and each presentation takes 10 minutes and after each presentation, they started discussing with the teacher sometimes create a comfortable atmosphere in order to make session more interactive. However, the second session the teacher was moving around students, asking them question about the last presentations of their friends. Discussing with them points related to the topic of discussion then she asked who were supposed to present to start presenting their topics, the teacher created much enjoyment in classroom, she made students smile and laugh which drove them to be more relaxed and more interactive during the oral expression course.

**Item three:** the teacher sets out the objectives of the lesson

At the beginning of the first session, the researcher attended with students of this classroom, the teacher listed some objectives that the student will reach at the end of

oral course in order to make them aware about what they were going to do in classroom and things that they should concentrate on during the classroom discussion. However, the second session the teacher started directly asking students about what they did in the first session, so the teacher continued discussing the same previous session speaking and expressing their thoughts concerning the topic in the classroom

**Section two:** general observation of the learners' interaction inside the classroom.

This section attempts to get more information about the students' interaction inside the classroom

**Item one:** learners give opinion, provide suggestion and share ideas in the classroom either with teacher or with other classmates.

**Table 2.4 the students' classroom interaction**

| Rating scale | Always | Sometimes | Rarely | Never |
|---|---|---|---|---|
| **Session** | 0 | 2 | 0 | |
| **Percentage** | 0% | 100% | 0% | 0% |

The students in both session, the investigator have attended session one and session two; learner gave sometimes opinions, provided suggestions and also share ideas either with their teacher or among each other, especially when the teacher asked them question about their point of view concerning such topics, the teacher also asked students sometimes to suggest some topics which they want to discuss in oral course.

**Item two:** learner participation in the classroom

**Table 2.5 the learners' participation in classroom**

| Rating scale | Always | Sometimes | Rarely | Never |
|---|---|---|---|---|
| **Session** | 0 | 2 | 0 | |
| **Percentage** | 0% | 100% | 0% | 0% |

When the researcher observes students in the classroom, she has noticed that learner participated in classroom either as their own choice, for example, when they were raising their hands and speak or give some answers to the teacher's question, or as teacher's choice. For instance, the teacher sometimes made his students participation in the classroom by pointing out to them or calling them by their names using marks. This means that the teacher has made his learners participate in classroom either as the learner's choice or as an obligation from the teacher to make his students more active and interactive in oral expression course.

**Item three:** students speaking ability is developed through classroom interaction progress.

**Table 2.6 the students' development of their speaking ability**

| Rating scale | Always | Sometimes | Rarely | Never |
|---|---|---|---|---|
| **Session** | 2 | 0 | 0 | |
| **Percentage** | 100% | 0% | 0% | 0% |

In the two sessions, the examiner have attended with this group, She observed that the students who were interacting in the classroom either with peers or with the teacher, reduced their speaking problems and anxiety. For example, they felt more comfortable and self-confident in the classroom which are considered as the most important factor in developing the learners speaking ability

**Item four:** the students correct each others' errors in the classroom

During the two session, the researcher have noticed that sometimes when an individual learner has made a mistake, the other students corrected him directly,

especially in a group work where the highest level leaner is the group corrected the weakest learner's mistakes in order to make their group successful .

**Item five:** learners show readiness and motivation to work with peers and feel comfortable within the group.

**Table 2.7 the students' attitude toward working with peers and groups**

| Rating scale | Always | Sometimes | Rarely | Never |
|---|---|---|---|---|
| **Session** | 2 | 0 | 0 | |
| **Percentage** | 100% | 0% | 0% | 0% |

In the two session, the researcher noticed that learner were relaxed and motivated to work each other in order to achieve their common goal, that is why in a group work the researcher has found that the majority of the students have participated in classroom since the group leader assigns roles for each member in the group as a result each student feels responsible for success of the whole group.

## 2.8 Data interpretation

The results obtained from the students' questionnaire and classroom observation helped the researcher a lot in deducing that classroom interaction differs only from one student to another. This means that ,in this group the students are interacting differently according to their speaking ability for the students of first group with whom the researcher attended two sessions of oral expression they interact in classroom especially when discussing such a topics through which they can meet their needs and interests since the teacher for this is aware of the importance of the students classroom interaction as an effective strategy to develop the students speaking skill inside the classroom. Many student affirm that classroom interaction is very beneficial for them to defeat their speaking mistakes as well as reducing their speaking anxiety or they are in positive relationship between classroom interaction and the development of their speaking skill.

## 2.9 Suggestions and recommendations

- Find an English speaking conversation partner :

First of all, it is important to find native speakers to practise with; students who are living around many English speakers may be able to find formal opportunities to chat with neighbors and local business people

- Make sure to listen as well as speak:

When practicing with a native speaker, try to make a balance between your listening and speaking, it is a good idea to prepare question in advance so that the conversation partner asks you a question and you answer at length, you can always turn the questions back to your partner by asking “what do you think” .

- Record your conversation practice :

Recording is a great way to get the maximum benefit from a conversation with a native speaker when you listen again, you can evaluate your own pronunciation and notice where you need to improve, and you also take notes on new vocabulary of the conversation

## 2.10 Conclusion

Via the two research instrument along their analysis, it can come the point that teachers and learners are conscious about the efficiency of classroom interaction, they assert that providing it can have positive impact on students speaking skill, they affirm that classroom interaction gives students the opportunity to receive comprehensible input and to enhance their speaking ability.

# General Conclusion

This study aims at investigating the effect of classroom interaction as important method to improve the EFL learners' speaking skill, since primary aim of learning any language is to use it proficiently in communication.

The investigation was conducted in division of English at University center of Naama, it aims at confirming or rejecting the hypothesis that development of students' speaking skill is affected not only the students frequent interaction in the classroom but also teacher's raising of the students interaction degree in the classroom. The research case study was 2nd year LMD students at SALHI Ahmed selected randomly for the academic year 2018/2019 using classroom observation and students' questionnaire as data, gathering tool.

The data obtained from the classroom observation and the students' questionnaire revealed that learner-learner interaction and teacher-learner interaction are considered as key factors in improving the learners' speaking skill.

This study indicates the classroom interaction plays an important role in developing the learners' to practice their speaking skill inside the classroom, also, teachers need to be aware to the importance of classroom interaction as an effective method to improve the learners' speaking ability in order be able to suggest some pedagogical implications for them to reach good speaking level.

The current research that 2nd year LMD students enjoy learner-learner interaction and teacher-learner interaction since they consider the classroom as the only setting in which they can practice and improve their speaking proficiency. Then, as a research requirement it has suggested some implications which aim to show the learners aware of its significance

This research work was conducted in the form of a case study .The main objectives were to find answers to the following research questions:

- Is classroom interaction effective method to develop learners' speaking skill?
- If yes, how may classroom interaction enhance EFL learners' speaking skill?

- What are the different types of classroom interaction that can help their speaking skill?

Besides, the hypotheses designed to answer the research questions are that the researcher propose that interaction in the classroom may develop the EFL learners' speaking may be the more their interact with each other the more their speaking skill is developed and the sub-hypothesis are; first, classroom interaction provide input for other students. Second, the student perhaps become able to speak and discuss any freely in the classroom and it can enhance students' self-confident

To sum up, it is expected that the suggestion proposed is positively reached however, this work has some limitations as far the number of participants is concerned, and the times issues that researcher faced during doing this work

Generally speaking, every research huge amount of information since the researcher reached some points but not all of them that classroom interaction enhances speaking skill hoping from other researchers deal with this study and go further and reached other basic points

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# Appendix /A

## A/Students' Questionnaire

Dear students

This questionnaire is part of research work on the effect of classroom interaction as an effective strategy to enhance learner's speaking skill, the researcher would be grateful if you answer these questions by putting a tick (✓) to indicates your chosen answer and specify your answer when it is necessary .

Thanks a lot in advance for your collaboration

**Section one :** The students' profile

1. Specify your gender **:** Male ☐ Female ☐
2. Your age:

**……**Years

3. Studying English was your choice?
   a) Yes ☐ b) No ☐

If yes, why?

……..

4. How do you evaluate your level in English?
   a) Good ☐
   b) Average ☐
   c) Less than average ☐

**Section Two:** Speaking and Classroom Interaction

5) How often do you use English language with your classmates in the classroom?

a) Always ☐

b) Sometimes ☐

c) Rarely ☐

d) Never ☐

6) Participation in the classroom plays a major role in speaking skill?

a) Strongly Agree ☐

b) Agree ☐

c) Strongly Disagree ☐

d) Disagree ☐

7) What is the aim behind students' participation in the classroom?

……

……

8) Does the oral expression help you to develop your speaking skill?

a) Yes ☐ b) No ☐

And why? …….

9) Who speaks more in the classroom?

a) Teacher ☐

b) You ☐

c) Both ☐

10) How does classroom interaction affect your oral production?

a) Positively ☐

b) Negatively ☐

Justify you answer; .....

……..

11) Does interaction in classroom help you to be aware about your oral weaknesses?

a) Yes ☐ b) No ☐

Please justify your answer; …….....

……..

12) Which type of interaction do you prefer?

a) Teacher-learner interaction ☐

b) Learner-learner interaction ☐

13) What are the outcomes of teacher-learner interaction on developing your speaking competence?

……

……

……

# Appendix /B

## Observation checklist for classroom interaction

| | |
|---|---|
| Observer: | Group: |
| Course : | Date: |
| Session : | Time: |

**Rating scales**

| General observation of the classroom | Always | Sometimes | Rarely | Never |
|---|---|---|---|---|
| **Section one**: general observation of the classroom management.<br>1. The physical setting is clean, organized, specious, light and comfortable so that learners can interact and speak with each other | | | | |
| 2. The Teacher moves around learners to give | | | | |
| 3. suggestion and checks for comprehension | | | | |
| 4. The teacher set out the objectives of the session | | | | |
| **Section two:** general observation of the learners and teacher's inside classroom<br>1. Learner give opinions provide suggestion and share ideas in the classroom either with teacher or with classmates | | | | |
| 2. Learners participate in the classroom | | | | |
| 3. Students speaking ability is developed through | | | | |
| 4. classroom interaction | | | | |
| 5. The students correct each others' errors in the classroom | | | | |
| 6. Learners show readiness and motivation to work with peers and feel comfortable within the group | | | | |