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in Applied Linguistics

Title

**The Effects of Classroom Interaction on Developing EFL
Students' Speaking Skill**

The Case of Third Year LMD Students of English at Kasdi Merbah University
of Ouargla

Presented and Publicly Supported by
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Dedication

I dedicate this work to my great parents Moussa and Dalila

for their endless love, support, and encouragement

To my brothers and sisters

To my dear friends

And to all whom I love and care about me

Hayat

Dedication

My praise is due to Allah, the most merciful and grateful.

To my parents Mr. Nacer & Mrs Salma Negoudi

To my brothers and my lovely sister Youstra

And

To all my friends namely kenza, khomreia, Aya, Salima, Hayat,

Ichrak and Rihab

Thank you for being with me in my journey and this work is sign of

my love to you

To all my relatives

Halla

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We thank everyone who help us in this work

List of Abbreviations

- CI: Classroom Interaction**
CLT: Communicative language teaching
EFL: English as a foreign language
EL: English Language
ESL: English as Second Language
IH: Interaction Hypothesis
IRF: Initiation, Response, Feedback
L1: First Language
L2: Second Language
LLI: Learner-Learner Interaction
LLT: Learner-Learner Type
NNS: Non-native Speaker
NS: Native Speaker
SL: Speaking Skill
SLA: Second Language Acquisition
TLI: Teacher-Learner Interaction

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Abstract

This research is to study the effect of classroom interaction on the EFL students' speaking skill. Speaking skills is the output of language in form of sounds for communicative purposes, whereas interaction is the face-to-face conversation and language exchange between instructor and students. Duo to the challenges that EFL students may face when they interact inside the classroom. Also, interaction plays a major role in deepening speaking skill. Therefore, this study aims at improving the most suitable strategies and techniques to enhance EFL students' speaking performance through classroom interaction. This investigation made by mixed methods (quantitative and qualitative) by applying a quantitative approach for statistical findings, then given meaning to these finding by the qualitative approach, adopting questionnaires as a research tool that is administrated for both teachers of Oral Expression and the Third year LMD students of kasdi Merbah University-Ouargla. And to get information; deeper grasping and reliable result about the impact of classroom interaction on developing students' speaking skill. The results of data analysis have confirmed our hypothesis and the subject of this study that classroom interaction affects the development of EFL students' speaking skill.

Keywords: Speaking skill, Classroom interaction, EFL students, Oral Expression teachers, Output.

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General Introduction

General Introduction

- 1. Background of The Study**
- 2. Aims of the Study**
- 3. Statement of the Problem**
- 4. Hypothesis**
- 5. Definition of Key Terms**
- 6. Research Methodology Design and Tool**
- 7. Structure of the Dissertation**

1. Background of The Study

Speaking skill is the skill that all EFL students hurry to learn and most of them wish to speak English like native speaker, however, it is one of most difficult skills to be required. Classroom interaction consider effective tool to develop students speaking skill inside the classroom.

2. Aims of the Study

In the field of second language teaching, teaching speaking skill is considered as one of the most challenging takes. Also, L2 learners seems to have multiple difficulties in term of speaking the L2. Therefore, this study tends to highlight the following aims: improve classroom interaction and show it's an important role in developing student's speaking skill, present the most suitable techniques and strategies of classroom interaction, and propose some pedagogical instructions for successful classroom interaction for third-year LMD students.

3.Statement of The Problem

Based on the rationale for this study we have focused more on one skill which is speaking skill because we have noticed that oral expression's students who interact more seem to achieve better in their speaking skill whether this classroom interaction is teacher-learner or learner-learner interaction.

3.1. Research Questions

To achieve the above-mentioned aims, we tend to ask the following research questions:

- a- Does classroom interaction enhance EFL student speaking competence?
- b- How can teachers use interaction to develop their EFL students' speaking level?
- c- Do teachers engage the EFL students to interact inside the classroom?
- d- What are the interaction techniques and the strategies that are applied within EFL classrooms?

4.Hypothesis

If the teacher gives to his/her student the chance to interact inside the classroom, this will lead them to better speaking proficiency.

The hypothesis of this study states that to what existence classroom interaction may develop EFL students' speaking skill performance.

5. Definition of Key Terms

5.1. Interaction: according to (Cambridge dictionary, n.d.), Interaction is defined as” a situation where two or more people or things communicate with each other or react to each other”. In more operational terms, according to Nunan (2001) “classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom” (P. 120).

5.2. Speaking: according to (the Cambridge dictionary, n.d.), is “the act or skill of giving a speech at a public event”. In addition, Carter and Nunan (2001) stated that:

“Speaking in a second language (L2) involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends to differ from the written language in its typical grammatical, lexical and discourse patterns” (p.14).

6. Research Methodology Design and Tools

6.1. Sample of Study

This study is carried out on a number of forty (40) third-year LMD students registered for the academic year 2020/20201 at the English department and Eleven (11) Teachers of oral comprehension at Kasdi Merbah University–Ouargla. the reasons for choosing these two samples are that third-year students have a high level of language that allow them to communicate effectively inside the classroom with their teachers; therefore, oral comprehension teachers could help in this research with their experience and knowledge of classroom interaction. however, for these samples, we will use a random sampling strategy for students’ questionnaire in order to give an equal chance of being selected among samples. And non-random sampling strategy for teachers’ questionnaire cause this questionnaire is made for oral comprehension teachers only.

6.2. Means of Research

To investigate the aims of this study we applied a mixed-method approach as a research design, for collecting, analyzing, and mixing quantitative and qualitative data Through using questionnaire as tools for data collecting that is given to students and teachers to evaluate EFL students’ awareness of classroom interaction and its difficulties and to cover the main techniques and strategies that can be used by teachers inside the classroom.

7. Structure of the Dissertation

The present study is divided into two parts, The first part is the theoretical part. Which consists of two chapters: the first chapter deals with speaking skill, its definition, , importance,

purpose, characteristics, approaches and strategies. And the second chapter deals with classroom interaction : its definition, types, importance, strategies, Techniques, and difficulties. On the other hand, the second part presents the practical part, which consist of the third chapter that deals with the teachers' and students' questionnaires.

Chapter One
Speaking Skill

Chapter One: Speaking Skill

Introduction

1. Definition of Speaking Skill

1.2. The Purpose of Speaking skill

1.3. Speaking and Other Skills

1.3.1. Speaking and Listening Skill

1.3.2. Speaking and other Skills

1.4. Approaches of Teaching Speaking

1.2.1. Communicative Language Teaching Approach

1.2.2. Oral-Situational Approach

1.5. Speaking Skill Characteristics

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1.5.2. Intonation

1.5.3. Grammatical Accuracy

1.5.4. Fluency

1.6. Speaking Skill Strategies

1.6.1. Provide Input and Guide Planning

1.6.2. Conduct Speaking Tasks

1.6.3. Repeat Speaking Tasks

1.6.4. Facilitate Feedback on Learning

Conclusion

Introduction

Speaking skill is one of the most important skills in developing EFL students' proficiency, it helps them to achieve a successful conversation in L2. Although it is the most used skill to interact inside the classroom whether between student-student or student-teacher. In this chapter, we will define the speaking skill, introduce the relation between this skill and other language skills, shed light on its main approaches, enumerate its purpose, and explain some of the most successful strategies to teach speaking skill for EFL learners inside the classroom .

1.1. Definition of Speaking Skill

Speaking is defined as to talk to somebody about something; to have a conversation with somebody (Oxford Advanced Learner's Dictionary). Chaney & Burk (1998) defined speaking as "The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13). In addition to speaking skill is the most challenging skill in language teaching which teacher makes his/her student speak correctly in the L2 and have a successful conversation, Nunan (1991) defined success as the capacity to carry on a conversation in the second language (p.39), implying that students cannot attain language competency without learning how to speak and raise a discussion effectively.

1.2. The Purpose of Speaking skill

Speaking skill is one of the most important skills among the four language skills and it is necessary for developing EFL students' proficiency. Also, it is the role of EFL teachers to make students speak fluently and correctly. Speaking skill is most effective skills for EFL teacher inside the classroom that may develop his/her EFL students' proficiency and make them have a comfortable atmosphere and be more confident in speaking L2 inside the classroom. Moreover, the use of speaking skill inside the classroom may also make a good interaction between teacher-student and EFL student-student that could enhance student performance. Students' speaking skills play a critical part in what is going on inside and beyond the classroom. One of the most important purposes according to Different researchers for speaking skill is effective way or skill used to experiencing and exchanging thoughts and ideas among EFL learners, also teacher make the student use EL inside the classroom to express their thoughts and answers without paying attention to make mistakes, which make them more confident inside the classroom. Also, the objective of speaking ability is to have a decent classroom interaction between teacher and student or student-student. Celce- Murcia (2001) argued "that the ability to speak a language is synonymous with knowing that language since speech is the

most basic means of human communication" (p.103). As a result, it is necessary to communicate both inside and outside the classroom. Baker and Westrup (2003) supported that "a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion" (p. 05).

1.3. Speaking and the other Skills

Teachers tend to speak with the meaning, and use language in terms of four skills (reading, writing, speaking and listening). Harmer (2002) Language is divided into two categories: receptive and productive. Receptive skills refer to reading and listening skills, which means they are extracted from discourse. Productive skills are referred to as speaking and writing skills wherever students provide language in their way (p.265). That means that there is an integration between the speaking skill and the other skills but we will focus more on the listening skill that is important in developing the speaking skill which we will deal in this chapter.

1.3.1. Speaking and Listening Skills

The speaking skill has a positive relationship with the listening skill, which tend to play an important role in its development. EFL students who speak English language should acquire listening skill first. through listening students will receive new input such as words, vocabulary or structure to produce a spoken language and meaningful sentences and achieve successful conversation between student-student or student-teacher. Students ought to perceive what they assert and the way they assert it will be understood and evaluated the others. Students must perceive the way within which context affects the message they are attempting to speak. Anonymous (2013) Students intuitively gain some understanding of situational and socio-cultural context by imitation, observation and repetition. However, it is vital to not leave this to probability. Students would like to be supplied with opportunities to replicate language use and how it varies in step with purpose, audience, scenario and subject matter. and this figure will explain the relationship of speaking and listening skills:

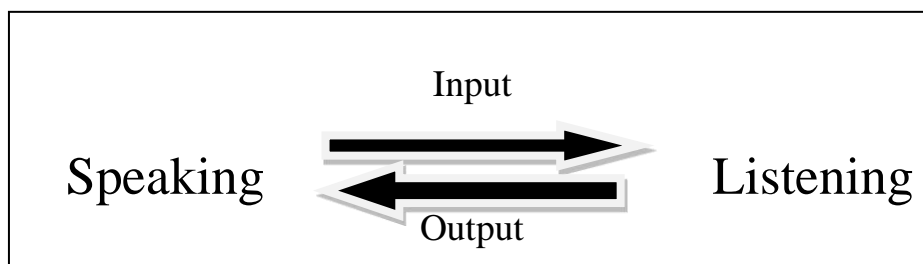


Figure 1.1: Speaking and Listening Relationship

1.3.2. Speaking and other Skills

Since writing and reading skills have a relationship with speaking skill, EFL student will have a good level of proficiency when they develop the four language skills, and they will develop those skills through speaking skill. In addition, the teacher can apply more than one skill at the same time such as speaking/writing or reading/writing. According to Vin Lier (as cited in Nunan, 2008, p.48):

Spoken language

- Auditory.
- Temporary ; immediate reception
- Prosody(rhythm , stress intonation)
- Immediate feedback
- Unlimited planning

Written language

- Visual
- Permanent ; detailed reception
- Punctuation
- Delayed or no feedback
- Editing revision

Presenting the above mentioned differences between written and spoken language, we will be able to see why students that learn a foreign language need to develop their both speaking and writing skill because they are both different but related to each other. Reading is the second skill, which has a close relationship with speaking ability, particularly in the classroom for EFL students. When an EFL students use the reading skill, they may also use the speaking skill at the same time, allowing teacher to assess his student's fluency and pronunciation by making them read a text or letter out loud in the classroom.

1.4. Approaches of Teaching Speaking Skill

Oral comprehension teachers use multiples approaches or methods inside the classroom to reach a successful session and to enhance their EFL students' speaking abilities. Although EFL students would have a successful conversation or sentence (structure) since teachers apply many approaches inside the classroom. In this chapter, we will focus on two approaches: communicative approach and the oral-situational approach.

1.4.1. Communicative Approach

The communicative approach is the most effective approach that EFL teacher use in the classroom to develop EFL students' speaking performance. First Dave (2010) stated that:

“Communicative approach emerged as a reaction against the structural approach of language teaching. It aims at developing the communicative competence of the learners where the linguistic competence is automatically taken care. It is an interactional, task based and learner centered syllabus.

Learner's needs, his social background, the educational setting are considered before designing a syllabus. Curriculum development becomes a collaborative effort between the teacher and the learners” (p.48).

Since communicative competence was very important in teaching skill-based, fluency was much more important than accuracy, which makes the teacher focus more on how can EFL students speak and present their work in EL more than how they should follow the grammatical rules and make errors of EL inside the classroom. In addition, Dave (2010) argued that development of communicative proficiency of EFL learners is not sufficient by the awareness of structure, in order to be an effective user of language, the speaker must be aware of the social language of speech community norms. Some characteristics of the communicative language approach consist of:

- Individual practice, attempt work or cluster work, role-playing, and a conversation area are all approaches used in the classroom to learn a language;
- The role of the teacher is a guider and supporter. Also, the teacher should be able to create her/his own materials in response to student’s needs;
- It emphasizes learning by doing and reflects on type, as well as the means, form, and operation;
- It is based on the psychological feature theory of learning. In nature, the projects and events are problem-solving activities. The learners' full engagement in these events is assured ;
- Contextualization may be a fundamental requirement for understanding language concepts;
- It is learner-centered of students are extremely important;
- The aim of the acquisition is not to achieve proficiency over isolated sentences, but to improve the capacity to engage in conversation or writing a text;
- The focus is more on fluency than precision. Errors are seen as a necessary aspect of the learning process;
- Procedures for teaching listening, communicating, reading, and writing skills have been developed. The importance of capacity integration is emphasized;
- Inductively taught descriptive linguistics way (p.40).

Accordingly, textbooks have been written specifically for it, and new methods have been introduced to make it successful. To appeal to the students, the teacher can use decision-making method requirements, since the communicative approach has multiple teaching approaches, the

most important one is teaching speaking skill in which the teacher recreate chances for EFL student in the real-life situation to flourish the functional aspects of language since students make mistakes inside the classroom and this happened through the sub-skills that made by the teacher that is mentioned by Dave (2010) such as:

- Talk to someone about themselves.
- Describe people, places, objects, and methods, on any subject, you may agree or disagree.
- Increase the number of inquiries and allegations.
- Raises students and gives them guidance and training.
- Convince, persuade, and persuade others.
- Take part in in-group discussions as a leader, contributor, or observer. critic or journalist.
- Arrange and sequence the easy in sequential order.
- Prepare to generalize from examples and demonstrate their point by demonstrating cause and effect.
- Takes turns in group discussions, not interrupting others and listening to what others have to say (p.72).

1.4.2.Oral-Situational Approach

Situational teaching may be a term which is not usually used nowadays, however, it is an associated approach developed by applied British linguists in a period from the 1930s to the 1960s, and this affected the language courses that some still operate today (Richards & Rogers, 1986). The speech was seen as a precursor to the teaching the ability to speak privately. (Pasia, n.d.) stated that oral educational approach contains different characteristics and principles that teacher may use them in the classroom such as:

- Vocabulary choice strategy area unit followed to make sure that a vital general service vocabulary is roofed.
- The first language is not allowed in the classroom the only language used is the target language .
- The second language tip area unit introduced and practised situationally (pp.12-15).

The Situational pedagogy usually adheres to a performance improvement imperative instead of the acquisition for information and skills; in addition to situation pedagogy command is a

behavioral stand to acquisition. it has forbidden the processes instead of the conditions of learning.

- Learning should allow mistakes (from both teachers, students).
- Reality is the final and best learning experience.
- Learning should be fun and pleasant like taking part in a favorite sport even as in the real world.
- Using it in actual observation till it becomes private talent.
- Receiving the information or material (pp. 9-10).

When EFL teacher guide the classroom, they have to flow steps and techniques to archive a successful lesson, and since teacher follows the steps and the techniques to teach his/her students, the teacher applied some rules for both him/her salve and his/her students to follow, for instance the teacher functions a copy (systemizing situations) during the presentation stage, and then s/he transforms into a professional conductor. But for the EFL students should pay attention to what the teacher say and repeat it after him/her. Then respond to orders and questions (Pasia;. n.d.).

1.5. Charactirtics of Speaking Skill

Each competence has its own set of characteristics that distinguish Characteristics from others. Speaking skill has own set of characteristics that makes it unique from other skills. Hence the SL has a wild range of characteristics, and we will focus on what may develop EFL students' speaking performance inside the classroom, which presented by multiple researchers like : Redmond & Vrchota (2007), Harmer (2002), and Abdullaeva.

1.5.1.Pronunciation

Redmond and Vrchota (2007) stated that "It is imperative that you use the correct word in the correct sentence and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood"(p.104). Anonymous (2018) said that EFL teacher ever been asked the students to say a thing more than once? What makes him say that? He does not give only matter if his students vocabulary and grammar are correct; it may also be a matter of pronunciation. To develop EFL students' speaking skills, they must learn how to pronounce English words correctly. Since different languages emphasize different tones, if the teacher teaching his students to make them learn something new then the classroom is a great place to start. Every EFL student may have run into this problem when they are presenting to learn English. It can be difficult to pronounce English words, the word "right," for example, is

not pronounced in the same way as the pellet word is pronounced "rit". The words "meet" and "meat" is spelt silently but pronounced the same way. These types of references abound in the English language, and the EFL teacher and students likely to come across a few when they reading this blog post. When learning English, it's easy to feel overwhelmed, but the good news is that practice will help. Here are some quick tips that may the EFL teachers use with his/her students to improve their English grammar in order to get them started such as read out loud, watch their favourite movies and television shows in English language, practice English speaking with a partner inside the classroom for instance with their classmates or teacher.

1.5.2. Intonation

Intonation is an essential element in a spoken debate because it indicates when the speakers making their arguments. About a previous speaker, a high pitch indicates that we want to contrast what they said, while a low pitch indicates that we want to include something that is broadly in harmony with what they said. Intonation is a notoriously difficult skill to master. In which EFL teacher knows how to work with intonation in teaching EFL students' speaking skill and development. Therefore, intonation is a very necessary sound of speech expression. Which occurs as the teacher has students articulate their thoughts by hearing objects, practising fillings, or making comments. Understanding the expressions and thoughts that accompany words is impossible without intonation because sometimes EFL students do not pay attention to what their classmates or teachers said the only useful thing used here is the intonation (Harmer, 2002, pp. 37-38).

1.5.3. Grammatical Accuracy

Accuracy believe that grammar is only essential for written skill . However, gammar covers a wide range of topics relevant to spoken language, such language standing tenses and sentence form. Grammar assists EFL students and teachers in communicating knowledge in a manner that the listener can recognize and comprehend the speech . In addition to Abdullaeva stated that "The grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing". Hence the grammar that students use in speaking is different than the writing skill and this happed through language they use inside the classroom for example, the language that EFL student use between each other is different than they use with their teacher and different when they write.

1.5.4. Fluency

According to Abdullaeva, oral fluency is described as the ability to articulate oneself in a clear, logical, and reliable manner without hesitation. Teachers should teach students to express themselves openly using their own words and to avoid imitating others. Native speakers must also stop from time to time to allow their interlocutors to absorb what they have said, Also, when speaking spontaneously. In addition, fluent is described as the capacity to keep talking. Students should be able to get the point out with whatever resources and talents they have by communicating fluently. Students do not need to be corrected during fluency exercises since they use EL spontaneously to learn a language and do not paying attention if they make mistakes.

1.6. Spkeaing Strategies

EFL teachers use these strategies to provide a successful lesson; since some students struggle with speaking problems due to a lack of sufficient linguistic knowledge and have to leave the discussion. So to develop EFL student speaking skill; teachers may use some Strategies inside the classroom.

1.6.1. Provide Input and Guide Planning

The EFL teacher must give help while doing the speaking task for his/ her students, allowing students time to prepare what they will say and how they will say it. Speaking in a second language may be stressful for EFL learners. The objectives of this stage of preparation are presented as follows by Skehan (1998):

- Allow learners to reorganize their growing linguistic knowledge.
- Encouraging learners to understand tasks in more difficult ways by activating existing linguistic knowledge, recycling specific language components, and reducing processing burden.
- Introduce or educate a new language (pp.137-139).

This step entails scaffolding learning to prepare for the speaking task's needs. Scaffolding, according to Maybin, et.al (1992) "not merely any aid that helps a student complete a job" (p. 188). It is assistance that enables a learner to do a task that they would not have been able to perform on their own, and it is assistance that is designed to get the learner closer to a level of competence that will allow them to execute such a job on their own in the future (Burns, 2019, p.7).

1.6.2. Conduct Speaking Tasks

EFL teachers should follow the cycle after providing feedback or guiding the students to do the speaking tasks in which the teacher may use keys to Designing and Conducting effective speaking tasks. According to Pesce (2013):

- First The Participation of Teachers must be Lower, When it comes to constructing successful speaking examinations, the first thing the EFL teachers should keep in mind is that s/he will need to say less. Quite a bit less. In reality, the EFL students should do all of the talking, and the teachers should just listen. Unless s/he is testing a single, private student, also s/he tries to avoid speaking assignments that need him to participate.
- Second Make a Goals and objective List, the speaking examination is designed to assess students' ability to operate in an English-speaking context. It is also to demonstrate to EFL students that they have mastered the goals that the teachers set for them at the outset of the semester. These are not lofty aims like "understanding the present simple," but rather realistic, context-based aims.
- Third Include a variety of speaking tasks, the teachers Define the kind of speaking assignments. Nowever, students to accomplish once the teachers identified the themes s/he wants to test them on. Teacher recommends at least two distinct sorts, but if s/he has time, their is much better. The EFL teachers can apply multiple tasks such as Give stuent's a brief paragraph to read and tell them what they think in their own words, or They get 60 seconds to read the topic or questions and speak on it or maybe something like an interview. Also, Divide students into pairs and provide each couple with a topic on which they must ask each other questions or a role-play Prepare and distribute role cards for a range of circumstances. Role card 1A, for example, s/he may say: he wants to invite a friend to the dinner, but he needs to figure out what day and time are best.

1.6.3. Repeat Speaking Tasks

In the EFL classroom, teachers are in charge of assigning assignments to their students, with a variety of tasks that the teacher can use to build each students proficiency or other skills. According to Ellis (2003) defined "a task is a work plan that requires learners to process language pragmatically to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed"(p.4). The speaking repetition tasks may help a lot of EFL students to develop their proficiency, that teacher use inside the

classroom; in which teacher can notes students mistakes and errors. Language learners are requested to repeat the same or slightly different work for a week or two in the speaking repetition tasks (Bygate and Samuda, 2005). Moreover, the student repeats the task until they rich the goal of the task and that can be in having a correct pronunciation, grammar, learn new words or be fluent in some words. For example, in listening activity, the teacher gives his student audio of British language to listing to for two minutes; after the times up teacher will ask his student to repeat what they heard exactly (pronunciation); this activity will help the students to have a correct pronunciation in the L2.

1.6.4. Facilitate Feedback on Learning

EFL students Some of them believe that obtaining input, especially negative feedback is problematic. Been an EFL trainer one of the most critical aspects of becoming a good EFL teacher is listening to what his/her EFL students have to say. EFL teachers may point out items that students do when they speak that s/he may not have seen previously . Broadly defined feedback as “information given to students about their performance that guides future behavior” (Ambrose et al. 2010, p.125). Consequently, EFL students Take each piece of feedback as positive criticism and use it to improve their speaking ability. In the article of how to teach speaking explains that; feedback ought to be staged and selective to avoid disheartening the scholars, and what teacher says. Teachers should be perpetually aware of student success and development. It is crucial do not decision out students for special scrutiny like any variety of correction. If once speaking exercises are going down, it is a sensible plan to look at and listen, writes down things that looked as if it would go swimmingly and moments wherever students could not create themselves detected or created vital errors. It is necessary for teacher to differentiate between mistakes created throughout speaking activities and mistakes throughout an exploration activity and correcting mistakes created publicly speaking. The benefits of exploitation tape records of students at work include: the power for college students to concentrate to their own performance once more. The possibility to appear at however students learn over time critically. One way to do this is to hold a record card for every student that looks like this:

| Name | Date | Nature of task (Short talk etc.) | Grammatical correctness | Appropriacy Of vocabulary | Fluency and pronunciation | Overall Performance |
|------|------|--|----------------------------|---------------------------------|------------------------------|------------------------|
| | | | | | | |

Table 1.1: The Process of Student Performance and Progress (how to teach speaking .n.d)

Conclusion

To sum up the first chapter, we have realized how important is speaking skills in EFL/ESL scenarios inside/outside the classroom. The EFL teacher should use some methods and strategies to develop his /her student's speaking skill. Speaking skill in EFL learners remains a difficult challenge for both teachers and students, but it aids in the growth of their competence and, as a result, their future careers.

Chapter Two
Classroom Interaction

Chapter Two: Classroom Interaction

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Conclusion

Introduction

With the development of second language acquisition (SLA) theories especially speaking skill theories, various scholars focus on the importance of classroom interaction, that is considered as one of the most powerful resources of teaching and learning speaking skill, and the influence it has on the development of student's speaking skill. Therefore, this chapter covers the most important features of classroom interaction by presenting the concept of classroom interaction, theories, types and, its main strategies and techniques.

2.1. Definition of Classroom Interaction (CI)

According to (the Cambridge International Dictionary of English, n.d), “the verb ‘to interact’ as ‘to communicate with or react to (each other)’”. In English teaching classroom interaction is used to teach spoken language (or actions) as well as to keep the conversation going, instructor communicates with students through the teaching and learning process. Also, Interaction has been used as a classroom approach to teaching a foreign language since it refers to communication between the instructor and the students or among the students. According to Nunan (2001), “classroom interaction refers to the interaction between the teacher and learners, and amongst the learners in the classroom” (p.120). CI is primarily concerned with the interchange of words between the instructor and the learners; moreover, the instructor's vocabulary is the subject of classroom interaction. Specifically, instructor questions and learner responses, as well as teachers' input and allocation attitude. These characteristics influenced engagement and the opportunities for L2 learners to participate in language development. In addition, CI contains three main aspects as mentioned in the following table van Lier (1996):

| Input | Output interaction | Input interaction |
|----------------------------------|-----------------------------------|---|
| The language used by the teacher | Language produced by the learners | the interrelationship between input and output with no assumption of a linear cause and effect relationship between the two |

Table 2.1: Classroom Interaction Aspects

2.2. Interaction Theory

L2 classroom interaction studies began in 1960 intending to test the efficacy of various ways to foreign language education in the belief that the results would reveal the "best" technique and its features. The methodology was inspired by first language (L1) classroom teaching studies, which were motivated by the need to objectively evaluate the teaching

performance of student-teachers during realistic teaching situations. As a result of these studies on second language acquisition (SLA), a means knowledge theory emerged:

2.2.1. The Interaction Hypothesis (IH)

It is a cognitive theory of SLA was first proposed by Long (1981), IH which has also been referred to as the input, interaction, and output model by Block (2003), the interaction theory by Carroll (1999), the oral interaction hypothesis by Ellis (1991), and the interaction approach by Gass and Mackey (2007), moreover, Long states the modification of the interaction that is a required and adequate precondition for the learning of the second language is possible made by participating in conversations with native speakers (NS). Also The two structures of input and interaction were both well described by Long (1981) “input refers to the use of linguistic forms whereas interaction means the functions served by those forms”(p. 259). Ellis (1991) proposed two main claims about interaction role in SLA :

A. Comprehensible input is necessary for second language acquisition.

B. Modifications to the interactional structure of conversations in the negotiation of meaning helps a second language learner to understand the input. interactional modification or conversational adjustment refers to the situations in which the speaker restores an utterance to make it more comprehensible.

There was considerable attention to the interest in interaction, its affected, and the variables that affected their efficacy resulting in many empirical investigations and reviews. Researcher such as (Gass, 2003; Plonsky & Gass et al., 2011; Mackey, Abbuhl & Gass et al., 2012; Goo & Macke et al., 2013) have moved their attention from the general efficacy of interactions to specifics of which interaction component in which situations the students may be more or less effective (Mackey et al. 2012). Therefore, classroom interaction contains four main component called input, output, negotiation, and attention.

- a. Input:** it is necessary component of all SLA theories including interaction hypothesis, the inputs that students receive is an interest for interactionist researchers, whether this input is pre-modified (simplified or figured out), realistic, or interactively adjusted. Because the classroom instructor is the source of the inputs, s/he must determine how to provide positive inputs to learners.
- b. Output:** it refers to the language created by students during meaning-focused interaction, according to Swain (2005), Comprehensible Production Hypothesis claims that outputs do not only cause L2 growth but L2 development in various ways. Students must be encouraged to create a vocabulary that is more complicated and precise

syntactically. Students appear to proceed in a seminal way in a language also can understand the essence of an expression without having to process any of the language characteristics. The following figure explains how teacher provide input and how students produce output in

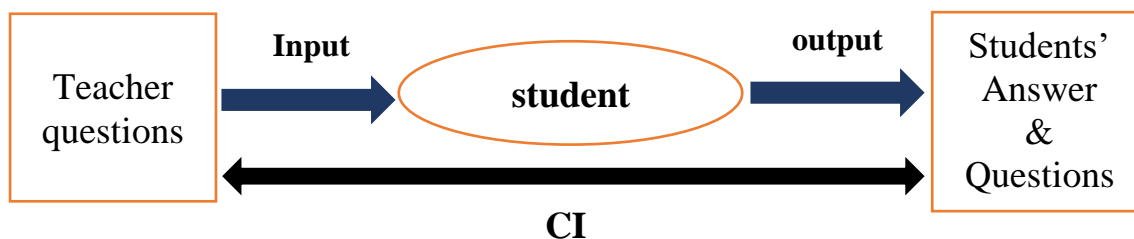


Figure (2.1): Input and Output Through Teacher Questions

- c. **Negotiation of Meaning:** it is the centre of the interaction hypothesis, with the failure of communication as the driving force for improved learner understanding and production of L2 (Long, 1996). If L2 students and their interlocutors do not understand one another, they may signify a failure in communication. Therefore, main negotiating components include calls for explanation, confirmatory or verifications, repetition, and understanding tests, both of which are answers to contact problems. This has been most recently expressed by Long (1996) as the Interaction Hypothesis:

“Negotiation for meaning, and especially negotiation work that triggers interactional adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways” (pp. 451–2).

The following is an example of how a question-answer structure may be modified in the process of negotiation (Tsui, 1995, p.18).

T: what other advantages do you think you may have, if you were the only child in the family? (question)

S: I'm sorry. I beg your pardon. (Request for repetition)

T: Er, if you were the only child in your family, then (modified repetition) what other advantages you may have? What points,

what other good points you may have? (Followed by lexical modification)

S: It's quieter for my study. (answer)

T: Yes? It's quieter for you to study. Yes? Any other? (Confirmation check)

S: No more. (confirmation)

T: OK. Fine. (acknowledgement)

- d. Negotiation of form:** This type of negotiation is especially significant for SLA because it necessitates teacher pedagogical input. This type of negotiation can be traced back to a "more didactic function" Mostly made up of feedback (Lyster, 1998, p.190). Corrective feedback of an educational nature (for example, teacher recasting) happens when a person, generally the instructor, replies to a learner's linguistically incorrect speech, even though the context of the statement is evident. for example, Corrective feedback (Loewen, 2005, p.371):

Will: when I was soldier, I used to wear the balaclava

T: and why did you wear it, Will, for protection from the cold or for another reason

Will: just wind uh protection to wind and cold

T: protection form

Will: uh from wind and cold

T: right, okay not for a disguise

- e. Attention:** according to Long (1996), interaction characteristics argued that feedback binds interaction, in particular, internal learning capacity, selective attention, and productively efficient output interaction and also long (1996) says:

“It is proposed that environmental contributions to acquisition are mediated by selective attention and the learner’s developing L2 processing capacity and that these resources are brought together most usefully, although not exclusively, during negotiation for meaning. Negative feedback obtained during negotiation work or elsewhere may be facilitative of L2 development, at least for vocabulary, morphology, and language-specific syntax, and essential for learning certainly specifiable” (p. 414).

2.3. Types of Classroom Interaction

In the creation of a second language, the focus is on the position negotiated for interactions between native (NS) and non-native speakers (NNSs) and between two NNSs, it is necessary to take into consideration the type of interaction to achieve better results to enhancing students speaking performance and to increase comprehensibility and content predictability for effective teaching, moreover, these are the common participants of classroom interaction depending on who communicates with whom and participants context (Van Lier, 1996).

2.3.1. Teacher-Learners Interaction (TLI)

In this type of classroom interaction, the teacher is the controller s/he takes the role of leader or supervisor and decides about the form and process of the activity. The primary purpose of

such interaction is to allow the supervised practice of certain language constructs or terminology. They are often in the form of repeated configurations after the instructor (the model). Furthermore, the instructor's responsibility is to check the class subject and determine when the classroom begins and ends by analyzing what was done at the beginning of the lecture, presenting new material, explaining key concepts, and then making clear dynamic and challenging activities. At the end of the lesson, the instructor summarizes and provides suggestions on the new material. The instructor is essential for engaging students; he or she performs as a learning facilitator. Students in this situation are passive listeners who are only required to respond to questions that their teacher already knows the answers to it. Also, they still may have no time to ask questions and would still depend on the teacher's advice to solve language-related problems (Cazden, 1988; Tsui, 1995). According to Chaudron (1988), the instructor accounts for around two-thirds of the discussion in both L1 and L2 classes by taking the proportion of the height of talking inside the classroom. Also, according to the findings of a 1996 engagement study conducted by Musumeci, instructors' speaking time is between 66 % to 72 %.

2.3.2. Learner-Learner Interaction (LLI)

It is the conversations that happened among students inside the classroom and based on peer relationships that make the maximum communication degree possible. In this type of interaction, learners are the primary players (active learners). Learner-Learner interaction happens in clusters called Learner-Learner interaction and in pairs called peer interaction. although, the teacher plays a role as a monitor or adviser and helping when necessary. LLI offers a platform for the sustained, practical exchange of concepts, exposing students to more diverse, and nuanced vocabulary from their peers than typical teacher-fronted classroom interactions do. And students would have more chances to use linguistic instruments in a relaxed and unrestricted way to accomplish various activities.

2.4. The Importance of Classroom Interaction

The interaction between the classrooms has raised our awareness of the interaction between teachers and students and has shown the unequal communicative privileges that usually occur in classrooms. The importance of CI is to keep our students engaged in the classroom while limiting teacher-talk to enhance learner talking time. This naturally leads them interacting with each other, usually through pair or group work. It has automatically increased each learner's potential speaking time. This extra quantity of language practice was typically in the form of highly controlled drilling, which encourages students to speak or act inside the classroom

(communication practice). Is pedagogically beneficial since it represents a significant and effective step in the transition of classroom learning to real-world application. Moreover, CI offers students the chance to meet inputs and to practice the L2. Classroom interaction induces a state of receptiveness in students, that is characterized as an active openness, a readiness to meet the language and the community that it serves.

2.5. The Strategies of Classroom Interaction

To reach successful classroom interaction, researchers such as Long (1981) and van Lier (1996). Tend to develop strategies for classroom interaction due to the important role it has in enhancing EFL student speaking performance. The following are the most effective and common strategies applied by the EFL teachers inside the classroom.

2.5.1. Individual

In this strategy, Teacher performs an assignment and students operate independently; the teacher supervises and assists when needed. In this case, students are asked to work in silent the only interaction that exists here is Teacher-Learner interaction, moreover, learners receive feedback from their teacher (passive learner) this may include some sort of silent student reaction, such as writing from dictation, but there is no effort on the student's part.

2.5.2. Pair Work

It is working in a group contains two students, Students complete the same assignments as in Individual work, but they collaborate typically in pairs to produce the best outcomes possible. In this strategy, the instructor has the option of interfering or not intervening. A study by Long (1976) and Nunan (1991) has shown that more roles in pair and group work are used than in other modes of interaction (p.51). Also, Students often see it as the most enjoyable means of learning since it allows them to feel more comfortable and relate better (Phillips 1983 in Hatch 1992, p.93). This type of work encourages independent study and gives students some responsibilities for their learning. Pair work simulates real-life interaction by having students interact in small groups or pairs with their classmates. However, entire corporations should not be neglected for the directed and supervised activities. Pairs and groups are perceived to be the most interactive approach (Sullivan, 2000). The performance of the students in a classroom does not depend on the socio-cultural or personal experience. It consists of three are: beliefs, autonomy and equality.

2.5.3. Group Work

It is when the students work in small groups to complete activities that require interaction, such as conveying knowledge or making group decisions. The instructor stands around listening and intervenes only sparingly, if at all. This work clarifies ideas and viewpoints in cooperative groups away from the constant attention of the instructor and the larger class body (Gillies, 2006). Furthermore, students are not required to focus solely on the instructor as their interlocutor and source of language feedback (Nunan, 1992). This strategy tends to differ classroom interaction from traditional Teacher-Learner interaction. Also, provides the learners with the chance to learn from each other and to be active learners, so the students feel more comfortable expressing their ideas to his/her classmate rather than his teacher. The most common activity at this strategy is that the teacher gives the student a topic to discuss among students. The teacher's role is correcting pronunciation mistakes, controlled the conversation direction, and give advice when necessary.

| | | | |
|------------------------|--------------------------|---|------------|
| TEACHER CONTROLLE | | | |
| WHOLE CLASS ACTIVITIES | | | |
| ACCURACY | A | <ul style="list-style-type: none"> - Drills Games - Controlled conversation - Listening - Writing | B |
| | C | <ul style="list-style-type: none"> - Exercises - Controlled conversation - Roleplay - Games - Questionnaires - Listening - Writing | D |
| | PAIR WORK ← → GROUP WORK | | EFFICIENCY |
| LEARNER DIRECTED | | | |

Table 2.2: Models of The Interaction Activities Don by The Teacher (Byrne ,1987, p.106)

2.6. Classroom Interaction Techniques

Classroom interaction is done by EFL teachers through various techniques inside the classroom, the following are some classroom techniques:

2.6.1. Interrupting

The role and reaction of the teacher to the students of the classes in the correctness of their pronunciation mistakes, answers or asks students to repeat the response to get the student to the appropriate response and control the conversation directions are part of this technique. This

type of technique usually is done by the teacher and is widely used in Teacher-learner interaction.

2.6.2. Reacting to others

The role of both the instructor and the student can be positive or negative, depending on whether the instructor's reaction or the student's reaction to his instructor or his classmates is positive or negative. Moreover, this technique is presented in three forms: Initiation, Response, and Feedback (IRF). Sinclair and Coulthard (1975) created this term in the 1970s (McCarthy, 2001; Hardman, 2008). However, initiation is the teacher activities inside the classroom such as questions or language tasks, the response is the student reaction to those activities by answering the question or doing those tasks. Finally, feedback refers to both teacher and student also it can be positive or negative. Positive when the teacher confirms students' answers, and negative when he corrects the students' wrong answer. The disadvantage of IRF is that the exchange is initiated and closed by the instructor and the student's performance is limited to the answer in the second turn, this pattern of communication is a product of the classroom's institutional environment. As in the following example:

- T: What are the four language skills? (Initiation)
- S: they are: speaking, reading, writing and listening. (Response)
- T: yes, that is correct. (Feedback)

2.6.3. Opening and Closing Conversation

EFL students appear to struggle with how to start a conversation. This technique has been used by the teacher to engage students in small talk and encourage them to speak L2. As well as to increase the quality and quantity of such speech in the classroom. The teachers should plan the most effective speech exercises that enable students to collaborate and negotiate significance during the interaction and asking students multiply questions. Questions as to what variety of practices this technique tends to collaborate Ur (1996) suggested two oral communication practices: topic-based and task-based activities. Since the focus is on the discussion of a specific subject and the actual development of related speech, topic-based practices tend to be divergent or open-ended in nature. Whereas, task-based activities are convergent (Duff, 1986). So, learners must use the target language as a way to achieve a certain outcome or agreement.

2.6.4. Making Small-Talk and Turn-Talk

At first glance, small-talk and turn-talk seem incompatible. Small talk is similar to the anthropologist Malinowski's concept of phatic communion as cited in Coupland (2000). The teacher and students have unequal amounts of talking time (Cazden, 1988; Seedhouse, 2001). Nevertheless, the instructor directs turn-taking by the use of questions, which allows him or her to influence the subject and general discourse. Making small-talk and turn-talk technique is applicable for beginner-level student because is not required from the students to talk for a long time and the conversation is everyday communication.

2.6.5.Reconnecting Personal Incidents and Experiences

The teacher gives students the chance to speak about their personal experience by using a real-life context. In this case, the learners have plenty of opportunities to talk and contribute. Also, they are very inspired and participate inside the classroom. Use appropriate, understandable and reasonably language. In this technique the students are trusting in attempting whatever it is, providing learners with casual conversation training and giving them the chance to hear about how others articulate common meanings. Also, giving them opportunities to negotiate turns to communicate, engaging students in the deliberate use of language in cooperation, enabling students to join in a complete interaction, not just single phrases and offer learners chance to test out communication methods and build learners' ability to achieve their communicative goals. The following figure explains the application of classroom interaction by EFL teachers.

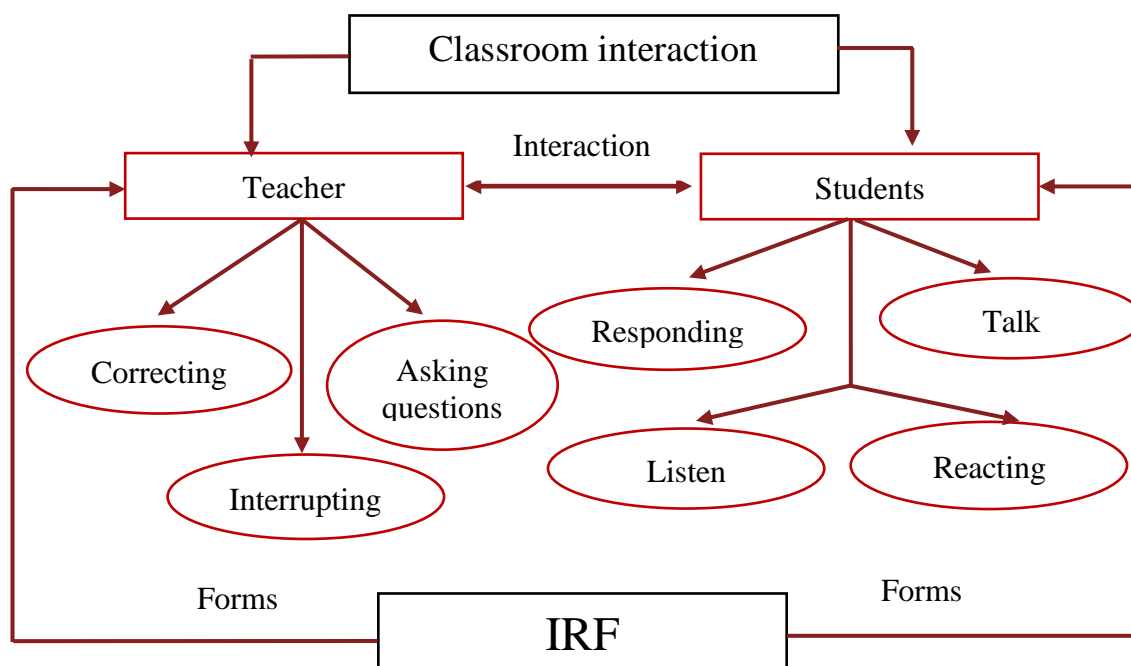


Figure 2.2: The Application of Classroom Interaction

2.7. Classroom Interaction Difficulties

Classroom interaction difficulties are breathy much related to L2 speaking difficulties among learners, since interaction build out from communication, in order to cover the most common difficulties we have divided them into two categories: linguistics and non-linguistics.

2.7.1. Linguistics Difficulties

It refers to language difficulties that EFL learners may face during their learning process of L2, restricted to spoken language problem as the following difficulties:

2.7.1.1. Grammar

The Grammatical features convey meanings that are extremely difficult to comprehend by EFL learners because they are foreign meanings that do not occur in their first language. And contain abstract meanings which are hard to determine while listening to or reading the L2. Nevertheless, Grammar features in a second language are often difficult to understand, although the reasons for this are not always apparent. A variety of factors, including age, individual differences, and learning environment, may explain this. Most EFL learners find L2 grammar hard to learn in term of two function meanings and forms.

2.7.1.2. luck of Vocabulary

EFL learner tend to use words from their mother tong when they cannot find the appropriate word in L2 to interact in the target language student have limited vocabulary, because of this, students are not confident in speaking L2, because they are afraid if they choose the wrong word. According to Nauli (2014), without a proper vocabulary, one cannot effectively communicate or articulate one idea in both oral and written form. Therefore, acquiring vocabulary is necessary for learners to get their meaning across.

2.7.1.3. luck of Pronunciation

Pronunciation refers to the development of sounds that involves exposure to the specific sound of the language (segment), such as timing, stress, rhythm, intonation, and phrasing (Centre, 2012). Students' difficulties in interaction can also be influenced by their lack of pronunciation. According to Hetrakul (1995, p.76): "The challenge that students most face is pronunciation". They find it hard to pronounce several words since the distinction between pronunciation and writing in English is different.

2.7.2. Non-Linguistics Difficulties

Due to phycological problems that EFL learner may face when it comes to communication in the classroom such as lack of confidence, fear of making mistake and a threatening

atmosphere. These are the most popular non-linguistics difficulties that exist among EFL learners:

2.7.2.1. Lack of Confidence

It is widely known that learners lack confidence because their conversation partners do not understand or do not understand other speakers. In this case, they would like to remain quiet as others talk, demonstrating the students' lack of confidence in communicating according to Nunan (1999), students who lack trust in themselves and their English will experience communication anxiety; this demonstrates that increasing students' confidence is an integral aspect of the teacher's emphasis. However, low ability in speaking L2 considered the main reason for students' lack of confidence, many students think that their pronunciation is bad so they stop speaking L2. Also due to the lack of environmental support especially teacher support.

2.7.2.2. Fear of Making Mistakes

Many scholars claim that fear of making a mistake is one of the primary reasons for students' inability to speak English in class (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). Concerning the risk of making mistakes, Aftat (2008) added that this fear is associated with the problem of correction and poor assessment. Furthermore, this is heavily affected by the students' anxiety about being ridiculed by their classmates or mocked by the teacher. Several recommendations are made by Zua (2008). She recommended that relational connections between students and teachers must be established. In this manner, students are encouraged to feel comfortable with their teacher and to trust that the teacher would help them if they make a mistake.

2.7.2.3. Threatening Atmosphere

It includes all the psychological factors concerning the learning environment such as unconvertible learning, lack of self-confidence, foreign language anxiety, social psychology, educational psychology, and speech communication. That could determine the outcome of the learning process, and it refers to the learner feeling unsafe toward learning L2. The most common one among EFL learners is Language anxiety which refers directly to the sense of stress and fear, particularly in speaking, listening, reading and writing (MacIntyre and Gardner, 1994). Around one-third of students who study a foreign language have a kind of anxiety about a foreign language (Horwitz et al., 1986). According to Crookall and Oxford (1991) severe language anxiety may have a negative impact on students' self-esteem motivation, eventually and impeding proficiency in language development. Moreover, the following table explains other CI difficulties that may face both EFL teachers and EFL students.

| CI Difficulties | |
|---|--|
| Teacher | Students |
| <ul style="list-style-type: none"> • controlling the class • Praising & encouraging • Giving directions • Giving evaluation to all students in the class • Giving feedback • Accepting student's feeling • Students' different backgrounds • Students' different L2 level | <ul style="list-style-type: none"> • Hand-raising participation • Responding • Expressing lack of understanding verbally • Initiation • talk in groups • talk in pairs • Confusion • Luck of fluency • Mother tong use • Luck of topical knowledge • Comprehension problems • A low level at listening skill |

Table 2.3: CI Difficulties for Both EFL Teachers and Students

Conclusion

To sum up, through this we realized how must classroom interaction wield and various approach in teaching speaking skill and its impact on developing this skill. Also, its effects on the development on the EFL students' abilities. Many researchers stressed out its important through propose effective technique and strategies for appropriate use of classroom interaction.

Chapter Three
Teachers' and Students'
Questionnaires

Chapter Three: Teachers' & Students' Questionnaire

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Introduction

This part aims at instigating all the aspects that affect developing students' speaking skill from both teachers' and students' point of view, and to detect the various difficulties that students may face when they interact, therefore, this chapter deals with, methodology, participants, research instrument, and analysis and discussion of results.

3.1. Methodology

The approach that is applying in this study is the Mix-method approach. A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem. In this approach, quantitative data are collected and analyzed first and the results used to inform the subsequent qualitative phase. Often the qualitative phase is useful in helping to understand unexpected results that arise in the initial quantitative phase.

3.2. Participants

3.2.1: Teachers' Questionnaire

This questionnaire is based on Eleven N (11) oral comprehension teachers at Kasdi Merbah University– Ouargla for the academic year 2020/20201, this sample reflects the whole population. We have applied a non-random sampling strategy for this questionnaire because it is made for oral comprehension teachers.

3.2.2. Students' Questionnaire

The sample chosen to carry out the current analysis is made up of Forty (40) Third-year LMD students registered for the academic year 2020/2021 of the English department at the Kasdi Merbah University – Ouargla. we have applied a random sampling strategy; this type of sample is known as a chance sample or probability sample in which all items in the populations are equal in the sample and each of the potential samples has the same probability of being chosen in the case of a final universe. This sample of study represents 40% of the population.

3.3. Research Instruments

The tool used in this study is a questionnaire, which is a type of testing instrument that consists of a series of questions or other forms of stimuli designed to elicit information from a respondent. A research questionnaire is usually composed of both closed-ended and open-ended questions. Long-form, open-ended questions enable the participant to expand on their views. The Statistical Society of London invented research questionnaires in 1838. Also, the reason

for choosing this tool is that Questionnaires are a low-cost, rapid, and effective approach to collect significant amounts of data from a large number of Participants.

3.4. The Teachers' Questionnaire

3.3.1. Description of the Questionnaire

The questionnaire includes (16) closed-ended questions, consist of sixteen (16) multiple-choice questions, and five open-ended questions in which the instructor has options or can suggest alternatives. It is broken down into Three sections, as described in Appendix 1

Section One: General Information (Q1-Q3) It contains general information about the instructors, such as their age, gender, and how long they have been teaching the oral comprehension module.

Section Two: Speaking Skill (Q4-Q8): This section is about how teachers are teaching the oral comprehension module. It aims at evaluating how teachers are able to teach speaking skill, their use of the essential characteristics and strategies, and which components of speaking challenges students may confront the most in the oral comprehension module.

Section Three: Classroom Interaction (Q9-Q16): This portion consists of questions seeking information on how often the instructors and students' utilize interaction, and which sorts, method and approaches of classroom interaction the teachers may apply in an oral session.

3.4.2. Administration of the questionnaire

A questionnaire was created to explore instructors' experiences in teaching oral sessions and how much they employ classroom interaction. To obtain data for the current study. The questionnaire was given to a total of 11 teachers. All Eleven teachers have answered the questionnaire; it was given to one teacher, who answered the questions in the classroom, while the other Ten teachers responded via email.

3.4.3. Analysis of the Results

Section One: General Information

Question (1, 2 and 3):

| Questions | Options | Subject N | Percentage |
|---|--------------------|-----------|------------|
| Gender | Male | 02 | 18.2 % |
| | Female | 09 | 81.8% |
| Degree | BA | 00 | 00% |
| | MA | 4 | 36.4% |
| | PhD | 7 | 63.6% |
| | Professor | 00 | 00% |
| How long have you been teaching oral comprehension? | 2-3 years | 10 | 90.9% |
| | 4-6 years | 00 | 00% |
| | 7-9 years | 00 | 00% |
| | More than 10 years | 1 | 9.1% |

Table 3.1: Teachers' general information

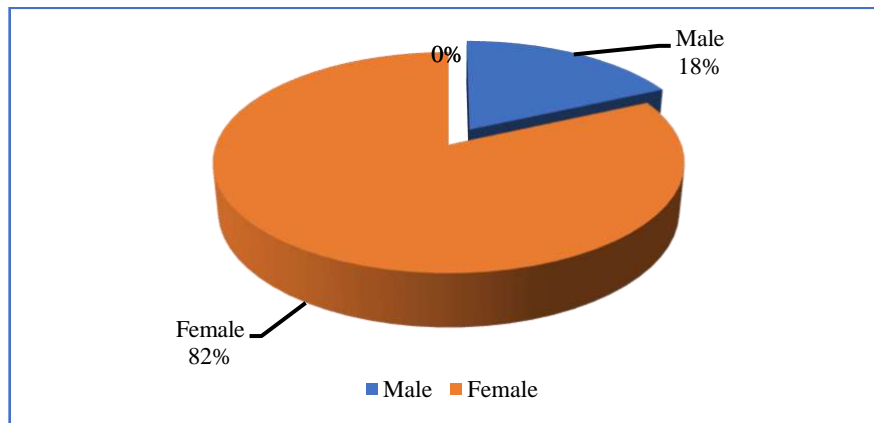


Figure 3.1: Teachers' Gender

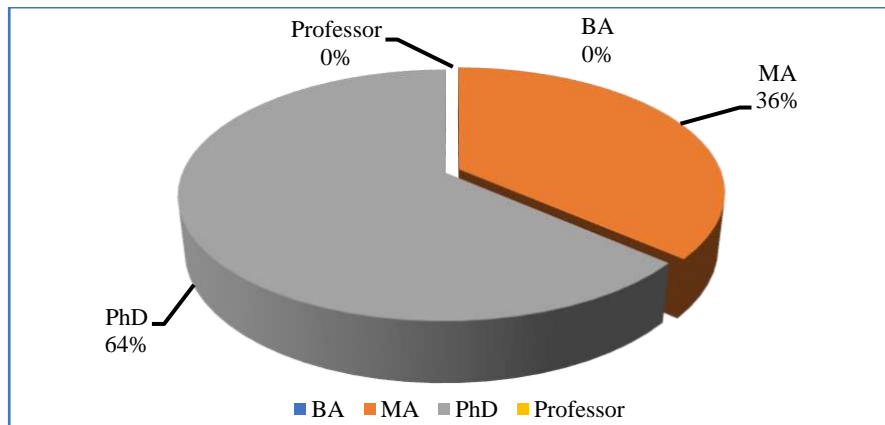


Figure 3.2: Teachers' Degree

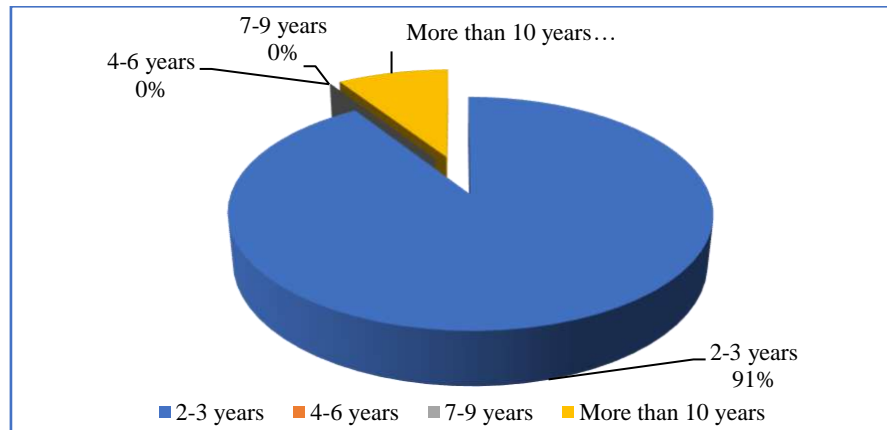


Figure 3.3: Teachers' experience in Teaching Oral Comprehension Module

The table shows that the majority of participants are females (81.8%) and that the majority of them are PhD Teachers (63.6%). Furthermore, they have been teaching the oral comprehension module for roughly (2-3 years) and have a (90.9 %) success rate, indicating that they are still new to this module.

Section Two: Speaking Skill

Question 4: Do you think that speaking and listening skills relationship helps the students to build their proficiency in oral?

| Option | Subject N | Percentage |
|--------|-----------|------------|
| Yes | 11 | 100% |
| No | 00 | 00% |
| Total | 11 | 100% |

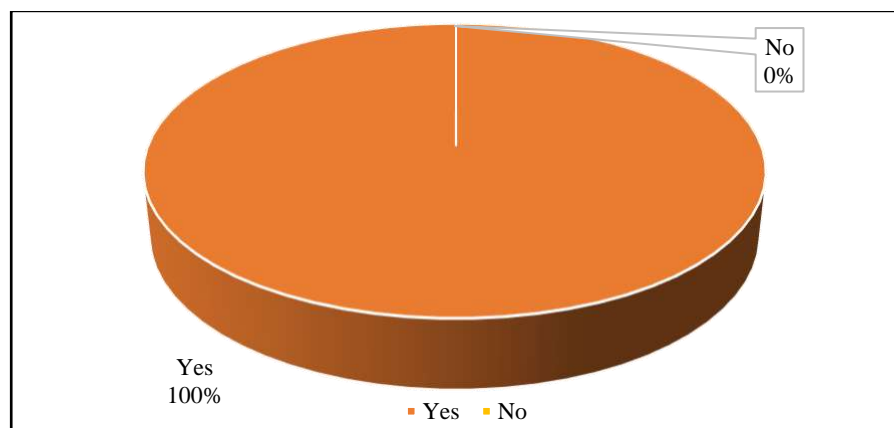


Table 3.2; Figure 3.4: Speaking and listening relationship

This table shows that the whole population (100%) agrees that there is a relationship between speaking and listening skill.

- Q.4.1. Please justify your answer?

This question is made to explain why they choose yes in which the whole number chooses yes and this made multiple explanations. A reception precedes and is required for production. When a student's listening skills are good, it is simple for him or her to absorb the meaning and, as a result, to articulate thoughts. Students must first listen to learn the language, then talk to practice it. It is critical to concentrate on growing listening skills through songs and movies, as well as improving speaking abilities via repetition and application of what has been learned.

Question 5: Which one of the following approaches do you apply in the classroom?

| Option | Subject N | Percentage |
|-------------------------|-----------|------------|
| Communicative approach | 09 | 81.8% |
| Oral situation approach | 01 | 9.1% |
| Other approaches | 01 | 9.1% |
| Total | 40 | 100% |

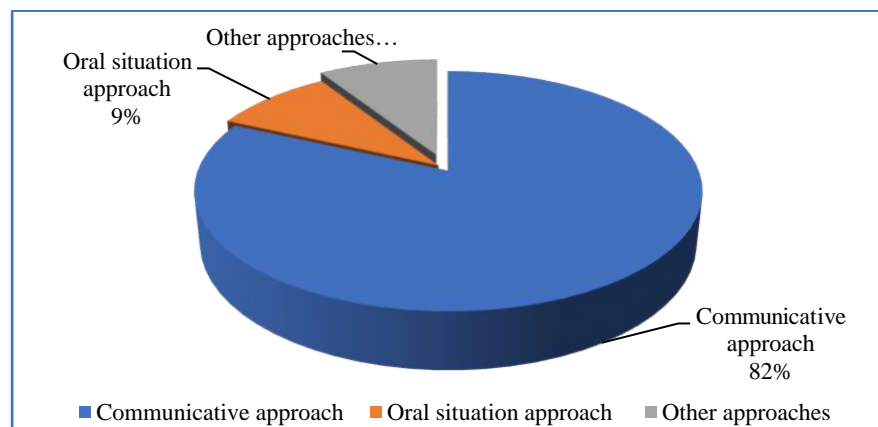


Table 3.3; Figure 3.5: Speaking skill Approaches

This is a table of approaches that instructors employ in the classroom, and a majority of them utilize the communicative approach (81.8%), with the oral situation approached and other approaches accounting for the remaining (9.1 %).

- Q.5.1. Please justify your answer?

For the sub-questions which is the explanation for question 5, the teachers explained that Setting learners to talk and converse (by creating a natural-like environment) is a faster technique to improve oral skills. The communicative method can give contexts and settings for the learners to practice speaking. It enables the teacher to notice language deficiencies in the students. Communicating with your students is quite beneficial.

Question 6: Which one of the speaking skill characteristics do you teach at your oral comprehension sessions?

| Option | Subject N | Percentage |
|-----------------------|-----------|------------|
| Pronunciation | 06 | 54.5% |
| Intonation | 04 | 36.4% |
| Grammatical Accuracy | 07 | 63.6% |
| Fluency | 08 | 72.5% |
| Other Characteristics | 06 | 54.5% |

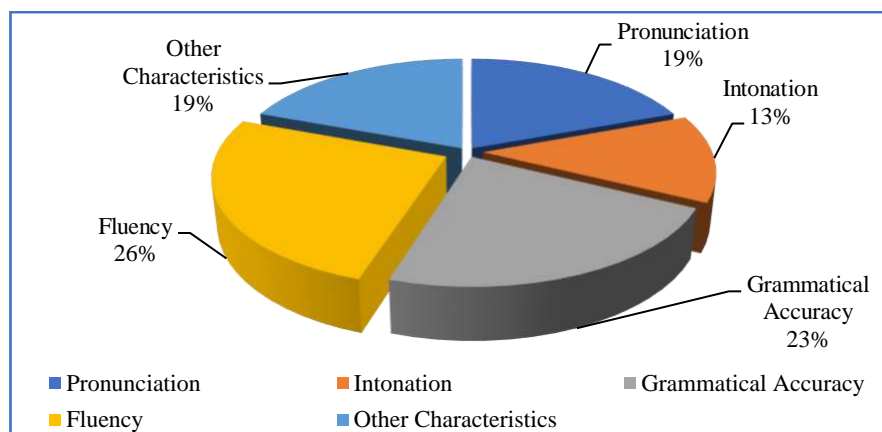


Table 3.4; Figure 3.6: Speaking Skill Characteristics

This table outlines the speaking skill characteristics the instructor teaches in the oral comprehension session, the first of which is fluency (72.7 %), followed by grammatical accuracy (63.6 %); the third factor is that both pronunciation and other features have the same percentage (54.5 %) The last one is intonation, which is made of (36.4 %).

Question 7: Which one of the teaching speaking skill strategies do you adopt during your oral session?

| Option | Subject N | Percentage |
|----------------------------------|-----------|------------|
| Facilitate Feedback on Learning | 06 | 54.5% |
| Repeat Speaking Tasks | 04 | 36.4% |
| Conduct Speaking Tasks | 07 | 63.6% |
| Provide Input and Guide Planning | 08 | 72.5% |

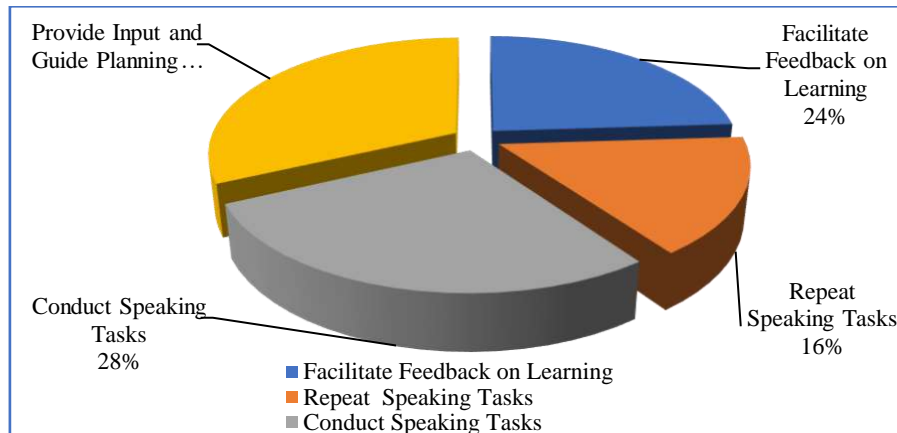


Table 3.5; Figure 3.7: Adopted Speaking skill strategies in Oral Sessions

The most commonly used approach in the oral session by instructors into both facilitate feedback on learning and offer input and guide planning (45.5 %), followed by both repeat speaking tasks and conduct speaking tasks (27.3%) and finally utilizing other strategies in (18.2%).

Q.7.1.Please justify your answer?

This was explained in the sub-question, which Students cannot learn the fundamentals without input and feedback, the more they practice, the more fluent and assured they become. They require assistance, particularly if they are newcomers; also, they put students in real-life situations and ask them to come up with terminology that is acceptable for them.

Section Three: Classroom Interaction

Questions (8, 9 and 10):

| Questions | Options | Subject N | Percentage |
|--|-----------|-----------|------------|
| How often do you use interaction inside the classroom? | Always | 10 | 90.9% |
| | Sometimes | 01 | 9.1% |
| | Never | 00 | 00% |
| How often your students interact with you inside the classroom? | Always | 08 | 72.7% |
| | Sometimes | 03 | 27.3% |
| | Never | 00 | 00% |
| How often your students interact with each other inside the classroom? | Always | 03 | 27.3% |
| | Sometimes | 08 | 72.7% |
| | Never | 00 | 00% |

Table 3.6 : Teachers' and students' interaction inside the classroom

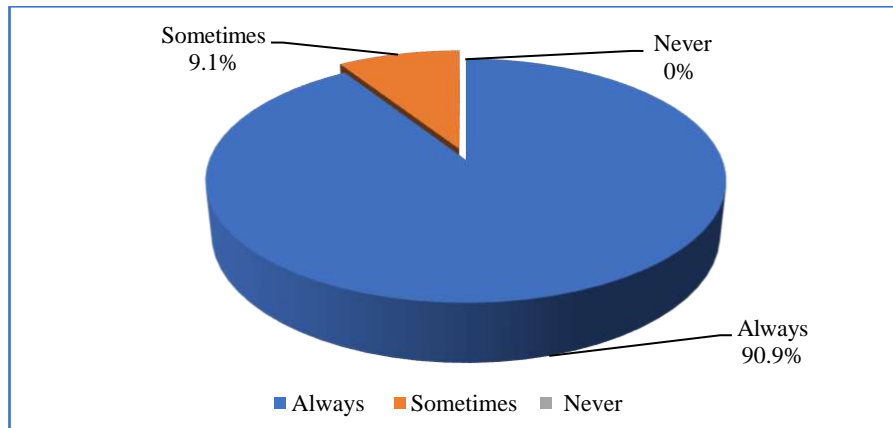


Figure 3.8: Teachers' Classroom Interaction

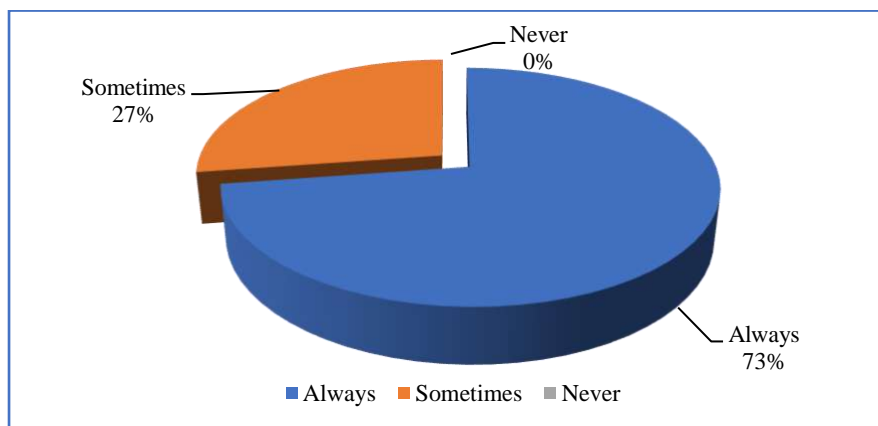


Figure 3.9: Teachers-Students Classroom Interaction

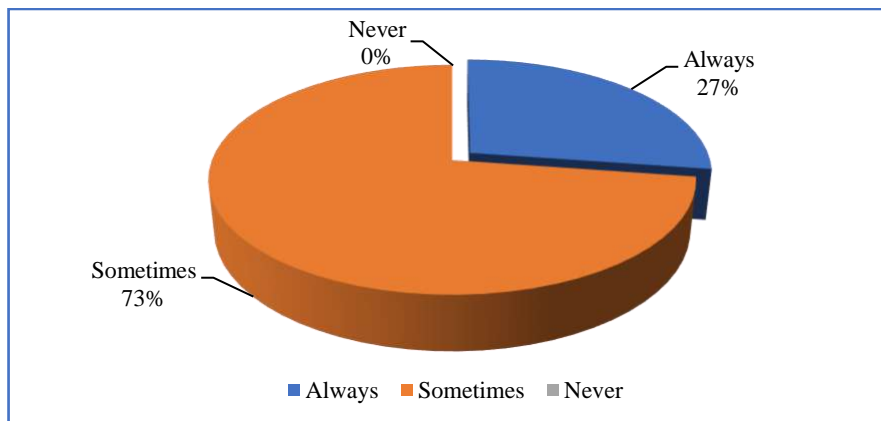


Figure 3.10: Students-Students' Interaction

The table (3.8) describes the proportion of the interaction used in the classroom in which we can see that the figure (3.9) relates. To the proportion that the teacher will use interaction inside the classroom and almost the entire population is the victimization interaction always still (90.9%) than | during which | in which } we can see in figure 15 that what proportion the students will act with the teacher in the classroom, which specifies that there is always continually interaction of the teachers and the students who makeup (72.7%) and to figure it out fourteen

is what proportion students will act with everyone different and most academics see that they sometimes act with each other and also the rest they see students always interact with each other.

Question 11: Which one of the following types of classroom interaction do you adopt inside the classroom?

| Option | Subject N | Percentage |
|-----------------|-----------|------------|
| Learner-learner | 03 | 27.3% |
| Teacher-learner | 04 | 36.4% |
| Another type | 04 | 36.4% |
| Total | 11 | 100% |

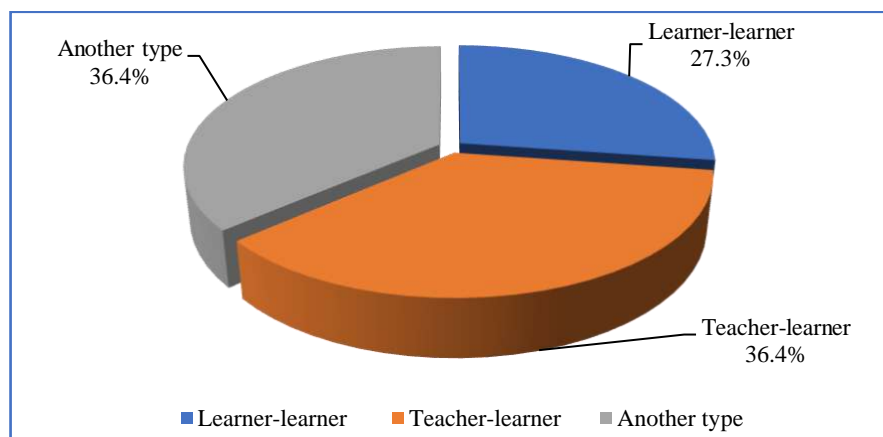


Table 3.7; Figure 3.11: Classroom Interaction Types

In this table we can see the many types of classroom interaction that are used within the classroom, and we can see that the teachers utilize both forms of interaction, which are learner-learner and teacher-learner; (36.4%) most of the time and the remainder use other types which consist (27.3%).

-Q.11.1: If the answer is c, please explain why?

If the teachers pick another type, they must explain why and they stated that: Owing to the fact that the LLT is negative Obviously, the teacher's support is required to provide such an enticing environment for students to interact with.

Question 12: Which strategy do you use in your oral sessions?

| Option | Subject N | Percentage |
|------------------|-----------|------------|
| Pairs Work | 07 | 63.6% |
| Group Work | 09 | 81.8% |
| Individuals Work | 06 | 54.5% |
| Another work | 01 | 9.1% |

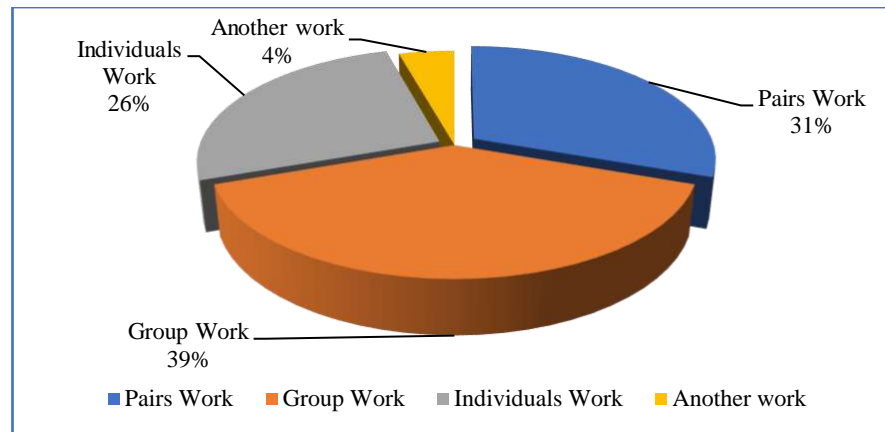


Table 3. 8; Figure 3.12: Classroom Interaction Sstrategies

This table is about the most strategies that are used in oral session we see that the most used one is the group work consist (81.8%) and next is the pairs work(63.6%), for the next is the individual work(54.5%), but otherwise, there is almost no use of other strategy (9.1%) used than what mentioned.

-Q.12.1. Please justify your answer?

In our sub-question we asked to explain each choice they choose and the answer was about Student's lack of teamwork tactics; by teaching them how to operate in a group, you are allowing them to learn from one another. They must express themselves in classroom discussions, in pairs, or groups. They should be able to participate in classroom discussions.

Questions 13: Which one of the classroom interaction techniques do you use during your Oral comprehension sessions?

| Option | Subject N | Percentage |
|---|-----------|------------|
| Interrupting | 04 | 36.4% |
| Reacting to others | 05 | 45.5% |
| Opening and closing conversation | 04 | 36.4% |
| Making small-talk and turn-talk | 04 | 36.4% |
| Reconnecting personal incidents and experiences | 06 | 54.5% |
| Other Technique | 01 | 9.1% |

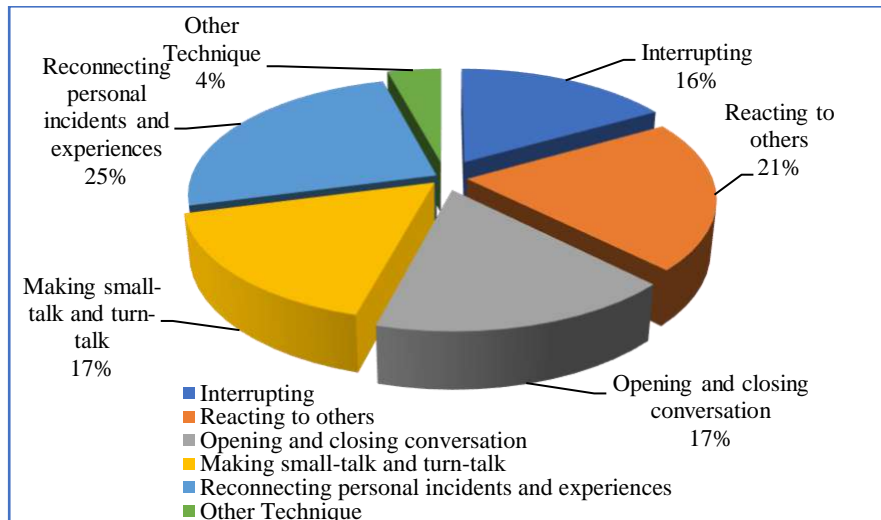


Table 3.9; Figure 3.13: Classroom Interaction Techniques

This table shows the classroom techniques that regularly used throughout the oral comprehension session. We tend to see that we want to use before reconnecting personal incidents and experiences that consist (54.5%) and right when reacting to others than multiple techniques in the same level. This area of interrupting, opening and closing conversation, and making small-talk and turn-talk consist of (36.4%) and therefore the alternative techniques which consist (9.1%).

Question14: Which one of the classroom interaction difficulties your students face most in oral comprehension?

| Option | Subject N | Percentage |
|-------------------------|-----------|------------|
| Grammar | 07 | 63.6% |
| Vocabulary | 07 | 63.6% |
| Pronunciation | 06 | 54.6% |
| Lack of Confidence | 07 | 63.6% |
| Fear of Making Mistakes | 07 | 63.6% |
| Threatening atmosphere | 02 | 18.2% |
| Other difficulties | 01 | 9.1% |

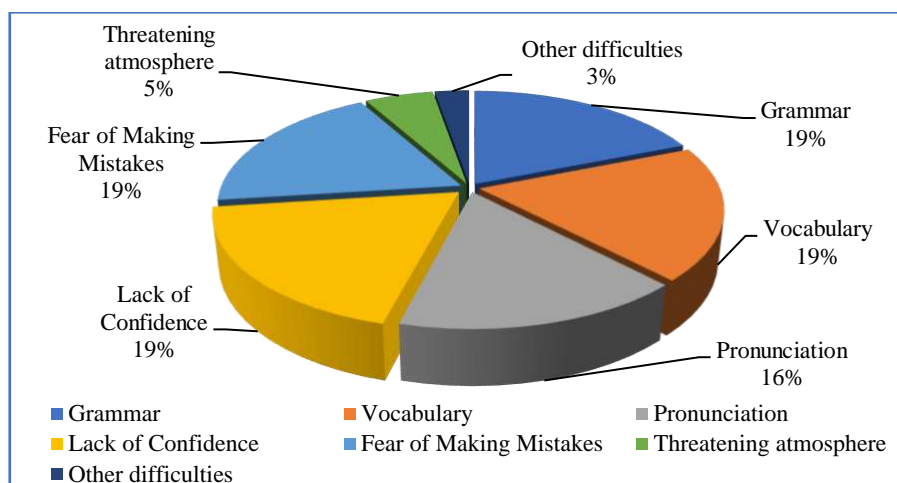


Table 3.10; Figure 3.14: Students' Classroom Interaction difficulties

This table depicts the most difficult issues that students experience in the oral comprehension module, according to the teachers. The most difficult issues that students experience are grammar, vocabulary, lack of confidence, and fear of making mistakes, which accounts for (63.6 %) of the total. The second difficulty is pronunciation, which consists of (54.5), and the last difficulty is the threatening atmosphere (18.2%), as well as other difficulties which consist (9.1%).

Question 15 : Which one do you prefer to use to correct your student's speaking mistakes?

| Option | Subject N | Percentage |
|----------|-----------|------------|
| Explicit | 06 | 45.5% |
| Implicit | 05 | 54.5% |
| Total | 11 | 100% |

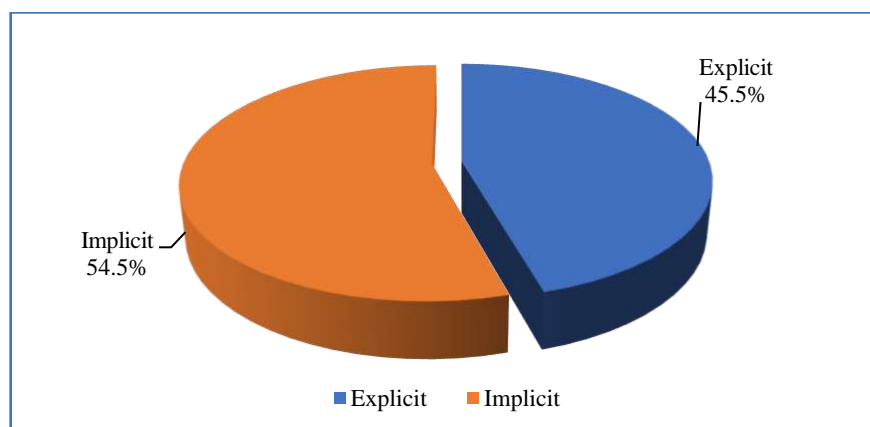


Table 3.11 & Figure 3.15: Teacher's Correction average of Students' Speaking Mistakes

This table describes which method the instructor prefers to correct their students speaking mistakes, and the results show that more than half of the population prefers the implicit method (54.5%), while the remainder prefer the explicit method (45.5 %).

Question 16: From your experience of teaching oral comprehension. Does the classroom interaction help students to enhance their speaking skills?

| Option | Subject N | Percentage |
|--------|-----------|------------|
| yes | 10 | 90.9% |
| No | 01 | 9.1% |
| Total | 11 | 100% |

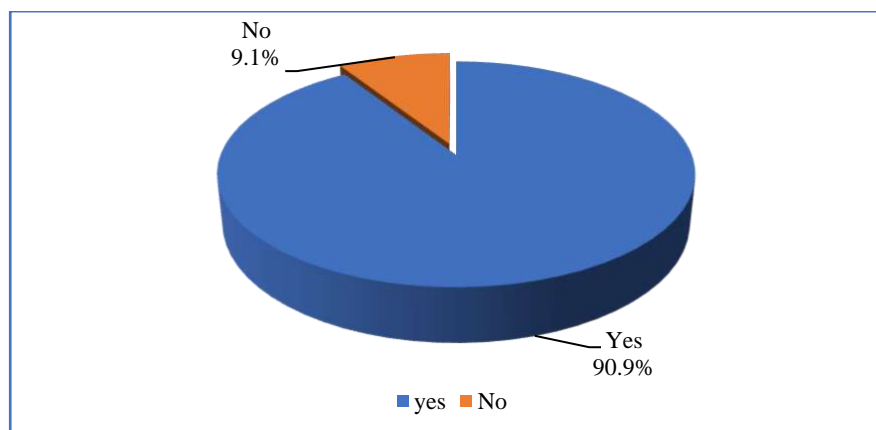


Table 3.12; Figure 3.16: Classroom Interaction Effect

This table is about the teachers' experience teaching oral comprehension and their opinion on whether or not classroom interaction helps students improve their speaking skills. In which the majority of the community agrees that the CI aids the students' in improving their speaking ability, which includes (90.9%).

-Q.16.1. Please explain why?

we asked in the sub-questions to explain their choices and we found that they see Interaction motivates students and aids in their fear reduction over time. Students cannot apply their newly acquired abilities or apply the terminology they have learnt without classroom interaction. Classroom interaction is a great method to get some exercise while still learning more. It allows for feedback and problem-solving possibilities. It encourages students to demonstrate their true level of proficiency as well as their strong points

4.4. Discussion of the Results

Analysis of the questionnaire by the teacher demonstrates that the majority of instructors are aware of the relevance of the speaking skills and the interaction of the classroom inside the classroom.

We have on the first section general information demonstrates that nearly all teachers are women (81.8%) nine of the hole number and only two men, most of whom have a PhD and Master Degree, with only four who have been teaching oral understanding between 2-3 years and only one have over 10 years of experience. These results indicate how teachers may understand student speaking problems while performing.

The second section, which deals with the nature of speaking skill, it demonstrates that all of the instructors (100%) are aware that speaking and listening skill have a positive link and that if a student listens well, he would be able to talk more effectively. Furthermore, the majority of teachers (81.8%) believe that communicative approaches are vital for developing student proficiency and that they play an essential role in language acquisition. This result is understandable since the majority of instructors see that encouraging the student to interact and speak (by establishing a natural-like environment) is a more efficient way of improving oral abilities. The communicative technique can provide students with circumstances and settings in which to practice speaking. It allows the teacher to identify linguistic deficits in the students. It is quite important to communicate with their students. Furthermore, the findings reveal that the majority of teachers (72.7%) said they were taught the core features of speaking competence, which is fluency, and it is the most commonly utilized one in actual oral comprehension classes also did not overlook the most essential component that distinguishes students' speaking skill and have categorized them according to the importance of their teachers: (1) fluency; (2) grammatical currency; (3) pronunciation and usage of additional characteristics ; (4) and intonation. . In addition to the most often used strategies for teachers during oral class, encourage feedback on learning and offer input and guide planning (45.5 %), teachers believe that students cannot learn the fundamentals without input and feedback and that the more they practice, the more fluent and certain they become. They require assistance, particularly if they are newcomers.

The analysis of the third section it shows that the majority of teachers (90.9 %) always employ interaction inside the classroom. The majority of instructors (72.7%) reported that they always engage with their student's; and the majority of them (72.7 %) noticed that students connect sometimes with each other. In addition, during the oral session, (36.6%) of instructors, it employs the teacher-learner classroom interaction type and other types. These findings are significant since they are what teachers are looking for. Because the LLT is a negative type, to establish such an inviting atmosphere for student's to interact with, the teacher's help is essential. It shows that, Theoretically, the majority of teachers (81.8%) employ the group work

strategies in oral sessions, but the majority of them explained that Students do not know how to work in a group, therefore educating them how to do so allows them to learn from one to another. They must participate in classroom interaction, in pairs, or in groups to express themselves. They should be able to take part in classroom debates. In addition to one of the most commonly employed techniques is Reconnecting personal incidents and experiences (54.5%). also ,the majority of teachers (63.6%) believe that the most highlighted students' classroom interaction difficulties to them were grammar, vocabulary, lack of confidence, and fear of making mistakes, while the other difficulties are not highlighted, and teachers must focus more on these qualities. This can assist their teachers in determining where they should focus their efforts in order to improve their speaking skills. And based on these strategies and techniques, teachers prefer to implicitly correct their students' mistakes, but for the final analysis, most of teachers who have taught oral comprehension agree that classroom interaction helps students to improve their speaking skills, which is a reflet for the classroom interactionists' theory and analogies from the L1 acquisition. Classroom interaction motivates students and helps them to reduce their anxiety over time. Without classroom interaction, students will not be able to put their newly acquired skills or the language they have learned thus far to use. The more contact the students (Placeholder1) have in the classroom, the better, according to the teacher's. Language is taught in L1 through interaction, so students learn from both their own and their peers' mistakes.

3.5. Students' questionnaire

3.5.1. Description of the Questionnaire

This questionnaire contains of (15) open-ended questions that consist of (13) multiple-choice and (3) open-ended questions. So, students are free to choose the appropriate answers from them and give explanations for These answers. Moreover, this questionnaire divided into three sections:

Section One: Background information (Q1-Q2): It contains of general questions about gender and language skill that student master it the most.

Section Two: Speaking Skill (Q3-Q6): It aims to explore how much students speak in the classroom, how they develop it, and the speaking skill characteristics that students have.

Section Three: Classroom Interaction (Q6-Q13): it aims at investigating student's awareness of classroom interaction, how much they interact in the classroom with their teacher

or with each other, whether their teacher gives them the opportunities to interact in the classroom with him/her or with one another, and CI difficulties.

3.5.2. Administration of the Questionnaire

In order to collect information for this study, a questionnaire was designed to investigate if students know how to interact in the classroom. Therefore, this questionnaire was administered to 40% of students, due to current conditions and health safety, all the students answered the questions via email.

3.5.3. Analysis of the Results

Section One: Background Information

Question 1: Specify your gender?

| Option | Subject N | Percentage |
|--------|-----------|------------|
| Female | 29 | 72.5% |
| Male | 11 | 27.5% |
| Total | 40 | 100% |

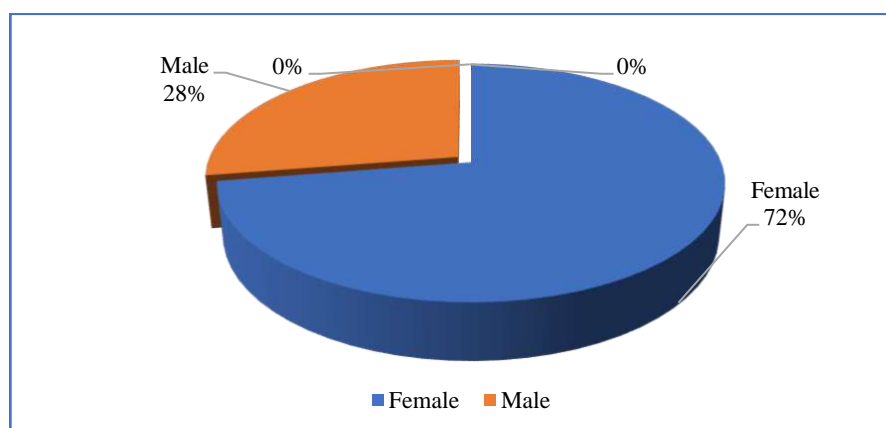


Table 3.13; Figure 3.17: Students' Gender

According to above mentioned above table, the majority of the population (72.5 %) consists of female students, with a small number of male students (28.5 %).

Question 2: which skill do you master the most?

| Option | Subject N | Percentage |
|-----------|-----------|------------|
| Reading | 19 | 47.5% |
| Writing | 9 | 22.5% |
| Listening | 23 | 57.5% |
| Speaking | 13 | 32.5% |

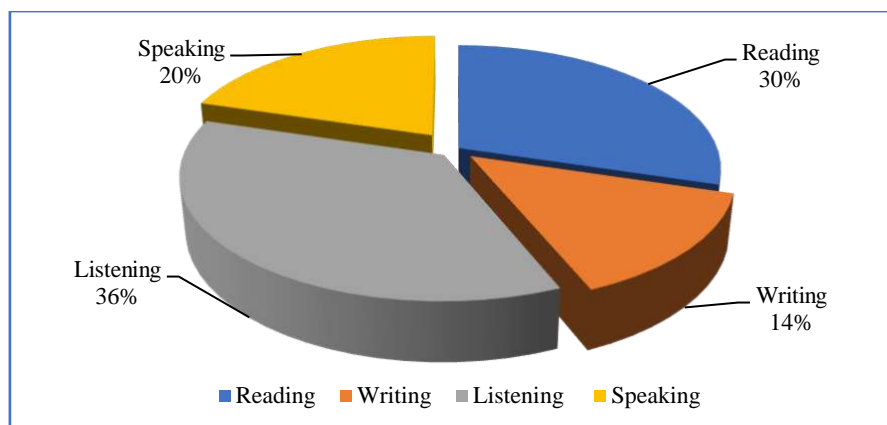


Table 3.14; Figure 3.18: Students 'Average of Mastering Language Skills

As the table shows, the majority of students (57.5%) mastering listening skill More than the other language skills, (47,5%) participants said that they master reading skill, while (32,5%) of them chose speaking skill . And only (22,5%) of students claimed that they master writing skill.

Section Two: Speaking Skill

Question 3: Which one of the following skills can help you in developing your speaking level?

| Option | Subject N | Percentage |
|-----------------|-----------|------------|
| Listening skill | 20 | 72.5% |
| Reading skill | 07 | 27.5% |
| Writing skill | 03 | 07% |
| Total | 40 | 100% |

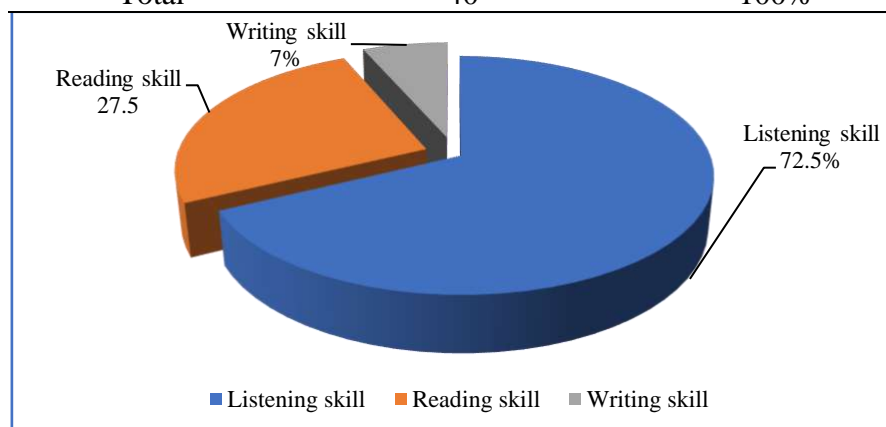


Table 3.15; Figure 3.19: Frequency of Skills that Help in Developing Speaking Skill

From the table 3.15, we notice that the majority of students (72,5%) say that listening can help them in developing their speaking abilities, whereas (27.5%) of students have chosen reading, and 7% of students choose writing.

Question 4 : In the classroom, are you?

| Option | Subject N | Percentage |
|-------------------|-----------|------------|
| Talkative | 07 | 17.5% |
| Average Talkative | 09 | 22.5% |
| Less Talkative | 24 | 60% |
| Total | 40 | 100% |

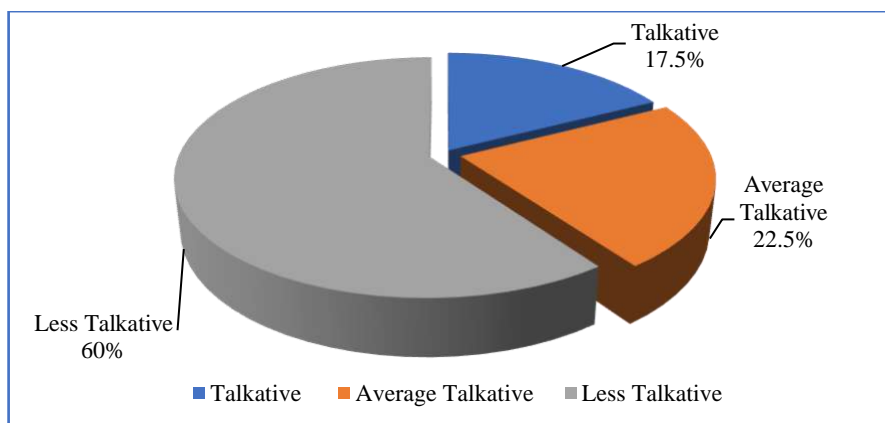


Table 3.16 Figure 3.20: Students' Talking Average Inside the Classroom

As seen in table 3.16, the most of the students (60%) says that they are less talkative in the classroom. A percentage of (22.5%) students are average talkative and a few percentages (17.5%) said they are talkative in the classroom.

Question 5: Which one the speaking characteristics do you master the most?

| Option | Subject N | Percentage |
|----------------------|-----------|------------|
| Pronunciation | 25 | 62.5% |
| Intonation | 11 | 27.5% |
| grammatical Accuracy | 08 | 20.5% |
| Fluency | 13 | 13.5% |

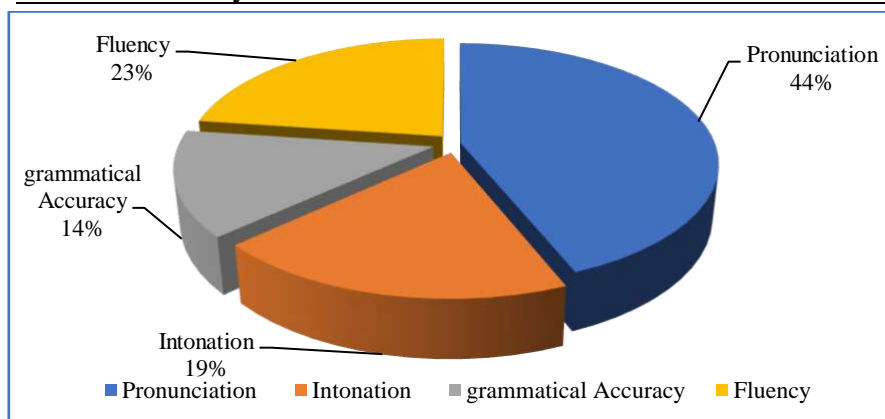


Table 3.17; Figure 3.21: Speaking Skill Characteristics

According to table 3.17, a large number of students (62.5%) do master pronunciation. And (32.5%) said that they speak English fluently, the rest of the students are in between intonation (27.5%) and (20%) for grammatical accuracy

Question 6: How often do you speak at oral comprehension session?

| Option | Subject N | Percentage |
|-----------|-----------|------------|
| Always | 13 | 32.5% |
| Sometimes | 26 | 65% |
| Never | 01 | 2.5% |
| Total | 40 | 100% |

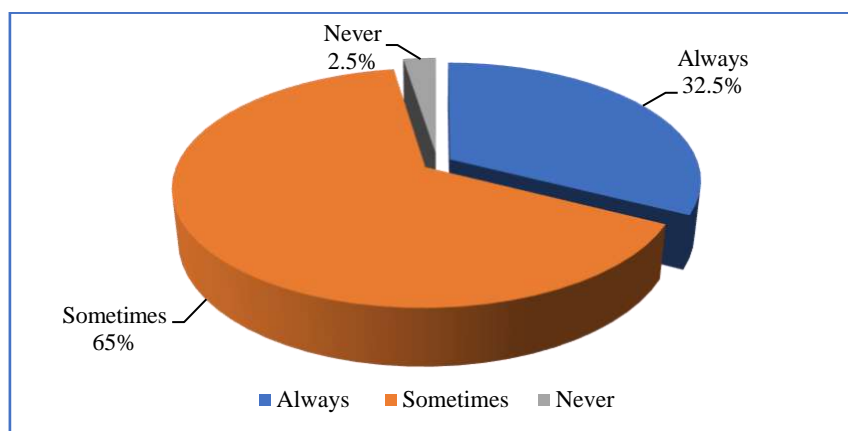


Table 3.18; Figure 3.22: Students' Speaking Average at Oral Comprehension Sessions

The table 3.18, shows that more than half of the students (65%) speak sometimes at oral comprehension sessions, while Only (32.5%) of students said that they always speak, and only one student who say that s/he never speak inside the classroom

Q6.1. Justify your answer?

In this justification, around (26) students explained that they speak sometimes, (7) students said because of fear of making mistakes and another (7) students said because of shyness. Whereas, (8) students relate that said that is due to the topic of discussion if it interests him/her or not. Also, around (4) students speak sometimes just because it is an oral comprehension session. (13) students said they speak always in oral comprehension session, in which (3) students justify that to developing their pronunciation. And (4) students said because they like to share information and point of view, also (6) students said because they love the language and speaking it. only one student justify why never speaks in the classroom by saying he's not a talkative person.

Section Three: Classroom Interaction

Question 7: Does your teacher of oral comprehension give you opportunities to interact with him/her inside the classroom?

| Option | Subject N | Percentage |
|-----------|-----------|------------|
| Always | 25 | 62.5% |
| Sometimes | 14 | 35% |
| Never | 01 | 2.5% |
| Total | 40 | 100% |

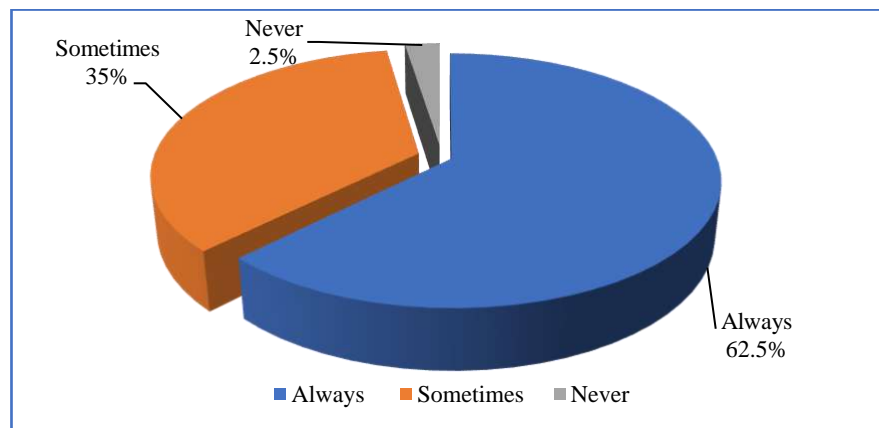


Table 3.19; Figure 3.23: Students-Teacher Interaction Average

According to table 3.19, we notice that the majority of students (62.5%) answered that their teacher always gives them the opportunities to interact with him/her inside the classroom. Whereas (35%) of student answered that they sometimes interact with the teach and only one student who said never.

Question 8: Does your teacher of oral comprehension give you opportunities to interact with your classmates inside the classroom?

| Option | Subject N | Percentage |
|-----------|-----------|------------|
| Always | 20 | 50% |
| Sometimes | 16 | 40% |
| Never | 04 | 10% |
| Total | 40 | 100% |

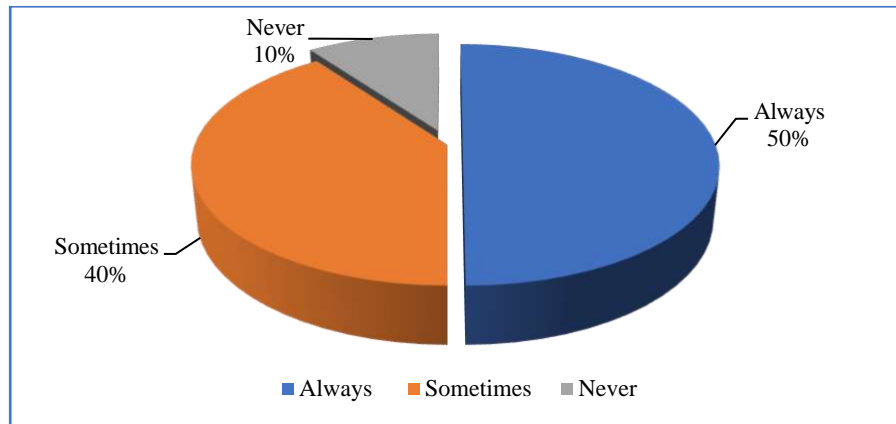


Table 3.20; Figure 3.24: Student-Student Interaction Average

From the table below, we see that (50%) of students respond by always, while (40%) of students respond with sometimes and few students of (10%) said that the teacher never gives them the opportunities to interact with their classmate inside the classroom.

Question 9: Does your teacher interrupt you to correct your mistakes inside the classroom?

| Option | Subject N | Percentage |
|-----------|-----------|------------|
| Always | 06 | 15% |
| Sometimes | 22 | 55% |
| Never | 01 | 2.5% |
| Rarely | 11 | 27.5% |
| Total | 40 | 100% |

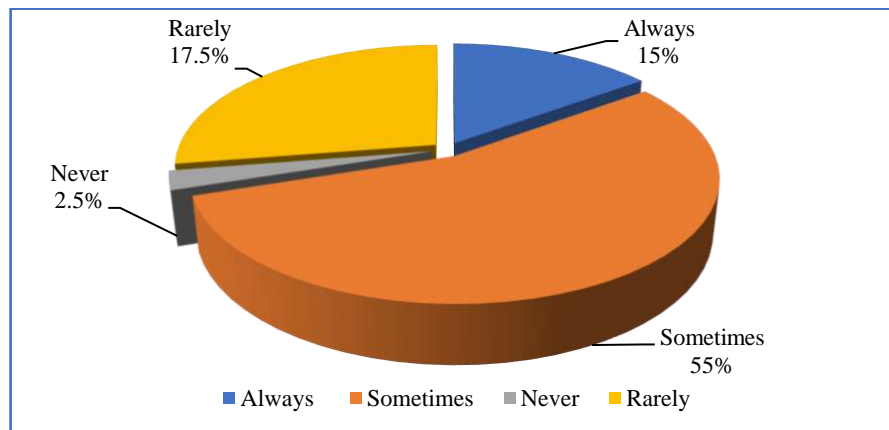


Table 3.21; Figure 3.25: Teacher's Interruption to Students inside The Classroom

When students were asked about their frequency of teacher interruption inside the classroom to correct their mistakes, their answers are varied. About (55%) students said sometimes. By contrast, a percentage (27.5%) of students said rarely and (15%) answered always, whereas (2.5%) crossed the never option.

Question9.1: If a or b, how do you react?

| Option | Subject N | Percentage |
|-----------------|-----------|------------|
| I like it | 20 | 50% |
| I don't like it | 14 | 35% |
| In different | 06 | 15% |
| Total | 40 | 100% |

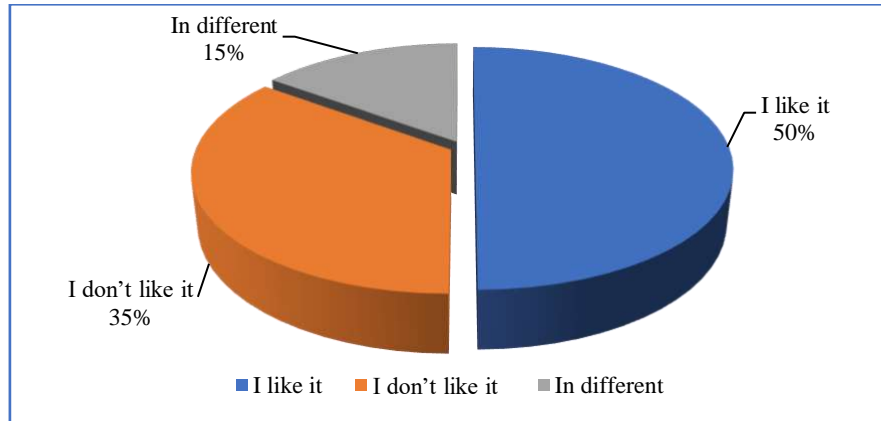


Table 3.22; Figure 3.26: Students' Reaction to Teacher's Interruption

This question aims at investigating the students' reactions to their teachers' interruption to correct their mistakes. The majority of students have the same answer, they are about (50%) who answered I like it, (35%) I don't like it, and (15%) answered in different.

Question 10: Do you interact in English with your classmates outside the classroom?

| Option | Subject N | Percentage |
|-----------|-----------|------------|
| Always | 02 | 5% |
| Sometimes | 25 | 62.5% |
| Never | 02 | 5% |
| Rarely | 11 | 27.5% |
| Total | 40 | 100% |

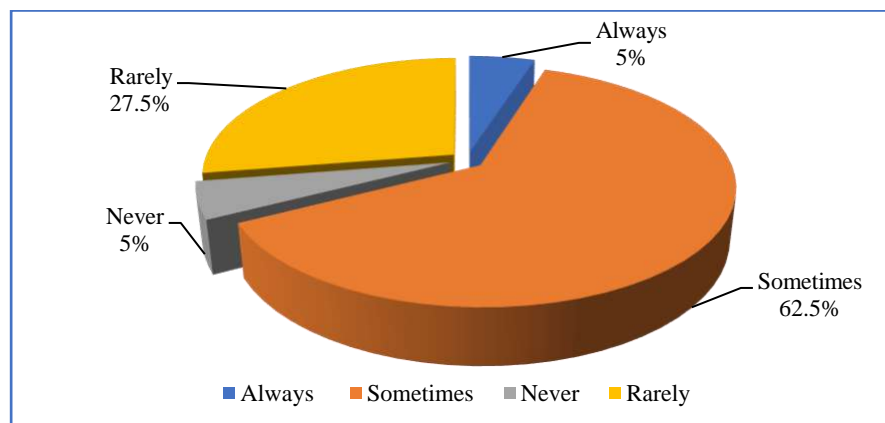


Table 3.23; Figure 3.27: Students' Interaction Outside The Classroom

This question aims at determining the students' interaction outside the classroom. The results show that (62.5%) of participants interact with each other outside the classroom. While (27.5%) rarely interact, the rest of the students answered (5%) never and (5%) said always.

Q10.1. justify your answers?

for the justification, around 36 students explained their answer in Q10 by saying that they interact sometimes or rarely outside the classroom because of lack of environmental support and they prefer to use their mother tongue. Whereas 2 students always interact in English to develop their writing and speaking skills, the other 2 students never interact because they don't like to use English outside the classroom.

Question 11: Do you acquire a new vocabulary from your classroom interaction?

| Option | Subject N | Percentage |
|-----------|-----------|------------|
| Always | 19 | 47.5% |
| Sometimes | 20 | 50% |
| Never | 01 | 2.5% |
| Total | 40 | 100% |

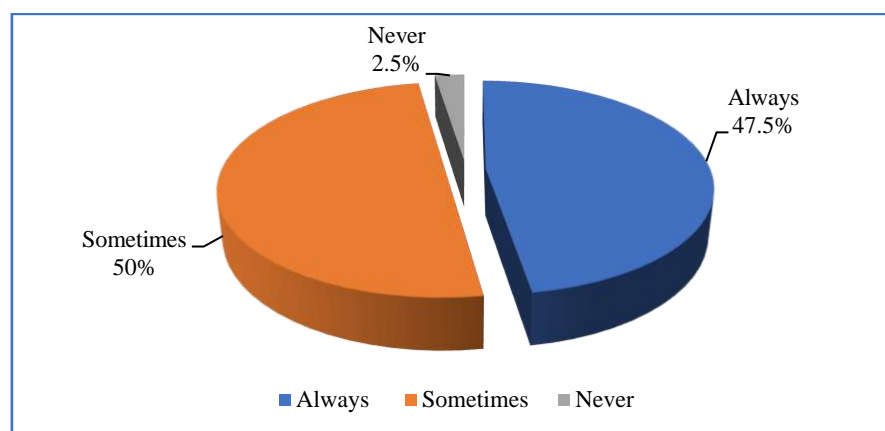


Table 3.24; Figure 3.28: Students' Acquisition of New Vocabulary from Classroom Interaction

From this table, we notice that (50%) of students answered that sometimes acquired new vocabulary inside the classroom, while (47.5%) of students answered always and only (2.5%) of students said never.

Question 12: Do you agree that classroom interaction plays an important role in developing your speaking skill?

| Option | Subject N | Percentage |
|-------------------|-----------|------------|
| Agree | 24 | 60% |
| Disagree | 01 | 2.5% |
| Strongly agree | 15 | 35.5% |
| Strongly disagree | 00 | 0% |
| Total | 40 | 100% |

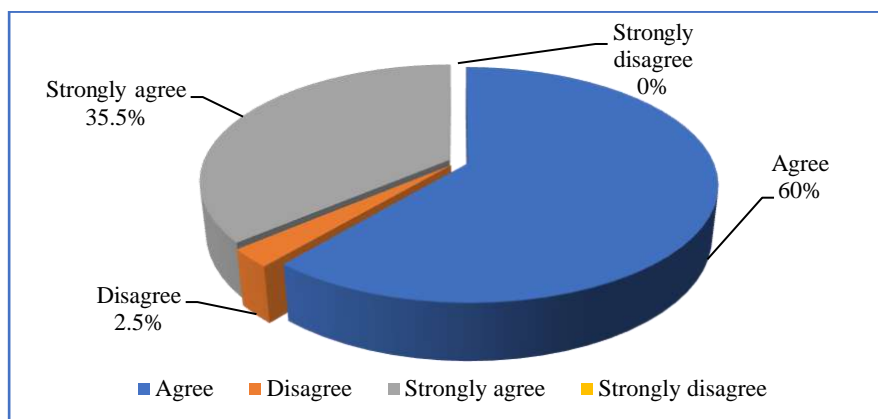


Table 3.25; Figure 3.29: Classroom Interaction Importance in Developing Students' Speaking Skill

This question aims at determining the importance of classroom interaction in developing EFL students' speaking skill. The results show that students (60%) of students Agree. While (35.5%) strongly Agree, only (2.5%) of students disagree.

Q12.1. Justify your answer?

Around 25 students justify their answers by saying that CI gives them the opportunities to practice their L2. And 10 students said because IC helps them to enhance their pronunciation. whereas 5 students say because CI help them to learn a new vocabulary.

Question13: Which one of the following difficulties do you face when you interact in the classroom?

| Option | Subject N | Percentage |
|------------------------|-----------|------------|
| Grammar | 12 | 30% |
| Vocabulary | 15 | 37.5% |
| Pronunciation | 06 | 15% |
| Lack of Confidence | 10 | 25% |
| Threatening atmosphere | 06 | 15% |
| Fear to speak | 17 | 42.5% |
| Other difficulties | 08 | 20% |

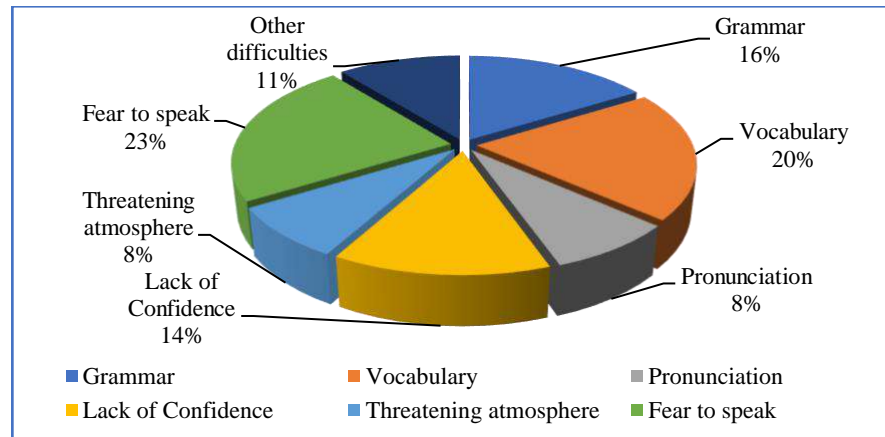


Table 3.26; Figure 3.30: Students' Classroom Interaction Difficulties Average

This question aims to investigate Students' interaction difficulties that may. As a result, (42.5%) of students answered that they do not interact because of fear of making mistakes and (37.5%) said because of lack of vocabulary. Also, (30%) of students said it because of grammar. While (25%) answered lack of confidence and (20%) of students said because of other difficulties. The rest of the students answered because of the threatening atmosphere (15%) and pronunciation (15%).

3.5. Discussion of the Results

The analysis of the students' questionnaire reveals that the majority of students are aware of the important role that classroom interaction plays in developing their speaking skill, but they still have some difficulties related to the classroom that is explained in these sections:

Section one that is background information, demonstrates that females make up the vast majority of English language learners in our sample. That is, girls are more encouraged and interested in learning English at English department of Kasdi Merbah university. The analysis shows that 90% of students master two English language skills which are: listening and reading skill and 55% of students mastering listening and speaking skills. Therefore, EFL learners language skills go from the easier ability to listen to the harder ability to write.

The analysis of section two shows that students develop their speaking skill through listening and reading skill. From this date, we confirmed that listening skill has a positive effect on developing students speaking skill. And 62.5% of students prefer not to talk in the classroom. This demonstrates that most students prefer to stay silent during the EFL class because they are afraid of making mistakes. In addition, 95% of students master pronunciation and fluency better than intonation and grammar, depending on data analysis we realize that EFL students

focus on requiring pronunciation and be fluent in EFL class and give less attention to grammatical accuracy and intonation. Furthermore, when it comes to oral comprehension session the majority of students are motivated to speak inside the classroom. Student and explaining this duo the effects of this session on the development of their speaking level and to the interesting topics that are being raised.

Section three which is about classroom interaction, the analysis reveals that oral comprehension teachers do give their EFL students the chance to interact inside the classroom. Also, it confirms that Oral comprehension teachers proved his/her students with opportunities to interact with their classmates, in order to enhance their speaking Ability. Moreover, most EFL teachers correct their students speaking mistakes by interrupting them and most students like that and sometimes they do not, because they feel empires. Data analysis also shows that most students do not communicate with each other in English outside the classroom due to the lack of environmental support and they prefer to use their mother tongue. Nevertheless, classroom interaction is an effective tool to teach EFL students a new vocabulary, and the majority of EFL students are aware of the important role that classroom interaction plays in developing their speaking skill. Accordingly, EFL students may face multiple difficulties when they interact inside the classroom most common two are because of lack of pronunciation and are afraid to speak.

Conclusion

This chapter is carried out to confirm our hypotheses. The findings showed that there are CI significant that affect EFL learners' speaking competence mainly fear of making mistake, and lack pronunciation. The analysis of this chapter shows that students are proved with the opportunities to interact with their teacher and with each other, also, students are aware of the importance of classroom and its effect on developing their speaking abilities .

Conclusion

General conclusion

The present study is based on an investigation of the effects of classroom interaction on developing third-year LMD students. Emphasizing was put on the role of classroom interaction, the most effective techniques and strategies of classroom interaction.

In the theoretical part of this study, we have tried to identify both variables speaking skill and classroom interaction, and we have stressed the importance. Also, we have tried to demonstrate the most common characteristic and types of both variables. It shows the significance of different techniques and strategies for successful communication inside the classroom and Shed light on CI difficulties that student and teachers may face inside the classroom.

The practical part investigates the effect of classroom interaction on developing third-year LMD students' speaking skill by using a questionnaire as a research tool for both teachers and students. The results gathered in this study confirm that classroom interaction is a challenging process and an activity that most of the students find difficult. Moreover, the results of the questionnaire confirm our hypothesis that classroom interaction develops students' speaking competence, the mentioned techniques and strategies seem to be successful in developing students speaking skill. Also, the analysis reveals that most students have both linguistic and non-linguistic difficulties that failed the communication process inside the classroom.

To summarize, after studying the data, it is possible to infer that the majority of respondents have certain issues that restrict their speaking development, in addition to, a variety of other elements that contribute to their success or failure in developing their speaking ability. In reality, the existing oral expression education at KMU Ouargla has to be upgraded. EFL teachers must seek answers to their students' issues. This suggests that a variety of activities are recommended to provide an environment in which EFL learners may practice the language they are learning.

Implications and Recommendations

- For more reliable and replicable data results, we suggest using observation as a research tool, since corona condition we could not apply this tool in our study.
- According to the analysis of data, we suggest for teachers to use classroom interaction only with intermediate or more advanced learners, because it is difficult for beginners to engage in interaction with the teacher or their classmates.
- Classroom interaction works with a small number of students at least 25 students in the class so the teacher would be able to manage it, so that CI could have effective results.
- We suggest that this study should be applied during all years of LMD university student.
- We suggest that this study should be tested more on future such as middle and high school pupils since most of us will be middle or high school teachers.
- The use of interaction should not be restricted only to the oral comprehension model in the English department but on other modules to increase its efficiency

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Appendices

Appendix I

Teacher's Questionnaire

Dear Teachers

This questionnaire is made to study the effects of classroom interaction on developing student's speaking skill. We will be grateful if you could answer these questions to help us with our research. Please put a check (✓/ ×) next to your option, and justify your answer when needed.

May I thank you in advance for your collaboration and time devoted to answering this questionnaire.

Miss Hayat Bouchareb

Miss Halla Negoudi

Section of English

Department of Foreign Languages

Faculty of Letters and Languages

Kasdi Merbah University- Ouargla

Section One: General Information

Q1. Specify your gender?

- a. Female
- b. Male

Q2. Your degree is :

- a. BA (License)
- b. MS (Master)
- c. PhD (Doctorate)

Q3. How long have you been teaching oral comprehension?

- a. 2-3 years
- b. 3-6 years
- c. 6-9 years
- d. More than 9 years

Section Two: Speaking Skill

Q4. Do you think that speaking and listening skills relationship helps the students to build their proficiency in oral?

- A- Yes
- B- No

Justify your answer.....
.....
.....

- a. Communicative approach
- b. Oral situation approach
- c. Other approaches

Justify your answer.....
.....
.....

Q6. Which one of the speaking skill characteristics do you teach at your oral comprehension sessions?

- a. Pronunciation
- b. Intonation
-

- c. Grammatical Accuracy
- d. Fluency

Q7. Which one of the teaching speaking skill strategies do you adopt during your oral session?

- a. Facilitate Feedback on Learning
- b. Repeat Speaking Tasks
- c. Conduct Speaking Tasks
- d. Provide Input and Guide Planning

Justify your answer.....

Section Three: Classroom Interaction

Q8. How often do you use the interaction inside the classroom?

- a. Sometimes
- b. Always
- c. Never

Q9: How often your students interact with you?

- a. Sometimes
- b. Always
- c. Never

Q10. How often your students interact with each other?

- a. Sometimes
- b. Always
- c. Never

Q11. Which one of the following types of classroom interaction do you adopt inside the classroom?

- a. Learner-learner
- b. Teacher-learner
- c. Other types

If your answer is c, please explain why?.....

Q12. Which strategy do you use in your oral sessions?

- a. Pairs Works
- b. Group work
- c. Individuals work
- d. Other strategies

Justify your answer.....

Q13. Which one of the classroom interaction techniques do you use during your Oral comprehension sessions?

- a. Interrupting
- b. Reacting to others
- c. Opening and closing conversation
- d. Making small-talk and turn-talk
- e. Reconnecting personal incidents and experiences
- f. Other Techniques

Q14. Which one of the classroom interaction difficulties your students face most in oral comprehension?

- a. Grammar
- b. Vocabulary
- c. Pronunciation
- d. Lack of Confidence
- e. Fear of Making Mistakes
- f. Threatening Atmosphere

Q15. Which one do you prefer to use to correct your student's speaking mistakes?

- a. Explicit
- b. Implicit

Q16. From your experience of teaching oral comprehension. Does the classroom interaction help students to enhance their speaking skills?

- a. Yes
- b. No

Justify your answer.....

Appendix II

Student's Questionnaire

Dear students

This research is made to investigate the effect of classroom interaction on developing EFL learners speaking skill. We will be grateful if you could answer these questions to help us with our research. Please put a check (✓/ ×) next to your option, and justify your answer when needed.

May I thank you in advance for your collaboration and time devoted to answering this questionnaire.

Miss Hayat Bouchareb

Miss Halla Negoudi

Section of English

Department of Foreign Languages

Faculty of Letters and Languages

Kasdi Merbah University- Ouargla

Section One: General Information

Q1. Specify your gender?

- c. Female
- d. Male

Q2. Which skill do you master the most?

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

Section Two: Speaking Skill

Q3. Which one of the following language skills can help you in developing your speaking level?

- a. Listening skill
- b. Reading skill
- c. Writing skill

Q4. In the classroom, are you?

- a. Talkative
- b. Average Talkative
- c. Less Talkative

Q5. Which one of the speaking characteristics do you master the most?

- a. Pronunciation
- b. intonation
- c. Grammatical Accuracy
- d. Fluency

Q6. How often do you speak at oral expression sessions?

- d. Never
- e. Sometimes
- f. Always

Justify your answer.....
.....
.....

Q7. Does your teacher of oral comprehension give you opportunities to interact with him/her inside the classroom?

- a. Always
- b. Sometimes
- c. Never

Q8. Does your teacher of oral comprehension give you opportunities to interact with your classmates inside the classroom?

- a. Always
- b. Sometimes
- c. Never

Q9. Does your teacher interrupt you to correct your mistakes inside the classroom?

- a. Always
- b. Sometimes
- c. Never
- d. Rarely

-If a or b, how do you react?

- a. I like it
- b. I don't like it
- c. In different

Q10. Do you interact in English with your classmates outside the classroom?

- a. Always
- b. Sometimes
- c. Never
- d. Rarely

Justify your answer.....
.....
.....

Q11. Do you acquire a new vocabulary from your classroom interaction?

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

Q12. Do you agree that classroom interaction plays an important role in developing your speaking skill?

- a. Agree
- e. Disagree
- f. Strongly agree
- g. Strongly disagree

Justify your answer.....
.....
.....

Q13. Which one of the following difficulties do you face when you interact in the classroom?

- g. Grammar
- h. Vocabulary
- i. Pronunciation
- j. Lack of Confidence
- k. Fear to Speak
- l. Threatening Atmosphere
- m. Other Difficulties

المخلص

يهدف هذا البحث إلى دراسة تأثير تفاعل الفصل على مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. مهارات التحدث هي انتاج اللغة على شكل أصوات لأغراض التواصل، في حين أن التفاعل هو المحادثة وجهًا لوجه وتبادل اللغة بين المعلم والطلاب. لمواجهة التحديات التي قد يواجهها طلاب اللغة الإنجليزية كلغة أجنبية عندما يتفاعلون داخل الفصل الدراسي. يلعب التفاعل أيضًا دورًا رئيسيًا في تعميق مهارة التحدث، لذلك تهدف هذه الدراسة إلى تحسين الاستراتيجيات والتقنيات الأكثر ملاءمة لتعزيز أداء تحدث طلاب اللغة الإنجليزية كلغة أجنبية من خلال التفاعل داخل الصف الدراسي. تم إجراء هذا البحث بطرق مختلطة (كمية ونوعية) من خلال تطبيق نهج كمي للنتائج الإحصائية، ثم إعطاء معنى لهذه النتائج من خلال النهج النوعي، واعتماد الاستبيانات كأداة بحث يتم تطبيقها على لكل من معلمي التعبير الشفوي وطلاب السنة الثالثة في جامعة قاصدي مرباح - ورقلة. وللحصول على المعلومات وفهم أعمق ونتائج موثوقة حول تأثير التفاعل الصفّي على تنمية مهارة التحدث لدى الطلاب. أكدت نتائج تحليل البيانات فرضيتنا وموضوع هذه الدراسة أن تفاعل الفصل الدراسي يؤثر على تطوير مهارة التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: مهارة التحدث، التفاعل داخل الفصل، طلاب اللغة الإنجليزية كلغة أجنبية، مدرسو التعبير الشفوي، الإخراج.

Résumé

La présente étude a pour but d'examiner l'effet de l'interaction en classe sur les compétences d'expression orale des étudiants en ELE. L'expression orale est la production de la langue sous forme de sons à des fins de communication, tandis que l'interaction est la conversation en face à face et l'échange linguistique entre l'enseignant et les étudiants. En raison des défis auxquels les étudiants d'ELE peuvent être confrontés lorsqu'ils interagissent dans la Salle de classe, l'interaction joue également un rôle majeur dans le développement de cette compétence dans la salle de classe. Par conséquent, cette étude vise à améliorer certaines des stratégies les plus appropriées et des techniques utilisées afin d'améliorer les compétences d'expression orale des étudiants ELE par le biais de l'interaction en classe. Par conséquent, cette enquête a été réalisée par des méthodes mixtes (quantitatives et qualitatives) en appliquant une approche quantitative pour les résultats statistiques, puis en donnant un sens à ces résultats par l'approche qualitative, en adoptant deux questionnaires administrés l'un aux enseignants d'expression orale et le second pour les étudiants de troisième année LMD qui ont été choisis au hasard à l'Université Kasdi Merbah Ouargla, pour obtenir des informations, une compréhension plus profonde et des résultats fiables sur l'impact de l'interaction en classe sur le développement des compétences d'expression orale des étudiants ELE. Les résultats de l'analyse des données ont confirmé notre hypothèse et le sujet de cette étude que l'interaction en classe affecte le développement de la compétence d'expression orale en ELE.

Mots-clés : Compétence Orale, Interaction en Classe, Étudiants ELE, Professeurs d'expression orale, Sortie.