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*Difficulties reducing student's interaction in the  
classroom*

*The case of third year student Undergraduate Students at  
the Department of English, Ouargla*

**Dissertation submitted to the Department of Letters and English  
Language as a partial fulfilment of the requirements for the degree  
of Master in Linguistics**

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## **Dedication**

*Thanks to the most gracious and merciful ,the almighty (Allah) who provide me with power and patience to do this research. I devote this thesis to my parents for all their sacrifices and encouragements .*

*To my brother AHMED MORTADHA for his reinforce.*

*My partner WISSAM for her great support not to forget my husband. Also , addressed to all my teachers for their help and unlimited advice.*

*«To Myself Above All»*

**SALHI RIHAB**

## **Dedication**

**To my thoughtful father and my sympathetic mother whose  
always support me.**

**To my lovely sisters Rihab – Marwa –Lina –Nada.**

**To my fiancé M.El Amine**

**To all members of my family Lakbichi and Lahoual**

**To all my friends and to my lovely friend Mama**

**To all those who love me.**

**Lakbichi Wissam**

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## **Abstract**

The current research develops the difficulties that face students interaction in language classroom in foreign language context. It is at the level of the department of English at the university of Ouargla administrated to the third year students. Today, many investigators claim that via classroom interaction knowledge can be constructed and skills can be developed . the function and responsibilities of the teacher were changed in the direction of facilitators of the learning and teaching process. In this context , students are assumed to be given chance to use the language naturally rather than memorizing dialogues and pattern practices. The goal of this study is showing that classroom interaction ; is the best pedagogical strategy to develop not only the students speaking skill , but also to reinforce their capacity to generate new language.

**Key words:** difficulties ,student's interaction , classroom ,skill.

## **List of Abbreviations**

**EFL:** English Foreign Language

**CLT:** Communicative Language Teaching

**OE:** Oral Expression

**LMD:** License Master Doctorate

**CC:** Communicative Competence

**SL:** Second Language

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# **GENERAL INTRODUCTION**

## **1.General overview**

Nowadays, Learning English has an important worldwide. Learning English is needed in many fields such as education, technology, social media and many others. Furthermore, speaking is a fundamental skill in the process of learning -teaching languages. One of the main objectives of EFL learners is to be a fluent English language speaker. So, to develop EFL student competence and performance successfully. The student should be engaged in expression classes and he /she should be given the appropriate role in teaching -learning process.

Whatever, interaction is an active participation between teacher and students between students themselves in classroom activities. Actually, teachers should know that their students need to be active and do efforts to be active in classroom.

Ultimately, this study aims to explore more about problems and difficulties that face EFL students and reduce their classroom interaction. In addition, It aims to help students and teachers with some techniques, strategies and activities to improve their interaction in classroom and in teaching learning process as whole.

## **2. Rationale**

During our career of studying in the university we have noticed that the level of students interaction between teacher and students is not significant. Since the importance of this factor, we choose this topic to help students and teachers to enhance the student's classroom interaction.

## **3.The objective of the study**

This study aims to investigate the classroom setting and the relation between the students and the teacher. Our main aim is to explore problems and difficulties that reduce student's interaction in classroom and assist third year License students at Kasdi Merbah University to enhance their classroom interaction.

## **4.Statement of the problem**

Interaction in classroom is beneficial in learning-teaching process overall. It gives students opportunities to express themselves, express their linguistic knowledge and developing speaking skill. Therefore, the problem we want to explore in this research is:

-If there are difficulties reduce student's interaction in classroom, what are they?

-What are techniques and strategies that help students to enhance their interaction in classroom?

## **5. Hypotheses**

The classroom is the context in which students learn English also to give them opportunities to use language. Classroom interaction has an important role. It enables students to interact and speak in English language. Nevertheless, sometimes students may face difficulties reduce their interaction .This leads us to hypothesize that:

- 1.Students have lack of self-confidence( shyness).
- 2.Students are not motivated and not interested to study.
- 3.Students are not given opportunities to participate.

## **6. Methodology**

This study is an exploratory study .The approach adopted in this study is qualitative approach to collect qualitative data. In this research, we will apply the methodology of a case study. The data of this research will be collected through teachers and students questionnaires. The teacher's questionnaires purposed for teachers. in order to investigate teachers opinions about the difficulties that faced students to interact with their teachers and their classmates .The students questionnaires is submitted for third year License students .Also an observation for live sessions .The analysis of the collected data aims to explore the difficulties and suggest techniques and strategies to enhance students classroom interaction.

## **7.The structure of the study**

Our research involves four main chapters:

The first chapter is concerns the general overview of CLT and speaking and listening skills. Then, the second chapter presents the classroom interaction its definition, types, principles and importance. The third chapter is belong to the analysis of the data collected by tools of teachers and students questionnaires and sessions observation. The last chapter is concentrated to the techniques and strategies to enhance student's interaction.

## **8. Limitation of the study**

During our investigation we have faced a number of obstacles. First, due to covide 19 we couldn't attend and observe the sufficient number of sessions. Second, the teachers were busy so they couldn't gives us enough time to answer the Questionnaires. Finally, the number of teacher sample was not representative were only seven teachers.



# **CHAPTER ONE**

**COMMUNICATIVE LANGUAGE APPROACH**

## **1.0 Introduction**

Classroom interaction is a significant factor of a good teacher-student relationship. It is an important aspect of teaching-learner process to speak and express their ideas in a way that others can understand it. It was claimed repeatedly that many students may confronted many obstacles that reduce their interaction in class. This chapter deals with an over review of some problems that related to interaction which are CLT approach, communicative competence definition of speaking a listening skills, how to teach them and reasons for teaching speaking and listening.

### **1.1 Communicative language Approach**

Communicative language teaching in an approach to teach foreign or second language which emphasis on the idea that language teaching should heart communicatively. CLT approach improves communicative competence the main goal of language teaching in different contexts and situations inside and outside the classroom.

The deep understanding and implication CLT approach is very important for both teachers and learners because, it aims to help learners to use and communicate in target language. CLT is not a method but it considered as an approach means learning. It supports the idea that learners are needed to interact and be exposed to language and be given opportunities to use language interact in order to develop their knowledge and skills. CLT is teaching as matter delivering structure and theoretical knowledge. Learning language means learning how communicate and use it outside the class. Since the other methods are limited on getting knowledge only.

### **1.2 Communicative competence**

It is linguistic term, which refers to ability of understanding using language accurately and fluently. That is means to produce utterances grammatically corrected in appropriate context. Brown (2007) defined CC as:” communicative is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific context. Most researchers assume that CC to support learning and to make the classroom interaction successful. According to Johnson (1995.161) claims that classroom CC is essential in order for the SL student to interact. In addition, learn from their classroom experience. In addition, Canal and Swain (1980) classified CC into four categories: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

#### **1.2.1 Grammatical competence**

To interact well students must have sufficient grammatical knowledge. Grammatical competence is the ability to produce different grammatical utterances and the ability to use them correctly when interacting. Actually, Canale and Swain (1980) stated that grammatical competence encompasses knowledge of lexical items and rules of morphology, syntax, sentences

grammar, semantics and phonology. Grammatical competence enables the learners to interact and to recognize meaningful and comprehensible pieces of spoken discourse.

### **1.2.2 Discourse competence**

It is the ability to combine cohesive and coherent utterances. Also the ability to understand the context and know how to think utterances in order to make a meaningful and coherent speech. According to Brown (2007) discourse competence is “the ability to connect sentences and form meaningful whole out of series utterances”.

### **1.2.3 Sociolinguistic competence**

It is the ability to use language according to the social context. It is the answer of how to express language in relation to its social for both the speaker, listener, topic and the setting .that it is to say that sociolinguistic enables the learners to communicate depending on environment.

According to brown (2007). Sociolinguistic competence is an understanding to the social context in which language is used”.

### **1.2.4 Strategic competence**

It is considered as the ability to keep the communication and help the learner to manage the difficulties when communicate Canale and Swain (1980) define strategic competence as “how to cope in authentic communication situation and how keep the communicative channel open “.Strategic competence comes onto use when students and enable then to say and express what they have in their mind about language.

## **1.3 Speaking skill**

Learning English as a foreign language requires the learner to master the foreign language skills reading, speaking, writing and listening.

### **1.3.1 Definition of speaking**

Speaking is basic skill that language learner should master with other language skills. According to the Oxford dictionary of current English (2009): “Speaking means the action of conveying information or expressing thoughts and feeling is spoken language”. It considered as a productive skill that helps students to express their ideas.

Speaking skill is the main important skill for TEFL besides developing students speaking skill is essential for students speaking acquiring the language also it is an important way to understanding and expressing ideas that learners need to be more fluent and have chance to reach their goals.

As Baker and H.Westup (2003) support that, “a student who can speak English well may have a greater chance for further education, of finding employ and gaining promotion.

### **1.3.2 How Teaching speaking**

Speaking is one of the main language skills. It is important to be mastered by student. Teaching speaking skill has significant role in foreign learning, because it give a systematic knowledge about how express him/her self, opinion and ideas. Nunan (2003) described teaching speaking as to teach the learner:

- ✓ Produce a spoken discourse in English language.
- ✓ The use of sound words and sentences stress and intonation of the second language.
- ✓ Select the appropriate words and sentence to express the apropos setting and situation.
- ✓ Organize their thoughts in a logical and appropriate context.
- ✓ Use the language quickly and confidently which is called fluency.

Teachers must give students opportunity to speak in classroom and improve their abilities to produce a correct grammatical sentence- coherently that are used for specific situations because speaking language is important in learning language.

Student will have abilities to improve communicative proficiency (competence) in expressing emotions, communicative needs and interacting with others as well as their interest enhanced that is make the classroom an active context.

### **1.3.3 The importance of speaking**

Speaking is a productive language skill that student use to express meaning through the use verbal and nonverbal codes. According to Nunan (1991): “ to most people, mastering the art of speaking is the single most important factors of learning a second language of foreign language and success is measure items of the ability to carry out a conversation in a language”. Many teachers approves that student should learn how to speak in order to be competent in using the language. Through speaking students can learn English language and be able to produce correct utterances, exchange and include in conversations. Also, Harmer (2007) confirm that the reason why it is good idea to teach speaking and give students tasks which can affect them to use all and any language at their command are essentially two

1. Speaking is provide student opportunities to exchange and practice real speaking in classroom context.
2. Speaking activities allow students to use the language that they know. In addition, it provides feedback for both teachers and students. It enables teachers to know what language problems that students have in the classroom.

To sum up teaching speaking furnish EFL students with ability to produce and use the language automatically. Interact get feed backs, express emotion, exchange ideas, communicate with other and express certain believes , desires n so on.

## **1.4 Listening skill**

### **1.4.1 What is listening ?**

Brown and Yule (1983) explained listening as follows:

Listening comprehension could mean that a person understands what he has heard. However, in EFL teaching, it often is taken to mean that the listener can repeat the text, even though the listener may reproduce the sound without real comprehension. “If he could actually learn the text as he heard it, he would probably be said to have understood it” (p. 58).

Bowen, Madsen and Hilferty (1985) defined listening as: Listening is attending to and interpreting oral language. The student should be able to hear oral speech in English, segment the stream of sounds, group them into lexical and syntactic units (words, phrases, sentences), and understand the message they convey (p. 73).

James (1984) explained listening as: ... listening is tightly interwoven with other language skills. Let us begin by clarifying what is meant by listening. First of all, it is not a skill, but a set of skills all marked by the fact that they involve the aural perception of oral signals. Secondly, listening is not “passive.” A person can hear something but not be listening. His or her short-term memory may completely discard certain incoming sounds but concentrate on others. This involves a dynamic interaction between perception of sounds and concentration on content (p.129).

### **1.4.2 How to teach listening ?**

Listening skills are vital for your learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing your speaking speed, you can make your language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in your speech.

There are many types of listening activities. Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. It's more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions. To add more challenge, learners can

continue a story text, solve a problem, perform a similar task with a classmate after listening to a model (for example, order a cake from a bakery), or participate in real-time conversation.

Good listening lessons go beyond the listening task itself with related activities before and after the listening. Here is the basic structure:

### **a.before listening**

Prepare your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for the listening activity.

### **b.during listening**

Be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

### **c.After Listening**

Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, game, etc.

## **1.4.3 Stages of listening**

In other words, The listening process involves four stages: receiving, understanding, evaluating, and responding. Basically, an effective listener must hear and identify the speech sounds directed toward them, understand the message of those sounds, critically evaluate or assess that message, remember what's been said, and respond (either verbally or nonverbally) to information they've received. Effectively engaging with all five stages of the listening process lets us best gather the information we need from others.

### **a. Receiving**

Paired with hearing, attending is the other half of the receiving stage in the listening process. Attending is the process of accurately identifying and interpreting particular sounds we hear as words. The sounds we hear have no meaning until we give them their meaning in context. Listening is an active process that constructs meaning from both verbal and nonverbal messages.

### **b. Understanding**

The second stage in the listening process is the understanding stage. Understanding or comprehension is “shared meaning between parties in a communication transaction” and constitutes the first step in the listening process. This is the stage during which the listener determines the context and meanings of the words he or she hears. Determining the context and

meaning of individual words, as well as assigning meaning in language, is essential to understanding sentences. This, in turn, is essential to understanding a speaker's message. Before getting the big picture of a message, it can be difficult to focus on what the speaker is saying. In the Writing Center, you and your writer may have trouble understanding each other if you have different accents, if the writer is struggling with language fluency, or if the space is very noisy. One tactic for better understanding a speaker's meaning is to ask questions. Asking questions allows you as the listener to fill in any holes you may have in the mental reconstruction of the speaker's message.

### **c. Evaluating**

During the evaluating stage, the listener determines whether or not the information they heard and understood from the speaker is well constructed or disorganized, biased or unbiased, true or false, significant or insignificant. They also ascertain how and why the speaker has come up with and conveyed the message that they delivered. This may involve considerations of a speaker's personal or professional motivations and goals. For example, a listener may determine that a coworker's forgetting to clean off their table is factually correct, but may also understand that the co-worker's child is sick and that may be putting them on edge. A voter who listens to and understands the points made in a political candidate's stump speech can decide whether or not those points were convincing enough to earn their vote. The evaluating stage occurs most effectively once the listener fully understands what the speaker is trying to say. While we can, and sometimes do, form opinions of information and ideas that we don't fully understand—or even that we misunderstand—doing so is not often ideal in the long run. Having a clear understanding of a speaker's message allows a listener to evaluate that message without getting bogged down in ambiguities or spending unnecessary time and energy addressing points that may be tangential or otherwise nonessential.

### **d. Responding**

The responding stage is the stage of the listening process in which the listener provides verbal and/or nonverbal reactions. A listener can respond to what they hear either verbally or non-verbally. Nonverbal signals can include gestures such as nodding, making eye contact, tapping a pen, fidgeting, scratching or cocking their head, smiling, rolling their eyes, grimacing, or any other body language. These kinds of responses can be displayed purposefully or involuntarily. Responding verbally might involve asking a question, requesting additional information, redirecting or changing the focus of a conversation, cutting off a speaker, or repeating what a speaker has said back to her in order to verify that the received message matches the intended message.

Nonverbal responses like nodding or eye contact allow the listener to communicate their level of interest without interrupting the speaker, thereby preserving the speaker/listener roles. When a listener responds verbally to what they hear and remember—for example, with a question or a comment—the speaker/listener roles are reversed, at least momentarily.

Responding adds action to the listening process. Oftentimes, the speaker looks for verbal and nonverbal responses from the listener to determine if and how their message is being understood and/or considered. Based on the listener's responses, the speaker can choose to either adjust or

continue with the delivery of her message. For example, if a listener's brow is furrowed and their arms are crossed, the speaker may determine that she needs to lighten their tone to better communicate their point. If a listener is smiling and nodding or asking questions, the speaker may feel that the listener is engaged and her message is being communicated effectively.

#### **1.4.4 The importance of listening**

Rost (1991) summarized the importance of listening in second language learning as follows:

1. Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.
2. Authentic spoken language presents a challenge for the learner to understand language as native speakers actually use it.
3. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language (pp. 141-142).

Thus, listening is essential not only as a receptive skill but also is pivotal in the development of spoken language proficiency.

#### **1.5 Conclusion**

To conclude, as a productive skill speaking is very important skill that assists to evaluate the proficiency of learners in the target language. CLT is the appropriate approach for teaching second or foreign language in addition to the other skills. Learning speaking and listening requires learners to engage in communicative situation .So that they will develop their speaking and listening abilities. The development of oral skills (speaking and listening) students have to improve their use of language correctly in grammar and pronunciation. That is mean fluency and accuracy are two main aspects to develop student's communicative competence and classroom interaction.



# **CHAPTER TWO**

**Classroom interaction and difficulties**

## **2.0 Introduction**

Interaction is considered an important aspect in the field of second language learning and acquisition. It requires in the process of second language learning-teaching .Interaction is a method of learning in general and developing language skills. In this chapter, we will deal with the aspect of interaction (the definition of interaction, importance, types, fluency and accuracy in addition to the difficulties that reduce classroom interaction of the students.

### **2.1 Definition of classroom interaction**

The aspect of interaction is defined as “reciprocal events than require at least two objects and to actions .Interaction occurs when these objects and events influences one another .”( Wagner , 1994.9) . It is a communicative process consists of interaction between at least two people.

The concept of interaction is significant and importance in the classroom. It is beneficial and essential part in learning -teaching processes. In the classroom, it is important for the teacher to manage who should talk , to whom and on what topic and so on.

The term classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom. Earlier studies of second language (L2) classroom interaction focused on the language used by the teacher and learners, the interaction generated, and their effect on L2 learning. More recent studies have begun to investigate the underlying factors which shape interaction in the classroom – e.g. teacher and learner beliefs, social and cultural background of the teacher and learners, and the psychological aspects of second and foreign language learning – providing further insights into the complexities of classroom interaction.

### **2.2 The importance of interaction**

Interaction is important and necessary for language learning process. Interaction allows student to practice language , express their ideas , thoughts , suggest and feeling . In addition , It improves and encourages the student, to work with others, think critically ,discuss and solve problems.

Furthermore , Liu (2005) stated that “ participation in verbal interaction offers language learners the opportunities to follow up on new words and structure to which they been exposed during language lessons and practice them in context “ (p.18) . Interaction in classroom help students to acquire the language in different forms and use different activities to learn a lot of new vocabularies and linguistic rules and use them in the appropriate situation.

In spite, Interaction gives positive energy to classroom environment , enhance their motivation to be more active , productive , focus on the content and the context and teacher talk discuss, engage and interact with other to make a successful classroom.

In this context , Interaction helps students to master others skills of language needed in learning such as speaking which is very important skill to make students opportunities for academic jobs and give them opportunities to get feedback from their teachers. It allows students to build their self-confidence, be more fluent and positive relation.

### **2.3 Types of interaction**

Relationships between learners and teachers are more formal and remote in some educational sectors than others. Crandall and Tucker (1990: 187–200) claim that such a social distance is often due to the subject matter of the course, the atmosphere at school and the attitude of individual teachers towards learners. In CLIL, the teacher may recognize that by teaching in a L2 he/she may be in a slightly disadvantageous position. This may be due to reduced personality syndrome or to the demand of being a good teacher.

The notion of reduced personality refers to “a condition in which a person feels constrained when communicating in a language other than the mother tongue” (Appel, Muysken 1988: 46). What is more, in some schools, teachers report that they feel more dull or boring when teaching in the L2 because they “can’t be themselves” (Marsh, Marsland 1999: 34). Additionally, they avoid being humorous because of L2 constraints and as a result they are perceived by the learners as very strict and serious people. In fact, CLIL facilitates movement towards learners adopting a more adult-adult relationship with the teacher who becomes a professional facilitator. In some schools where CLIL has been introduced, shift in the learner-teacher relationship can be noticed. The teachers rely on such techniques as lecturing and they do not try to be in close relationship with their learners. “If the CLIL context remains a classic adult-learner environment, in which the adult is the one who knows and the one who provides, with the learners in the role of passive recipients, then there are various variables which can upset the learning cli- Analyzing types of classroom interaction in CLIL 45 mate” (Marsh & Marsland 1999: 35).

In fact, shifting the style towards shared experience or adult-adult help to cope with certain problems which may appear in the CLIL classroom. Van Lier (1988: 94–120) established an interaction framework which I decided to adopt in my study. Van Lier (1988: 94–120) distinguishes four basic types of classroom interaction:

- a. the teacher has no control over the topic and the activity.
- b. the teacher controls the topic but not the activity.
- c. the teacher controls the topic and the activity.
- d. the teacher controls the activity but not the topic.

In a further, development of this framework, van Lier (1991: 48–64) adds another dimension, namely the function of the language. He distinguishes three types of function:

- a. ideational (telling people facts or experiences).
- b. interpersonal (working on relationships with people).
- c. textual (signalling connections and boundaries, clarifying, summarizing and revising).

In addition to this ,There are two other basic types of interaction which may be observed in second and foreign language classrooms: teacher-student and student -student interaction. The most traditional version of teacher-student interaction is illustrated by the so-called IRE model (teacher initiation, student response teacher’s evaluation of that response). However, the

extent of a teacher's control over classroom communication may vary, connected with the pedagogical purpose of the language course or lesson. The teacher usually relies on a variety of interactive questioning strategies but in less-tightly controlled classes modifications in the IRE model are often observed and learners can take on some part of this sequence.

When learners take on all of them (initiation, response, evaluation), the sequence is abandoned altogether and the pattern changes into student-student interaction.

### **2.3.1 Teacher- students interaction**

This type of interaction happens between the teachers and his students or many others. That is to say that teacher has a role in this interaction. He discusses and negotiates with his students about the course, asking questions, and giving directions. In addition to that , students will be influenced by the teacher experience and the manner that he is most use in class. Students seek to master their speaking and listening skills in front of the teacher . According to Harmer(2009) teacher when talk with their students should focus on three things .

first, teacher should use an understandable language that is comprehensible for students . Second , the teacher is a resource for students , He /she should take into consideration what they have to say to their students. Finally, teachers have to indicate the way that they perform voice and intonation.

### **2.3.2 Student- student interaction**

In general, student-student interaction is the dominant pattern of communication in learner-centred classrooms, since it expands student talking time and fosters student use of language for learning, as opposed to only demonstrating what they have learnt. Working in groups on cooperative Problems and challenges in teaching and learning speaking at advanced level learning tasks produces many constructive student-student interactions which, in turn, enhance learners' educational achievement, aspirations, motivation, self-esteem, positive attitudes to learning (Webb 1982) and helps to develop social skills. Yet collaborative learning and speaking tasks may also generate conflicts which are less likely to occur in teacher-centred classes, where teacher-student interaction usually dominates. It must be stressed, nevertheless, that a properly managed cognitive conflict in a group of learners can be constructive as students are exposed to contradictory viewpoints and they have to reorganize their prior ideas and understandings (Cazden 1988). The amount of control that the teacher exerts over student-student interaction may obviously vary but in the situation of cognitive conflict this control should aim at establishing an appropriate climate for negotiation.

Thus, the atmosphere in the classroom should be rather cooperative than competitive and students' feelings should be dealt with as well as their differing perspectives (Johnson 1995). It may be claimed that the student-student interaction practiced in different types of cooperative learning activities is particularly well-suited for higher level students. Advanced and more mature learners are able to use the target language both as a means (while implementing the task in a group) and as an end (producing particular discourse pattern as an outcome of a task). They may also use it for different social purposes according to the demands of current circumstances in the classroom.

In other words, the fact that they have already learned a lot, allows them to practice even more extensively and take advantage of every opportunity to communicate in the target language without switching to the mother tongue.

To sum up, student-student interaction, in contrast to teacher-student discourse, ensures optimal conditions for target language learning and use as it opens a space for both meaning-focused and form-focused language practice, enables learners to initiate interaction, control the topic and, last but not least, challenges students to operate beyond their current level of language proficiency by participation in the negotiation of meaning and performing different language functions (Johnson 1995: 100).

## **2.4 Fluency vs accuracy**

Fluency and accuracy are the main aspects for second and foreign language learning process. Unless, there is a clear different between them . According to Oxford dictionary, Fluency is the quality or condition to be more fluent . In other word, it is the ability to express ideas, opinion and thoughts in a comfortable way. While , accuracy is refers to the ability to speak freely the language . relating to grammar , pronunciation and vocabularies and other language aspects .

## **2.5 Student's interaction difficulties**

Classroom interaction has a significant role to improve the student's communicative proficiency, but the most of second or second language learners are faced with problems and difficulties, which reduce and prevent their interaction. There are two types of barriers are factors that reduce students to interact to interact in the classroom.

### **2.5.1 Linguistics barriers**

Totally, it is needed for EFL learners to speak interact fluently and accurate in the second language, but even when they try to express themselves and exchange ideas and information they faced some difficulties such as lack of vocabulary, grammar, pronunciation problems also poor listening, nothing to say and interaction in the class. All these factor hold up the students.

#### **a. Lack of vocabulary**

Lack of vocabulary is an influential problem that face EFL students. Thornberry (2005) claimed that: “spoken a language also has relatively high proportion of words and expressions”. In order to learn a language the student should have linguistic package that enable them to express themselves freely. Students are not able to introduce themselves or express their point of view. They find it difficult to put their ideas in appropriate word. So they prefer to keep silent and avoid intervening in the conversation, also they produce an influent speech full of mistake or start repeated word and utterances which they had utterance before.

#### **b. poor grammar problem**

According to grammar, Perez. Liantad asserted that :“knowledge of English grammar is necessary in order to communicate, accurately, meaning fully by and appropriately”. Grammar is necessary in spoken language in order to organize (arrange) the correct sentence and if students cannot mastery the grammar, they will not able to produce sentences grammatically correct. Grammar describe the speaker's back. Ground of knowledge of language.

However, Students prefer keep silent in order to produce ungrammatical speech and being scoffed by their classmates and the teacher. Grammar is the basic of any language and if students do not acquire it, they will face problem in interaction. That is mean that there will be no interaction and no intervention in discussion and this problem may make the students be silent most of the time because they feel afraid of producing ungrammatical for incorrect sentences.

### **c. Poor pronunciation**

Pronunciation is manner that words are produced or articulated. It is the most important and difficult problem that non-native English speakers face when learning. Speaking a language means to have a good pronunciation and students have to be aware of the rules, stress and intonation of English pronunciation. Bada, Genc and Ozkan (2011)

“focused on the importance of pronunciation in speaking they compete with limited time to recall words, and take care of their pronunciation...speaking is often dealt with at pronunciation level”

Lack of pronunciation can lead to negative impression. The first thing that students are judged when they talk to each other in classroom or in real life is the way of speaking. Students avoid interact in order to avoid misunderstanding between each other's. Actually, students prefer to stay silent and passive to avoid pronunciation mistakes and being derided (laughed).

### **d. Poor listening practice**

Listening skill is important for acquiring and practicing the language in order to use it accurately and fluently students must master listening skill or their communication will be very impossible. Wallace claimed that:” listening skill are essential for learning since they enable students to acquire insights information and to achieve success in communicating with others”. Students cannot concentrate on teacher's speech or their classmates else may be they have less level of intelligence which make then need more time to understand or interact. Therefore, this problem also is one of the difficulties that reduce student's interaction. Students must improve this skill because good speaker are the production of good listener.

### **e. Nothing to say**

We all know that students have to share ideas, information and talk about given topic. Some student keep silent when they asked to talk when other are practicing. They simply say, “No comment” or “I don't know” or “a have nothing to talk about”. This due to their lack of preparation or they are afraid to talk in front of class. Lenny Ur (1991) announce that:” even if they are not inhibited, you often hear learners complaining that they cannot think of anything to say”. Student have nothing to say because they have difficulty to express themselves.

### **f.The use of mother tongue**

Mother tongue is the language, which a person acquires in early years. Some students of English foreign language classes usually used their native language tongue when speaking and

practicing inside the classroom because they feel comfortable when use their mother tongue. In fact, this problem make the student passive in classroom discussion. Students use their mother tongue because they could not express themselves in English language due to lack of vocabulary.

Therefore, students will not make any efforts to develop their language abilities if they keep use their mother tongue then they will not speak, interact or share ideas with teacher or peers.

## **2.5.2 Psychological barriers**

In addition to the linguistic difficulties students many face other problems that reduce their interaction in classroom. Which are student psychological problem. Shyness, lack of motivation, self-confidence and fear of making mistakes are main of the psychological difficulties that students confronted.

### **a. Shyness**

Shyness is one of the problem that effect on student's interaction , speaking, talking , enjoying tasks and even engaging with others in classroom. Johana (2012) stated, "Shyness is an emotional thing that many students suffer from at some times when they are requiring to speaking in English class». The students who are shy cannot take a part and be a member of the classroom because they do not like to work with others in public .Also; they could not engage themselves in any discussion or achieve their objectives.

### **b. Lack of motivation**

Motivation is a significant element in determine the success or failure .It is heart of learning. Dornyei (2001) stated that: "Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to obtain any real useful language". (p.05). In EFL classroom, the lack of motivation can be considered the main aspect or problem that prevent students to interact .It appears from uninteresting activity and the learner state like illness, hungry tiredness. Consequently, those factors may decrease student's motivation and reduce their interaction in classroom therefor; student cannot learn the language and interact in the class.

### **C. Lack of self-confidence**

It is strong thought that the successful or the effective interaction achieve building self-confidence. It is one of the psychological difficulties that make the students hesitate to engage in classroom discussion. Jones (1999) defended that: «such confidence can only be built by having students work together; so that when they have talk with strangers in English in real life, they will feeless scared more prepared for real conversation".

It is the believe that students can achieve success and competence based on the abilities to speak a language. Students who are not self-confident are always shy or fear of making mistakes.

Moreover, they prefer to avoid taking risks and challenges. Their opportunities of speaking and interaction will be reduced.

#### **d. Fear of making mistakes**

Fear of making mistakes is one of the psychological barriers that limit interaction that mainly EFL students face. As UR Penny (2000) declared that “learners are often inhibited about trying to say things in a foreign language classroom in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply of the attention that their speech attracts”. The interaction of the students is reduced due to their linguistic knowledge inferiority and fear of making mistakes, this factor stops them from interacting and exchanging ideas and opinions. They prefer to be passive and observe in order not to make mistakes and be criticized by the teacher and the classroom.

## **2.6 Conclusion**

This chapter was to explore the difficulties that reduce foreign language learners from interacting in the classroom. We dealt with some definitions of concepts related to our search such as CLT, communicative competence, speaking skill, listening skill and how to teach them and the reasons for teaching them.



# **CHAPTER THREE**

The Analysis of The Results

### **3.0 Introduction**

In this chapter, we will deal with something more practical in order to obtain practical insight about the difficulties that reduce the interaction of third year license students. This chapter presents our work of research which was conducted to view the opinions of teachers and students to test the hypotheses ,and the most appropriate tool collect data and investigate is questionnaires for both students and teachers.

#### **3.1 The sample**

In order to test our hypotheses, we choose fifty five (55)students from the population of (249) at the university of Kasdi Merbah Ouargla . The selection of such sample was based on the consideration that third year LMD have an experience with the concept of classroom interaction with their teachers. Therefore, teachers will focus on the speaking of students since, they will graduate this year. Moreover, they will teach in the future. They will know about the importance of interaction in acquiring language

The population of this study were teachers of English at Kasdi Merbah Ouargla University; we will deal with the sample of 07 teachers of oral expression.

#### **3.2 Description of Student’s Questionnaire**

This Questionnaire designed for third year LMD student of English at Kasdi Merbah Ouargla University. It was applied to explore the difficulties that reduce the interaction of students in class. It composed of three sections and (15) questions (see appendix A) that include different types of questions multiple choice questions where respondents select appropriate answers as well as give justification if it is necessary and closed-ended questions when students answered by yes/no.

##### **a. Section one** personal information

The student’s questionnaires certain three questions, where students asked to identify their gender (female or male). In addition, we get information about the reasons behind their choices to learn English language

##### **b. Section two** about interaction

This section contain of 05 questions. It aims to know information about student's interaction and student's attitude during oral expression sessions. Moreover, how they behave in the class in addition to the difficulties that prevent them to interact.

**c. Section three** activities to enhance student's interaction

This section is designed to investigate the activities that are used in classroom and the effectiveness of them to improve their type of interaction. Then the way that they prefer to work on (individuals, pairs n or groups).

### 3.3 The analysis of student's questionnaires

#### a. Section one

##### a.1 personal information

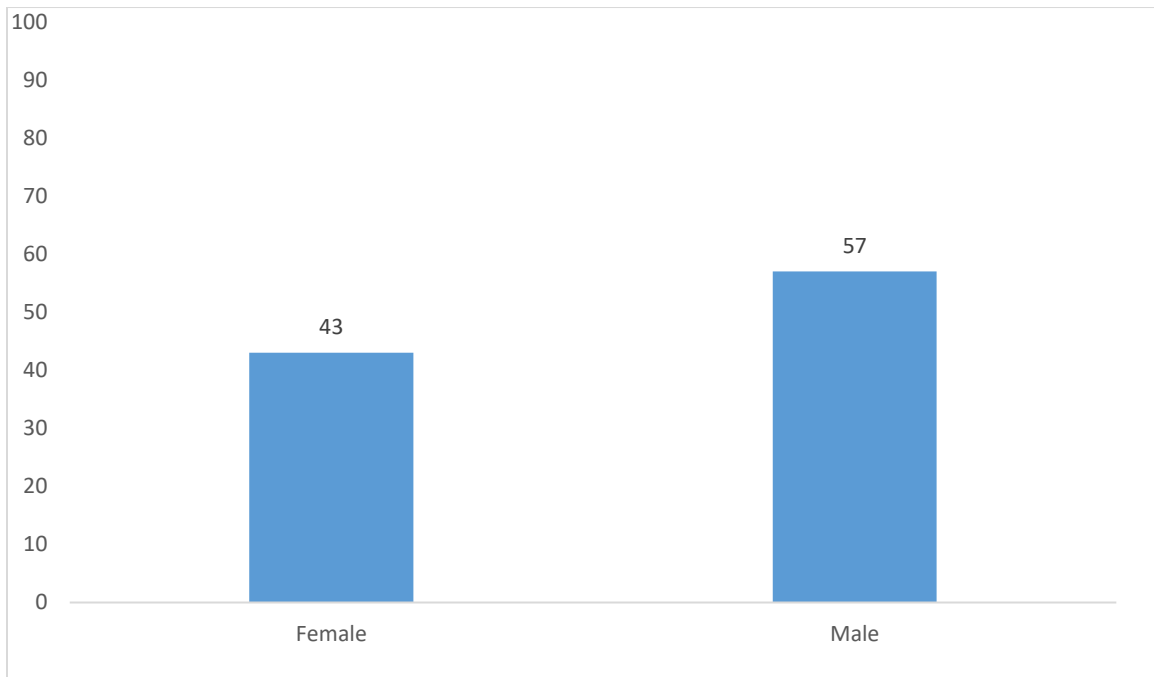
Question 1 the gender of the students

1/- Your gender is:

- A- Male
- B- Female

**Table 3.1 The Students Gender**

<b>Options</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
P	24%	76 %	100%



**Figure 3.1 The student gender**

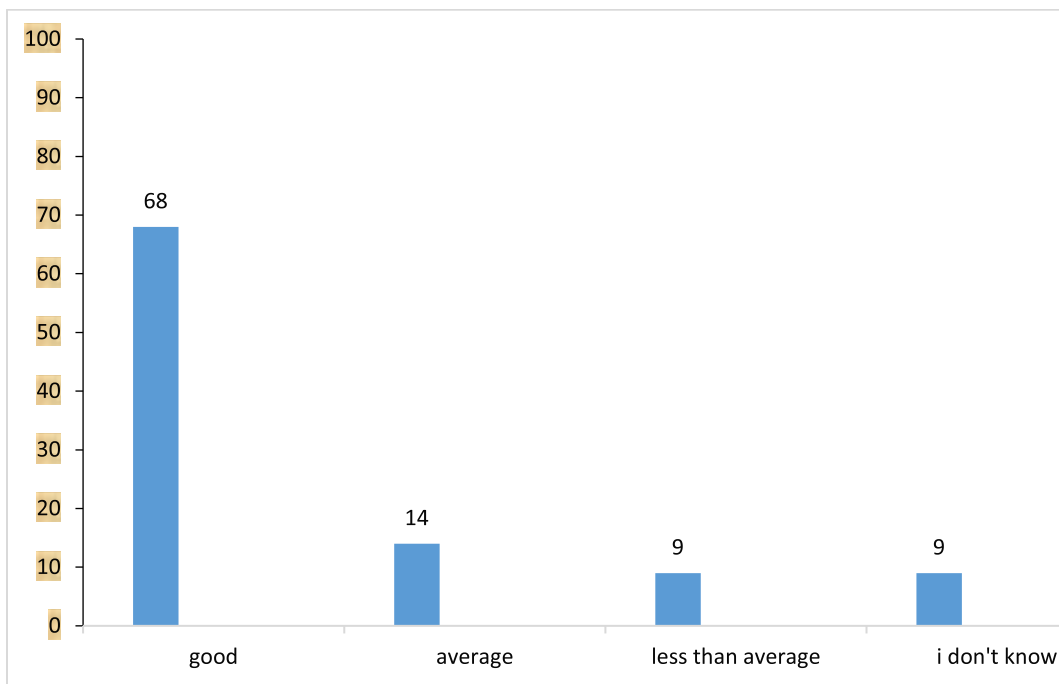
The majority of our respondents are female. We record (76.36%) of female and (23.63%) are male gender. This allows us to say that female are very interested in studying foreign languages they are numerous then male.

Question2 Is your level in English?

- A- Good
- B- average
- C- less than average
- D- I do not know

**Table 3.2 The Level of Students In English**

Options	P
Good	68%
Average	14%
Less than average	9%
I don't know	9%
<b>Total</b>	<b>100%</b>



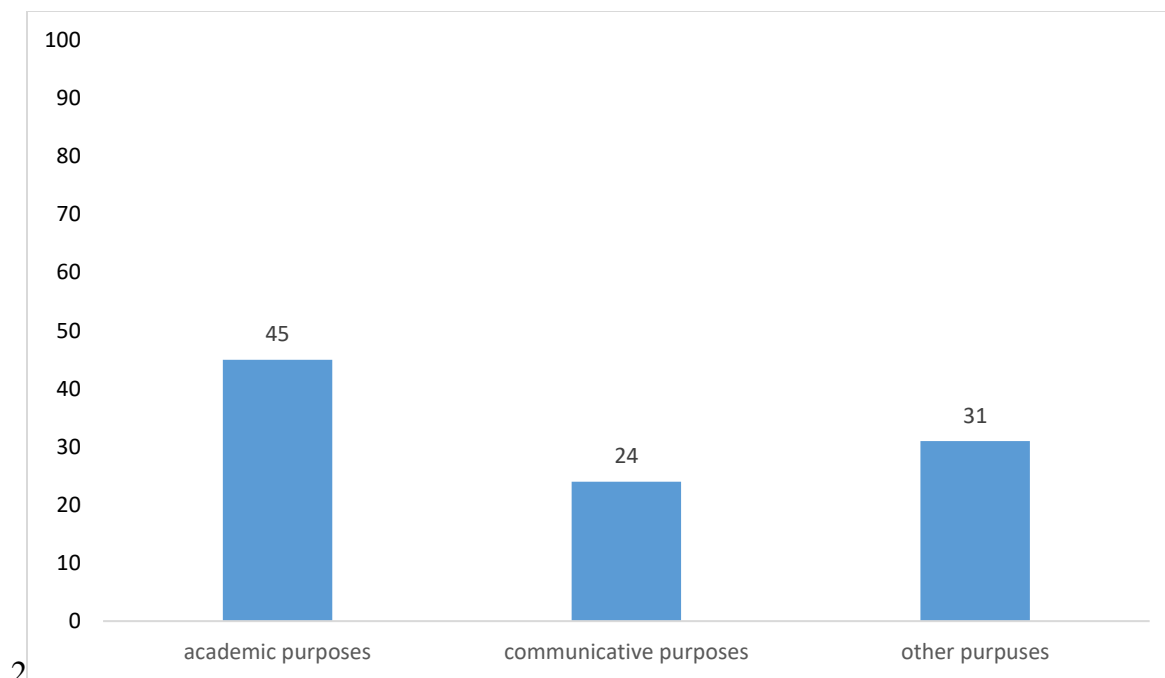
**Figure 3.2 The level of student in English**

Question 3 You study English for:

- A- academic purposes
- B- communicative purposes
- c- Other purposes

**Table 3.3 The Purpose of Learning English**

<b>Options</b>	<b>P</b>
Academic purposes	45%
Communicative purposes	24%
Other purposes	31%
<b>Total</b>	<b>100%</b>



**Figure 3.3 The purposes of learning English**

From these results, we notice that the majority of students study English for academic purposes. This is mean to be teachers of English. However, (24%) they study English in order to develop their communicative abilities interacting with others. In addition, the rest (31%) have other purposes in mind.

**b.Section two**

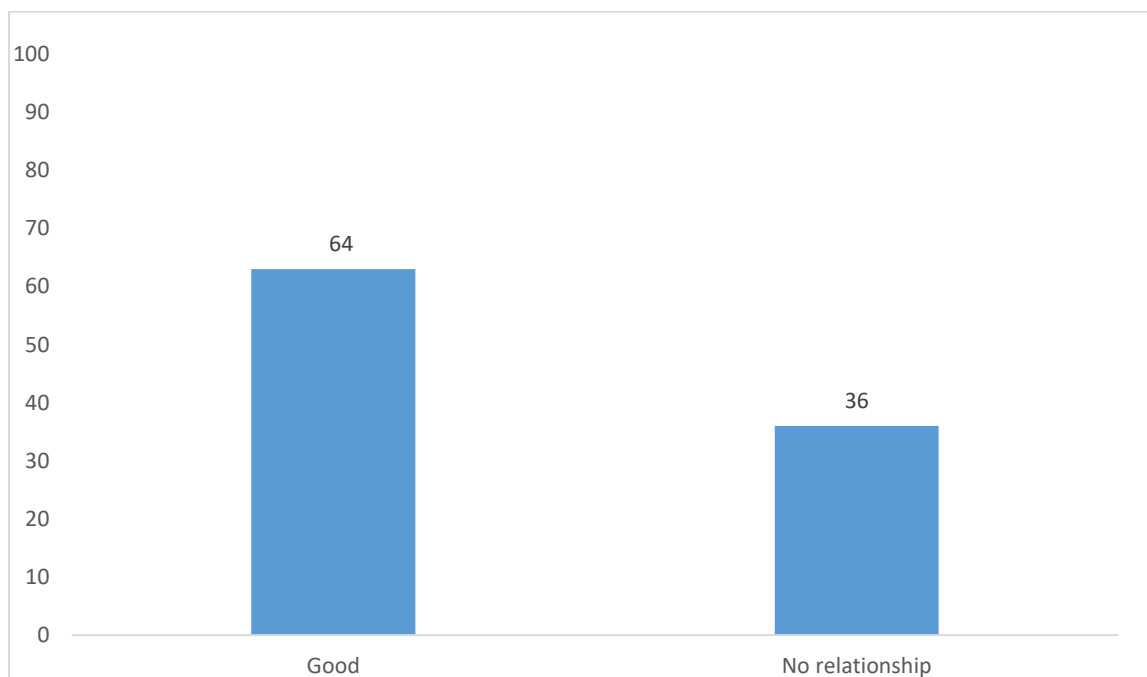
**b.1 Interaction in classroom**

Question 4 What type of relationship between you and your teacher?

- A- Good
- B- No relationship

**Table 3.4 The nature of relationship between teacher and students**

<b>Options</b>	<b>P</b>
Good	64%
No relationship	36%
<b>Total</b>	<b>100%</b>



**Figure 3.4 The nature of relationship between teachers and students**

Table 04 show you that (64%) of the students have a good relationship with their teachers. While (36%) of them say that there is no relationship between them and their teachers of oral expression .

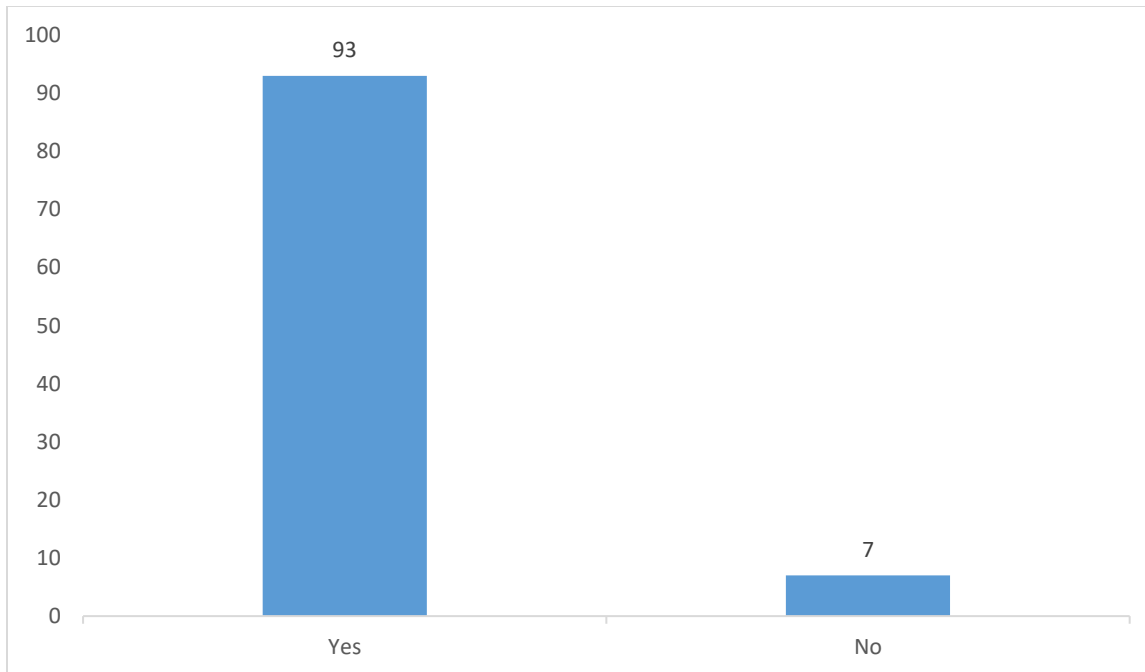
Question 5 Do you like the session of oral expression?

A- Yes

B- No

**Table 3.5 The attitude of students toward Oral Expression Module**

Options	Yes	No	Total
<b>P</b>	93 %	7 %	<b>100%</b>



**Figure 3.5 The attitude of students toward Oral Expression module**

We notice from the table of results that (93%) like oral expression. because it helps them to develop their communicative competences, enhance their interaction and it helps them to express themselves and also build their self-confidence and develop their vocabulary and pronunciation. The (7%) students do not like oral expression because they find it difficult.

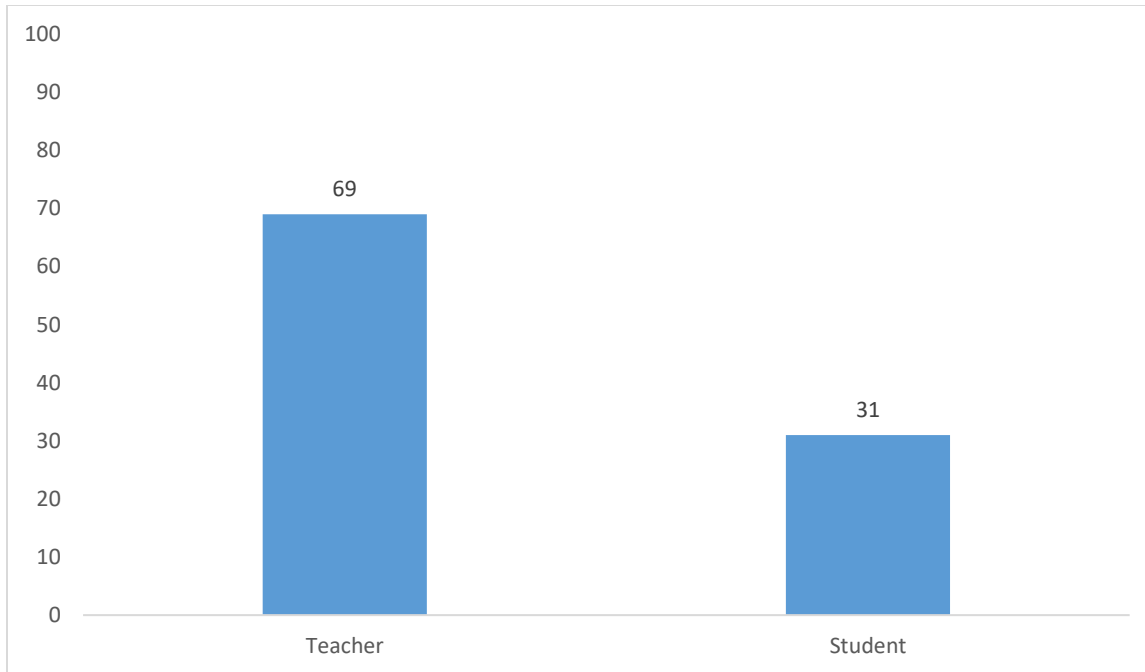
Question 6 Who do most of the talk in the classroom?

- A- Teacher
- B- Student

**Table 3.6 Students and Teacher amount of talking**

Options	Teacher	Student	Total
<b>P</b>	69 %	31 %	<b>100%</b>





**Figure 3.6 students and teacher amount of talking**

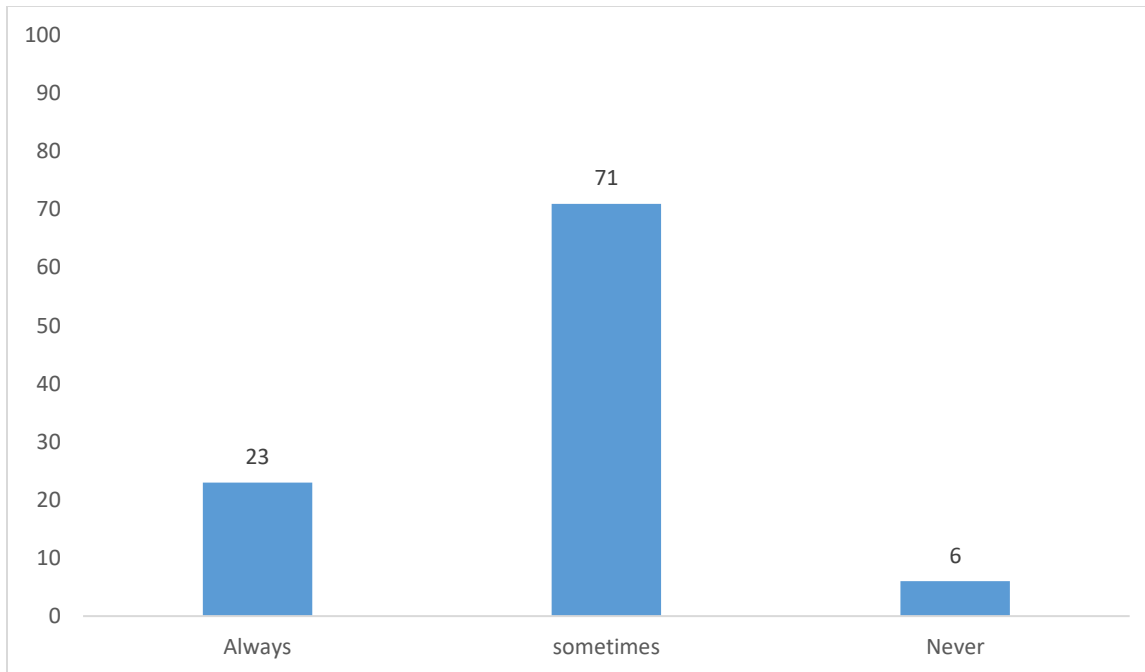
from the results in the table we see that (69%) of students say that the teacher is one of who talk in oral expression class. On the other hand, (31%) students say that students are most talk most in the classroom.

Question 7 How often do you interact with others in classroom?

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

**Table 3.7 The frequency of interaction**

Options	Always	Sometimes	Never	Total
P	13%	71 %	6 %	100%



**Figure 3.7 The frequency of interaction**

The majority of students (71%) say that they are sometimes interact in the classroom. Those who say always are (23%) students. The other (6%) of students state that they are never interact with other in classroom. **Why?** Justification of the answer:

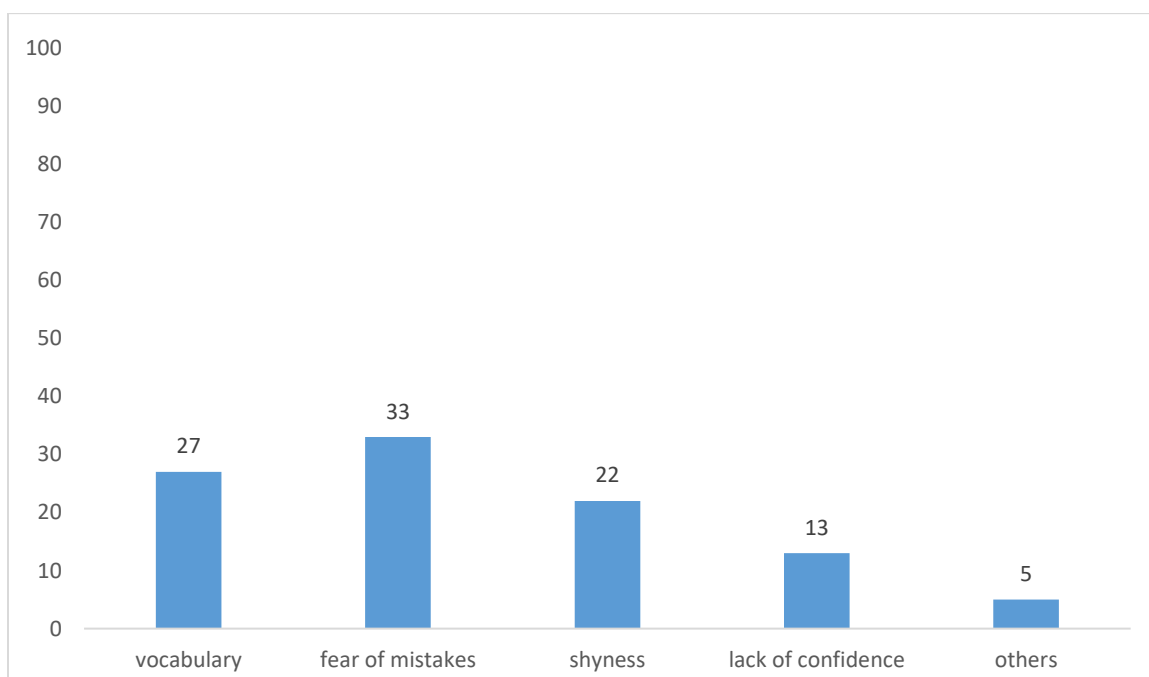
Answer	Reasons
Always	<ul style="list-style-type: none"> <li>• To develop speaking skill.</li> <li>• To be more fluent and competent.</li> <li>• To be self-confident.</li> </ul>
Sometimes	<ul style="list-style-type: none"> <li>• It is depends on the topic.</li> <li>• It is depends on student mood.</li> </ul>
Never	<ul style="list-style-type: none"> <li>• Not interested.</li> <li>• Shyness.</li> <li>• Student do not like to interact</li> </ul>

Question 8 What are the difficulties that faced you when interacting?

- a- vocabulary
- b- fear of mistakes
- c- shyness
- d- lack of confidence
- e- others

**Table 3.8 The Difficulties of student's interaction**

<b>Options</b>	<b>P</b>
Vocabulary	27%
Fear of mistakes	33%
Shyness	22%
Lack of confidence	13%
Other	05%
<b>Total</b>	<b>100%</b>



**Figure 3.8 The difficulties of student's interaction**

The result revealed that the fear making mistakes is considered as the main reason that face students. They do not have the ability to express themselves. (27%) of students say that they do not interact because they have not a sufficient vocabulary package to express their thoughts, ideas or engage in oral discussion. Shyness also is one of the major factor (22%) face the psychological problem. Only (13%) have lack of self-confidence. Therefore, some students mentioned other factors.

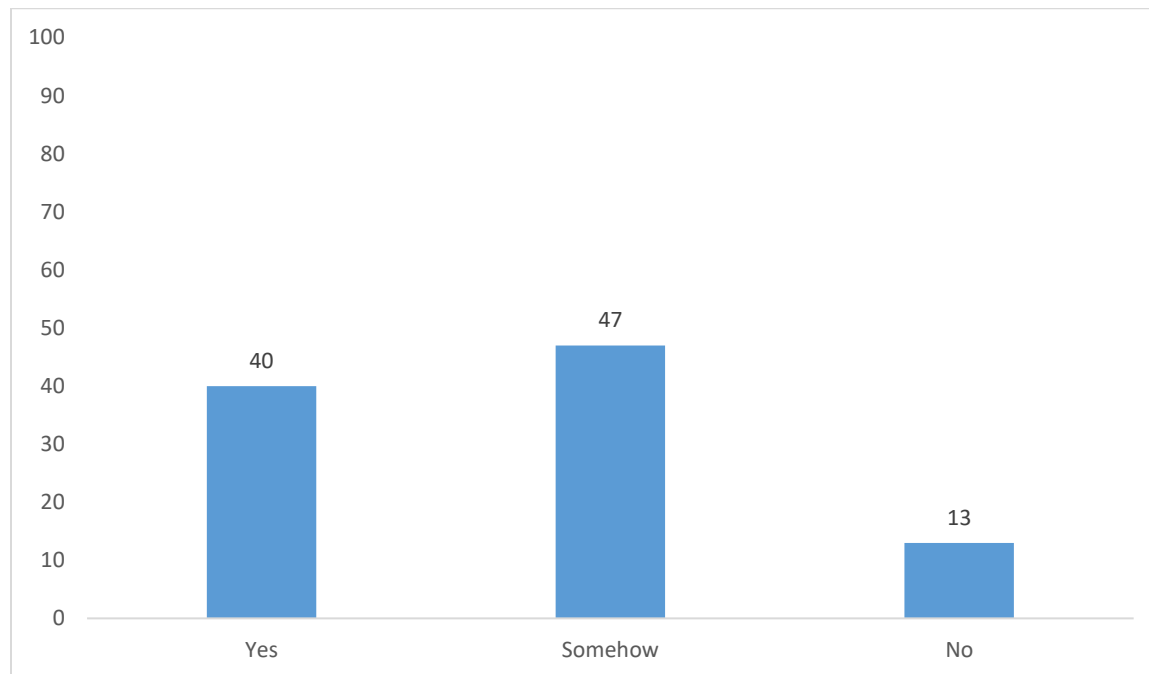
### c.Section three

Question 9 Does module of oral expression is appropriate to improve your interaction?

- A- Yes
- B- Somehow
- C- No

**Table 3.9 The appropriateness of Oral expression module**

<b>Options</b>	<b>Yes</b>	<b>Somehow</b>	<b>No</b>	<b>Total</b>
<b>P</b>	40%	47%	13%	100%



**Figure 3.9 The appropriateness of Oral expression module**

This finds indicate that the half of students (47%) answered with somehow while (40%) of students answered yes, Expression modules are the appropriate to improve interaction. While others were not they answered with “No”

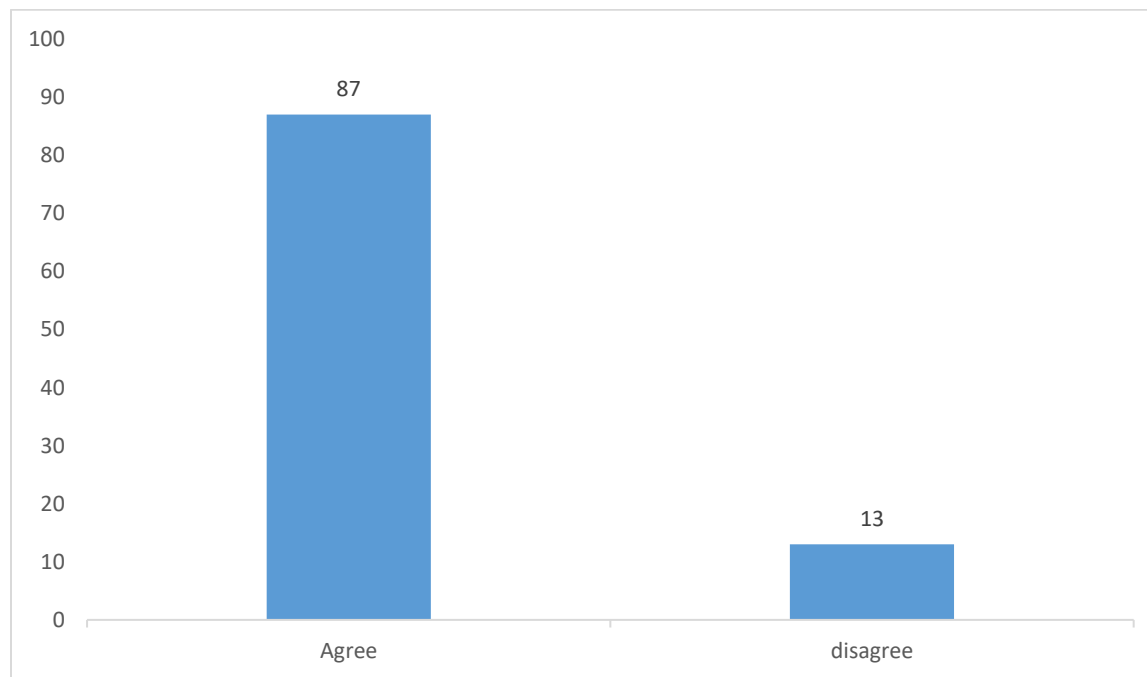
Question 10 Do you think that is important to practice and speak fluently the language in learning – teaching process?

a-agree

b-disagree

**Table 3.10 Speaking Skill in language learning**

Options	Agree	Disagree	Total
<b>P</b>	87%	13%	100%



**Figure 3.10 Speaking skill in language learning**

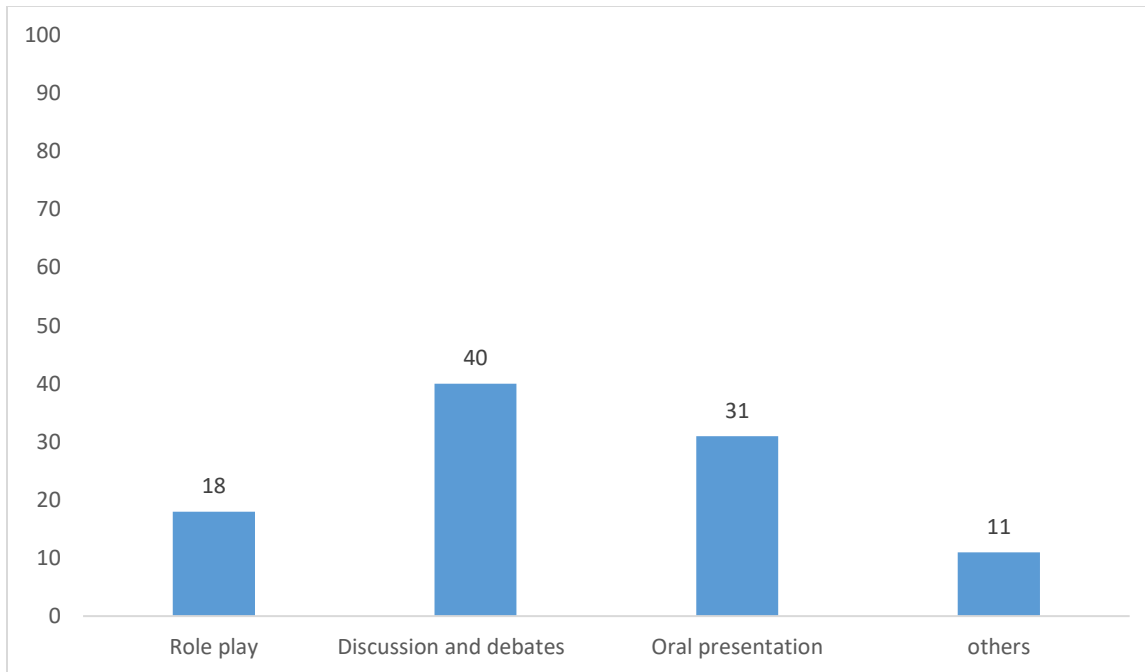
The table of results reports that the majority of students (87%) agree that to learn a language the student must speak it. In addition, (13%) disagree that it is necessary to speak language that they learn it.

Question 11 What kind of activities do your teacher mostly used?

- A- Role play
- B- Discussion and debates
- C- Oral presentation
- D- Others

**Table 3.11 Classroom activities the most used**

<b>Options</b>	<b>P</b>
Role play	18%
Discussion and debates	41%
Oral presentation	30%
Others	11%
<b>Total</b>	<b>100%</b>



**Figure 3.11 Classroom activities the most used**

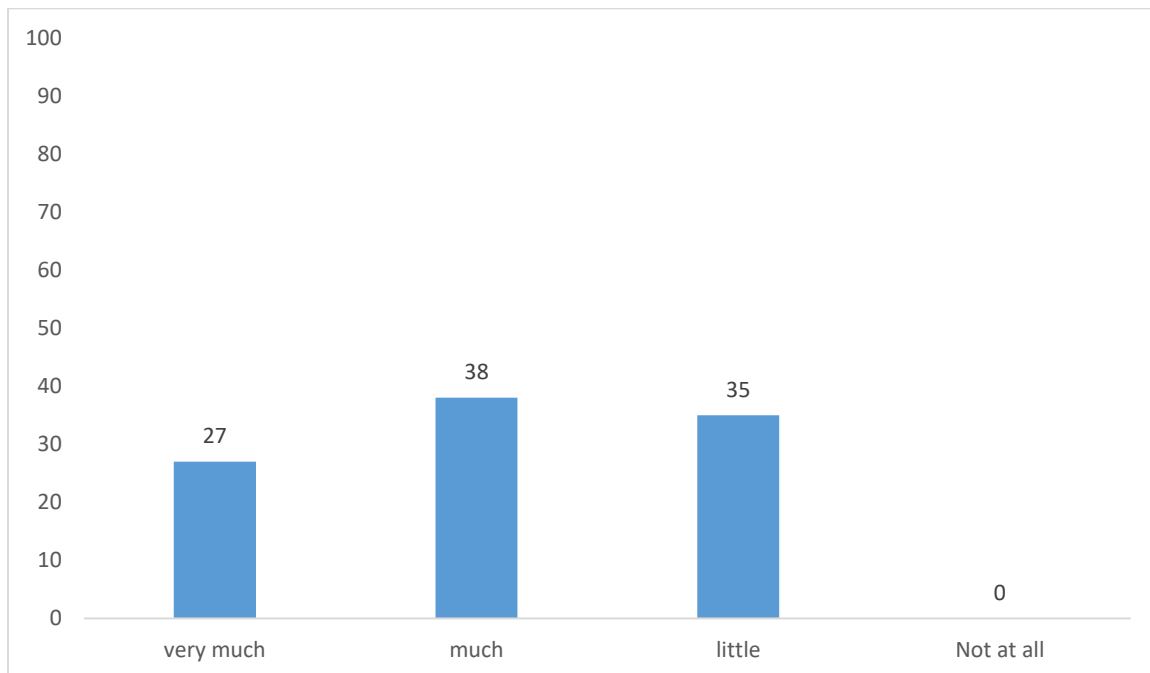
The table highlights the activities that most teacher use it in oral expression classroom. Oral presentation and discussion and debates are the most activities that teachers focus on. We record (40%) for discussion and debates, and (31%) choose oral presentations. Because these two activities require much speaking and interacting in the class. However, (18%) of students choose role-play and (11%) provide others activities.

Question 12 Do you think that activities improve your interaction?

- A- very much
- B- Much
- C- Little
- D- Not at all

**Table 3.12 The degree of activities acquirement**

<b>Options</b>	<b>P</b>
Very much	27%
Much	38%
Little	35%
Not at all	0%
<b>Total</b>	<b>100%</b>



**Figure 3.12 The degree of activities acquirement**

This table illustrates that (35%) of students chained that oral expression activities is "much" enhance their interaction (38%) students see that it is "little" improve their interaction .And



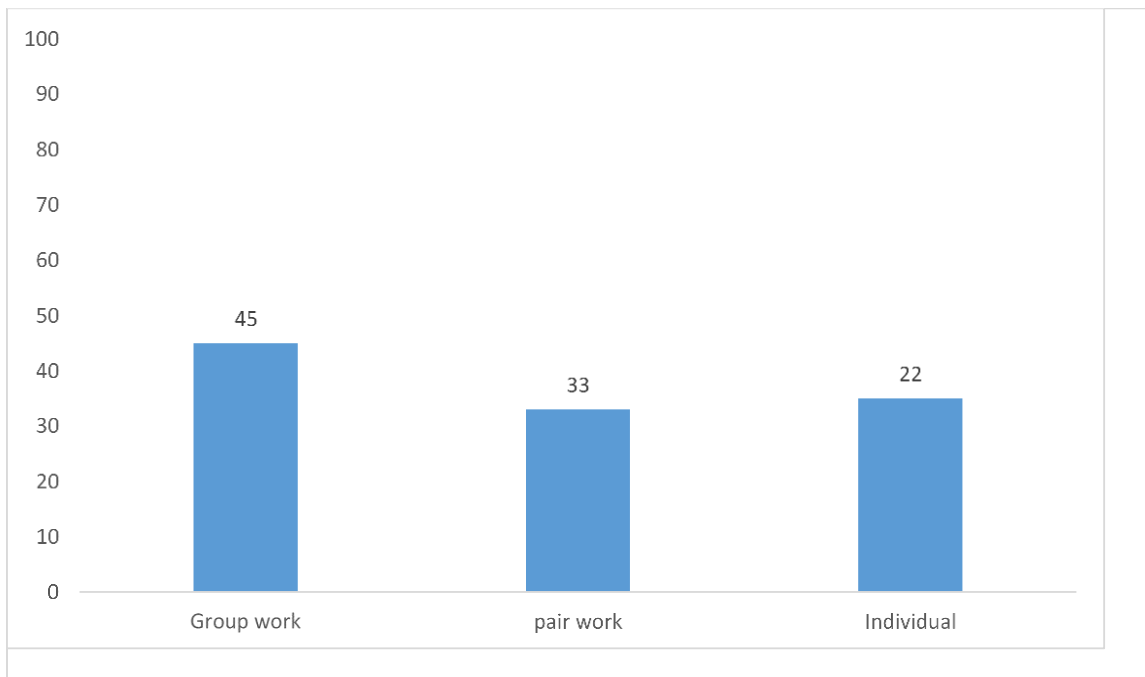
(27%)students answer that oral expression activities are "very much" improve the interaction of student. There are no choose «not at all». These results mean the oral expression activities improve the student interaction.

Question 13 What type of work do you prefer during the classroom sessions?

- A- Group work
- B- Pair work
- C- Individual

**Table 3.13 student preference type of work**

<b>Options</b>	<b>Group work</b>	<b>Pair work</b>	<b>Individual</b>	<b>Total</b>
<b>P</b>	45%	33%	22%	<b>100%</b>



**Figure 3.13 student preference type of work**

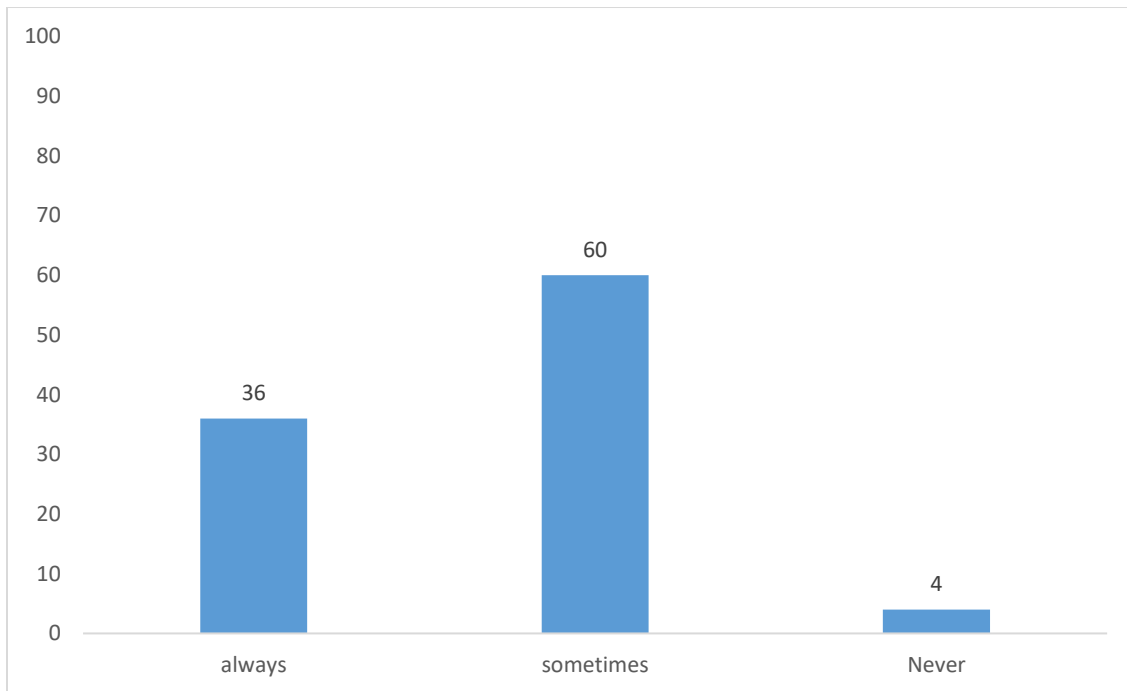
The table of results appears that most of students prefer to work collaboratively. (45%) students prefer to work impairs. In addition (33%) like to work inform of groups. There is other kind of students that prefer to work individually (22%).they may be feel relax when be alone.

Question 14 does your teacher give you the opportunity to interact?

- A- Always
- B- sometimes
- C- Never

**The table 3.14 the frequency of teacher’s giving opportunities**

<b>Options</b>	Always	Sometimes	Never	<b>Total</b>
<b>P</b>	36%	60%	04%	<b>100%</b>



**Figure 3.1 The frequency of teacher's giving opportunities**

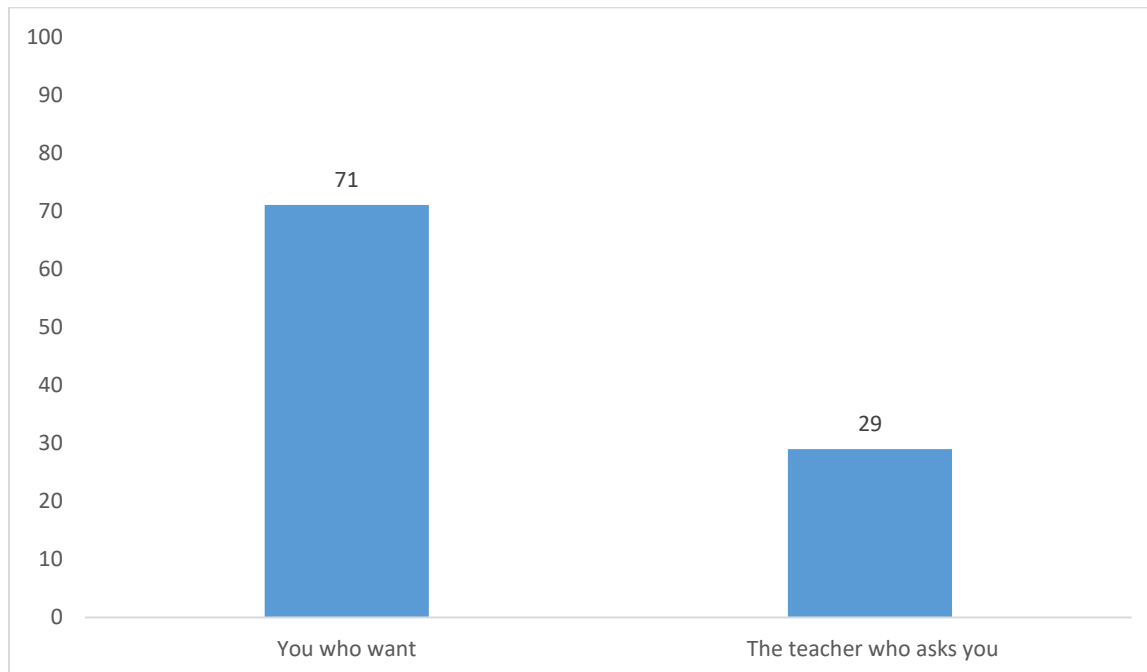
We can notice that the highest percentage of student (45%) claim that their teachers are always give the student opportunities to interact in classroom. Others (33%) show that sometimes the students are given opportunities to interact. (27%) say that the teachers do not give their students opportunities to express themselves.

Question 15 When you interact in the classroom. It is:

- A- You who want
- B- The teacher who asks you

**Table 3.15 the student interaction motivation**

<b>Options</b>	You who want	The teacher who asks you	<b>Total</b>
<b>P</b>	71%	29 %	<b>100%</b>



**Figure 3.15 Student interaction motivation**

The majority of students (71%) select that when they interact in class because they want to participate. Others (29%) say that they participate in classroom only when the teacher asks them.

### **3.4 The Description of Teacher Questionnaire**

The questionnaire is administrated to (07) teachers of Oral Expression at Kasdi Merbah university English department. The questionnaires were composed of (14) questions, multiple choices questions, closed-ended and open-ended questions. Yes/ NO questions followed by brief justifications.

## **a. Section One**

### **a.1 general information**

This section includes three questions that aim to identify teacher general information . In the questions, teachers are asked about their gender, number of years that they have been teaching Oral Expression to know if they have an experience in teaching Oral expression . Question 03 aims to know if teachers like teaching Oral Expression or not .

## **b. Section two**

This section is designed to know about teacher’s awareness of the difficulties that students face when interacting in the class . It consists of seven questions that have relation to the interaction difficulties.

## **c. Section three**

This section aims to identify the actions that are used to enhance student’s interaction. It includes five questions about the opinion of the teacher relating to the sufficient time of Oral Expression, The effectiveness of some communicative activities to improve the interaction of students, in addition to the focus of teachers (accuracy or fluency) and their suggestions to make all students interact in the class.

## **3.5 The analysis of teacher’s questionnaire**

### **a. Section one**

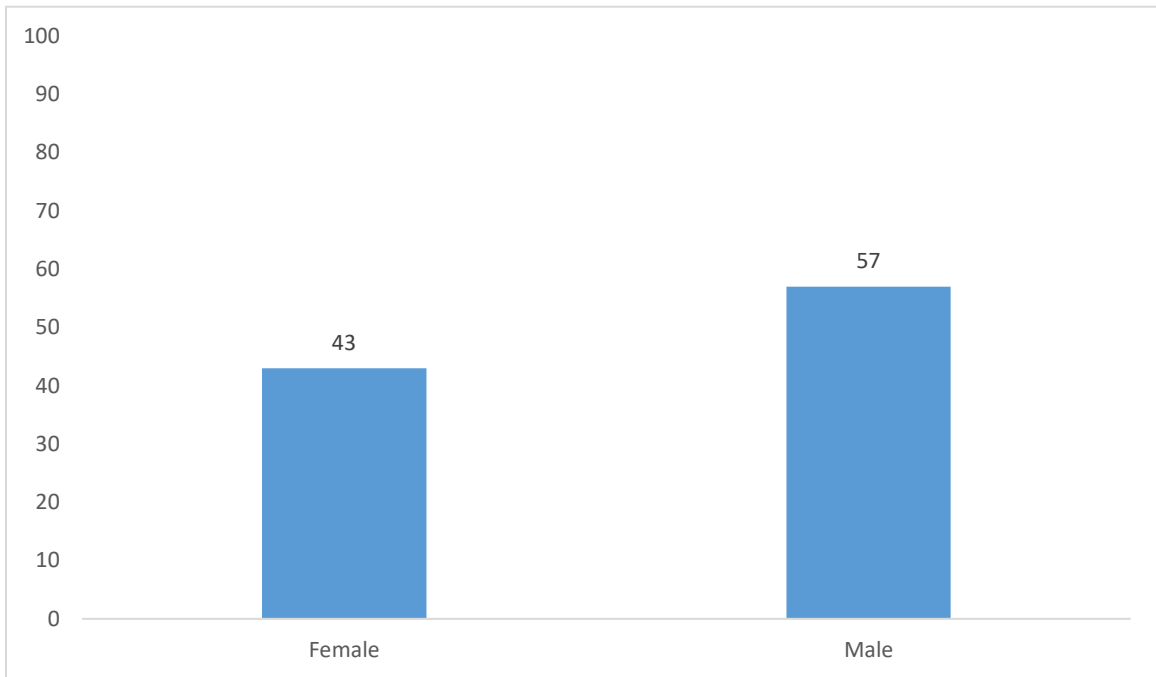
#### **a.1 General information**

Question 1 teachers gender

- A- Female
- B- Male

**Table 3.16 Teacher gender**

<b>Options</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>P</b>	43%	57%	<b>100%</b>



**Figure 3. 2 Teacher gender**

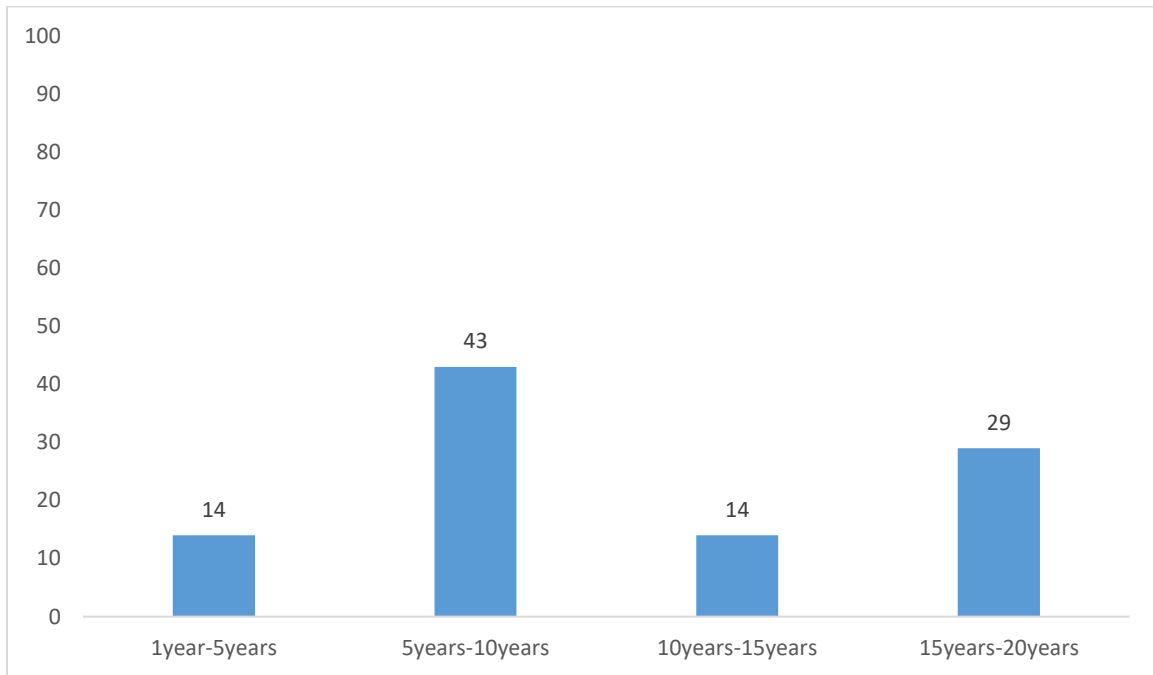
This table enables us to notice that male teachers are more interested in teaching Oral Expression module.

Question 2 How many years have you been teaching oral expression module?

- A- Between 1 year and 5 years
- B- Between 5years and 10 years
- C- Between 10 years and 15 years
- D- Between 15 years and 20 years

**Table 3.17 Teaching experience OE module**

<b>Options</b>	<b>P</b>
Between 1 year and 5 years	14%
Between 5 years and 10 years	43%
Between 10 years and 15years	14%
Between 15years and 20years	29%
<b>Total</b>	<b>100%</b>



**Figure 3.17 Teaching experience OE modules**

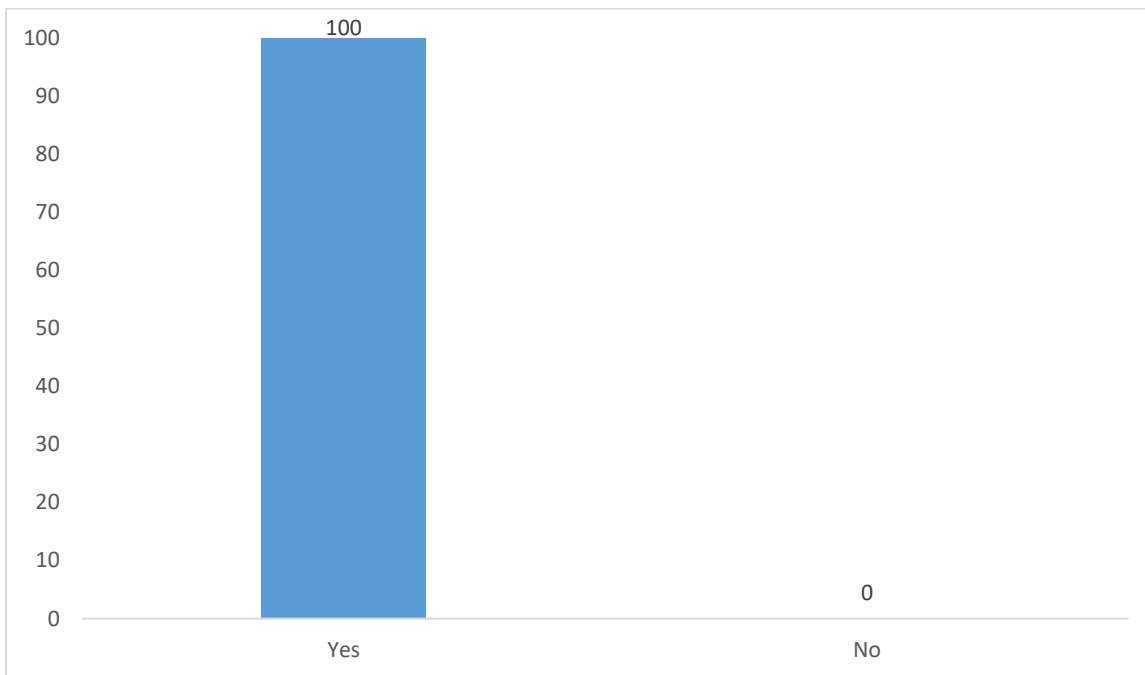
We notice from the results that four teachers have a long teaching experience in Oral Expression, since they have from 10-15 years' experience. However, 03 teachers have a short experience in teaching Oral Expression.

Question 3 Do you like teaching oral expression module?

- A- Yes
- B- No

**Table 3.18 Teaching desire of oral expression module**

Options	Yes	No	Total
<b>P</b>	100 %	0%	100%



**Figure 3.18 Teaching desire of oral expression module**

From this table, it is apparent that most teachers like teaching Oral expression module. They think that oral expression modules are the appropriate courses to improve student's interaction and speaking skill.

## **b. Section two**

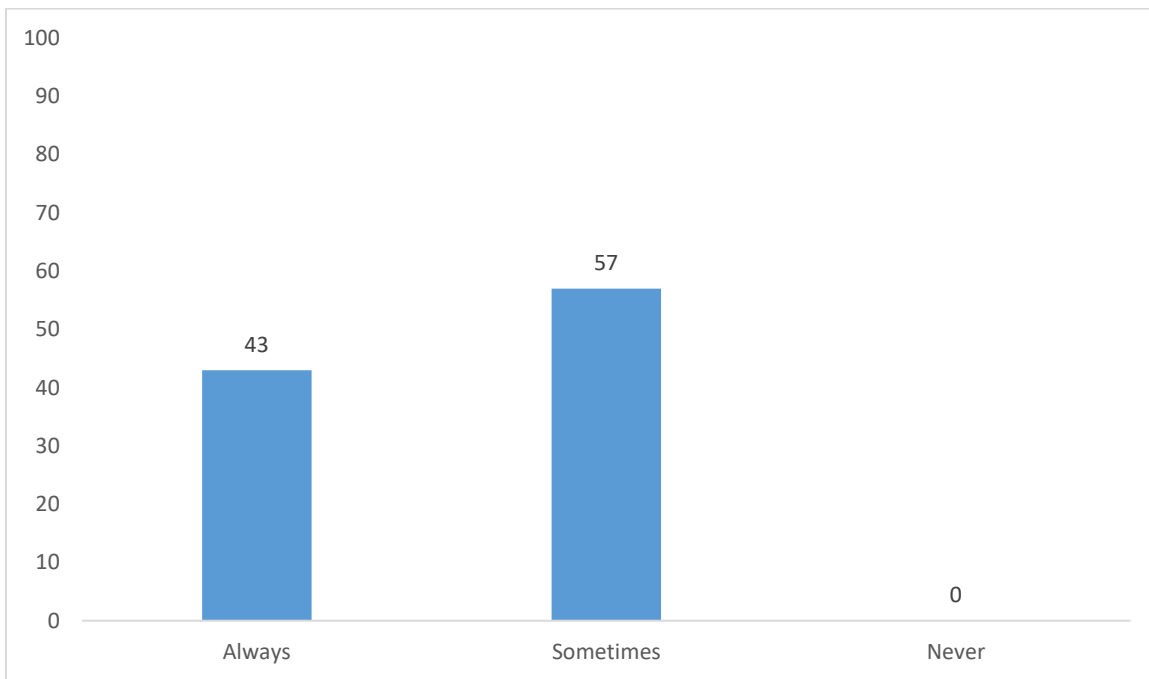
### **b. 1 About interaction**

Question 4 How often do your students interact in classroom?

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

**Table 3.19 Frequency of student's interaction**

<b>Options</b>	Always	Sometimes	Never	<b>Total</b>
<b>P</b>	43%	57%	0%	<b>100%</b>



**Figure 3.19 Frequency of student's interaction**

According to the results below, we notice that half (43%) of teachers say that their students are always teaching during classroom. These students are motivated and interested in different Oral Expression activities.

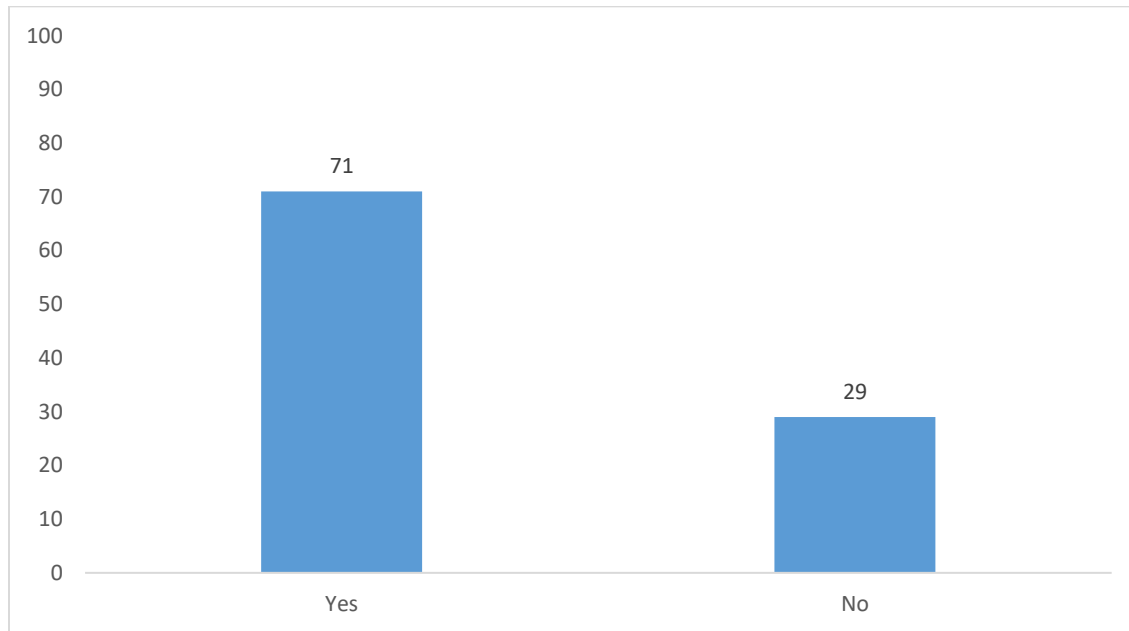
Question 5 Do your students face problems when participating?

- A- Yes
- B- NO



**Table 3.20 Students Interaction**

<b>Options</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>P</b>	71%	29%	<b>100%</b>



**Figure 3.20 Students interaction**

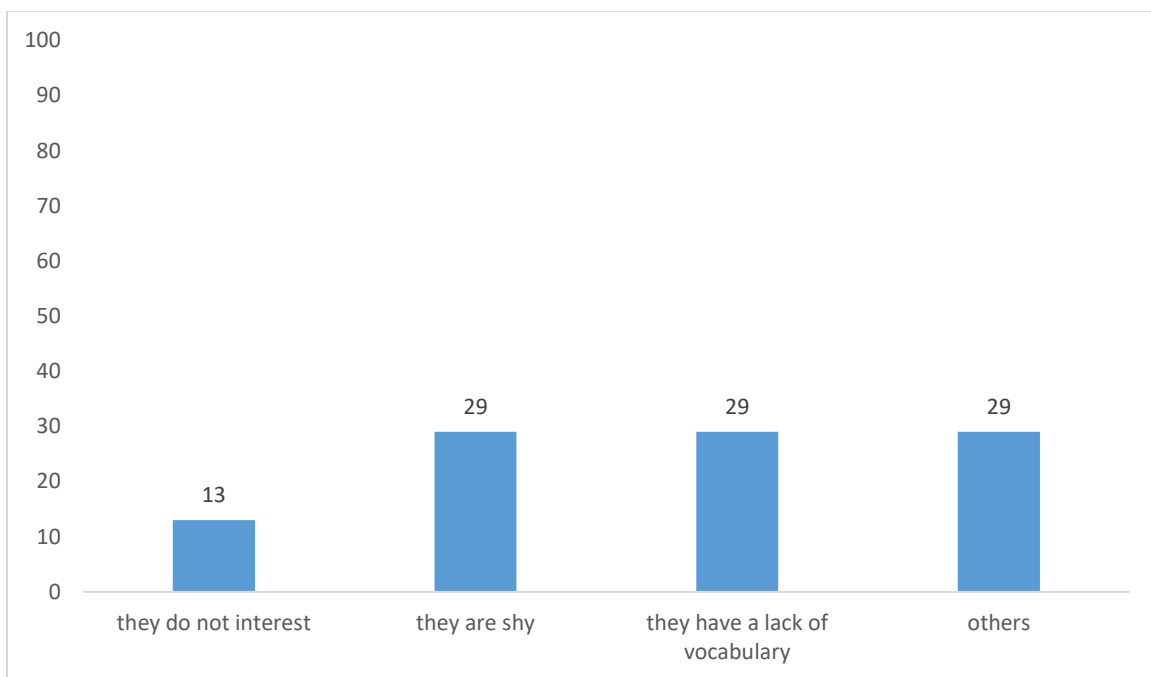
This table shows that (71%) of the teachers said “yes”, their students face problems when interaction while (29%) answered with “no”.

Question 6 If the answer is yes, what are the reasons that reduce their interaction?

- A- They do not interest
- B- They are shy
- C- They have a lack of vocabulary
- D- others

**Table 3.21 The problems of student's interaction**

<b>Options</b>	<b>P</b>
They do not interest	13%
They are shy	29%
They have a lack of vocabulary	29%
others	29%
<b>Total</b>	<b>100%</b>



**Figure 3.21 The problems of student's interaction**

Students face different difficulties and problems when interacting. (13%) answered that students are not interested to improve their speaking abilities because they do not need it in life. Therefore, they are not motivated to develop their interaction. Moreover, (29%) of the teachers see that shyness knead their decrease of interaction and it is an important problem that makes the student passive.

Linguistic problems such as lack of vocabulary are also considered a factor that effects student's interaction because they have in background knowledge .So they can use their mother tongue to express themselves Or they stay silent.

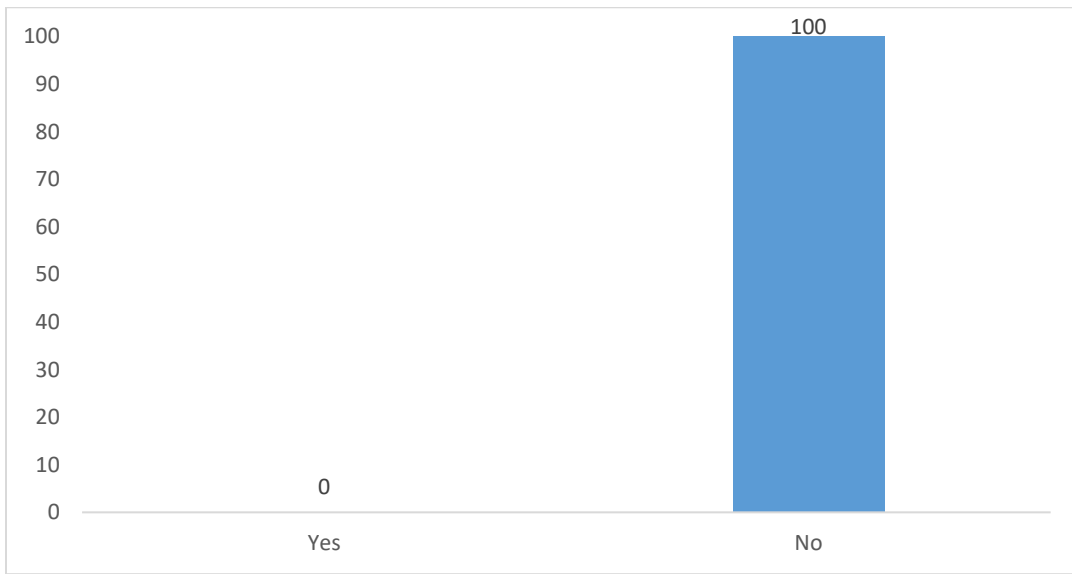
### C. Section Three

Question 7 Do you see that the time devoted to the modules that need interaction is sufficient?

- a- Yes
- b- No

**Table 3.22 The time devoted to OE module**

Options	Yes	No	Total
<b>P</b>	00%	7%	<b>100%</b>



**Figure 3.22 The time devoted to OE module**

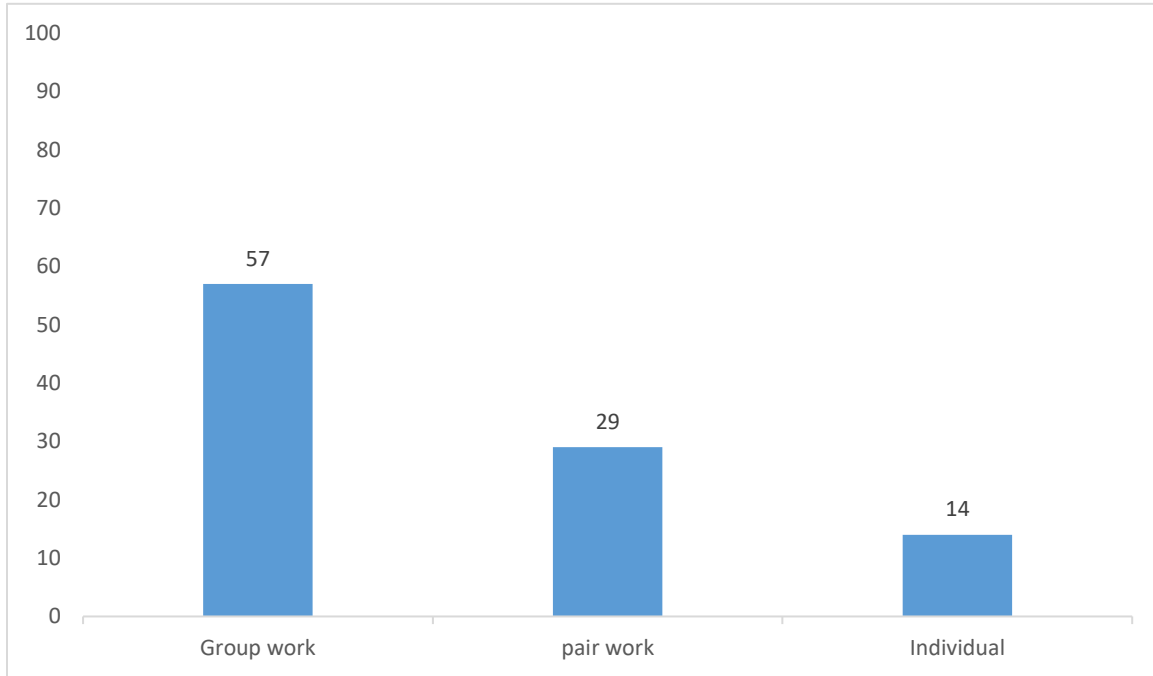
According to the results, the majority of teachers (100%) mentioned that the time dedicated to OE modules is not sufficient. Because these types of class include a lot of activities that help students to develop their speaking abilities and to be more active in learning the language .These requires increasing the time of teaching oral expression modules to be more sufficient .

Question 8 Do you prefer your students to work in:

- A- Group work
- B- Pair work
- C- Individual

**The table 3.23 teaching technique in oral expression sessions**

<b>Options</b>	Group work	Pair work	Individual	<b>Total</b>
<b>P</b>	57%	29%	14%	<b>100%</b>



**Figure 3.23 teaching technique in oral expression sessions**

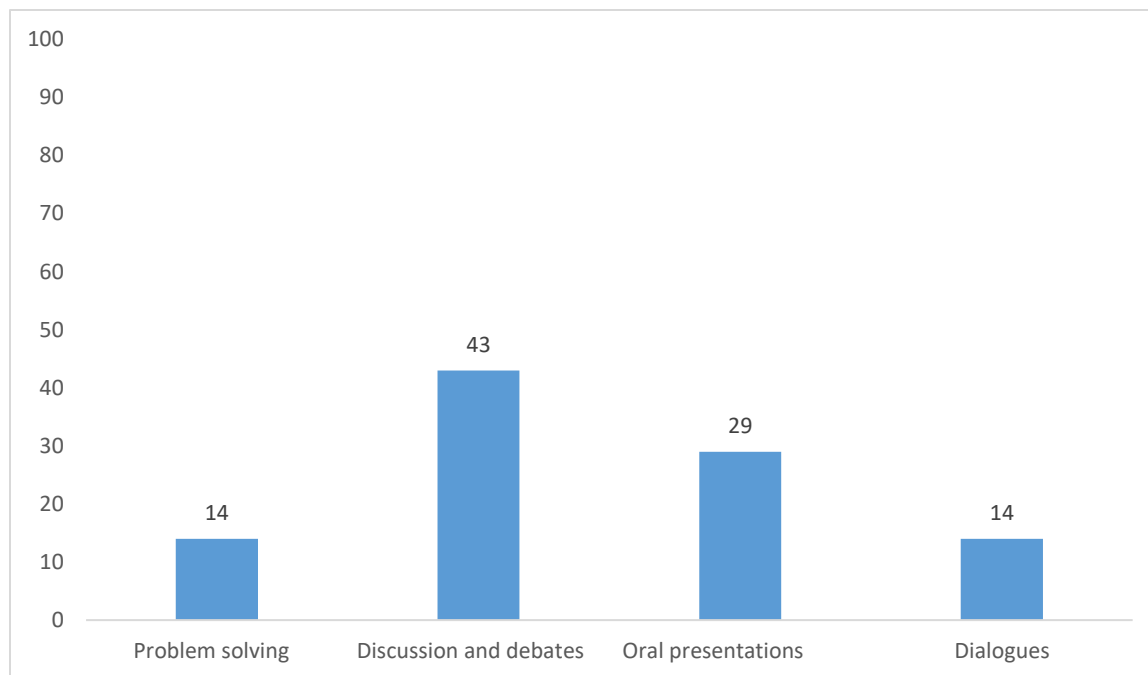
From the table, we observe that (57%) of teachers prefer their students to work in form of groups to make them speak and participate. They see that students feel more comfortable when they collaborate with each other to exchange and express their ideas. Therefore, their interaction and speaking will increase. While (29%) teachers confirm that they prefer to their students work in pairs. According to them, this type of work in pairs is useful for students to be more interactive with less mistakes also students can help each other since they exchange opinion and one corrects the other. Therefore, they will be more motivated to preform in front of teachers and classmates. The less technique selected by teachers is working individually and (14%) teachers prefer it. She/He thinks that this technique helps students to build and to improve their self-confidence. According to these teachers, this technique enables students to know her/his strengths and weaknesses. The teacher said that this technique could help students to develop their competence and performance abilities and give them opportunities to express themselves.

Question 9 What kind of activities do you use in classroom?

- A- Problem solving
- B- Discussion and debates
- C- Oral presentations
- D- Dialogue

**Table 3.24 Teachers classroom activities**

<b>Options</b>	<b>P</b>
Problem solving	14%
Discussion and debates	43%
Oral presentation	29%
Dialogues	14%
<b>Total</b>	<b>100%</b>



**Figure 3.24 Teachers classroom activities**

This table mentioned the different activities that teachers used in classroom. (43%) of teachers focus on discussion and debates since it is very effective activity in improving students interaction and their speaking skill.

This type gives students motivation to discuss and debates as well be most active.

Oral presentation is another type of activities that (29%) teachers see that this activity requires giving and taking from other so enhance their interacting and speaking abilities. In addition problem solving was selected by (14%) teachers. Finally, dialogues was chosen by (14%) teachers from the whole participants.

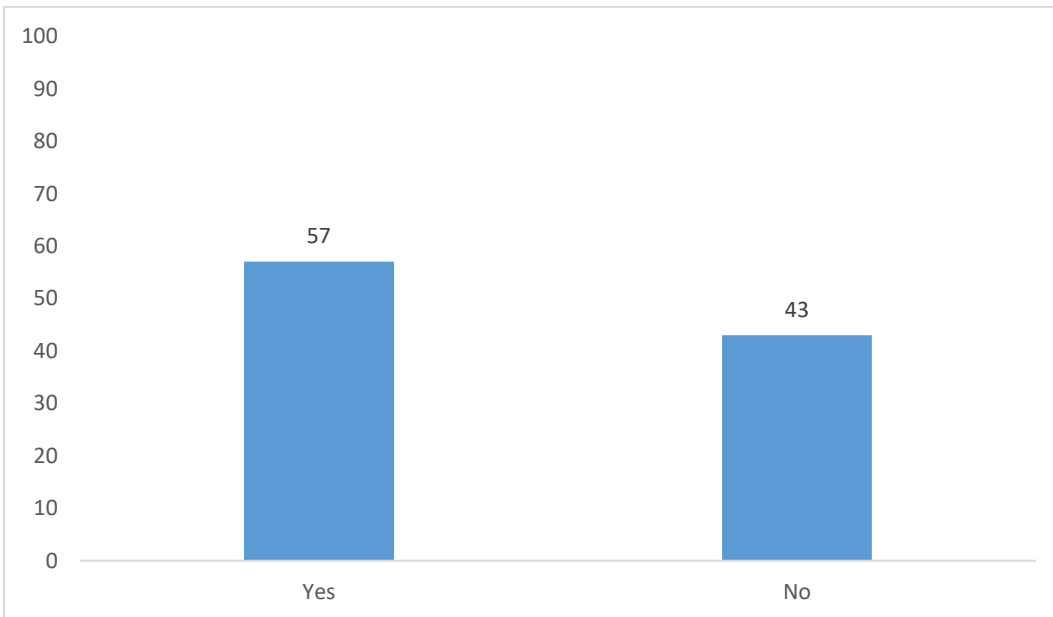
Question 10 In your opinion, are these activities sufficient in order to enhance the interaction of students?

A- Yes

B- No

**The table 3.25 The sufficiency of activities to enhance student's interaction**

Options	Yes	No	Total
<b>P</b>	57%	43%	<b>100%</b>



**Figure 3.25 The sufficiency of activities to enhance student's interaction**

In this question, the answers are similarly equal. (57%) teachers answer with “yes” these activities are sufficient to improve student’s interaction. Whereas, the others (43%) answer

by “No” these activities are not enough to enhance the student’s interaction and they justify by the follow:

Another activity that is used to increase the interaction of students is presenting mini lesson. It is very helpful and it should be used to teach the student adapting and producing in the same time.

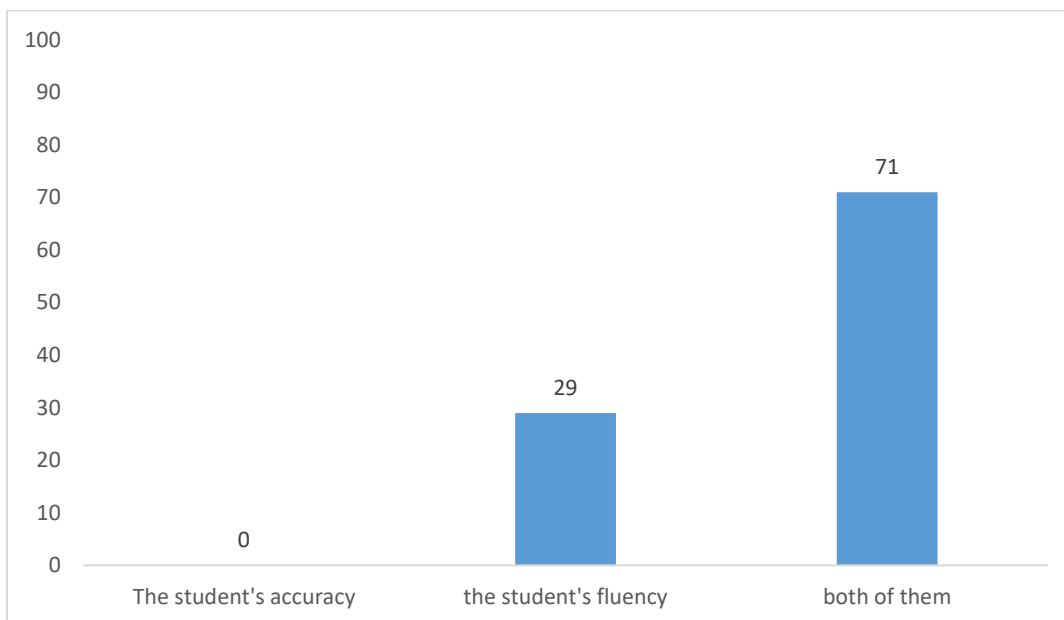
Creating a funny and interactive environment by using creative materials such as videos, pictures that are important to enhance students’ interest and motivation.

Question 11 For you, what do you most focus when assessing classroom interaction?

- A- The student's accuracy
- B- The student's fluency
- C- both of them

**The table 3.26 Fluency and accuracy of student's interaction**

<b>Options</b>	The student’s accuracy	The student’s fluency	both	<b>Total</b>
<b>P</b>	00%	29%	71%	<b>100%</b>



**Figure 3.26 Fluency and accuracy of student's interaction**

This table highlights that (29%) teachers focus more on student’s fluency during Oral Expression course.

In addition, (71%) teachers answered that they focus on both fluency and accuracy since the teachers aim to develop their competence and performance when interacting in classroom.

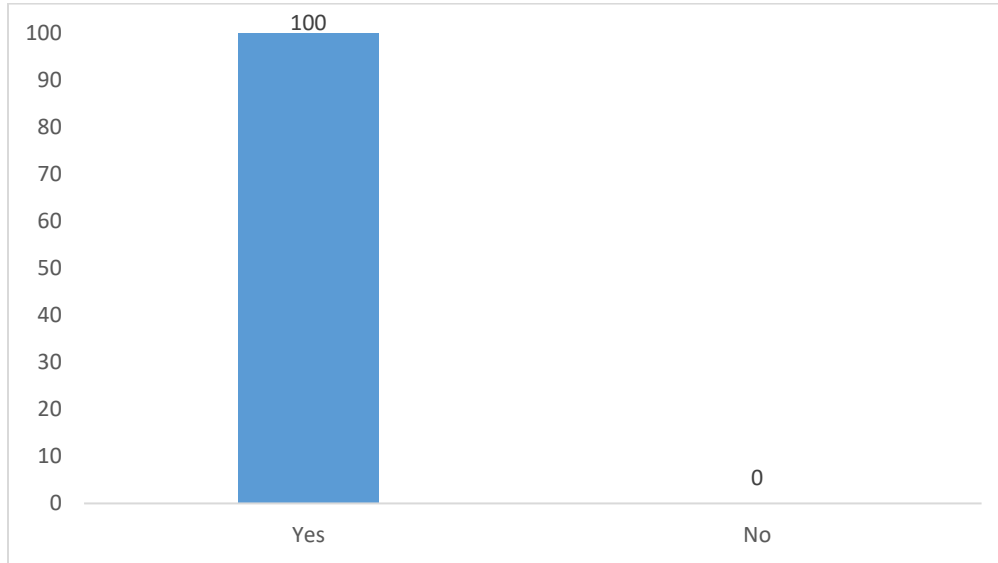
Question 12 From your experience as a university teacher, do you think that it is possible to improve student interaction in classroom?

A- Yes

B- No

**Table 3.27 The possibility of improving student's interaction**

Options	Yes	No	Total
<b>P</b>	100%	00%	<b>100%</b>



**Figure 3.27 The possibility of improving student's interaction**

In this question, we ask Oral Expression teachers if it is possible to enhance student’s classroom interaction, all of teacher (100%) say that it is possible.

Question 13 If the answer is “yes”, what are the techniques or methods that enable the students to enhance their classroom interaction?

In this, question teachers provide us with some techniques and activities that enable teachers to enhance their interaction.

According to teachers’ methodology to motivate their students. Firstly, they indicate learners’ needs of the student then she /he has to choose the appropriate topics and activities.



Teachers should create comfortable environment in order to reduce psychological difficulties that may face students in classroom.

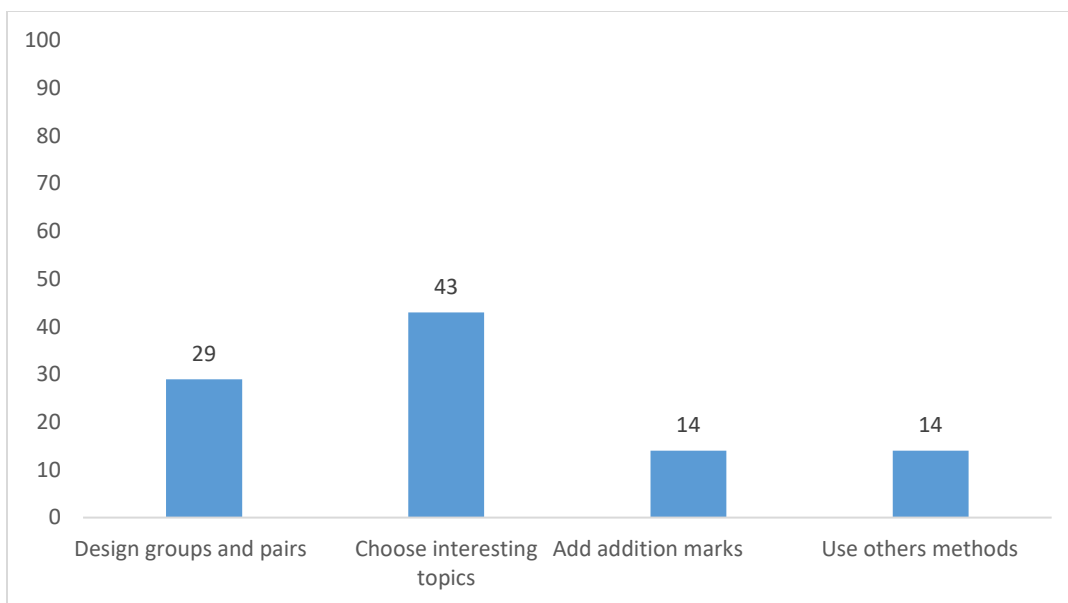
Another technique is to give rewards to help students to be active and engaging in discussion such as giving additional marks since students like to get excellent marks to encourage student and oblige them to interact.

Question 14 What do you do to make silent students interact during the class?

- A- Design groups and pairs
- B- Choose interesting topics
- C- Add addition marks
- D- Use others methods

**Table 3.28 Teacher's means to make silent student interact**

<b>Options</b>	<b>P</b>
Design groups and pairs	29%
Choose interesting topics	43%
Add addition marks	14%
Use others methods	14%
<b>Total</b>	<b>100%</b>



**Figure 3.3 Teacher's means to make silent student interact**

The answers on the table above show that (14) of teachers add addition marks to make silent students interact and participate. Most of teachers (43%) say that they choose interesting topics to make them more active. (29%) of them choose designing groups and pairs method. The others (14%) use other methods to enhance their student's interaction.

### 3.6 The Observation

Observation is data collection instrument. It is recording the behavioral patterns of people, object and occurrence. Also ,it is a useful tool that aims to collect live data and help us to gather information about classroom and know more behavior of students and teachers .This observation was done to explore what goes on in the oral classroom and reduce the interaction of students . It was applied on third year License at Kasdi Merbeh University Ouargla. The observation design

The observation took place in the second semester within 3 year LMD students at Kasdi Merbeh University in the year 2020/2021.It lasted for 2 weeks and it included 3 groups we choose them randomly from the whole number of students (249).We observed three groups in different sessions with different teachers and different times.

The observation was done to determinate the problems or difficulties that reduce EFL students' willingness to interact .Also, to observe other elements that have relation to our work, such as the role of the teacher in classroom and the different activities that Oral expression teachers presented in their classroom. This observation is presented in the form of sections and each section includes a set of items. The first section was dedicated for observing the student's interaction in classroom. While the second section was designed to observe the different activities that presented by oral teachers inside the class .The last one is concerned with the role of teachers.

### **3.6.1 The Analysis of observation**

#### **a. Section One**

##### **a.1 General observation about the learner's interaction in the classroom.**

This section includes (05) items which concerned with the difficulties of student's interaction such as the lack of vocabulary, lack of interest, shyness, and so on.

- The observation was done to see the real performance in classroom and problems that reduce the interaction of students. During the observation, we distinguish two types of students "Active and passive students" The active students were motivated .They interacted, participated and engaged in classroom discussion. They like Oral Expression module and want to be more fluent speaker. Those students were so interested to develop their communicative abilities. They like to share ideas, opinions with their teacher and classmates. Even if they have some grammatical and pronunciation mistakes but that did not affected their self-confidence. Whereas the second type was the passive students. During our observation to determine the reasons that they were unable to interact, we have observed that their lack of interaction was due to many reasons.

#### **Factor (item) one Lack of vocabulary**

This factor was the main one that we observed in all the observation classes .Students were unable to produce full correct sentence in English language .They could not express themselves.

So, they exchange between English and their mother tongue. Sometimes the teacher did not accept that and told their students to speak in English or keep silent.

#### **Factor (item) two Lack of interest**

It has been observed that when students are not interested ,they will not learn .They were not interested to improve their abilities of speaking skill or engaging in conversations. They just come to write their names and laugh with their friends.

#### **Factor (item) three Shyness**

Shyness is another psychological factor that affects student's interaction. During our observation, we see that students did not answer even the questions that the teacher asked to avoid the contact with the teacher.

#### **Factor (item) four Lack of self-confidence**

In oral session, we discovered that some students have a lack of self-confidence. Sometimes they wanted to interact with others and participate but they cannot. They have fear of making mistakes.

## **Factor (item) five The teacher interruption of student participation.**

The way that the teacher conduct the class affects on students because of the important role in classroom. Therefore, some students are positively affected means motivated by the teacher. They are others who try to take a role in classroom and exchange information but the teacher interrupted them because they were making mistakes. So, the behavior of the teacher can be the a factor that reduces students' interaction in classroom.

### **b. Section Two**

#### **b.1 Classroom activities**

This section is concerned with the activities and techniques that are used in classroom by oral expression teachers. It includes two factors discussion and oral presentation activities. We know that every teacher use certain activities in his class to make students engaged in the classroom. The different classes that we attended we notice that teachers applied different communicative activities like oral presentation and debate discussion.

#### **Factor (item) one Oral presentations**

Oral presentation is an activity that all teachers like to apply in their classes. We observed that teachers give topic to students to present individually, pairs or in groups. Students are categorized into many categories. Some students were interested and wanted to present their works actively, they are confident, they speak in raise voice and provide their comments and suggest and create new ideas and use extra tools to help them to delivering well their ideas.

There were others who felt shy they do not have sufficient confidence even to go to the stage and present their work. They only stay and observe their classmates when they were presenting. In addition, there were others who looked like robots , they just came and presented information that they memorized before.

Some teachers use encouragement to motivate their students by saying different expressions like “Good” and “excellent”.

#### **Factor (item) two Discussion and debates**

Discussion and debates is one of the common activities that we observed. Some teachers proposed topic to their students. Then they started to interact with each other. Teachers asked their students question in order to be more active. Students start to discuss with each other and exchange ideas. While the teacher was observing what is going with students. Some other may move around the class.

In the classes that we observed, students looked cooperative. Sharing and discussing topics given by teachers. We observed also that some students can speak and express their ideas fluently interact and discuss with teacher and classmates. There are a large number of students who are uninterested; they just stay and keep silent without any participation. Furthermore, some

students do not have a sufficient self-confident. Some others felt tired and bored or they may hate the topic or the module itself because they were not motivated to engage and interact.

We also observed that some teachers give opportunities for students to choose topics that they like to discuss .In addition to the noise that teachers may ignored it order to do not interrupt their student interaction.

### **c. Section Three**

#### **c.1 The role of oral expression teachers**

This section is designed to know the role and the responsibilities of the teacher in classroom.

We observed that teachers of Oral Expression do their efforts to create the appropriate environment so that students feel comfortable and more motivated to interact with others.

They tried to motivate their students to speak and interact in English language in order to develop their communicative competence .As well as, they speak fluently. They provide them with information about the activities of the course. They corrected the mistakes of their students. We also observed that some teachers provide their students with pieces of advice to improve their speaking skill such as watching movies to get new vocabularies and develop their pronunciation. We also saw some teachers moved around their classes and giving feedbacks to their students. We also observed that most of Oral Expression teachers prefer to make their students work in two different forms group work and pair work in order to engage all students and create positive relation between the students.

We observed that teachers rarely used mother tongue only if the students did not understand new vocabulary. There were teachers give extra marks for students who participate to motivate all students to interact in the class.

### **3.7 Conclusion**

In conclusion, the analysis of students and teachers questionnaires and classroom observation allows us to find out the difficulties of interaction that third year university students faced in the classroom context. The results of the study show for us that interaction is a very important activity for students in classroom that student should use it as tool to improve their speaking skill and abilities. Both of observation and questionnaires lead us to confirm that linguistics and psychological factors are the difficulties that reduce student's interaction in classroom. However, there are different techniques and strategies that teachers should use to help their students to improve their classroom interaction.

# **CHAPTER FOUR**

**Techniques and strategies to enhance students interaction**

## **4.0 Introduction**

The previous chapters presented the factors and difficulties that reduce the students' interaction. The literature review and data analysis indicate that students of English as a second or a foreign language faced many problems that reduce their interaction and participation in class. In this sake, we will deal with the outline mention some suggestions and techniques that can be considered as a solution for the study's problems . We will highlight the relationship between teachers and their students .This chapter presents the role of both teacher and students inside the classroom. As well as, It highlights the motivational strategies, different techniques and activities that help students to enhance their classroom interaction.

### **4.1 Teacher –student relationships**

The relation between teachers and students is always the main interest in teaching and learning process. Since the good relationship between teacher and students increases through the effectiveness in learning .Teachers always strive to have a good relationship with their students. It is important to have a good teacher who takes care of his students and their needs , strengths and to give students the same chance to participate .the good relationship improves students confidence , makes them feel more motivated to learn ,engaged and collaborative in classroom. As Hattie declared that : it is teachers who have created positive teacher student's relationship that are more likely to have above the average effect on student's achievements.

Such positive relationship helps students to react actively and participate in classroom. This academic relationship makes the students be able to perform well in front of their classmates and teachers. because the emotional feeling between teacher and students motivates them to product more.

### **4.2 Positive classroom environment**

Classroom environment is an important factor for an effective teaching and learning . The good classroom environment leads students to have positive relationship with teachers and their peers and interact with each other , listening attentively and asking questions .Mc combs Whisler (1997) said that: "learning occurs best in an environment that contain positive relationships and interaction and in which the learner feels appreciated , acknowledged , respected and validated". (p.51). Positive classroom helps students to think and engage in classroom discussion. And exchange their ideas comfortably. The students' motivation of learning increases when students feel relaxed to express and to interact in classroom . This enhances the students' capacities to be productive.

### **4.3 The teacher role and responsibilities**

A lot of students do not engage in interaction by themselves unless teacher starts first. teachers of English as a foreign language try to give their students opportunities to speak in the target language by creating positive and motivational environment . The basis of communicative approach is the ability to adopt him/her self to change roles and motivate students to participate in the classroom. The primary role of teacher is to facilitate the process of teaching language and to make students interact in classroom . the role of teacher is as follow :

#### **a. controller**

In classroom the teacher is the responsible for learning and teaching process. The first role of the teacher is to act as a controller in classroom ,give information ,instruction and organize activities.

#### **b . Assessor**

The teacher has to show students that their accuracy is being developed; the assessor teacher should pay attention to students 'reaction. The teacher should correct mistakes and make evaluations for students. In other word, students need to know about their levels and their strengths and weaknesses.

#### **C-Organizer**

It is the main role of teacher . In which the teacher gives the important instruction . according to harmer (2001) that the teacher acts in a classroom where many things must be set up such as organizing pair/group work . Give learners interaction about how they interact , and stop everything what is not necessary .Teacher in this role encourages their students to interact and to engage in class. Teacher also can stop talking and let students interact and exchange opinions.

#### **d. Prompter**

Sometimes students do not know what they say after when they are talking in class. Here the role of teacher is to encourage their students to think creatively . Teacher holds students back, motivates them and lets them work.

#### **e. Resource**

The teacher acts as a resource when students need his/ her help during the activity . Harmer (2001) viewed that “students might ask how to say or write something or what a word or a phrase means. they might want to know information in the middle of an activity about that activity or might want information about where to look for something a book or a web site for example. This is where we can be one of the most important resources they have”.



## **f. Observer**

Another role of teacher in classroom is the observer Harmer (2001) said “teachers do not only observe students in order to give feedback . They also watch them in order to judge the success of the different materials and activities that they take into lessons so that they .., if necessary , make change in the future.” (p.62). The role of teacher here is to observe students behavior during learning process. Through observation he/ she judges the success of learning process and makes changes if it is needed.

To sum up, teachers have a lot of responsibilities in classroom not only correcting mistakes. He/ she should create learning atmosphere and give students opportunities to interact.

### **4.4 The role of learners**

Also learners are responsible in teaching learning process. Students should interact , share information with each other not only listen and memorize information. According to Richards (2001) learners have to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning . Students have to become comfortable with listening to their peers in group work or pair work tasks , rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning “(p.50) Students have to be more active , participate and practice as possible .Students have to develop their communicative abilities since they are the core of the classroom.

### **4.5 Strategies to increase student’s motivation**

A number of scholars have proposed strategies to be applied in classroom, in order to improve students interest and motivate them. Dornyei (1994) have summarized a set of strategies that increase the student’s motivation toward interaction :

- a. Making learning language classes interesting by using the appropriate topics , material and activities.
- b. Have fun and games in class.
- c. Create a friendly atmosphere.
- d. Allowing freedom in classroom and sharing responsibility with learners to enhance learner autonomy.
- e. Make the course relevant by reaching the needs of students .
- f. Encourage students and giving them positive feedback in order to develop the learner’s confidence .
- g. Make the foreign language real by introducing its culture .
- h. Give a personal example in being motivated.
- i. Develop a good relationship with the learners.
- j. Emphases the fullness use of knowledge of foreign language.

Teachers can use these strategies to create a positive classroom environment and to motivate students to interact in classroom.

## **4.6 Teaching techniques**

### **4.6.1 Cooperative learning**

It is considered as instructional device that teachers use it to enhance communication among learners since it engages them to work in pair work or group. Moreover, it helps them to achieve their performance and also to build positive relationships with students , giving all the chance to be active part in classroom. Richard and Rodgers (2001) described cooperative language learning as an approach designed to foster cooperation rather than competition , to develop critical thinking skills, and develop communicative competence through socially structured interaction activities (p.195).

#### **a. Group work**

It is a form of cooperative learning it is key category in practicing language , that help students to develop communicative abilities through interacting with other members of group . The students will participate more the language since they do not just listen to their teacher , but rather speak, interpret and discuss academic problems together. When students work in groups they do activities solve problems and engage in discussions in the classroom. Their amount of interaction , and speaking will be raised and all group members will be active. This technique is considered as a useful tool for students' interaction , in addition to the benefits of group work . In which the teacher divides the class into small units. Harmer (2001) stat some advantages of group work technique:

- .It reduces teachers talk and gives students opportunities to take a role in classroom.
- It encourages students more to take risks.
- It enhances students autonomy to allow students to make decision (p.117)

To summarize , group work is beneficial for students to improve their self-confidence , skills and better understanding .

#### **b. Pair work**

It is a beneficial technique for students to exchange ideas, opinions and enhance communication and speaking . Richard and Schmidt (2000) “ Pair work is a learning activity which involves learners to work together in pairs” . ( p.381) . In pair work students feel more confident to express their ideas. This technique is considered as the best techniques to motivate students to interact.

## **4.7Activities to enhance student's interaction**

In order to improve students interest and solve their interaction difficulties . foreign language teachers use different communicative classroom activities. Those activities are used by the teacher to give students opportunities to produce , practice and interact with each other. This means , students classroom interaction developed through several activities which motivate them to make good relationships with teachers and students accordingly . Penny (1991) stated that

“classroom activities that develop learner’s ability to express themselves through speech would therefore seem an important component of language course. In addition, according to different investigations, it is assumed that communicative activities have a positive reflection on the development of students’ interaction.

#### **4.7.1 Discussion**

It is a debate which presents opposite views in speaking situation . It is very important activity used in classroom students interaction.

discussion activities provide students with opportunities to discuss a certain topic and help students to express themselves without any limitations from the teacher . students are encouraged to interact , to give opinions and to share ideas about the topic .teachers should chose a specific subject that make students more interest and make them feel enjoy when talking. Little wood (1981) argue that “discussion provides learners with opportunities to express their own personality and experience through the foreign language “ (p.47). This means that discussion is considered the more effective activity to develop the learner communication ,The student can acquire sufficient abilities and become more fluent by practicing the foreign language. So, discussion motivates students for speaking interaction between them and their teachers and classmates in classroom.

#### **4.7.2 Problem solving**

problem solving is a way of discussion , analyzing , solving problems and finding solution by students. It is a method to develop students’ interest to work in pairs and groups. Share their opinions about the problem. Like Barker and Gaunt (2002) defined “ problem solving is a group of people who work together to solve a problem by collecting information about the problem , reviewing that information and making a decision based on their finding .” (p.160). To find many solutions to different problems students must work collaboratively in order to gather information . Problem solving is a good activity to help students enhance their participation; enrich their vocabulary , and develop their cognitive to be more aware about how to deal with problems.

#### **4.7.3 Oral presentations**

Students’ oral presentations are classroom courses .They allow students to present their knowledge in front of the class. This way improves students interaction. Baker (2000) defined that “Oral presentations is like a formal conversation speaking to a group as a natural activity (p.115). This activity is presented in classroom setting . That students can use supported materials such as videos , pictures , projector and so on . Oral presentation is an important activity that increases interaction between students . According to king (2002) “. Students give an oral presentation in front of the class is one of the activities that learners have and it included in the lessons to improve the students proficiency level .(p.401). Through oral presentation students can improve their self- confidence and acquire an adequate proficiency level in English language .

#### **4.7.4 Gaming activity**

Games are also activities that teachers use in classroom Mc callum (1980) viewed that “students in the formal atmosphere of game play are less self conscious. Therefore more apt to experiment and freely participate in using the foreign language. In addition games automatically stimulate students interest properly introduce game can be one of the highest motivating techniques.( p.04) . Games give students opportunities to practice language orally and increase their proficiency and self-confidence.

#### **4.8 Conclusion**

To conclude , in this chapter we have tried to provide some techniques that help students overcome their interaction difficulties .To create the appropriate environment and positive relationships with teachers and other students and give them chance to participate and interact with each other. Teachers and students in EFL class have important roles and responsibilities that they must master in class to create productive students . This chapter also have dealt with some activities such as discussion, problem solving and others in order to enhance students’ interaction and to create a good atmosphere where students can interact without fear.

# **GENERAL CONCLUSION**

Our research aimed at identifying the main difficulties that face EFL students and reduce their classroom interaction and indicating techniques that help EFL students to overcome their difficulties. Before we started our research work, we divided it into four chapters and each one has a relationship with the other.

In the first chapter, we have discussed issues related to classroom interaction such as the definition of communicative language teaching ,communicative competences , speaking and listening skills and how to teach them in classroom.

the second chapter was devoted to interaction . We started with the definition of interaction and its importance and its effect on students during learning also accuracy and fluency. Then, we highlighted the difficulties that reduce student's classroom interaction. Furthermore, we detected many difficulties and factors that reduce their interaction, and which constitute linguistics and psychological barriers.

In the third chapter, we gathered and analyzed data, we have stated that we choose two methods for conducting our research. The quantitative (questionnaire) and qualitative ( observation) method. The population of our research is third year LMD students and oral expression teachers. We administrated the students a questionnaire consisting of fifteen questions with yes /no or with justification. Besides the teachers' questionnaire consisted of thirteen questions. In addition, the observation method was another tool that we used to gather data. It helps us to observe and record information then we analyzed both questionnaire and observation in order to get the result of the research work.

Finally, In the fourth chapter , we discussed the finding and bought some techniques and strategies to improve EFL students interaction .We started by describing the relationship between teacher and students then the role of each one and the responsibilities of teachers in classroom and strategies that help them to motivate students to be more interested in class. After that ,we highlighted the teaching techniques and activities to enhance students interaction.

## **Recommendations**

In the light of the results of this study we provide the following recommendations:

First , teachers should create an environment that encourage students feel comfortable to interact in class.

Second , English foreign language teachers have to apply communicative approach in all types of courses. Moreover, teachers have to encourage students to communicate in English.

Third, Students have to believe that classroom interaction will help them. Also, they should do their efforts to improve their competence. Therefore , students have to engage in discussion.

Finally, we suggest that teachers should focus more on pronunciation and fluency. In addition, teachers should emphasize on classroom interaction patterns such as peer and group work.

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# APPENDICES

## Appendix A

### The Student's Questionnaire

Dear students,

We are preparing a research on "The difficulties reducing students interaction in classroom" .You are kindly requested to answer these questionnaires .your responses are very important to help us in our research . Please ,put a cross (X) in the appropriate box.

Thank you in advance.

#### **Section one** : Personal information

1/ Your gender is :

a-Female

b -Male

2/ Is your level in English ?

a-good

b- average

c- less than average

d- I don't know

3/You study English for :

a-Academic purposes

b-communicative purposes

c-other purposes

**Section two:** Interaction in classroom.

4/ What type of relationship between you and your teacher ?

a-Good

b-No relationship

5/Do you like the session of oral expression ?

a-yes

b-No

6/Who do most of the talk in the classroom?

a- teacher

b- student

7/ How often do you interact with others in classroom?

a- always

b-sometimes

c-Never

- Why ?

.....

.....

.....

.....

8/What are the difficulties that faced you when interacting ?

a- Vocabulary

b- Fear of making mistakes

c- Shyness

d-Lack of self-confidence

e- Others

**Section Three:**

9/Does module of oral expression is appropriate to improve your interaction ?

A-yes

b-some how

c-No

10/ Do you think that is important to practice and speak fluently the language in learning - teaching process ?

a- agree

b- disagree

11/What kind of activities do your teacher mostly used ?

a-Role play

b-Discussion and debates

c-Oral presentation

d- others

12/Do you think that these activities improve your interaction?

a-Very much

b-Much

c-Little

d-Not at all

13/What type of work do you prefer during the classroom sessions ?

a-Group work

b-Pair work

c- Individual

14/ does your teacher give you the opportunity to interact ?

a- Always

b-sometimes

c-Never

15/When you interact in the classroom. It is:

a-You who want

b-The teacher who ask you



## Appendix B the Teacher's Questionnaire

Dear teachers,

this questionnaire devise to collect information about the difficulties that reduce students interaction in classroom .We would be very grateful if you could help us answering the following question please, Put a cross(x) in the appropriate box.

Thank you in advance for your help.

### **Section One** : General information

1/-Teacher gender :

a- Female

b-Male

2/-How many years have you been teaching oral expression module?

.....

3/- Do you like teaching oral expression module?

a-yes

b-No

### **Section two:**

4/How often do your students participate in classroom?

a-Always

b-Sometimes

c-Never

5/Do your students face problems when participating?

a-yes

b-No

6/If the answer is yes, what are the reasons that reduce their interaction?

a-They do not interest

b-They are shy

c-They have a lack of vocabulary

d-others

**Section Three:** Activities to enhance student's interaction

7/Do you see that the time devoted to the modules that need interaction is sufficient?

a-Yes

b-No

8/Do you prefer your students to work in ?

a-Group work

b-Pair work

c-Individual

- Please, justify your answer :

.....

.....

9/What kind of activities do you use in classroom?

a-Problem solving

b-Discussion and debates

c-Oral presentations

d-Dialogues

10/In your opinion , are these activities sufficient in order to enhance the interaction of students?

a-Yes

b-No

- Please, justify your answer :

.....  
.....

11/For you, What do you most focus when assessing classroom interaction?

a-The student's accuracy

b-The student's fluency

c-both of them

12/From your experience as a university teacher, Do you think that it is possible to improve student interaction in classroom ?

a-Yes

b-No

13/If the answer is yes, what are the techniques or methods that enable the student to enhance their classroom interaction? Explain

.....  
.....  
.....

14/What do you do to make silent students interact during the class?

a-Design groups and pairs

b-Choose interesting topics

c-Add additional marks

d-Use others methods

Thank you very much for your time

## Appendix C

### PRE-OBSERVATION DOCUMENT

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<b>Teacher</b>	Dr. Kouti
<b>date</b>	23-05-2021
<b>timing</b>	8:00 to 9:00
<b>Level/Subject(s)</b>	3 year License
<b>Observer</b>	teacher
<b>Title of lecture</b>	Past simple tense

#### Planning

<b>Questions for Discussion:</b>	<b>Notes:</b>
What is your identified student learning target(s)?	My identified student learning is learning grammar and pronunciation

If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	I will do my lesson by using Tools like computers and give them more tasks this will make them understand better
How does this learning fit in the sequence of learning for this class?	It fits nicely overtime.
Briefly describe the students in this class,	Students have a problem of lack of concentration and forgetting.
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	Engage them them by using body gestures to get their attention.
How will you differentiate instruction for individuals or groups of students?	For individuals or groups , I Will give them written instructions then I explain them.
How and when will you know whether the students have achieved the learning target(s)?	I will know when I use many tasks and they understand my questions.
In general, how successful was the lesson ?	The lesson is 80 % successful.

## OBSERVATION NOTES

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<b>Teacher Name:</b>	Dr. Kouti	<b>Physical Classroom Layout:</b>  An effective classroom environment  Good seating arrangement
<b>Date:</b>	24-05-2021	
<b>Beginning Time:</b>	10:00	
<b>Ending Time:</b>	11:00	
<b>Number of</b>	35	

<b>Students:</b>		
<b>Other General Information:</b>	15 of students are boys and 20 others are girls	

<b>Time</b>	<b>Actions and Statements/Questions by Teacher and Students</b>	<b>Domain &amp; Component</b>
8:15 to 8:45	Reading text carefully	Applying Reading and speaking skills
	Discussing and asking questions about the topic by teacher	
	. What the text is about?	
	What are the main ideas?	
8:45 to 9:00	How many paragraphs are in text ?	
	By students:	
	What is the synonym of "Happiness"?	
	What is the past tense of the verb " see"?	
	What have the students learn from the lesson?	

10:00 to 11:00	Dividing the students into groups then I choose one from each group.also , I explain the game for them which is : writing a statements on the borad and the group member try to explain it by gestures to that member of the group and each time we change the member in order to make all members participate	Developing vocabulary
11:00 12::00	Give to the students a story and they have to summarize it and try to extract the main point and the new words that they have learn	Developing writing

### المخلص

يهدف هذا البحث العلمي إلى دراسة الصعوبات التي تواجه الطلبة وتنقص من تفاعلهم في قسم تعليم اللغة الانجليزية كلغة أجنبية وبعض المقترحات التي تساعد الطلبة والأساتذة في تحسين مستوى التفاعل. وقد استهدفت هذه الدراسة طلبة وأساتذة السنة الثالثة قسم الآداب واللغة الانجليزية بجامعة ورقلة. يرى العديد من الباحثين أنه من خلال التفاعل في الفصل الدراسي يتمكن الطالب من بناء المعرفة وتطوير المهارات. وفي هذا السياق يتطلب منح الطلبة فرصة لاستخدام اللغة بشكل طبيعي داخل الفصل بدلا من حفظ الحوارات ومنهجية الممارسات. الهدف من هذه الدراسة هو تبيان أن التفاعل الصفي هو أفضل استراتيجية تربوية لتطوير مهارات التحدث لدى الطلبة وكذا تعزيز قدرتهم على توليد لغة جديدة.

### الكلمات المفتاحية

الصعوبات, تفاعل الطلبة , قاعة الدراسة , مهارات.

### Le Résumé

Cette recherche fait des études sur les difficultés pédagogiques au quelles les étudiants sont confrontés ainsi que amélioré langue Anglaise. Cette étude se fait de 3éme année License à l'université de Kasdi Merbah Ouargla. Elle a pour objectif d'installer une stratégie éducative pour développer les compétences orale et procréer une nouvelle langue.

### Les mots-clés

Difficultés , interaction avec les étudiants, la classe , compétences.