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**Master**  
**Didactics and Applied Languages**

**Emphasising the Importance of Promoting Classroom Interaction for  
EFL Students:**

**The case of Second and Third Year LMD Students at Mostaganem University**

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## **Dedication**

I dedicate this work to my affectionate parents for their understanding and endless love. To my father who taught me the value of education and supported me to realize the person I am today, and to my mother who is my source of encouragement and inspiration.

Also, I would like to dedicate this work to my extended family and the many friends, who have been so supportive and encouraged the fulfilment of this work. To all those who believed in me and pried for my success.

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## Abstract

Interaction is needed in every classroom activity. It helps the teaching and learning process run smoothly and it can increase learner's speaking skill. This study will examine the importance of classroom interaction in improving EFL students speaking skill, as well as the factors and speaking difficulties of EFL student's that affect classroom communication, then, what a teacher can do to promote it. The aim of this research is to improve student's speaking skill through promoting classroom interaction. The research methods that will be adopted for this piece of work will be purely descriptive. The required data were gathered through two research tools that have been conducted: questionnaires administered to L2, L3 students of English, as well as an interview with two teachers of oral expression module at the level of Abdelhamid Ibn Badis Mostaganem University. The analysis of the interviews and questionnaires showed that both learners and teachers consider classroom interaction as an important pedagogical strategy in enhancing learner's speaking skill. The results of the present study will not be useful solely for students in helping them identifying their speaking difficulties, but also help teachers as well in their understanding of the student's problems, and speaking difficulties that they encounter during classroom.

**Keywords:** Classroom interaction, speaking difficulties, speaking tasks, EFL students, EFL teachers, STT, TTT

## **List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language.

**ELT:** English Language Teaching.

**TEFL:** Teaching English as a Foreign Language.

**L2:** Second Language.

**CF:** Corrective Feedback

**LMD:** License Master Doctorate

**L1:** First Language.

**TTT:** Teacher Talking Time.

**STT:** Student Talking Time.

**OE:** Oral Expression

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## General Introduction

Language is a tool for communication that allows us to converse with others. It is the capacity to express our thoughts, ideas and to know other's thoughts as well. Along the history of foreign language teaching and learning, speaking has always been considered as the most essential skill to be mastered for several reasons. It is at the heart of a foreign language learning. English as a Foreign Language learners often do not have opportunities to speak English outside the classroom, and for many of them, the coursebook is the only place where they meet English. Therefore, one of the major responsibilities of any EFL teacher is to reinforce the EFL learner's speaking skill and getting students to communicate spontaneously in the foreign language by using effective strategies and activities, and embody various roles. For this reason, classroom interaction plays a vital role in the learning process. On one hand, Theoreticians were pretty much concerned about the best method to promote classroom interaction. They put forward several methods to facilitate the foreign language teaching and learning processes. Various methods have been suggested for this sake. While on the other hand, many researchers emphasized on the concept of classroom interaction, they believe that it fosters the student's knowledge, and offers opportunities for collaborative learning. Hence, the implementation of classroom interaction as a pedagogical strategy contributes in improving the student's oral production, and reducing the students' difficulties. Thus, this piece of work is done for achieving the following objectives:

- Promote classroom interaction and enhance student's speaking skill.
- Make teachers create a positive classroom climate as well as their corrective feedback.
- Suggest some pedagogical recommendations for both students and teachers.

Classroom interaction is highly important in improving student's speaking skill. However, in order to know its importance, it is necessary to ask the following questions:

- What is the role of classroom interaction in improving EFL student's speaking skill?
- What can a teacher do to make his/her students engaged in the classroom interaction?

As a presumable attempt to answer the previous questions, the researcher hypothesises the following:

- Classroom interaction basically requires to be accompanied with speaking tasks which reinforce the student's engagement during classroom, reduce speaking difficulties progressively, and improve their oral performances.

- Personalizing learning through focusing on the way students want to learn (student's needs and interests come first). This should reinforce the student's sense of belonging
- The various teacher's roles that he/she can embody in speaking tasks to promote classroom interaction, as well as providing oral corrective feedback which can help to them to improve their oral performances.

In order to investigate the research hypothesis, the researcher opted for two data collection tools; the teacher's interview specifically conducted with two teachers of oral expression module at Mostaganem University, to elicit as much information as possible concerning the importance of classroom interaction and how it improves student's speaking skill, as well as the effective methods to promote it. Also, the student's questionnaire. It is designed for second and third year LMD students at the department of English. The reason behind choosing this population is that they study the module of oral expression, which makes them a fertile ground to gather data from.

The dissertation is divided into three chapters. Chapter one is the Literature Review, it is devoted to speaking skill (definition, importance, the goal of teaching it), then, factors and speaking difficulties that affect EFL learners, moving to the teacher's roles and responsibilities as well as their oral corrective feedback. Whereas, the second chapter deals with the data collection and the description of the tools that are used in order to obtain the results. Finally, the third chapter is devoted to the analysis of both tools; the student's questionnaire, and the teacher's interview followed by interpretation of the results, as well as the limitation of this research, then the researcher concludes the work with some with some useful and helpful suggestions and recommendations for both EFL teachers and students.

# Chapter One: Speaking Skill and Classroom Interaction

## 1.1 Introduction

The need for effective classroom interaction for the sake of the development of EFL learner's speaking skill is the main concern for EFL teachers. Therefore, in order to enhance student's speaking skill, educators need to play set of roles according to the situation, as well as using different strategies and speaking tasks. Moreover, EFL teachers should be aware of the factors and speaking difficulties that student encounter in classroom which hinder them from speaking. This chapter is devoted to the literature review and deals with the theoretical part of this work. Several basic concepts and definitions which are related to the work are provided. This chapter starts by an overview about speaking in general and the goal of teaching it, then, speaking skill followed by its significance, then, moving to the factors and speaking difficulties that are encountered by EFL students which results in their silence. Finally, it deals with classroom interaction, moving to the teacher's roles and responsibilities in the 21<sup>st</sup> century, as well as oral corrective feedback.

### 1.2.1 Definitions of Speaking Skill

First of all, Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips. Speaking is among the foreign language skills (listening, speaking, reading and writing) that use oral word to express the idea, so the speaker should fulfill the component of speaking so that the listener can understand the speaker's idea or the speaker's meaning. Hedge (2000, p.261) defines speaking as *"a skill by which people are judged while first impressions are being formed."* That is to say, speaking is a necessary skill which needs more attention in both first and foreign language because it reflects people's thoughts and personalities. Therefore, speaking is said to be a dynamic and productive skill. However, Speaking can also be planned and rehearsed, as in the delivery of a speech or presentation. Obviously, some people talk to themselves, for instance; some English learners practice speaking standing alone in front of a mirror.

Furthermore, the major concern behind learning a foreign language is to communicate, and speak in the language fluently. Therefore, Speaking is a fundamental skill that language learners should master with the rest of other language skills. It is defined as a complex process of sending and receiving messages via verbal forms of expressions, but it also includes non-

verbal forms and symbols such as gestures and facial expressions, which form the communication process.

Moreover, according to Syakur (1987, p.3) as stated in Pippin (2010) defines there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency that may be assessed. Speaking skill aims at developing learner's abilities in producing oral discourses. As the process of learning and applying the skills of oral English are so closely related, classroom should be a place where the use of spoken language is sensitively supported since it enables students to make connections between what they know and what they are learning, and it is the one through which they are going to be judged while the first impressions are being formed, that is why according to (Ur, 1984): "*Many if not most foreign language learners are interested in learning to speak*". (P.120)

However, in oral expression those learners find it difficult to communicate or interact using the target language. They think that speaking a foreign language perfectly with a good pronunciation, fluency... is a so complex task to fulfill. Speaking skills has different meanings according to each teacher's or point of view. According to Bygate (1987), the term oral expression involves making the correct choices when using language forms, following the right order, sounding in a way that is similar to that of native speakers, and producing the right meanings that can be understood by the listener. For him, speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom situation (p.5).

### **1.2.2 Importance of Speaking Skill**

In English as a Foreign Language (EFL) environment, increasing speaking competence and confidence for students tends to be a crucial question among instructors. The speaking skill has acquired an important place among the language skills. In foreign language learning, the ability to speak is the most important skill since it is the basis for communication, and it is the most difficult skill. Researchers stated that speaking is the most difficult for learners, and this results from learner's lack of exposure to the target language that allow them to use it for communication and expression. Moreover, learners are not exposed to the cultures of the native speakers. The mastery of the speaking skill necessitates the speaker possess precise knowledge of the language. Speaking therefore, is the most important skill. Ur (2000, p.120) states: "*Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most*

*important: people who know a language are referred to as “speakers“ of that language, as if speaking includes all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak”.*

This skill demands more attention to be developed since, it is the key element in language learning. Students who are not able to speak the language that are about to acquire, face a lot of difficulties in transmitting their thoughts and attitudes within the teaching process. The fact that led many researchers to consider its significance and importance while acquiring or learning the target language. In this sense, Bygate (1987, p.2) says: *“Speaking is a skill which deserves attention every bit as much as the literary skills, in both native and foreign language”.* It is then, the vehicle and medium through which successful learning lies.

Mastering the speaking skill is crucial and vital element for foreign language learners due to its value in evaluating the student’s performance and achievement.

Nunan (1991, p.39) writes: *“To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is a measure item of the ability to carry out a conversation in the language”.* It is seen nowadays as a complex skill to teach, and one of the basic problems in foreign language teaching is preparing learners to be able to use the language in different contexts and situations. Speaking is a fundamental medium used to convey messages, knowledge, emotion, feelings, ideas, and opinions directly in an interaction with the others.

### **1.2.3 Goals of Teaching Speaking**

Teaching English as a foreign language (TEFL) encompasses basic elements which are considered as the artery of successful language learning. It requires learner’s exposure to what is called the foreign language skills: reading, speaking, writing and listening. The first and the last aim of acquiring such language skills is to achieve a high development of abilities to receive and produce the second language either in oral or written form. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency, Learners are going to be put in situations where communication in English is highly needed, that is why the emphasis is mainly on speaking.

According to Hughes (2002): *“The goal of teaching speaking is communicative efficiency”* (p.06). Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each

communication situation. According to Bake and Westrup (2003, p.5), teaching speaking can be beneficial for various reasons: Firstly, it gives students the chance to use the new language they are learning. Secondly, in teaching speaking can reinforce the learning of functional language and diagnose their strengths as well as their weaknesses. Thirdly, teaching speaking lead them to speak fluently and without difficulty.

All this helps to improve student's communicative skills. In narrower sense , the rationale behind teaching speaking can be either for learning the language (McCarthy, 1972, p.9) *"When people are learning to speak a language, they are concerned mainly with two things; first, knowing what to say- what words and phrases to use at any given moment, in any given situation- and second, being able to say it- able to perform the required actions, the movement necessary, for saying those words and phrases aloud"*. Or for the purpose of communication as Hayley and Austin stated (2004) *"To be more orally productive, learners would need to be more capable of responding in a relevant and socially appropriate manner to the communication of others."* (p.189).

### **1.3 Factors and Speaking Difficulties that Affect Student's Interaction in Classroom**

The students often face some difficulties in doing speaking activities. Some students may be successful in doing speaking activities, but most students also get many problems with speaking activities. Many theorists and researchers believed that these affective factors contribute in many ways to the learner's success in language learning. Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996), there are many factors cause difficulty in speaking, and they are as follows:

#### **1.3.1 Inhibition**

Unlike reading, writing and listening, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts. Guiora et al. (1972) and Ehrman (1996) claimed that inhibition has a great relation with language ego (the identity a person develops in reference to the language he or she speaks) which means that meaningful language acquisition involves some degree of language conflict that affects the new identity with the learner's newly

acquired competence. Therefore, the language ego enables learners to reduce the inhibition that may impede their learning success.

### **1.3.2 Nothing to Say**

This problem is related to the foreign language learner's lack of vocabulary, for instance, when the learners are unable to think of anything to say in a classroom speaking practice, they simply say: "I do not know", or "I need a bit of time to translate into English". This problem occurs when learners have no motive to express themselves, or the choice of uninteresting topic that they have to discuss which lead the students to think about the difficulty of oral tasks in the learning process (Graham, 1997, p.25).

### **1.3.3 Mother Tongue Use**

In classes where all, or a number of EFL students who share the same mother tongue, they may tend to use it because they feel unnatural to speak to each other in a foreign language. Also, they feel less exposed when speaking with their mother tongue. According to Baker and Westrup (2003, p.12) "*Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.*" Therefore, learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

### **1.3.4 Self- esteem**

Self-esteem is one of the affective factors that influence human's production among many others; Brown (2007, p.154) has stated that: "*Self-esteem is probably the most pervasive aspect of human behaviour. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and self-efficacy belief in your own capacities to successfully perform that activity*". It means that no successful cognitive or affective activity can be fulfilled without some degree of self-esteem, self-confidence, knowledge of oneself and self-efficacy.

Self-esteem is the evaluation that individuals make with regarding to themselves. People's self-esteem is obtained from the different experiences with themselves and with others in relation to the peripheral world. Considering the relationship between self-esteem and oral communication, Niki Maleki & Mohammadi (2009) found that the more successful learners had higher self-esteem than the less successful ones in performing oral communication tasks.

### **1.3.5 Anxiety**

Anxiety is one of the main important factors in second language learning. According to Scovel (1978, p.134) "*anxiety is associated with feelings of uneasiness, frustration, self-doubt,*

*apprehension, or worry*” (Brown, 2007, p.161). In the study of anxiety, there are two different complementary concepts or levels: a psychophysiological state (state anxiety) and a personality trait (trait anxiety). **Trait anxiety**; is considered to be a personality disposition that is stable over time and is permanent in the individual, while **state anxiety**; is there only about some particular events or acts. It also refers to “right now” feelings that change from moment to moment. (Brown, 2007; Horwitz, 2001; Oxford, 1999) theorists emphasized the distinction between **debilitative anxiety(harmful)** it is the tension that hinders learning; for instance, being too nervous and shy to try speaking in class or talking to foreigners, or even nervousness before giving a public speech. Whereas, **facilitative anxiety (helpful)** it is the tension that keeps the learner alert and benefits the learning process; for example, preparing a lot for a presentation because you are nervous about giving it in front of the whole class or feelings of pressure to get the job done. (Alpert and Haber, 1960; Scovel, 1978; Brown, 2007)

### **1.3.6 Risk Taking**

Producing speech in a foreign language is a gamble and not all learners are equally inclined to face the potential social embarrassment of getting something wrong. As Brown (2001) points out: *“Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth risks”* (p. 149).

Beebe (1983) defines risk-taking as a situation where an individual has to make a decision involving choice between alternatives of different desirability, the outcome of the choice being uncertain and failure being a distinct possibility. It means that risk taking is understood as being or doing something dangerous and uncertain of the outcomes.

Risk taking is as important as all the affective factors to 2L learning. Student’s with low self-esteem avoid taking risks in situations where they think there is a risk of failure, embarrassment or making mistakes. Whereas, those with high self-esteem; they are number one risk takers and they do not really give importance to what may the others say about them, they are able to express their feelings and emotions in variety of situations.

Teachers should praise risk takers for their attempt more than praising correct answers even if student’s answer is wrong. They need to show to the learners that risk taking is a part of learning and they would not get into trouble for taking risks and making mistakes.

### **1.3.7 Attribution Theory and Self-efficacy**

Scientists relate self-esteem to attribution theory and self-efficacy. For psychologists, attribution theory is concerned with how individuals interpret events and how this relates to

their thinking and behaviour, and how people explain their successes or failures in achieving a given task. Weiner and others (in Slavin, 2003, Dornyei, 2001, Williams and Burden, 1997) define attribution theory in terms of four explanations for success and failure in achieving a particular task: ability, effort, perceived difficulty of a task, and luck. Ability and effort are internal to the learner, whereas task difficulty and luck are external factors. The student's marks are related to all these internal and external factors. Some students, when affected by the two external tasks may make efforts to succeed while the other portion gives up.

### **1.3.8 Poor Listening Practice**

Poor listening practice can also be added to the above main problems. Since the only source of spoken language used in most foreign language classes is that of the teacher (teacher's talk), this means that students should focus on the listening skill in the classroom since a good speaker are a production of a good listeners. Therefore, speech is usually related to the listening skill because in most cases, learners speak what they hear from the teacher; this means that it is not just the role of the learner to improve his/her listening ability to develop his/her speaking skill but also the role of the teacher who should provide his learners with some activities where the two skills (speaking and listening) are effectively interrelated (Lynch 2009, p.110)

### **1.3.9 Empathy**

In simplest terms, empathy is "putting yourself in someone else's shoes" to be able to understand what another person is feeling (Brown, 2007, p.165). It is the awareness of the feelings and emotions of other people, and the link between self and others, because it is how we as individuals understand what others are experiencing as if we were feeling it ourselves. Empathy is crucial to communication; teachers should pay attention to the student's feelings since teaching a language is also teaching its cultural customs, values, morals and ways of thinking.

### **1.3.10 Extroversion versus Introversion**

Extroversion-introversion is one of the most widely investigated variables of personality styles. This personality style has been considered to be essential in studying second language learning. Extroversion represents the portion of people who are sociable and outgoing, while introversion represents the portion of people who are generally shy and inhibited. Extroversion, as defined by Brown (2007, p.166) is "*the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people.*" In other words, extroverts usually need the presence of others to feel good. Whereas, introversion is "*the extent to which a person derives a sense of wholeness and fulfilment apart from a reflection of this self from other people.*" (Brown, 2007, p.167). In different terms, introverts do not need

the presence of others to feel good. Introverts are shy, inhibited and risk avoiders, they are all time silent and refuse to interact in classroom. Even though, introverts seem fragile, they have strength that extroverts do not have. For this, teachers should help them bring out this strength by engaging them in different language games and activities mainly role plays.

### **1.3.11 Motivation in General**

Motivation is one of the major affective factors to second language acquisition. Harmer (2001, p.51) defines motivation as “*Some kind of drive which pushes someone to do things in order to achieve something*”. Many learners are extrinsically motivated, they just want to learn a language so that they get some rewards or avoid punishment, such as succeeding in an exam, obtaining their driving license. In contrast, intrinsically motivated students crave for learning a language, and the learning experience is their own reward: “*intrinsic motivation is in evidence whenever student’s natural curiosity and interest energize their learning*”. As it was explained, extrinsic motivation is caused by many external factors while intrinsic motivation comes from within the individual. In short, to help the second language learning process, teachers should use different classroom activities, such as role plays, discussions, language games, and group work. Such activities enhance motivation in the students, help introverts get rid of their shyness and extroverts to be more empathic, lower inhibition and anxiety, encourage them to take risks and higher their self-esteem.

## **1.4 Classroom Interaction**

Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the students. This device helps them to be competent enough to think critically, and share their views among their peers. Hall and Verplaetse (2002) claim that “*It is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development*”. Interaction between the teacher and the learners as well as the learners themselves is crucial in the EFL classroom as in any classroom. Moreover, Earlier studies of second language classroom interaction focused on the language used by the teacher and learners the interaction generated, and their effect on L2 learning. There was a time when the traditional approach of teaching was adopted by most of the teachers, where the learner used to be dependent only on the lecture delivered by the teacher. They were not exposed to enough practice of speaking on their own and hence the interaction among the students in the classroom

was almost absent. But as the education system changed with time so has the teaching methods. Education system now demands more of student interaction rather than just listening to the instructor. Hence, Classroom Interactions are very essential in today's education system.

### **1.4.1 Types of Classroom Interactions**

In foreign language classrooms, interaction is considered as a vital role in developing the student's oral communication and, it figures out what learning opportunities they may get. Classroom interaction then has two main sorts: student-teacher interaction, and student- student interaction.

➤ **Group work**

Students work in small groups on tasks that entail interaction; conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all

➤ **Closed-ended teacher questioning (IRF)**

Only one "right" response gets approved. Sometimes cynically called the "Guess what the teacher wants you to say" game.

➤ **Individual work**

The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.

➤ **Choral responses**

The teacher gives a model which is repeated by all the class in the chorus; or gives a cue which is responded to in chorus.

➤ **Collaboration**

Students do the same sort of tasks as in "individual work", but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene. (Note that this is different from "Group work", where the task itself necessitates interaction.)

➤ **Student initiates, teacher answers**

The students think of questions and the teacher responds, but the teacher decides who asks, such as in a guessing game.

➤ **Full-class interaction**

The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.

➤ **Teacher talk**

This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student.

➤ **Self-access**

Students choose their own learning tasks, and work autonomously.

➤ **Open-ended teacher questioning**

Where there are a number of possible “right” answers, so that more students answer each cue. Open-ended questions are an effective way to challenge your students and learn more about how they think. They create more student participation and build their confidence level, they help them engage individually or as a class, and help the students to be respectful when agreeing or disagreeing with someone as well. Such as: "how would you summarize...?", "what do you think...?", "how did you decide...?" and "how would you show your understanding of...?".

### **Classifying Forms of Interaction**

**TT** = Teacher very active, students only receptive

**T** =Teacher very active, students mainly receptive

**TS** =Teacher and students fairly equally active

**S** =Students active, teacher mainly receptive

**SS** =Students very active, teacher only receptive

### **1.4.2 The Importance of Classroom Talk and Interaction**

Aldous Huxley (1958) once wrote, "*Language has made possible man's progress from animality to civilization*" (p.167). In doing so, he effectively summarized the importance of language in humans' lives. It is through language that we are civilized. One could argue that nothing is more important to the human species than that. But Huxley was not done there; he continued by explaining the value of language.

Language permits its users to pay attention to things, persons and events, even when the things and persons are absent and the events are not taking place. Language defines our memories and, by translating experiences into symbols, converts the immediacy of craving or abhorrence, or hatred or love, into fixed principles of feeling and conduct. (p.168)

Language in other words is how we think. It is how we process information and remember. It is our operating system. Vygotsky (1962) suggested that thinking develops into words in a several of phases, moving from imaging to inner speech to inner speaking to speech. Tracing this idea backward, speech talk is the representation of thinking. As such, it seems

reasonable to suggest that classrooms should be filled with talk, given that we want them filled with thinking!

#### **1.4.2.1 Talk: Building the Foundation for Literacy**

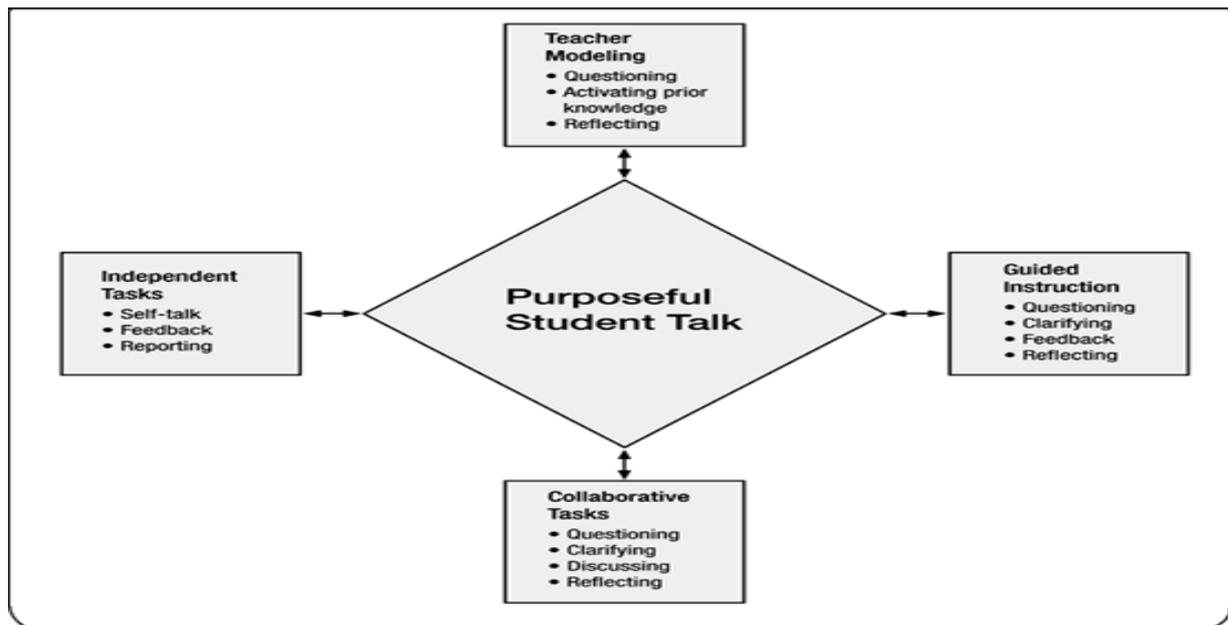
Wilkinson (1965) introduced the term *oracy* as a way for people to think about the role that oral language plays in literacy development, defining it as "the ability to express oneself coherently and to communicate freely with others by word of mouth." Wilkinson noted that the development of oracy would lead to increased skill in reading and writing as users of the language became increasingly proficient—as James Britton (1983) put it so eloquently, "Reading and writing float on a sea of talk" (p. 11).

The problem with applying this developmental approach to English language learners and language learning in the classroom is that our students do not have years to learn to speak before they need to write. Clearly, students must reach high levels of proficiency in reading and writing in order to be successful in school, at a university, and in virtually any career they may choose. It is known that it takes time to reach those levels, as well as student's opportunities to talk in class. So, given the little instructional time teachers have with them, there is certainly a faster way of addressing standards which is telling students what you want them to know exactly.

Studies conducted on classroom interaction have shown that student's talk accounts for an average of less than 30% of talk in 'teacher-fronted' classrooms. Yet studies on language and learning have shown that learners not only learn to talk but they also talk to learn. This can be seen from the fact that learners are persistent questioners; it is by asking questions that they explore and learn about the world around them. (Tsui,1995. p81)

#### **1.4.2.2 Talk: Facilitates Learning**

Figure (01.01) provides a graphic representation of the opportunities for integrating talk in the classroom. The opportunities for talk are divided into four major categories. These categories are consistent with a gradual release of responsibility model of instruction, which acknowledges that students must assume increasing responsibility if they are to learn (Fisher & Frey, 2008). This does not mean that students are supposed to become independent learners in the absence of the teacher but, rather, that classrooms are structured in such a way that students are introduced to ideas and then have opportunities to work with these ideas before being expected to complete tasks independently.



**Figure 01.01: Types of talk (Adapted from Content-Area Conversations by Douglas Fisher, Nancy Frey and Carol Rothenberg, 2008)**

## 1.5 Teacher’s Roles and Responsibilities in the 21<sup>st</sup> Century

It is obvious that the 21st-century classroom needs are very different from the 20th-century ones. In the 21<sup>st</sup> century classroom, teachers are facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in future. Clearly, the role of the teacher is very important in motivating and creating interest in the topics. Hedge Tricia (2000, p.26) identifies important roles the teachers can play: *“As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pairwork.”*

According to Harmer, J. (2001) states that *“It makes more sense to describe different teacher roles and say what they are useful for, rather than make value judgments about their effectiveness.”* This means that the real important issue is multiple roles of the teachers and how can they help learners to proceed in the process of learning. So, here are some of the most common teacher roles:

- a) **Controller:** Teachers as controllers are in complete charge of the class. They control not only what the SS do, but also when they speak, what language they use, what they said, and how they say it. They tend to do a lot of the talking (TTT>STT). The teacher is the

responsible for the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.

- b) Assessor:** The teacher assumes this role to see how well students are performing or how well they performed. Harmer (2001) says that this is done through giving correction or by praising them. The students have to know how they are being assessed; the teacher should tell them their strengths and weaknesses, the students, then can have a clear idea about their levels and what they need to concentrate on.
- c) Corrector:** The teacher has to decide when and where to correct student's production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors that the learners commit during classroom interaction. He/she should provide oral corrective feedback to generate student action and to point out successes, i.e. The teacher works seriously to give the correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.
- d) Organizer:** Perhaps the most difficult and important role the teacher has to play as the success of many activities depends on good organization and on the student's knowing exactly what they are doing and what to do next. According to Harmer (2001) "*the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over*". The main aim of the teacher when organizing an activity in order to enhance classroom interaction is to tell the student's what they are going to talk, to give clear instructions about their task, to get the activity going, and to organize feedback.
- e) Prompter:** Sometimes the learners do not find the words when they talk to each other's or with the teacher, this role refers to the way teacher may encourage students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary (*i.e.* silence or confusion in the classroom about what to do next). When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.
- f) Resource:** The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever they lack when performing communicative activities. The job of the teacher here is to make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase; they go back to their teacher as a resource of information. In turn, the teacher should be able to

offer such needed information. Also, as a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn't necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.

- g) Participant:** This role improves the climate in the class when the teacher takes part in an activity especially where activities like simulations are taking place. However, the teacher takes a risk of dominating the activity when performing it. In this role, the teacher can enliven a class; if a teacher is able to stand back and not become the centre of attention, it can be a great way to interact with learners without being too overpowering, and the atmosphere of the class will probably be improved as well.
- h) Observer:** Another role the teacher needs to adopt in a classroom interaction is the observer. Harmer (2001) points out that the teacher here should distract the student's attention so that they can interact naturally and spontaneously. Moreover, he has to take notes about his learners in their use of actual language. Teachers do not use observation only to give feedback, but also to evaluate the success of the classroom interaction in developing the speaking skill of the learners. If there is failure in achieving fluency, then the teacher tries to make some changes for the classroom in the future.
- i) Tutor:** The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks. The help the teacher is expected to provide as a tutor takes the shape of limiting the task, clarifying ideas, pointing out errors in rough drafts, giving bibliographical indications, etc. This role can be a great way to pay individual attention to a student, it can also lead to a learner becoming too comfortable with one teacher and one method or style of teaching.

### 1.6.1 Oral Feedback

The word feedback is found in many contexts, but not limited only to the educational definition. Asked (2000) defines feedback as *"a judgment about the performance of another with the intentions to close a gap in knowledge and skills"* (p.06). However, this general definition can also be applied within an educational context, but the most common name for feedback within classroom context is called corrective feedback (CF). Moreover, Russel and Spada (2006) explain that *"the term corrective feedback refers to any feedback provided to a learner, from any source, that contains evidence of learner error of language form"* (p.134).

### 1.6.2 Types of Oral Corrective Feedback

CF plays an important role in the kind of scaffolding that educators need to provide and to promote continuing 2L growth. Lyster and Ranta (1997) identify six different CF types which were classified into two CF categories: reformulations and prompts.

Reformulations include recasts and explicit correction, because both of these sorts supply learners with the correct way of saying a certain word or a sentence. However, recast and explicit correction are placed under reformulation; recast is considered an implicit way of giving CF to students which is explained in table 01.01.

	Implicit	Explicit
Reformulation	<p>Conversational recasts</p> <ul style="list-style-type: none"> <li>➤ A reformulation of a student utterance in an attempt to resolve a communication breakdown</li> <li>➤ Often take the form of confirmation checks</li> </ul>	<p>Didactic recasts</p> <ul style="list-style-type: none"> <li>➤ a reformulation of a student utterance in the absence of a communication problem</li> </ul> <p>Explicit correction</p> <ul style="list-style-type: none"> <li>➤ a reformulation of a student utterance plus a clear indication of an error</li> </ul> <p>Explicit correction with metalinguistic explanation</p> <ul style="list-style-type: none"> <li>➤ in addition to signalling an error and providing the correct form, there is also a metalinguistic comment</li> </ul>

Prompts	Repetition ➤ a verbatim repetition of a student utterance, often with adjusted intonation to highlight the error	Metalinguistic clue ➤ a brief metalinguistic statement aimed at eliciting a self-correction from the student
	Clarification request ➤ a phrase such as ‘Pardon?’ and ‘I don’t understand’ following a student utterance to indirectly signal an error	Elicitation ➤ directly elicits a self-correction from the student, often in the form of a wh-question
		Paralinguistic signal ➤ an attempt to non-verbally elicit the correct form from the learner

**Table 01.01: CF types (Adapted from Ranta & Lyster 2007; Sheen & Ellis 2011)**

On the other hand, prompts include a variety of signals other than reformulations such as elicitation, meta-linguistic clues, clarification requests and repetition. Further, according to Tedick (1998), elicitation means that *“the teacher directly elicits the correct form from the student by asking questions and pausing to allow the student to complete the teacher’s utterance or by asking students to reformulate the utterance”* (p.3). In accordance with table (01.01), this type of CF is clearly explicit since it directs the student into the right form by asking questions (Lyster et al, 2013).

Furthermore, meta-linguistic clue is also a type of explicit corrective feedback and is similar to elicitation except that the teacher does not provide the correct form. According to Tedick (1998) *“the teacher instead asks about or provides comments on what the student said”*. While these two types of CF within prompts are explicit, clarification requests and repetition are considered implicit (see table 01.01). Clarification requests contain questions just like meta-linguistic clues and elicitation but are not as noticeable and explicit as them. The teacher instead uses phrases like “excuse me?” or “pardon?”. These phrases indicate that the message has not been understood or what the student said contained a mistake and needs to be repeated or reformulated (Tedick, 1998).

Finally, repetitions are implicit forms of CF that differ from the three CF forms defined earlier. Repetition means that the teacher repeats what the student said with a certain intonation in order to indicate an error (Lyster et al, 2013). By drawing the student’s attention to it, she/he

will be aware of the error and correct it- this helps students to develop their self-regulation- as shown in this example:

Student: "Yesterday, I goes to him."

Teacher: "Goes?"

## **1.7 Conclusion**

As a conclusion to this chapter, speaking functions as a train that language learners depend on to achieve their learning outcomes. EFL students reach this aim via target language exposure. Undoubtedly, classroom interaction plays a major role in the whole learning process. It pushes the wheel of language development forward, and provides EFL students with real gadgets to enhance their oral fluency and proficiency. Thus, the various teacher's roles are greatly requisite for the achievement of classroom interaction which then will develop the learner's performance. EFL teachers need to know their students and be aware of the development and changes that occur during classroom, as well as being able to apply materials and techniques that may encourage and motivate student's interaction.

Many scholars and researchers in the field of applied linguistics have emphasized on the importance of speaking in learning languages, and focused on the importance of speaking skill for EFL learners. Speaking has been defined by many authors as a complex process that is used by the students to express themselves. In addition, chapter one has classified the speaking types according to their functions. Moreover, the chapter shed light on speaking difficulties that EFL learners may encounter when trying to talk. Thus, teachers should be conscious of these factors and make them reduce their fear and difficulties among classroom speaking through set of roles and responsibilities in order to promote classroom interaction. Furthermore, the next chapter is devoted to analyse teacher's interviews and student's questionnaires.

## **Chapter Two: Methodology Data Collection**

### **2.1 Introduction**

First, this chapter is devoted to the practical part of this research work. It focuses on the data collection and analysis. It is a case study about an educational situation which is mainly seek for the improvement the speaking skill and find out the main factors that contribute to the existence of these difficulties through effective strategies and activities. First, it describes the research methodology and followed by a full description of the data collection (student's questionnaire and teacher's interview). Both will be used as an instrument in this study to analyse the obtained data.

### **2.2 Research Strategy**

The research held with respect to this dissertation is an applied one, but not new. Rather, numerous pieces of previous academic research exist regarding the importance of promoting classroom interaction and way teachers help their students to overcome speaking difficulties. As such, the proposed research took the form of a new research but on an existing research subject.

### **2.3 Research Design**

A research design is an action plan that guides research from the questions to the conclusions and includes steps for collecting, analysing, and interpreting evidence according to pre-established propositions, units of analyses, a logic for linking the data to the propositions, and application of set criteria for interpreting the findings (Yin, 2003). Research design can be considered as the structure of research it is the "Glue" that holds all of the elements in a research project together, in short it is a plan of the proposed research work. Many scholars agree that case study is neither a methodology nor a method but rather a research design. Gerring (2004) stated that: "*case study is a . . . research design best defined as an intensive study of a single unit (a relatively bounded phenomenon) where the scholar's aim is to elucidate features of a larger class of similar phenomenon*". (p. 341)

To gather information about this research, a case study is applied. it enables the researcher to link the collected data and the conclusions, that is it is beneficial for the coherence of the work. The researcher can carefully examine a situation data through case study. Hence, Methods concerning the case study used in this dissertation were suitable strategies to answer

the research questions. Merriam (1998) describes “*a case study as intensive description and analysis of a single unit or bounded system. It is appropriate when a researcher seeks an in-depth understanding of situation and the meaning for the participants*”.

Generally, case studies investigate and explore contemporary phenomenon by selecting a very restricted number of people as the subjects of study. Stake (1995) distinguishes three types of case studies; firstly, Intrinsic, where the full interest is about the case itself because of its special features. Second, instrumental, where examining the case is mainly to provide insight into an issue. Thus, a number of cases can be studied jointly. Finally, collective, many scholars agree that it's about instrumental study extended to various cases.

## **2.4 Research Methodology**

The choice of the methods has been determined by the nature of the study; it is a descriptive method because it can give the facts about the actual situation (do teachers based on methods to promote classroom interaction in their oral expression courses and to enhance their student's speaking skill through set of roles and strategies?)

However, in order to satisfy the objectives of the dissertation, this study is a combination of the qualitative and quantitative approaches because they are regarded as suitable methods to give a clear comprehension, and both of them are appropriate within a single investigation.

First, the main characteristic of qualitative research is that it is mostly appropriate for small samples, while its outcomes are not measurable and quantifiable (see table below). Its basic advantage is that it offers a complete description and analysis of a research subject, without limiting the scope of the research and the nature of participant's responses (Collis & Hussey, 2003).

However, the effectiveness of qualitative research is heavily based on the skills and abilities of researchers, while the outcomes may not be perceived as reliable. Also, it is more appropriate for small samples, it is also risky for the results of qualitative research to be perceived as reflecting the opinions of a wider population (Bell, 2005). Whereas, quantitative research deals with numbers, logic, and an objective stance. Quantitative research focuses on numeric and unchanging data and detailed, convergent reasoning rather than divergent reasoning. The main characteristic of this research approach is that the data is usually gathered using structured research instruments. Also, the results are based on larger sample sizes that are representative of the population. In addition, the research study can usually be replicated or repeated, given its high reliability.

The case of the present research which involves both EFL teachers and students of Abdelhamid Ibn Badis University helps to find more reliable and valid results. So, the data can give a full picture of how to promote classroom interaction in Algerian universities.

## **2.5 Research Approach**

The research approach used for the purposes of this research was the inductive one. According to this approach, researchers begins from observing specific phenomena to produce generalized theories and conclusions in a subject matter. This research began with a specific investigation of the rate of student's interaction during oral production classes. The inductive method of analysis accounted for the most active and sensitive part of this research findings. However, the reasons for occupying the inductive approach was that it takes into account the context where research effort is active, while it is also most appropriate for small samples that produce qualitative data. However, the main weakness of the inductive approach is that it produces generalized theories and conclusions based only on a small number of observations, thereby the reliability of research results being under question (Denzin & Lincoln, 2005).

## **2.6 Hypotheses**

Based on the problematic, the description of the related theories that are mentioned in the first chapter, it is hypothesized that classroom interaction requires to be accompanied with speaking activities that reinforce learner's involvement during classroom, as well as reducing speaking difficulties progressively, and improving their oral performances. Also, personalizing learning through focusing on the way students want to learn should reinforce the student's sense of belonging (student's needs and interests come first). Then, the various teacher's roles that he/she can embody in speaking tasks to promote classroom interaction, as well as the oral corrective feedback that they should provide.

## **2.7 Data Collection**

Data collection is considered an essential component for conducting a research; it is generally regarded as a hard task. O'Leary (2004) stated that: "*collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method*". (p.150)

Data collection involves collecting data from the subjects by the researcher or trained data collector. However, the researcher may have to draw a range of different categories for data collection such as questionnaires, observation, interviews and focus group. In this study two methods have been used: an interview with teachers, questionnaire for students. Then, a detailed description of these instruments is provided bellow. This is proceeded by highlighting the setting and the participant's profile (the sample/ population) involved in the study. In addition, the data collection was aimed at getting vital information so as to achieve an objective analysis of the subject of this study – to study the importance of classroom interaction and why teachers need to promote it.

### **2.7.1 Setting**

The study took place in the University of Foreign Languages with (L2) and (L3) students of the English Department, as well as two of English oral expression teachers at Abdelhamid Ibn Badis University of Mostaganem. This research deals with both EFL teachers and students as sample participants during the academic year 2019/2020. Moreover, it aims at promoting classroom interaction by enhancing speaking proficiency and fluency and find solutions to overcome the factors and speaking difficulties that affect the involvement of students during classroom.

### **2.7.2 Participant's Profile (population)**

The concerned population of this research were both teachers and students, they were all from the Department of English, University of Mostaganem.

#### **2.7.2.1 Students**

The present study takes place in the department of English at Abdelhamid Ibn Badis University. The participants were forty (40) students from the second year, and third year LMD students. The selection of such sample was based on the consideration that the second, and third year English students at Mostaganem are not new, and they can express themselves better. Also, they may not use their English outside classroom often, so it is essential to observe them inside classroom in order to gather more reliable research results and outcomes.

#### **2.7.2.2 Teachers**

The main aim of dealing with EFL teachers is to know their points of view concerning the speaking skill, and the importance of classroom interaction in EFL oral production course. The sample consists of teachers who used to give LMD students oral expression courses in the

EFL class, at the Department of English, University of Mostaganem. They hold either the degree of ‘Doctorat’ or ‘Magister’, and they have been specialized in different fields. Since the present work deals with how to promote classroom interaction for EFL learner’s speaking skill, two EFL teachers of oral production module are selected with the present study deliberately because they have more experience than novice teachers in this domain of speaking, and can discuss and comment matters of interest to the researcher in making more reliable conclusions about the topic discussed.

## **2.8 Research Instruments**

It is often believed the *“the backbone of any survey study is the instrument used for collecting data”* (Dornyei, 2011). Thus, based on a mixed method approach, which requires a multiple resources of data collection, the researcher has designed the present study. Furthermore, the collected data are based on student’s questionnaire as a primary instrument, and teacher’s interview as a secondary instrument.

### **2.8.1 Questionnaire**

One of the most common methods in collecting data in foreign language research is to use questionnaires of various kinds, since the essence of any scientific research is the attempt to find out answers to questions in a systematic manner. Therefore, questionnaires have gained considerable attention in the social sciences. In this line of thought, Dörnyei (2003, p.3) states: *“questionnaires are certainly the most often employed data collection devices in statistical work”*

In general, Questionnaire is an investigation by asking some questions in the written form, it is a method that is used in gathering information especially in foreign language research. Therefore, Brown (2001, p.6) defines a questionnaire as: *“Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”*.

The questionnaire is addressed to EFL students in the department of English at Mostaganem University as mentioned above.

However, the main attractive feature of questionnaires is their exceptional effectiveness in terms of researcher time, researcher effort. Importantly, when the researcher administrates a questionnaire, he can collect a large amount of information in a limited time. Moreover, the main aim of the questionnaire is to investigate the importance of the classroom interaction in

improving EFL student's speaking skill, it is very crucial to gather student's opinions and views about its implementation in EFL classes to develop language learning.

### **2.8.1.1 The Description of Student's Questionnaire**

The student's questionnaire consists of (18) questions, classified into three sections, each section focuses on a specific aspect, the first section is about the student's profile, the second part contains some specific questions about speaking skill, and the third one is about the classroom interaction as well as the response of students about the roles and strategies used by their teacher of oral expression to promote it. There are different types of questions: "closed" and "open-ended" questions, closed questions require students to answer "Yes" or "No" or by ticking one answer from a set of options, whereas; open-ended questions are addressed to students to state their point of views and share their prior knowledge about the subject.

#### **➤ Section one: Student's Profile (Q1-Q2)**

Questions in section one aim at gathering personal information about the target sample, students were asked to specify their gender to see who is the most dominant gender among participants; in the second question participants were asked about their level in English.

#### **➤ Section Two: Speaking Skill (Q3-Q9)**

The second section was concerned by the speaking skill and the difficulties that could encounter students in oral expression. In question (3), students were asked about how do they find the lectures of Oral Expression. However, the aim behind this question was to know their attitudes toward oral expression courses, and then what are the reasons that makes them feel that way. Then, in question (4), participants were asked to choose about the topics they prefer in oral expression classes in order to know the preferences of them about the types of topics whether guided or free with giving justifications for their answers. Also, question (5) was headed to learners about their feeling in oral production class in order to know whether teachers of oral expression are providing a positive classroom climate or not, then students have to mention the reasons behind their uncomfortable feeling. Moreover, question (6) was addressed to students about the problems that students may encounter in oral expression course; they are asked to choose yes or no; this question aimed to know which category these students belong to (the once who interact often in all lectures or not). Then for those who have chosen no as an answer, they were given five options, with the possibility to add other problems that are not mentioned in the question. This question was to know the reasons behind student's hinderances

from speaking. Then, in question (7) students were asked about overcoming these speaking difficulties, the researcher asked this specific question in order to know whether they tried to overcome these difficulties or give up and make no efforts, then, for those who have chosen yes as an answer, they have to state the way they overcome their difficulties. Later in question (8), students were asked about the speaking skill and how it can help a learner to be a good user of English language in comparison to other skills, the aim behind this question was to show the importance of speaking skill. Finally, the last question student was asked about the importance of speaking skill by giving them a quote, then, the participants who have agreed on the quote have to mention why they find speaking skill so important. The aim behind these two questions was to show the importance of speaking in the learning process.

➤ **Section Three: Classroom Interaction (Q10-Q18)**

The third section was devoted for the classroom interaction and its implementation in oral expression courses especially and the roles and strategies used by teachers of oral expression to enhance it, in the question (10), students were asked about their teacher's encouragement to speak, the researcher wanted to know whether teachers encourage and motivate their students to speak in English or not, then, for the once they feel that they are encouraged by their teachers have to mention the way. Then, in question (11) students were asked to mention who is the most talking in the classroom the teacher or the student; this question aimed to know if students are given many opportunities to express their ideas. Furthermore, in the question (12) participants were asked about the corrective feedback of their teacher when making speaking errors, the researcher wanted to know whether the teachers provide their feedback to correct student's speaking mistakes, or they merely move on like nothing happened. Then, they have to justify their answers, the researcher wanted to know student's attitude toward the teacher's feedback through their justifications. Then, in question (13) students were asked about the oral activities that are used by their teachers during classroom; the aim of this question was to know which oral activity teachers implement the most in the classroom. Later, in question (14) students were asked about if they interact again when they are stopped by their teachers; the aim behind this question was to know about the chances of student's interacting when receiving negative feedback from their teacher. After that, in question (15) participants were asked to answer which roles are played by their teachers in the speaking tasks during the classroom, they were given nine options with the ability to choose more than one, because sometimes teachers find themselves obliged to play different in their classroom roles to shape the learning environment. In question (16) students were asked about whether regular

interaction in classroom helps to reduce the speaking mistakes, with giving justifications to their answers; the aim behind this question was to know the importance of regular interaction in the development of speaking skill. Then, the question (17) was about the type of the interaction that they prefer the most with giving justifications to their answers. Finally, the last question students were asked about the strategies used by their teacher of oral expression to promote classroom interaction; this question aimed to find out the strategies used by oral expression teachers for the sake of the enhancement of classroom interaction.

### **2.8.1.2 Administration of the Student's Questionnaire**

The questionnaire was administered to EFL students in the departments of English, it had been administrated during the month of April. The target participants of the current piece of research consists of (40) students of English at Abdelhamid Ibn Badis, university of Mostaganem. The questionnaire was given to students via internet (social media) to the students. Some of them were so helpful, but others found some difficulties in understanding the aspects of the questions.

## **2.8.2 Interview**

Basing on this case study, the interview is used as a supporting material to collect data from individuals through conversation either to understand a situation or a topic that the researchers were interested in. Patton (2002) stated that "an interview consists of open-ended questions and probes yield in-depth responses about people's experiences, perceptions, opinions, feelings and knowledge". Cohen et al (2007, p.349) state that: "*Interviews enable participants be they interviewers or Interviewees to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view*".

Moreover, there are two main interview styles that can be conducted when carrying out a research project, those which are structured interview and semi-structured interview. Since the interview was concerned with only two EFL teachers, the researcher used a semi-structured interview because it is feasible for smaller groups. The teachers concerned with the present study are from Abdelhamid Ibn Badis University of Mostaganem, the department of English. They were selected by purposive sampling.

The semi-structured interview provided the opportunity to regulate the order of the questions. It gave the interviewees to speak in great detail about diver's subjects, rather than relying on questions prepared in advance. It allowed informants the freedom to express their

views in their own terms, and to explore participant thoughts, feelings and beliefs about a particular topic; and to delve deeply into personal and sometimes sensitive issues. Also, it provided reliable and authentic qualitative data. In addition, it enabled the interviewers to rearrange the sequence or wording of their questions according to the answers and for the interviewees to develop their ideas without restrictions. Moreover, it is conceived to be of great help to the investigator.

However, the aim of the interview is to know teacher's opinion about the importance of classroom interaction, and how to enhance speaking skill and language fluency and proficiency among their students in one hand, and which roles do they play to accomplish this task, and how to overcome the problems and difficulties that encounter students during classroom on the other hand. It is very crucial to gather teacher's opinions and views about the importance of promoting classroom interaction in EFL classes to develop language learning. Moreover, interview has a good advantage, in the sense that it creates the atmosphere and ensures direct contact between the interviewer and the interviewee.

### **2.8.2.1 The Description of Teacher's Interview**

The teacher's interview of the present research consists of 10 questions. These questions are divided into three sections and each section focuses on a specific information First, three questions are concerned about teacher's experience and background information. Then three other questions deal with teacher's motivation toward students to make them become more engaging and the way they help student to overcome difficulties in speaking. Finally, the last questions were about discussing teacher's oral feedback and the type of interaction pattern they use as well as their roles and strategies used to develop student's speaking skill.

#### **➤ Section one: Background information (Q1-Q3)**

Questions in section one concerned about teacher's personal experience and background information, they were asked about the degree they held. Then, in the second question teachers were asked about the years they have been teaching the module of oral expression at university, in order to know about the teacher's experience in teaching this specific module. Finally, the last question was about the methods in which they rely on in teaching oral expression module with giving justifications to their answers.

➤ **Section two: (Q4-Q6): Speaking difficulties**

The second section was concerned about the speaking difficulties that students encounter during classroom and solutions to help them overcome these difficulties. In question (4), teachers were asked about the reasons behind students speaking difficulties which hinder them to speak in oral production classes; the aim behind this question was to know to what extent teachers are aware of student's speaking difficulties. Then, question (5) was about the way they help students to overcome speaking difficulties; this question aimed to find out the way EFL oral expression teachers help their students to overcome speaking difficulties in which students encounter during the classroom. Finally, the last question in the second section teachers were asked about the oral feedback that they provide when receiving a wrong answer and how to react on spelling mistakes. However, the aim behind this question was to know how EFL oral expression teachers react toward student's spelling mistakes or wrong answers.

➤ **Section three: The importance of promoting classroom interaction (Q7-Q10)**

The third section was devoted for teacher's roles and strategies in order to promote classroom interaction. In the question (7), teachers were asked about the way they motivate their students and making them become more engaging during classroom; this question aimed to find out the way teachers of oral expression module motivate their students to make them involved during classroom, which results in the promotion of classroom interaction. Then, in the question (8) the interviewees were asked about how often they invite their student to interact with each other; it was a closed question by ticking one answer from three options (always, sometimes, never); this question aimed to find out how many opportunities are given to students to interact with each other (student-student interaction). In the question (9), teachers were asked about the right type of interaction pattern that should be used in oral production classes with giving justifications to their answers; in this question the researcher attempted to find out which type of classroom interaction pattern is used the most by EFL teachers in oral expression module, or should they be used equally?. The last question was a multiple choices question, both teachers were asked about the most important roles that an EFL teacher should embody in order to get all students involved in speaking tasks, they were given nine options with the ability to choose more than one, with clarifying the reason why they should embody these roles; this question aimed to find out what are the roles that teachers of oral expressions embody in order to promote classroom interaction.

### **2.8.2.2 Administration of the Teacher's Interview**

The interview was conducted to teachers of oral expression in the department of English, it had been conducted during the month of April. The teachers concerned with the present study are two English teachers at Abdelhamid Ibn Badis, university of Mostaganem.

The interview has been conducted to teachers via internet, because of the spread of the pandemic COVID-19 in Algeria, it was impossible to conduct this interview face to face. They were so helpful and very useful to this field of study.

## **2.9 Data analysis**

Data analysis is often a research procedure that refers to shifting, organizing, summarizing and synthesizing those data. Content analysis was used to analyse the data which was gathered from the two sources conducted by the researcher: the teacher's interview and the student's questionnaire. In this sense, data analysis refers to "the process of bringing order, structure and meaning to the mass of the collected data" (De Vos, 2002, p.339).

Moreover, in order to understand more in depth, content analysis is a method of analysing documents which enables the researcher to test theoretical issues as a way of enhancing the comprehension of the data (Elo & Kyngas, 2008).

The major advantage of content analysis is that it aids the simplification of data. However, the researcher would be careful in order not to misinterpret the data as this might tend to generate unreliable conclusions. Furthermore, these data were information about the importance of promoting classroom interaction by both students and teachers. The data were processed by a computer in the form of figures and percentages and after that they have replaced by tables to simplify the understanding.

## **2.10 Conclusion**

The present research is an attempt to explore the importance of promoting classroom interaction at Abdelhamid Ibn Badis university of Mostaganem, through two different research tools. Generally, this research spots the light on some important points that can enhance the student's speaking skill and their mastery of foreign language such as: interaction, discussions in class..., etc. Thus, on the basis of the results gathered from the two research tools, the next chapter will be devoted to discussion of the results obtained from data collection, along with research limitations, and some suggestions and recommendations which are supposed to

contribute in the development of student's speaking skill which lead to the enhancement of classroom interaction.

## Chapter Three: Data Analysis and Recommendations

### 3.1 Introduction

This research is about the importance of promoting classroom interaction for EFL students. However, this chapter represents the data analysis and interpretation, it aims at investigating the effect of classroom interaction on improving the student's speaking skill, and emphasizing the teacher's roles and responsibilities in the 21<sup>st</sup> century, as well as the speaking difficulties which encounter student. In addition, this chapter attempt to answer research questions and to prove the hypothesis. The research instrument used to proof the hypothesis stated earlier is an interview with two teachers of oral expression, and a questionnaire addressed to students from L2 and L3 year of English at Abdelhamid Ibn Badis Mostaganem University. The participant's opinions and views are very significant and helpful in the current investigation. First, the chapter begins with the analysis and the findings of student's questionnaire. Then, the analysis of the teacher's interview, followed by the limitations of this research. Finally, this chapter concludes with suggestions and recommendations.

#### 3.2.1 Section One: The Analysis of Student's Questionnaire

##### Part one: Background information

Q1- Specify your gender

**Table 03.01: EFL student's gender**

<b>Option</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Number</b>	11	29	<b>40</b>
<b>Percentage</b>	27,5%	72,5%	<b>100%</b>

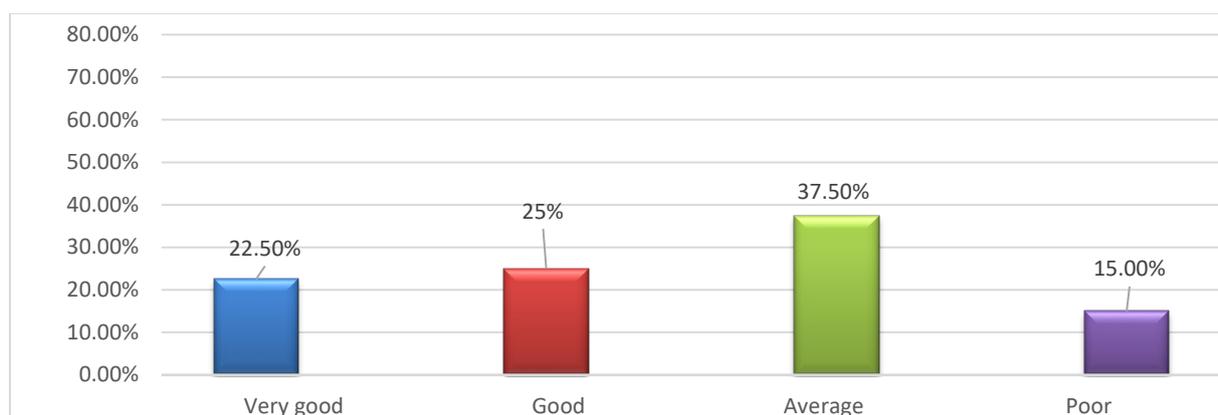
From table (03.01), a clear notice might be taken that the target population consists of only eleven male students presented with percentage of 27.5%, and 29 female students with the percentage of 72.5%. This adds nothing to work except that girls are to be more interested in studying literary subjects whereas boys prefer to study scientific subjects, or due to sociological reasons: i.e. the number of women are more than men in the society.

Q2 – How do you consider your level in English?

**Table 03.02: EFL students' English level**

Option	Very Good	Good	Average	Poor	Total
Number	09	10	15	06	40
Percentage	22.5%	25%	37.5%	15%	100%

**Figure 03.01: EFL students' English level**

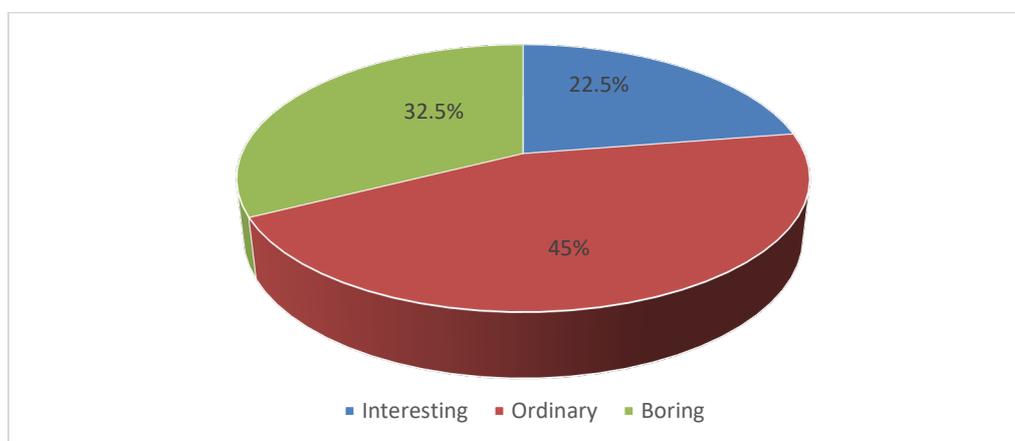


From figure (03.01), the researcher notices that the highest percentage of students (37.5%) claims that their level in English is average. Others (25%) show that they are good in English. Some others (22.5%) say that their level is very good. However, the least percentage (15%) of students shows that their level is poor.

**Part two: Speaking Skill**

**Q3 - How do you find the lectures of Oral Expression?**

**Figure 03.02: EFL student's attitudes toward oral expression courses**



From the figure (03.02), the data shows that nine students making up (22.5%) of the participants find it interesting, eighteen informants presenting (45%) claimed that it is ordinary lectures, while (32.5%) respondents (thirteen students) stated that these lectures are boring.

**\* Please state why?**

The researcher has collected different justifications, students who prefer oral expression module, stated that these lectures help them to speak and participate freely and learning new things, they like the topics provided by the teacher, or even when they are given the choice to choose free topics, they enjoy the group work because they believe it gives them more opportunities to express their ideas, thus, more opportunities to develop their oral performance. Also, the corrective feedback provided by the teacher, and. Whereas, some other learners find the lectures ordinary, they mentioned that they are always dealing with the same kind of oral activities such as dialogues, role play... etc, and the same kind of topics which does not stimulate much students to participate during classroom. Also, the same traditional seating arrangements. However, the last group of participants believe that the lectures of oral expression are boring due to some reasons such as the uninteresting topics provided by the teacher, and the same students boring presentations without discussions, and less opportunities to speak which decrease the development of oral performances in English language. they need to do something attractive for enjoying the sessions.

**Q4 - What do you prefer in oral expression classes?**

**Table 03.03: The types of topics that EFL student prefers**

<b>Option</b>	Guided topic	Free topic	<b>Total</b>
<b>Number</b>	11	29	<b>40</b>
<b>Percentage</b>	27,5%	72,5%	<b>100%</b>

Table (03.03) shows that (65%) of the students like free topics which give them the ability to choose their topics. However, (35%) say that they do not like teacher's topic at all. These results prove at least one important thing: most students are indeed unsatisfied with topics provided by teachers, and certainly they prefer to choose their topics freely.

**\* Please state why?**

Different justifications were collected from this question. On one hand, students who prefer to choose their topics freely due some reasons such as speaking about topics which they

master, so they can express more ideas which can develop their oral performances. Also, the fear of making is too low because they know enough about the topic chosen by them. On the other hand, the remained students prefer guided topics in oral expression classes because they believe that what matters more is the discussion of the classroom, and they can learn more unfamiliar new topics than with topics that they already know about, and even more there is a reason behind guided topics is that the teacher wants to reach certain objectives which meet the student's needs and interests.

**Q5 - Do you feel comfortable in the Oral Expression class?**

**Table 03.04: EFL student's feelings in oral expression class**

<b>Option</b>	Comfortable	Uncomfortable	<b>Total</b>
<b>Number</b>	26	14	<b>40</b>
<b>Percentage</b>	65%	35%	<b>100%</b>

From the table (03.04), the data shows that the majority of the participants (65%) affirm that they feel comfortable. Whereas, other students (35%) feels uncomfortable in oral expression class.

**\*If uncomfortable, what makes you feel so?**

The total number of the population changes here. (14) Participants, the equivalent of (100%), asserted that they feel uncomfortable in oral expression class.

**Table 03.05: The reasons why EFL student feel uncomfortable**

<b>Option</b>	The teacher	The classmates	The activities proposed by the teacher	<b>Total</b>
<b>Number</b>	03	05	06	<b>14</b>
<b>Percentage</b>	21.42%	35.71%	42.85%	<b>100%</b>

From the table (03.05), participants confirm that this feeling comes due to some reasons. Three participants making up (21.42%) believe that their teacher makes them feel that way, other five participants (35.71%) assert that their classmates are the once who make them uncomfortable, while the remained participants making up (42.85%) agreed that the only thing which makes them feel uncomfortable is the activities proposed by the teacher (always the same; role play, dialogue...).

**Q6-** Do you belong to the category of students that interact more often in all lectures?

**Table 03.06: EFL student's interaction in all lectures**

<b>Option</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	15	25	<b>40</b>
<b>Percentage</b>	37.5%	62.5%	<b>100%</b>

The table (03.06) shows that more than half of the students (62.5%) do not interact more often in all lectures. In the contrary, the rest of students (37.5%) confirm that they belong to the category of student who participate in all lectures. This proves many things, they encounter problems and speaking difficulties which hindered them from speaking, they are not motivated or encouraged by their teachers in order to interact more often, they are introverts and their the engagement in the classroom participation is a kind a torture for them, or simply they have different learning style.

**\*If no, why?**

**Table 03.07: Factors inhibit EFL students' speaking skill**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a- Inhibition (shyness, anxiety and stress...)	04	16%
b- Nothing to say about the chosen topic	06	24%
c- You are not talkative	05	20%
d- Mother tongue use	02	8%
e- Fear of negative feedback	05	20%
f- Other problems (Justify)	02	8%
<b>Total</b>	<b>25</b>	<b>100%</b>

From the table (03.07), participants confirm that there are many factors that encounter EFL students and hindered them from any sort of interaction. Four participants making up (16%) admit that it is due to inhibition (shyness, anxiety and stress...). Six other students (24%) assert that the second option (nothing to say about the chosen topic) is the reason behind being silent. In addition, five other students (20%) argue that they are not talkative by nature that is why they do not interact more often in all lectures. Furthermore, two other participants (8%)

believe that reason why they do not interact is the use of their mother tongue. Then, five other learners (20%) stated that what makes him/her unwilling of speaking and interacting during classroom is his/her the fear of negative feedback they may receive from the teachers, and their negative reactions when giving a wrong answer which may make him/her humiliated, such acts can destroy students career. Finally, the rest of participants (8%) have chosen the last option (other problems), one argues that her personality as an introvert prevent her from speaking in front of her classmates, and the other participant says that the lack of vocabulary, and the careless teacher who works only with those who are competent, these are the reasons behind his silence.

**Q7-** Have you ever tried to overcome these difficulties?

**Table 03.08: EFL students overcoming speaking difficulties**

<b>Option</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	08	17	<b>25</b>
<b>Percentage</b>	32%	68%	<b>100%</b>

From table (03.08), the total number of the population changes here, (25) Participants is the equivalent of (100%). However, the majority of students with speaking difficulties (17) admit that they have not try to overcome their difficulties. Whereas, eight other participants confirm that they do their best to make these difficulties disappear.

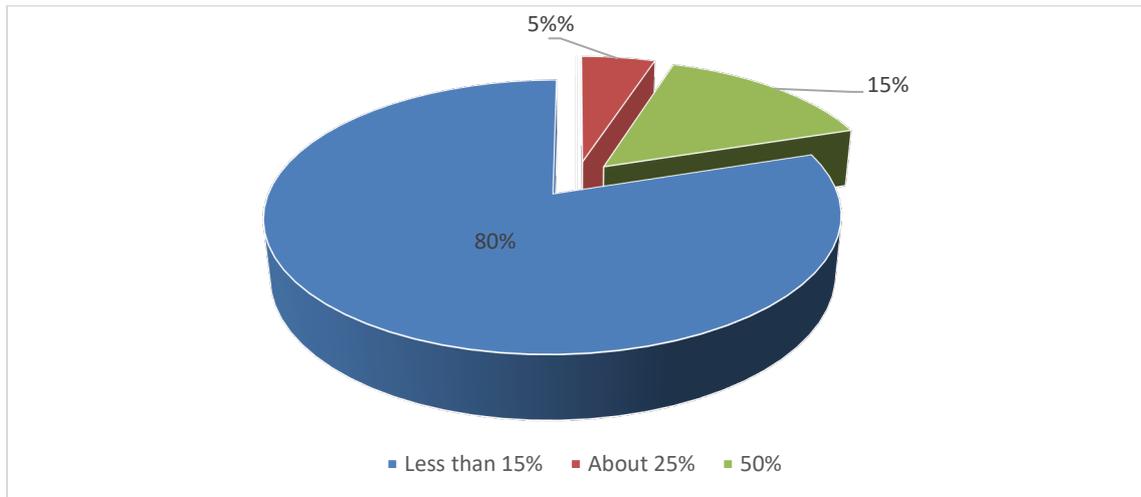
**\*If yes, how?**

The participants have suggested different techniques as follows:

- Practicing speaking in my own room, in front of the mirror with using gestures while speaking. This helps me to gain more self-confidence every day.
- Set some rules for myself like learning new word every day through apps that suggest new words daily, not only that but also learning its meaning, and make a sentence with it, this way helps me to enrich my English vocabulary.
- I overcome my pronunciation problems through watching English TV shows and movies, as well as hearing English music with its lyrics, that way helps me to know exactly how to pronounce words.

**Q8 -** According to you how much can the speaking skill help you to be a good user of English language in comparison to the other skills (Listening, Reading, Writing)?

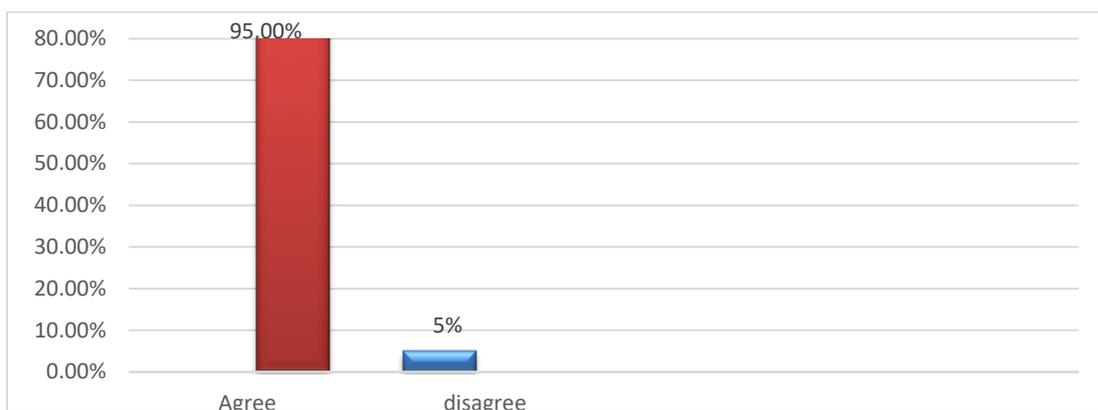
**Figure 03.03: Percentage of speaking skill in making EFL students a good user of English**



From the figure (03.03), the majority of participants (32) making up equivalent of (80%) confirm that the speaking skill help the learner to be a good user of English language in comparison to the other skills (Listening, Reading, Writing) about 75%. Two other participants making up (5%) believe that speaking skill counted about 50% from the other skills. Then, other six participants (15%) assert that speaking skill is neither above nor below in comparison to other language skills, while no one chose the first option (less than 15%).

**Q9 - Do you agree with the saying " to learn a language you must speak it"?**

**Figure 03.04: EFL student's perception about speaking in acquiring the language**



Looking at the results above in figure (03.04), the majority of participants (38) in making the equivalent of (95%) have selected the first option, and this explains that speaking plays vital role in the learning process. Whereas, two other participants (5%) disagreed on the importance

of speaking in the learning process. The results show that the participants care to develop perfectly their speaking in classroom

**\* If agree, please mention why learning speaking skill is so important?**

As it was noticed in figure (03.04), the majority of participants agreed on the importance of speaking in the process of learning any other foreign language. However, not everyone justified their answers, here are some of their answers:

- Speaking helps students to acquire new knowledge, concepts and understandings.
- Provide students with more opportunities to interact with others and develop their personal relationships.
- Give students the ability to communicate in a second language clearly and efficiently which can contribute to their success in school and success later in every phase of life.

**Part three: Classroom interaction**

**Q10** – Does your teacher of oral expression encourage you to speak English?

**Table 03.09: Whether EFL teachers encourage their students to speak**

<b>Option</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	28	12	<b>40</b>
<b>Percentage</b>	70%	30%	<b>100%</b>

From the table (03.09), the results revealed by 28 participants in making up (70%) were selected the first option(yes), while the remained of the participants (12) making up the equivalent of (30%) answered no. Accordingly, It is important on the part of the teacher to encourage his/her students to speak for the sake of promoting classroom interaction, thus enhancing the teaching and learning process.

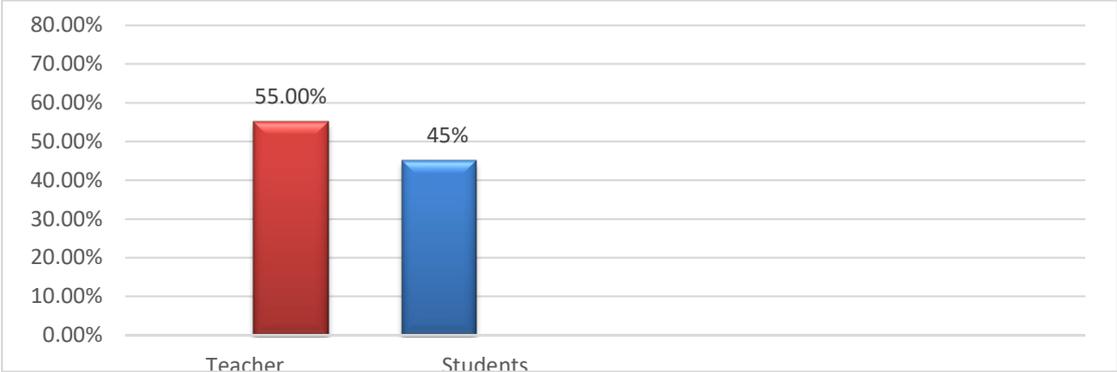
**\*If yes, how?**

The total number of the population changes here, (28) Participants is the equivalent of (100%). They asserted that their teacher encourages them to speak. Different justifications were collected. Some of them agree on one thing which is their teachers value their efforts, ideas, and every answer is welcomed even wrong answers because they believe that making mistakes is part of the learning process. However, some other participants gave different answers on their teachers encourage them to speak such as: encouraging them through creating a positive atmosphere, simplifying questions and relate them to real life questions, also, give students

questions that stimulate their thinking through prompt and provoking questions, providing hints and push students to think critically, boosting their self-confidence.

**Q11** - Who does most of the talk during Oral expression class?

**Figure 03.05: The most talkative in classroom**



According to the data gathered from the participants and the range of answers they have provided; it was a clear notice that the oral expression teacher is the most talkative one in the classroom as it is shown in the figure (03.05). The participants were almost equally in their answers, twenty-two respondents making up the equivalent of (55%) argue that the teacher is the one who talks the most in oral expression class. In contrast, the rest of students (18) making up the equivalent of (45%) claim that students are the most talkative one.

**Q12-** When you make some speaking errors, does your teacher correct them for you?

**Table 03.10: Whether teachers provide feedbacks to correct student’s errors**

Option	Yes	No	Total
Number	28	12	40
Percentage	70%	30%	100%

From the table (03.10), it was a clear notice that the majority of students (70%) stated that their teacher corrects their mistakes when they make speaking errors. Whereas, other participants (30%) admitted that they don’t receive feedbacks from their teachers when making speaking mistakes.

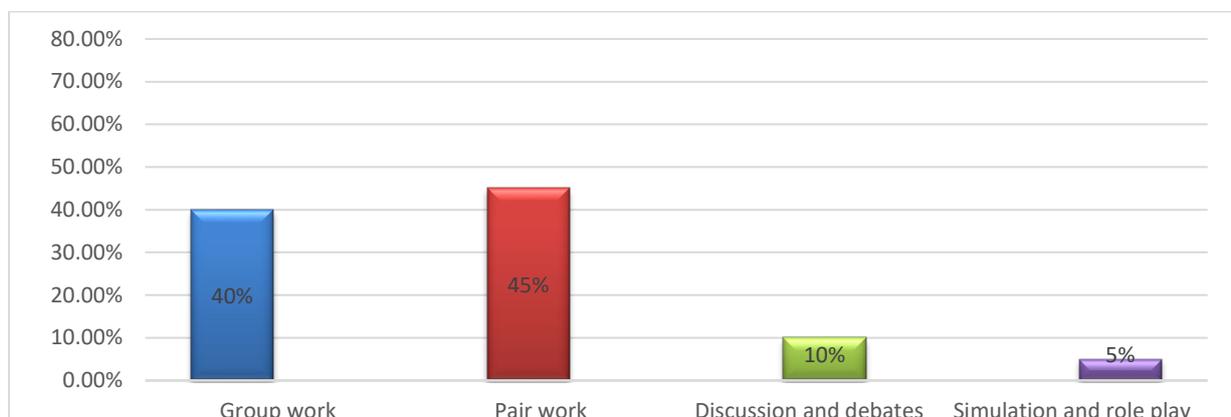
**\*How do you feel about it?**

In this question, different answers were collected, on one hand, some participants stated that teacher’s feedback contributed greatly to their emotional states, and motivates them to interact again and again, because they believe that feedback is beneficial for students to improve

their speaking skill, and the more you make errors the more you learn how to avoid those errors in the future, and even the best student still needs teacher’s feedback to improve his oral performances. On the other hand, students argue that the teacher neglect some students and correct only the best students while ignores the rest when they make speaking errors without giving them corrective feedback, other learners believe that the teacher focuses on the information more than speaking mistakes. Hence, students will make more speaking errors again because they are not aware of their mistakes.

**Q13 -** What are the oral activities that your teacher implements the most in the classroom?

**Figure 03.06: Oral activities that EFL teacher implements the most in the classroom**



From the figure (03.06), it is noticed that eighteen students (45%) claimed that pair work is the most implemented activity by the teacher in the classroom. Additionally, sixteen of learner (40%) selected the first option (group work). Whereas, four participants (10%) answered with discussion and debates, and the remained students (5%) responded with simulation and role.

**Q14 -** If you are stopped by the teacher while speaking, will you try interact again?

**Table 03.11: The chances of interaction when stopped by the teacher while speaking**

Option	Always	Sometimes	Never	Total
Number	8	18	14	40
Percentage	20%	45%	35%	100%

From the table (03.11), it is noticed that eighteen students (45%) stated that they would interact from time to time when they are stopped when speaking by their teachers. Additionally, fourteen learners (35%) admitted that they will never interact again. Whereas, eight participants

(20%) declared that they will always participate and express their ideas even when they are stopped by their teachers.

**Q15-** What are the roles played by your teacher in the speaking tasks?

**Table 03.12: The roles played by EFL teachers in speaking tasks**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
Controller	12	21.42%
Assessor	7	12.50%
Corrector	12	21.42%
Organizer	6	10.71%
Prompter	6	10.71%
Resource	3	5.53%
Participant	5	8.92%
Tutor	2	3.57%
Observer	3	5.53%
<b>Total</b>	<b>56</b>	<b>100%</b>

In the question asked earlier, students declared that their teachers sometimes play two important roles, the controllers (21.42%), and correctors (21.42%) which create equality. Also, the participants gave assessors (12.50%), and to the role of the organizer and the prompter are equally (10.71%), then (8.92%) to participants, (5.53%) to both observer and organizer, and (3.57%) to tutors.

**Q16-** Does regular interaction in classroom helps you to reduce your speaking mistakes?

**Table 03.13: EFL student's perceptions towards regular classroom interaction**

<b>Option</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	32	8	<b>40</b>
<b>Percentage</b>	80%	20%	<b>100%</b>

From the table (03.13), it was a clear notice that regular interaction plays a vital role in the improvement of speaking skill. The majority of participants (80%) agreed that regular

interaction does help students to reduce their speaking mistakes. Whereas, eight other participants (20%) are against this idea and selected the second option.

**\*Justify your answer.**

From this question, different answers were collected about why regular interaction helps EFL students to improve their speaking skill or why not. However, not everyone justified their answers, here are some of their justifications:

- When they interact in classroom the teacher corrects their speaking mistakes, so each time they make mistakes, they learn how to avoid these errors in the future.
- Practicing language regularly may help students to develop their language fluency and accuracy.
- When students interact regularly in classroom, they learn either from their teacher or classmates.
- Regular interaction in classroom helps students to learn more about how to express ideas and make them clear.
- When students interact, they focus more on the content of the information more than being accurate, so the chances of making mistakes is higher.

**Q17 - What type of interaction pattern do you prefer most?**

**Figure 03.07: Types of interaction patterns that EFL students prefer**

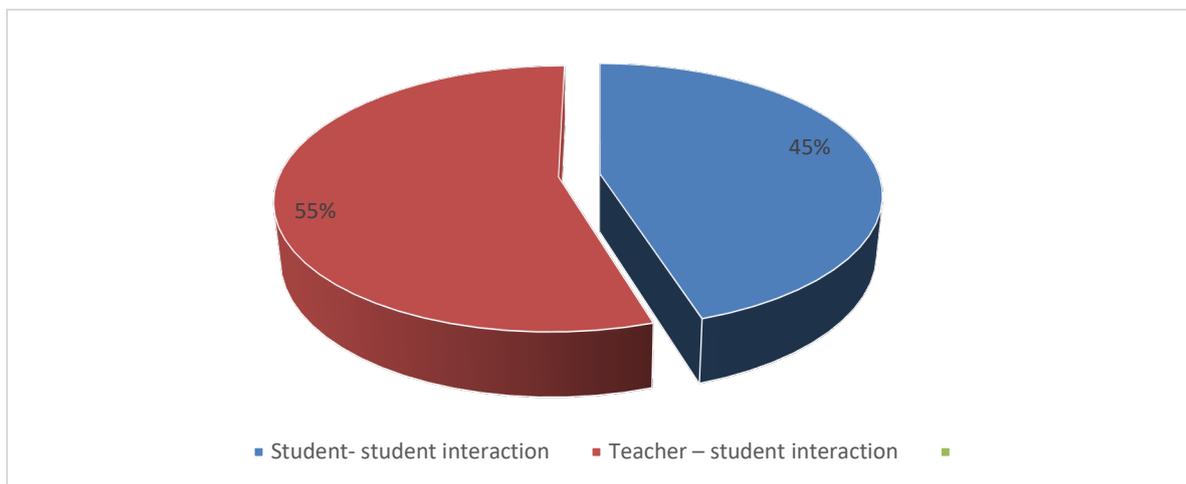


Figure (03.07) demonstrates that the answers of the participants were almost equal in this question. Some of the learners (55%) prefer teacher- student interaction, while the others (45%) declared that student-student interaction is what they prefer the most.

### **\*Justify your answer**

From this question, different answers were collected about why participants prefer a specific type of interaction patterns. However, not everyone justified their answers. Starting with learners who have selected the second option (teacher-student interaction) believe that the teacher is the one who know exactly student's needs and interests, as this type of interaction helps them to enhance their oral abilities, and to develop their vocabulary knowledge because each time this interaction happens they will learn new words from the teacher. In contrast, the other students who prefer student-student interaction argue that it makes them feel at ease, and more comfortable and less anxious. Also, it increases the chances of learning from each other and developing their communicative abilities.

**Q18-** What are the strategies used by your teacher of oral expression to enhance classroom interaction?

Not everyone responded to this question and yet different answers were collected. First of all, some of the participants stated that their teacher of oral expression uses different strategies to promote classroom interaction such as encouraging students to be engaged more in classroom discussions through giving prompt questions, rephrasing student's answers. In addition, other learners declared that their teacher walk around between tables and maintain eye contact when answering a student, these acts help students to build their self-confidence. Finally, other students said that their teacher create a positive climate for students through creating classroom rules which give students clear boundaries and opportunities to practice self-regulation, because when students feel safe and respected both emotionally and physically, they will be able to interact more which leads to an effective classroom interaction.

### **3.2.2 Data Interpretation of Student's Questionnaire**

Based on the data gathered and analysed from the teacher's questionnaire above, some facts were revealed concerning the student's attitudes towards promoting classroom interaction to improve EFL student's speaking skill.

- According to the data analysis, the majority of English students from L2 and L3 who took part in providing their views to fulfil the questionnaire proposed, showed their awareness about the importance of promoting classroom interaction to enhance their speaking skill.
- First of all, student's questionnaire begins with the learner's background were the majority of them are females which proves that males are less interested in acquiring foreign languages.

- The participants have different levels in English, which means that there are mix abilities in the classroom.
- Secondly, many students assert that the reason behind their silence is that they encounter speaking difficulties such as: inhibitions, the use of mother tongue, as well as the fear of receiving negative feedbacks.
- Despite the speaking difficulties that learners encounter, the majority of them admitted that they never tried to overcome these difficulties while, few others stated that they use apps to enrich their vocabulary, and practice speaking English in their rooms which helps them to be more confident.
- In the same context, the majority of participants confirm that speaking skill is above all other language skills (Listening, Reading, Writing) in making EFL student be a user of English. As the overwhelming majority agreed on the importance of speaking in the learning process. Hence, they believe that fluency is necessary to be a language user.
- When data are taken together, the researcher deduces that the majority of participants have shown a great interest on teacher's feedback in reducing their speaking errors progressively, and improving their oral performances.
- In this vein, the analysis of questionnaire revealed a part of their attitudes towards oral activities, particularly, the group work and pair work. By this means, most of students agreed on the importance of collaborative learning in promoting their speaking skill.
- Moreover, the learning environment requires teachers to embody various roles to fulfil the student's needs and interests. Therefore, most of L2 and L3 students stated that their teachers play two major roles: controllers and correctors, which proves that teachers focus more on the knowledge transmitted, and the mistakes as important elements in language learning.
- EFL students were almost equally in their choices when selecting which interaction pattern they prefer to. This means that both of classroom interaction patterns important, and each one has its significance in the development of EFL student's speaking skill.
- Finally, we can say that the student's questionnaire results revealed that classroom interaction are indeed helpful in acquiring English as foreign language.

### **3.3.1 Section Two: The Analysis of Teacher's Interview**

As the researcher mentioned above the interview was conducted with two EFL oral expression teachers since they deal more with speaking.

### **Part one: Background information**

**Q1-** Degree you (s) held:

In an attempt to seek information about the teacher's degree held, one teacher has a doctorate degree, while the other one holds a master degree.

**Q2** - How long have you been teaching oral production?

One teacher has been teaching this specific module for five years, while the other one for three years.

**Q3** -Which method you rely on in teaching oral production?

This question is about the methods that interviewees rely in teaching OE module. One teacher mentioned that the method in which she relies on the most is questions answer method, while the other one follows presentation method including audio-video and PowerPoint through data-show.

**\*Please state why?**

The interviewees have agreed on one thing that matter the most which is the promotion of classroom interaction and speaking skill for their students. However, the teacher who relies on questions answer method believes that questions have a great impact on the development of student's oral skill as they stimulate critical thinking, motivate students and encourage them to speak their minds. Whereas the other has defended her answer buy giving some justifications. She believes that through this method, students will develop their oral performances including language fluency and body language such as facial expressions, gestures and eye contact.

### **Part two: Speaking difficulties**

**Q4-** According to you, why do some students find difficulties in speaking during classroom?

The chosen sample of teachers for this conducted research were asked about the reason why do some students find difficulties in speaking during classroom. Both of teachers agreed on inhibition (shyness, fear, stress, anxiety...) which can be a big problem for student's participation during classroom. However, there are other problems that teachers mentioned which hinder students from speaking such as their introvert personalities, or they are just afraid about the negative feedback they may receive from their teachers, also the lack of vocabulary and fear of making mistakes might play a major role behind student's prevention from speaking.

**Q5-** How do you help students to overcome these speaking difficulties?

First of all, one of the interviewees have mentioned that talking to them, and asking them how they feel about speaking is too important because they will know that you are aware of their difficulties. Also, mention to them that even actors study their lines before they perform in a film, and they perform a scene many times before they get it right. This should re-enforce the need to practice before speaking. Therefore, their self-esteem will be boosted, and they will reduce their fear of making mistakes.

On the other hand, the other interviewee suggested that providing them with positive feedbacks and praising them should help them to overcome their shyness and boost their self-confidence, so they will speak more often in the future, as well as pushing them to participate through group works, role play activities, learning with fun (games, quiz, riddles, proverbs...). Also, base the activity on easy language, simplifying instructions and paraphrasing questions, because inhibited students cannot ask for understanding. Moreover, focusing on the outcomes more than the process may help students who have pronunciations problem.

**Q6-** How do you provide your oral feedback when a student makes a spelling mistake or gives a wrong answer?

The answers of the interviewees were almost similar to some extent, both of them agreed on the great impact of positive oral feedbacks. They have suggested that asking students to reflect on their own work first and try to correct their own mistake before the help of their teacher, this way may help them recognise their “fossilised” errors (mistakes they make without even thinking), as it helps them to develop their critical thinking skills. Also, avoid being mean and value their efforts by thanking them for their answers. Then, always intervene to correct their mistakes because doing so can help them to reduce their mistakes progressively.

### **Part three: The importance of promoting classroom interaction**

**Q7-** How do you motivate your students to become more engaging in oral production classes?

Concerning this question, both teachers provided various answers. They believe that making students more engaging in classroom will make learning process easier and more effective. First of all, both of them have agreed on the importance of creating positive classroom climate to make learners feel at ease which helps them to boost their self-confidence. On one hand, one teacher claimed that she motivates their students to become more engaging through sharing interesting opinions, ideas, providing hints, and using communicative games, as well as prompt questions which may stimulate their thinking, and make them face their weaknesses in practicing the language.

Additionally, the interviewee added that working with average students is one of the beneficial methods to have a more effective classroom interaction because focusing on the weak ones may affect average and excellent students, therefore boredom may take place in the session. Also, the use of technology motivates students to negotiate the meaning with learners. Therefore, the classroom interaction will be promoted. While on the other hand, the second interviewee mentioned that supporting role plays, simulations, dialogues and every collaborative learning like peer and group works, as well as the debates and discussions between students will make students become more engaging, as well as congratulating specific success rather than offering blanket praise. Finally, the teacher suggested that EFL teachers should ask students to participate from time to time, answer questions and defend their points of view. This perspective encourages learners to act as an active learner, as well as changing seating arrangements can be a useful tool to achieve effective classroom interaction.

**Q8-** How often do you invite your students to interact with each other?

In this question, the researcher suggested three options; always, sometimes, never. Both of the interviewees mentioned that they always support student-student interaction and invite their learners to interact with each other

**Q9-** According to you, which one of the classroom interaction patterns should be used in oral production classes most or should they be used equally? Please justify your answer.

In this question, both teachers declared that student-student interaction is the type that should be used the most, they explained their answers by giving different justifications as follow:

- Through this type of interaction pattern students will feel less inhibited, it is a stress-free situation.
- It creates a friendly and relaxing climate, so it makes them feel more comfortable.
- It develops learner's self-confidence and self-evaluation, as it increases the chances of learning from each other and developing communicative abilities.
- Students may develop through it their cooperative learning by supporting and learning from each other.
- It avoids a boring, repetitive, and isolating learning environment, build activities and assignments that ignite classroom discussion.

**Q10.** What are the most important roles that an EFL teacher should embody in order to get all learners engaged in a speaking task?

In this multiple-choice question, the researcher has given the interviewees nine options with the possibility to choose more than one, the common shared roles between both of the teachers are controller, resource and corrector. However, one of them have suggested another role which is participant.

**\*Please state why?**

First of all, one of the interviewees has explained her position by providing different justifications to why an EFL teacher has to embody these roles. interviewees declared that we function different roles according to the situation such as controllers when we want to transmit knowledge to students, and resource when students need help with words or structures during pair-work. Then, correctors to provide students with corrective feedbacks. While, the other interviewee declared that also the role of participant should be functioned in speaking tasks to create a positive climate in classroom when the teacher take part in speaking task, but he/she should also be aware of the risk of dominating the classroom, so he/she has to manage interaction with students without being too overpowering.

### **3.3.2 Data Interpretation of the Teacher's Interview**

Based on the data gathered and analysed from the teacher's interview above, some facts were revealed concerning teachers attitudes towards promoting classroom interaction to improve EFL students speaking skill, and to help them reduce their speaking difficulties.

- EFL Teachers claimed that sometimes when students do not speak in class, they encounter some speaking problems such as inhibition (shyness, anxiety, and stress...) and mentioned other problems which hinder EFL learners from speaking such as their personalities as introverts, lack of vocabulary, and fear of receiving negative feedback.
- Hence, EFL Teachers do certain strategies to help their students to overcome their speaking difficulties which hinder them from speaking such as giving learners clear instructions and basing activities on simple language, as well as pushing them to be engaged in work groups, role plays activities, also teacher's positive feedbacks plays an important role for students with speaking difficulties.
- Considering the significance of positive feedback, EFL teachers declared that they correct the student's mistakes by valuing their efforts and asking them to reflect on their

answer and always, as they intervene on speaking errors to help students reduce their mistakes progressively.

- In classroom interaction, EFL Teachers do different strategies to motivate their students to speak English such as supporting communicative games, role plays, and every collaborative learning, as well as the use of technology which has a great impact on student's engagement.
- Supporting student-student interaction is what EFL teachers of oral expression always do, because they believe that this type of classroom interaction may develop student's self-confidence and self-evaluation, as it avoids a boring learning environment. Additionally, teachers think that learner-learner interaction may help learners to develop their cooperative learning.
- In an attempt of getting all learners involved in speaking tasks, EFL teachers embodied various roles according to the situation such as controllers, resources, correctors and participants.
- The results of the teacher's interview show that both teachers at the university of Abdelhamid Ibn Badis are applying some strategies and embodying various roles in their classes. They act according to the situation in order to help some students to overcome their speaking difficulties, and to promote classroom interaction in general.

### **3.4 Conclusion**

In short, the collected data from the teacher's interview and student's questionnaire show that effective classroom interaction can be achieved through various roles that a teacher should embodied, as well as the different methods and strategies, which results in the development of student's speaking skill. The analysis of both of the instruments that is used in this research revealed that teacher's feedback has a positive impact on the student's engagement in speaking tasks and oral activities. It encourages the student's participation, helps them to overcome inhibitions and any kind of speaking difficulties and promotes self-confidence, as it prepares students for real life communication. Moreover, it gives them opportunities to use the target language.

### **3.5 Research Limitations**

As it is for every study, this dissertation had the following limitations:

- The number of the teachers was relatively small (2 participants). A bigger sample would probably enhance the reliability of the research.
- There were some problems with student's questionnaire because some of them did not send back the copy and others did not have the time to answer it.
- Qualitative research is not allowing the measurement of the examined problems.
- The interview was planned to be conducted with five teachers but some of them did not have the time.
- There were some difficulties in conducting an interview because of the slow internet connection and the cut of electricity in Mostaganem.
- It was programmed to be a classroom observation to make the research more reliable and effective, but the researcher could not make it because of the Pandemic which results in closing all the universities.

### **3.6 Suggestions and Recommendations**

The present conducted study attempted to shed the light on the importance of classroom interaction in improving EFL student's speaking skill. The results obtained from this research have strongly confirmed that student's oral performances can be greatly improved through the implementation of classroom interaction, which makes it very crucial in the learning process. Therefore, the results confirm the current research's hypothesis. Based on the finding, it is advisable to suggest these recommendations to EFL teachers and students who are learning English as a foreign language:

- Teachers need to take into consideration the importance of classroom interaction while teaching foreign languages especially oral skill (speaking), since it increases student's participation which is the first lead to interactions, then later to their language development.
- It is advisable for teachers to decrease their speaking time and increase learner's talk time. This way will help teachers to observe and students to progress, as it gives more opportunities for students to express their ideas inside the classroom, and share them with others.
- Students should be helped to develop their speaking skill in a supportive and encouraging way from teachers.

- Collaborative learning tends to be more effective in promoting classroom interaction; it helps students to gain more self-confidence as it encourages students with all levels to progress.
- Teachers should get to know their students to make the learning process run smoothly, and diagnose student's with speaking difficulties to find appropriate strategies to help them overcome these problems.
- Teacher should pay attention to the strengths and limitations of each of his/her students, reward their strengths and strengthen their weaknesses, and most certainly avoid offering blanket praises.
- Teachers should make their classes relevant taking into consideration student's needs and interests, so that learners will see how the content relates to them and the world around them.
- Teachers should vary their teaching methods and give interesting topics and especially focus on student's need, they should encourage interaction among students by asking relevant questions. However, they should choose interested topics to engage the students' learning process and motivate them to speak.
- Teachers need to be enlightened on the different teaching strategies that may reduce student's use of L1 in their classes.
- Teachers should give both positive and constructive feedbacks to make students aware and to help them understand their mistakes, this can greatly increase student's engagement include comfort with sharing new ideas and improving their performances as well.
- Finally, researchers have made a fair amount of contributions to the importance of classroom interaction; the implementation of some of the appropriate methods, results in an increase of development in many aspects of EFL learner's life. Moreover; the integration of technology in teaching is important as well in developing student's speaking skill; if performed correctly by means of monetizing and controlling the process, the outcomes will be inevitably prospering.

## General conclusion

The current research is concerned with the importance of classroom interaction in improving the EFL student's oral production. The main purpose of this investigation was: first, to emphasize on the various roles, responsibilities and strategies of the teacher in promoting classroom interaction, and to prove the hypotheses which are: the promotion of classroom interaction by motivating students to become more engaging with using various speaking tasks, and to help them overcome their speaking difficulties, as well as personalizing their learning and focus mainly on how students want to learn, and lastly the various roles that a teacher can embody during speaking tasks as well as the corrective oral feedback that he/she should provide. As a result, student's speaking skill will be greatly improved.

Firstly, the primary objective and most emphasized parts of the research, our case study findings and analysis were in the same position as the previous works dedicated to this field of research. The works mentioned in the literature review section such as, the work of Hedge Tricia (2000) in which he identified set of roles that a teacher should embody during classroom and especially in speaking tasks. This work had valid contributions to the field; it shed the light on the advantages, and the positive outcomes of playing these various roles in our schools, and how they promote classroom interaction. However, when it comes to the secondary objective of the research such as the various problems and difficulties in English speaking skill which encounter students and hinder them to speak. Many theorists and researchers believed that these affective factors contribute in many ways to the learner's success in language learning. Our results were also similar to a certain degree to the conclusions drawn from Zhang (2009) and Ur (1996). Both of their results indicated that speaking remains the most difficult skill to master for the majority of English learners, and there are many factors that cause difficulty in speaking, which is what we confirmed through our case study and respondent's answers. Thus, the effective classroom interaction is highly recommended in EFL classes, because it creates situations for students to promote their language performance, not only the students who get the impact of the importance of good interaction, but the teachers can also improve their teaching and learning process in the classroom. Where teachers focus on the way their students want to learn, and provide them with positive feedback, as well as playing various roles to motivate them and help them to overcome their speaking difficulties. Hence, the results obtained confirm that there is relationship between the effective classroom interaction and the development of language proficiency and fluency, and the learning process in general. The dissertation consisted of three chapters; the first chapter was a theoretical background about

speaking skill; its definition, importance and the goal of teaching it. Then, this chapter discussed some factors and speaking difficulties that affect student's interaction in classroom. Also, it presented valuable issues about EFL classroom interaction; its types and importance. Finally, the teacher's roles and responsibilities, followed by their oral corrective feedback. Then, the second chapter dealt with the methodology and the data collection, it gave a description of the methods and tools that are used for collecting the information. After that, the last chapter was about the analysis of the data collection with the discussion of both the teacher's interview and student's questionnaire. In addition, the researcher mentioned the limitation of this research, as well as providing some suggestions and recommendations for both EFL teachers and students.

The findings show that the promotion of classroom interaction is an important and crucial element in the development of our student's oral fluency and proficiency. Judging from our analysis of data, teachers do not always create a positive classroom climate, and certainly they do not know how to deal with every student's speaking difficulties which encounter students due to some reasons such as : the fear of mistake, anxiety, shyness and lack of confidence, also because of the domination of teacher's talk in oral expression classes, student are not given too much opportunities to speak and express their ideas, as well as the teacher's boring topics and negative oral feedback. Concerning the speaking skill, all the participants insisted on its importance and it is seen as the highest skill from all the other language skills, and they all agree with the saying "to learn a language you must speak it". They suggested that teachers should support student's flexibility – how and what student's want to learn – which focuses on them and their interests, and focus more on effective communication. Hence, EFL students need their teachers to help them overcome their speaking difficulties and provide them with positive feedback as well as developing the optimal classroom climate which will make them feel safe, respectful, welcoming, and comfortable. Then, teachers need to play the appropriate role on each situation and to vary their strategies, tools, oral activities and even the application of modern approaches and methods in our school such as ICT. Such contribution could inspire major positive changes in acquiring English as a foreign language.

In short, this research is not conducted only for student to improve their speaking skill, but it helps teachers as well to understand student's speaking difficulties, the vital role of effective classroom interaction and how it contributes in the teaching and learning process.

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## **Appendices**

**Appendix I:** Questionnaire for Students

**Appendix II:** Interview with Teachers

# Appendix I

## Questionnaire for Students

Dear Student! This questionnaire is a survey about the importance of classroom interaction and how it may enhance learner's speaking skills. The survey provides you with an opportunity to evaluate whether classroom interaction will improve the learning process or not. Thank you for taking the time to fill this questionnaire, for your collaboration.

### A. Section one: (participant information)

- 1) Specify your gender:    Male                       Female
- 2) How do you consider your level in English?
- a. Very good
  - b. Good
  - c. Average
  - d. Poor

### B. Section two: (speaking skill)

- 3) How do you find the lectures of Oral Expression?
- a- Interesting
  - b- Ordinary
  - c- Boring

\*Please state why?

.....

- 4) What do you prefer in oral expression classes?
- a. Free topic (student choose their topics)
  - b. Guided topic (teacher choose topics for their students)

\*Please state why.

.....

.....

- 5) Do you feel comfortable in the Oral Expression class?
- a. Yes
  - b. No

If not, what makes you feel so?

- a. The teacher
- b. Your classmates
- c. The activities proposed by the teacher

6) Do you belong to the category of students that interact more often in all lectures?

- a. Yes
- b. No

If no, is it because of:

- a. Inhibition (shyness, anxiety and stress...)
- b. Nothing to say about the chosen topic
- c. You are not talkative
- d. Mother tongue use
- e. Fear of negative feedback
- f. Other problems (please justify)

Have you ever tried to overcome these difficulties?

- a- Yes
- b- No

If yes, how?

.....

7) According to you how much can the speaking skill help you to be a good user of English language in comparison to the other skills (Listening, Reading, Writing)?

- a. Less than 15%
- b. About 25%
- c. 50%
- d. 75%

8) Do you agree with the saying "to learn a language you must speak it"?

- a. Agree
- b. Disagree

If agree, please mention why learning speaking skill is so important?

.....  
 .....

**C. Section three:** (classroom interaction)

9) Does your teacher of oral expression encourage you to speak English?

- a. Yes
- b. No

If yes, how?

.....

10) Who does most of the talk during oral expression class?

- a. Teacher
- b. Students

11) When you make some speaking errors, does your teacher correct them for you?

- a. Yes
- b. No

If yes, how do you feel about it?

.....

12) What are the oral activities that your teacher implements the most in the classroom?

- a. Group work.
- b. Pair work
- c. Discussion and debates
- d. Simulation and role play

13) If you are stopped by the teacher while speaking, will you try interact again?

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

14) What are the roles played by your teacher in the speaking tasks?

- a. Controller
- b. Assessor
- c. Corrector
- d. Organizer
- e. Prompter
- f. Resource
- g. Participant
- h. Tutor
- i. Observer

15) Does regular interaction in classroom helps you to reduce your speaking mistakes?

a. Yes

b. No

Justify your answer.

.....  
.....

16) What type of interaction pattern do you prefer most?

a- Student- student interaction

b- Student – teacher interaction

Justify your answer

.....  
.....

17) What are the strategies used by your teacher of oral expression to enhance classroom interaction?

.....  
.....

## Appendix II

### The Teacher's interview

#### Interview: The importance of promoting classroom interaction

Dear teachers, with my all respect. The main objective behind this interview is to show the EFL teacher's perspectives towards the importance of promoting classroom interaction and developing student's speaking skill. Please give your most thorough response to the questions below. Rest assured that the information you share here is confidential and very useful to this field of study.

**Q1-** Degree you (s) held:

a. MA (Master/ Magister)

b. PHD (Doctorat)

**Q2.** How long have you been teaching oral production?

**Q3.** Which method you rely on in teaching oral production?

Please state why?

**Q5.** According to you, why do some students find difficulties in speaking during classroom?

**Q6.** How do you help students to overcome these speaking difficulties?

**Q7.** How do you provide your oral feedback when a student makes a spelling mistake or gives a wrong answer?

**Q4.** How do you motivate your students to become more engaging in oral production classes?

**Q8.** How often do you invite your students to interact with each other?

a. Always

b. Sometimes

c. Never

**Q9** According to you, which one of the classroom interaction patterns should be used in oral production classes most or should they be used equally? Please justify your answer.

**Q10.** What are the most important roles that an EFL teacher should embody in order to get all learners engaged in a speaking task?

- a. Controller
- b. Assessor
- c. Corrector
- d. Organizer
- e. Prompter
- f. Resource
- g. Participant
- h. Tutor
- i. Observer

\*Please state why?