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**DEPARTMENT OF ENGLISH**



**MASTER**  
**“ Language and Communication”**

**The Role of Classroom Interaction in Overcoming Students' Obstacles  
in Speaking**

**Case of First Year EFL Students of Mostaganem University**

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## **Dedication**

To my family , my greatest treasure

To my mother and father , that make my life brighter

To my brothers and sister , who encourage me

To my sister in law , thankful and grateful for her help

To my friends , my biggest support

To my teachers , for their guidance

To all who encouraged me

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## **Abstract**

Nowadays, speaking has become surely one of the important skills in learning and developing language, especially English which is admitted in approximately all domains. For EFL learners, Speaking English is not an easy task; it requires much effort to produce good and fluent language. This dissertation aims at investigating EFL students' obstacles and difficulties met in speaking skill at the Department of English at Abdelhamid Ibn Badis University, Mostaganem. The research also attempts to explore the role of classroom interaction in improving learners' performance in the speaking skill. Two research instruments are created for first year LMD teachers and students. First, a classroom observation was used to diagnose the common speaking difficulties in a natural setting. Second, a questionnaire was conducted to know what psychological factors impacting students' oral performance. The results obtained from the study showed that students encounter several problems in the speaking skill such as: grammar mistakes, pronunciation level, inhibition, and the use of the mother tongue, in addition to negative psychological variables that affect student's performance namely: the lack of self-confidence, anxiety, lack of self-esteem and the absence of motivation. From another perspective, EFL teachers agreed that speaking is one of the important skills in the English language and effective interaction inside the classroom plays a role in reinforcing first year English students' speaking. Finally, this research ends up with offering some beneficial and effective suggestions and recommendations for both EFL students and teachers to develop their learning and teaching process.

**Keywords:** EFL students, speaking skill, classroom interaction, speaking difficulties.

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## **List of abbreviations**

**EFL** : English as a Foreign Language

**LMD** : Licence , Master , Doctorate

**L1** : First Year Licence' Students

# General Introduction

## **General Introduction**

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Today English is the language of choice throughout the world, it has become an international language due to being the language of trade communication, science and major international media. Yet, with the current globalization trend English seems to be the most common tool in conducting global communication as a bridge between people who do not share the same language . It is taught in the whole world either as a foreign language or second language. This is indeed the case in the educational procedure in Algeria which is taught as a foreign language. In this regard , the proficiency of speaking skill has become progressively essential in EFL learning process which is mainly based on a great emphasis on teaching .Thus, the use of English as a foreign language in oral communication is, without doubt, one of the most common, but highly complex activities necessary to be considered when teaching English simply because “we live in a time where the ability to speak English fluently has become a must especially who want to advance in certain field of human endeavor” (Ali Sibai, 2004:3).

So, mastering English has never been an easy job for learners. In fact, many of them still find difficulties in speaking though they have learnt it for many years at school. Much has been written about this point; Brown and Yule (1983) for example stated that ‘to talk in the foreign language is often considered to be one of the most difficult aspects of language learning’ (p.25) .Other scholars find that speaking represents a challenge for learners for it requires different kinds of learning activities and teachers’ support. As a result, teaching English as a foreign language is an interactive process that needs the engagement of both teachers and students to enhance a good classroom interaction.

In this vein, being a student at the department of English, we passed through different speaking experiences and faced many obstacles when trying to speak correct English. Very often, students were blocked; shy, not motivated and therefore, they rarely interacted in the oral expression session. This automatically would not help in improving their speaking skill. This is actually the inspirational idea which procreated this work that aims at figuring out the speaking difficulties that First Year EFL students at Mostaganem University face as well as fostering the effectiveness of classroom interaction in improving the oral proficiency.

In the light of has been mentioned, the following research questions can be raised :

## **General Introduction**

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- 1- What are the major factors causing speaking difficulties first year EFL learners at Ibn Badis University face?
- 2- What are the psychological variables that affect students' speaking performance ?
- 3- Does classroom interaction lead to a better achievement in speaking ?

This would guide to suggest the following hypotheses :

. First year EFL students may encounter several obstacles in the speaking skill like : lack of vocabulary ,grammar , pronunciation , inhibition , spelling and punctuation.

. The lack of self-confidence ,anxiety , self-esteem , shyness and absence of motivation may affect negatively the students' speaking performance.

. If students are given the opportunities for effective interaction inside the classroom ,then their speaking skill would develop .

This research work adopts two different research tools ( classroom observation and teachers' questionnaire ) in order to collect as much information as possible concerning the topic . The first chapter of this work is the literature review; it starts with an overview of the speaking skill as it mentions the factors behind learners' lack of speaking proficiency . The next chapter represents the methodology of the work. It deals with the methods used in the practical part of the research while the final chapter aims to analyze the data gathered and to some provided suggestions and recommendations concerned with the topic .

# Chapter One

Speaking Skill and  
Classroom Interaction

## **Chapter One : Speaking Skill and Classroom Interaction**

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## Chapter One Speaking Skill and Classroom Interaction

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### 1.1.Introduction

Teaching English language as a foreign language may face some difficulties . Teaching speaking as well can meet some issues . Speaking is one of the most important skill to be developed and enhanced as means of effective communication.It is necessary to investigate the way in which speaking is taught to EFL learners. This chapter is a review of literature which attempts to clarify key concepts and explain the difficulties that first year LMD learners face when learning a foreign language especially the oral skills, and the importance of teaching English as a foreign language .This chapter aims to define language in general and speaking in particular,and explains the difficulties in addition to the psychological variables involved when learning this skill.Thus, it elucidates the importance of the speaking skill in learning and communicating.

Language and communication are the base for success in all fields , they are connected we communicate through language .

Communication is the exchange of perceptions , ideas , point of view and informations among people. We use language to communicate , so we do not just communicate facts with each other , but we also transfer what we feel about those facts (Rvell,1979) . Language is defined by different linguists as means of communication .(Edward Spair,1921 :07) says : “ language is purely human and non-instinctive method of communicationg ideas , emotions and desires by means of system of voluntarily produced symboles” . Language is used to exchange informations and ideas in order to express feelings , emotions and desires , also to transmit clear messages and thoughts . Language has two different forms which complement each other ‘spoken and written language’ .

Oxford dictionary defines language as :”method of human communication either spoken or written consisting of the use of words in a structured and conventional way” .

### 1.2. Teaching English as a Foreign Language

Teaching English as a foreign language seems to be an important operation during students' education procedures. It aims to increase learners' awareness about the English language. This task requires students' engagement and involvement in the learning process what is missing in our Algerian classrooms.

In Algeria, the integration of English language in the educational system has got much concern since the English language is among the symbols of the globalization and modernization.. It is an obvious fact that the process of teaching and learning English as a foreign language has taken many stages to improve the way of acquiring and mastering this language for the target of establishing communication and relationship with the worldwide community; teachers should provide the learner with facilities that would raise his learning abilities. Therefore speaking is one skill that should be mastered by students in learning English. It is a tool for them to communicate and conceive the material thought by teachers. However mastering this skill has never been an easy task for students learning English. In the Algerian context, many EFL learners find difficulties in performing English fluently or successfully even though they have learned it for many years as mentioned earlier.

The English language has become a lighthouse that enlightens students' path to see achievement and progress in all fields, English language reaches a high status over the other languages because it contains the universal activities such as international relations and trade. English now is not limited with schools (as a module), but it can be taught for different purposes; people may use English for social interaction or professional aims such as medicines, engineers....when anyone learns a foreign language, he needs it for operational purposes; to be able to read books in the new language, to be able to communicate with other speakers of that language. The main important principle of teaching English language is to enable the learner to achieve his goals. Teachers should give a clear instruction of the language to students. Teaching English as a foreign language can be a hard activity since it differs from the learner's mother tongue. The purpose of teaching and learning English is to be able to exchange points of view and ideas with others. Learning this foreign language could be helpful in providing the learner with the power to develop his usage of language on different

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sides. The aim behind learning English as a foreign language is to help learners to make new relationships and connections with people from target language .

### **1.3. Speaking as a Productive Skill**

In order to become a well rounded communicator it is necessary to be qualified in each of the four language skills . These skills give learners opportunities to create

contexts in which to use the language in an appropriate way . Listening and reading are defined as receptive skills because learners do not need to produce language they only receive and understand it . In the other hand speaking and writing are called productive skills because learners are applying these skills in order to produce language .

The productive skills in the field of English language teaching demand the learners to product the language in an regular way in order to transfer the message and communicate usefully and fluently. However, the teacher's capacity is one of the basic principles of successfulness in teaching and learning productive skills . Therefore, one of the main factors of the productive skills are based on accuracy, and allowing students to express their ideas spontaneously and be creative with the language (Saf ,2014)

#### **1.3.1 The Definition of Speaking Skill**

Speaking is one of the four skills which is necessary to be developed by learners in order to achieve their needs and express their feelings and thoughts effectively , also to overstep their psychological obstacles . Speaking a complicated skill , its proficiency requires practice and experience . According to (Nunan, 2003 :48) : " Speaking is the productive oral skill .it consists of producing systematic verbal utterances to convey meaning". (Chaney,1998) defined speaking as a process , he states : " Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts ". So , in order to transmit the message effectively , students have to know how to put words together and express their thoughts in an effective way to share them with others .

The english language has found to be a dominant language due its great link with the economic , technology , and culture power (Crystal ,2003) . Today , english language is used and taught in different domains , especially education . In the traditional methods

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of language teaching and learning , the emphasis was only on reading and writing , the speaking skill was ignored by both teacher and students , (Richard and Rogers ,2001) notice that reading and writing are the main skills to be focused on however , little or no attention is paid to the skill of speaking and listening . For this reason , in our days the importance of speaking skill has been raised because oral communication allow learners to discuss their ideas and negotiate their informations with others . Speaking can help students to increase their vocabulary , grammar by practicing , then enhance their writing skill . With speaking , student can overstep their psychological obstacles , it helps them to improve their self-confidence by making conversations in front of their classmates . A competent student in speaking skill may give him/her a chance to work for international organizations in the future because they look for people who are skilled in english language in order to interact with other people .

### 1.3.2.Teaching Speaking Skill

Teaching speaking is the best way to reach the communicative proficiency and to be fluent , and being so ,needs enormous efforts from both learners and teachers.

As maintained by Bake and Westrup (2003) teaching and speaking can be advantageous for many reasons : initially , it gives opportunities to students to use the new language they are learning . Furthermore , in teaching speaking can enhance the learning and determine their strengths also their weaknesses . Finally , teaching speaking give students the chance to speak fluently without problems .

All this allow students to ameliorate their communicative skills . In a proper sense the aim behind teaching speaking may be either for learning the language (MacCarthy, 1972 :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

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; Or with the objective of communication “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.” (Haley and Austin, 2004 :189).

### **1.4. Speaking Difficulties in the EFL Classroom**

English language is no more considered as a language of specific area but rather, it is a well known language all over the world. Therefore , it is educated to many learners as a foreign language. Speaking as well is one of the four language skills that is highly used than any other skills in people’s communication . It is therefore a medium by which learners achieve goals, share and construct meaning in different situations .Zhang (2009) claimed that speaking remains the most difficult skill to master for the majority of English students , and they are still incompetent in communicating orally in english . For this reason , during the oral classes , EFL learners face several issues that delay their educational path . Among these obstacles thelack of vocabulary, lack of grammar , students’ pronunciation level , the use of the mother tongueand inhibition.

#### **1.4.1.Students’ lack of Vocabulary**

In the classrooms , the majority of EFL students struggle to find the appropriate vocabulary item when trying to speak in english , which reflects their insufficient vocabulary repertoire The major causes behind this problem are : Lack of ; practicing english outside the classroom , watching english movies with english subtitles , using dictionaries , watching docummantries , furthermore , translating the new words into arabic whcich prevent them to memorize the word . Also another reason is when students think of any subject they arrage their ideas in arabic which make them inaplicable in english .

#### **1.4.2.Students’Grammar Mistakes**

Ur (1980 :04 ) defines grammar as : “the way a language manipulates and combines words or bits of words in order to form longer units of meaning”. Its isthe compositionof words into coherent grammatical and relevent sentences .However , many EFL students are still unable to create proper grammatical sentences . This is because of the ignorance of learning grammar rules ,such as the mixture between the tenses in one sentence , mis-use of modifiers. That’s why the inapropriate grammar causes an incoherent and misunderstanding communication .

### 1.4.3. Student's Pronunciation Level

Pronunciation is important in foreign language learning because it leads EFL learners to be more skilled and proficient in communication. (Morley, 1991 :448) states : "intelligible pronunciation is an essential component of communication competence".

But most students present words without paying attention about their pronunciation because of their unconsciousness, such as : intonation which is important as it is used to contrast ideas ; 'rising intonation' is used for questioning, inquiring or invitation while 'falling intonation' is used for agreement and confirming. As well as, the inadequate official sessions for practising speaking lead students to be less aware about their pronunciation mistakes. Besides, the interference between American and British accents which make learners confuse

### 1.4.4. The Use of the Mother Tongue

EFL learners use their mother tongue outside and even inside the classroom instead of the target language, because of their lack of proficiency, they feel more comfortable and they are used to it in expressing their thoughts. According to (Baker, 2003 :12) : "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language". Therefore students are incapable to communicate effectively in foreign language because they shift their ideas from their mother tongue to the target language.

### 1.4.5. Inhibition

This obstacle leads students to be less active in classroom, because of their shyness and fear of making mistakes in front of the others and being criticized by their classmates. Ur (2000 :111) states that : "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts".

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It is obvious that psychological factors are influential elements which may impact on how learners acquire and perform a second language. So it is worth important to mention them in the following lines.

### **1.5.The Negative Psychological Factors Affecting Student's Speaking Skill**

There are numerous psychological factors which may affect the learning process negatively especially in foreign language learning. Many educationalists commonly agree on that. Schwarts (2005) and Thornbury (2005) see that self-confidence, anxiety, self-esteem and motivation are psychological variables which can influence the learning process. Learners with high motivation, self confidence, a good self-esteem, and low level of anxiety are better equipped for success in oral communicative skills.

#### **1.5.1.The Lack of Self-Confidence**

Self-confidence is one of the main important factors that influence the development of speaking skill. It is the ability of taking the risk of speaking in front of people without having the fear of making mistakes, therefore speaking skill is based on the learner's potential and self confidence to speak the target language in public in order to be more professional and progressed. (Krashen, 1981 :74) argues: "not surprisingly nearly all the available suggests that self-confidence is very much related to second language development...the self-confident, secure person is a more successful language learner".

So, learners with weak personality and low self-confidence have issues with speaking the target language, and they are less skillful than students with high confidence which can influence them negatively and keep them incapable of developing their oral competences.

#### **1.5.2.Anxiety**

It is a natural psychological phenomenon which shows the feeling of fear that sometimes can't be controlled. As claimed by Scovel, anxiety makes learners worried, nervous and afraid about expressing their ideas orally. (Scovel, 1978 :13) says: "Anxiety is a complex affective concept associated with feelings of uneasiness, or worry". It is an affective obstacle for students in speaking the target language.

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Phillips (1992) argues that anxious students feel nervous and uncomfortable because of the idea of having a failure experience which makes them quite silent and discouraged to take the risk and talk again. Furthermore, anxious students are afraid of being laughed by their classmates when having a conversation or presenting as well as they may feel losing face if their speaking can not be understood. Therefore, it is very essential to create a positive environment in the classroom and give the chance to all students to participate and be active, to avoid low or uneven participation.

### 1.5.3.Lack of Self-Esteem

According to Coopersmith (1967 :05): "self-esteem is a personal judgement of worthiness that is expressed in the attitudes that individuals hold towards themselves". It is defined as how much a person appreciates himself with a sense of self-worth and personal value.

Self-esteem tasks are connected to learners own evaluation in particular situations, such as : speaking. It is acquired from childhood through the interaction between the family members. Thus, building a good relationships with the others is related with having a high self-esteem. According to Nathanien Braden (1969) students who have self-esteem are qualified and are capable of dealing with the different challenges, as well as they are successful in making decisions and even when things go wrong, they accept them.

### 1.5.4.The AbsenceofMotivation

If the goal exists to achieve success in learning a foreign language, the complementary goal is enhancing motivation of the learners. Motivation is an important factor that people need to understand what motivates them to reach their desire and objectives in life. It is also known as the effort and willingness to achieve a specific goal. It is considered as a key factor that influence the foreign language process. Motivation is considered as the most effective factor that influence learners who are highly motivated than learners who are less motivated.

Scheidecker and Freeman (1999 :116) believe that : "motivation is, without question, the most complex and challenging issue facing teachers today". So the lack of motivation is caused by the unmotivated teachers who do not show the aim behind the

## **Chapter One Speaking Skill and Classroom Interaction**

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program, and the teachers' discouragement of learners about the English language, in addition to teachers' low performance in classrooms.

### **1.6. Classroom Interaction**

Classrooms play a vital role in the impartation of knowledge. Classroom interaction is important for the development of communicative ability. It offers opportunities for second language acquisition, because it puts the students into the target language exposure. Interactive classrooms help in implementing the communicative aspect of language in a practical manner, so students learn more through interaction than they would with conventional methods. It is defined as a practice that enhances the development of the two very important language skills which are speaking and listening among the learners.

### **1.7. Aspects of Classroom Interaction**

Negotiation of meaning and feedback are the two main aspects which are included in classroom interaction, a successful learning through interaction requires these two elements in the classroom. In this respect, (Ellis and Fotos, 1999:09) proclaim: "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output." So it is important for students to discuss and receive feedback from the others.

#### **1.7.1. Negotiation of Meaning**

Ellis and Barkhuizen (2005) define negotiation of meaning as the verbal trade that occurs when the speakers require to deny the breakdown of the communication. Studies on interaction between learners focus on the interactive discourse between learners engaged in second language learning. The learners in the classroom should focus on the linguistic output in order to be more understandable for the other learners in the class, so that they can interact with them. However, many processes can be taken into consideration in case the oral communication was unclear in order to renovate the interaction. Mackey Alison (2007:12) submits that: "Through processes of repetition, segmentation and rewording, interaction can serve to draw learners' attention to form-meaning relationship and provide them with additional time to focus on encoding meaning".

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Repetition involves repeating the students' same speech as it is when the others do not understand. Segmentation is another process for reiterating a negotiation; the students reiterate the statements by separating it into linguistic sections with a rising intonation or falling intonation. Rewording means reformulating the original statement, i.e. using less complexed words. Therefore, instead of all these terms, clarification can be reviewed as an umbrella to cover these processes. In classroom interaction students can also ask the speaker to clearly explain his speech when the idea is not clear, and the latter attempts to modify his utterance to make it clear and understandable for entire classroom.

### 1.7.2. The Role of Feedback

Feedback allows students to learn where and how they can improve by allowing them to confirm and correct. Effective feedback can also boost student's motivation and can help them to develop more effective learning strategies and skills. According to (Mackey, 2007 :300) "through interaction that involves feedback, the interaction of the learners are paid to the form of errors and are pushed to create modification." In order to develop the speaking skill through effective interaction, learners have to detect the errors and identify them for correction. However there is a difference between teacher's feedback and the student's one, because teachers are more proficient and they employ many types of correction strategies.

Mackey (2007) suggests two forms of feedback, an explicit and implicit feedback. Explicit feedback is the comments and reaction used when students do not use the second language correctly in their speech; it is also named metalinguistic feedback because teachers provide the learners with the linguistic form of their errors. While implicit feedback refers to the corrective feedback which contains requests for clarification, in other words, teachers modify the learners' speech by changing one or more sentence part, many studies have stated that the explicit feedback is more effective than the implicit feedback, this means that the teacher in explicit feedback guide the student to their mistakes so that the students do not repeat them. However, in implicit feedback, the teacher asks the students to reformulate their speech to be understandable and it is known also as indirect corrective feedback because the teacher does not mention the mistakes directly.

### 1.8.Types of Classroom Interaction

There are four types of interaction : learner-course content interaction , learner-learner interaction , learner-teacher interaction and learner-technology interaction . We shall focus in this research work only on two main types .

#### 1.8.1.Teacher-Learner Interaction

It is common known that teachers who have positive interaction with their students tend to create classroom environments that foster and support learning . Coulthard (1977) states that this type of interaction has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners , that is to say a teacher takes a part in such interaction , he is an instructional specialist . He negotiates with students , asks questions , takes student's ideas into consideration , gives directions criticizes or justifies student talk responses.

#### 1.8.2.Learner-Learner Interaction

Johnson (1995) argued that good integrated and managed learner-learner interaction can develop the cognitive factor, it can also evolve the learner's competences through cooperative works. So, learners will have good social relationship through this kind of interaction.

Naegle Paula (2002 :128) adds also that ‘ talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned ‘.The teachers , then have to encourage this type of interaction between learners because it is the fastest , effective and the best way that makes learners active rather than passive students .

In an interactive classroom , the teacher can divide the whole class into pairs and groups . In some cases , it is acceptable to let learners find their own partners . But , it is also better for learners to let the teacher choose students who do not know each other well to communicate together , since one of the goals of interaction is to develop social relationships between learners so that the learning process is facilitated . Lindsay and knight (2006) states that it is important to gather students and let them work in pairs and groups in order to practice the speaking skill effectively . Because the participation in class will be low if those learners will interact only with their teachers . So, learner-

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learner interaction appears over designing groups and pairs where learners can improve their capacity in using communication and language .

Harmer (2001) claims that pairwork improves the amount of each student's speaking time. It allows students to work and interact independently without teachers' guidance , and this leads to promoting learner independence. In pairwork the learner is obliged to practice the language because he must discuss with the other learner who is working with.

Groupwork is the same as pairwork because more students will participate in the interaction ; they will have different thoughts , informations and multiple opinions. So , groupwork secures a high level of interaction . Richards and Lockhart (1996) argue also that groupwork elevate collaboration between students , it creates the sense of learning community that reduces learners' isolation .

### 1.9. Conclusion

It is clearly seen that teaching speaking is not an easy task . Teachers have to be aware of the different aspects and factors related to their classrooms and students as well ; they have to be mindful that there are mixed abilities in each classroom. This chapter aimed to cover all the angles of the research and tried to resume the main elements concerned with the research investigation . It is obviously clear that classroom interaction plays an important role in developing the speaking skill , it allows the learners to know how to understand and make themselves understood . The next chapter is concerned with the practical part of this research ; it seeks to explain the tools and methods used to accomplish the investigation .



# Chapter two

## Research Methodology

**Chapter Two : Research Methodology**

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**2.1.Introduction**

The present chapter represents the research design of this work . It starts by describing education and LMD system in Algeria . Then, deals with teaching speaking skill at Mostaganem University. Furthermore , It aims to explain the methods that were used in order to collect data for our research . It is a case study about an educational situation which is improving the speaking skill through effective classroom interaction . It consists of two instruments . classroom observation was the first instrument where we have attended a number of sessions at first year level at the university of Mostaganem in order to observe the methodology of teaching the speaking skill and the interaction between the teacher and students in oral expression section . The second instrument was a questionnaire addressed to first year EFL teachers from which we could collect data ; it aims to gather teachers' points of view in order to benefit from their experience and proficiency and try to obtain some recommendations from them . The purpose behind these instruments was to collect as much as information as possible in order to save the credibility for our research .

## **2.2.Definition of Research**

Many researchers agree that case study is neither a methodology nor a method but rather a research design . Gerring (2004) noted, 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)

A research design is likely to be research conclusions and results obtained from different questions which have been analyzed and interpreted (Yin, 2003). Besides , Yin (1994 :13) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident...[and] relies on multiple sources of evidence” .

Therefore,to gather information about a research, a case study should be applied. it allows the researcher to link the collected data and the conclusions , that is valuable for the coherence of the work. Generally, case studies examine and explore current phenomenon by selecting a limited number of people as the topics of study. Case study , in a real essence, might defined “as an empirical inquiry that investigates a contemporary

phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” Stake (1994) identifies three types of case studies; firstly, Intrinsic, where the focus is on the case itself because of its special characteristics. Second, instrumental, where examining the case is mainly to provide insight into an issue. Therefore, a number of cases can be studied simultaneously. Finally, collective, many scholars agree that it's about instrumental study expanded to several cases. Also called multiple-case study.

### 2.3.Educational context

So far, the learning and teaching process in Algeria depend on traditional process, which might be based on the three basis which are information, students and teachers. Thus, nevertheless, we admit that these three basis are very essential in this process because their advantageous cannot be found via other exchange. Concerning the importance of English as a global language it is taught in all the university branches either in the English department or an ESP module in other fields.

In the past, The Algerian departments at the Algerian university level used the classical system which was based on four years to get the 'License' degree, two years for 'Magister' degree and four years for 'Doctoral' degree. In 2004/2005 the LMD system (License, Master, Doctorate) was launched as a new initiative in the Algerian universities; it was adopted from the European system; three years for 'License' degree, two years for 'Master' degree and three years for 'Doctoral' degree. The LMD system is designed to investigate the relationship between Algerian EFL teachers' and EFL students', and involving both teachers and students in vocational training, and lighting up the quality of higher education.

English Department of Mostaganem university adopted the LMD system in 2005. This system is based on teaching, grammar, written expression, oral expression, in addition to other modules, such as linguistics, social human sciences, research methodology and linguistics. These modules are taught during the first three years. On the master level, students have the chance to choose one of the different specialties (languages and communication, didactics, psycholinguistics, linguistics, literature and civilization).

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Teaching Speaking at the English department is an essential skill which merit more attention in both first and second language because it reverse peoples' thoughts and personalities .

At Mostaganem university oral expression is taught as a seperate module during the three years in 'License' degree and the two years in 'Master' degree . There is no specefic syllabus design for teaching speaking and each teacher uses his/her own methods and audio visual aids according to his/her students needs .

### **2.4.Sample Population**

The topic of our project deals with the obstacles of speaking skill and the role of classroom interaction in developing this skill . It focuses to examin the effectiveness of teacher's and student's interaction inside the classroom in order to develop the teaching and learning process . The research addresses first year LMD students . The teachers have been randomly chosen to respond to the instrument addressed to them , they represent the image of EFL teachers in Mostaganem university .

### **2.5.Methodology**

This research is both a qualitative and a quantitavie study. It aims at collecting , analising and interpreting findings so that the researcher can get a clear understanding of the phenomene of the research . Hence ,the present work aims to identify the obstacles that students may face while practicing the speaking skill and the interaction between the teacher and students inside the classroom. In order to gather much information about the topic of this work ,two tools were chosen . First , classroom observation was held in four classes of first year students in the department of english at Abdelhamid Ibn badis Mostaganem University . The aim of of the observation was to see the students' issues in the oral expression's module while practicing the speaking skill , and to analyse the interaction between teacher and students inside the classroom .

The second tool was a questionnaire . It was addressed to EFL teachers in Mostaganem university to collect data for a deep investigation and from a great source of insight . Also to collect teachers' points of view and obtain some recommendations from them . Eight teachers were selected to contibute in this research , they were given a questionnaire to answer according to their experience in teaching . Another

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instrument was supposed to be implemented in this research which was student's questionnaire and

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an interview to rich the investigation , but because of the circumstances the world is going through ( **pandemic of Covid-19** ) , it was canceled . These instruments help in exploring quatitative data and in checking the reliability and the effectiveness of the research .

### 2.5.1. Classroom Observation

Classroom observation is one of the efficient research tools that can be implemented in a specefic research . It helps the researcher to collect quantitative data concerning the structure of the lesson and the students' interaction with the teacher inside the classroom . Using the observation tool gives the researcher a chance to live the situation and observe closely the methods and various aspects inside the classroom . It enables investigating deeper into the topic and allows to identify the main issue we aim to solve . As Good and Brophny (2000 :47) claimed :

Observers often try to reduce the complexity of classroom coding by focusing their attention exclusively on the teacher ... but it is misplaced emphasis . The key to thorough classroom observation is student response . If students are actively engaged in worthwhile learning activities , it makes little difference whether the teacher is lecturing , using discovery techniques ,or using small-group activities for independent study .

We used the observation as an introducing tool in oder to explore more about the interaction and the environment inside the classroom .Besides , the use of this instument is to see the problem from different perspectives . It allows checking a different points concerning the subject of our research for a better understanding of the reasons behind the problem that we aim to solve .

### 2.5.2. Questionnaire

The questionnaire is a tool used by researchers to gather informations and reveal the teachers' point of view about the subjects .Brown (2001:06) defines questionnaire as: "Any written instrument that present respondents with a series of questions or statements". It is a very essential instrument since it gives the researcher a chance to

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collect valid data from teachers of the domain. It introduces several questions related to the topic and designed for teachers. It aims to ask for suggestions and recommendations to solve a specific problem. The questionnaire is a collection of several questions which can be close, open and multiple choice questions. According to (Nuah, 1992 :231) ‘a questionnaire is an instrument for consisting of open and/or closed questions and probes, requiring a response from the subject’. Therefore, it helps the researcher to collect data and information concisely and precisely that could be either facts or opinions. Furthermore, it gives the researcher an opportunity to have contact with teachers and to answer the hypotheses.

### **2.6. Description of the Research Instruments**

The research requires using different tools in order to gather much information about the topic. Two instruments were applied to collect data: classroom observation, teachers' questionnaire. The purpose of using these is to assemble quantitative data.

#### **2.6.1. Classroom Observation**

The focus of this observation was on both teachers and students but much more on the students and how they deal with the speaking skill. We attended five sessions divided into five different classes of English first year licence at Mostaganem university, in order to be part of the situation and to observe the teaching and learning process with its real situations. This observation was based and focused on three main points. The first one is concerned with identifying the obstacles that student may face while speaking, the second part is to analyse teacher-student interaction and student-student interaction and the final one deals with noticing the strategies and activities used by the teacher to involve his students. The observation was planned in order to obtain accurate data.

#### **2.6.2. Teachers' Questionnaire**

This questionnaire attempts to reveal teachers' views and opinions about their learners' speaking difficulties. It contains fifteen (15) questions which are organized in a logical way. They are either closed questions requiring from teachers to pick up the appropriate answer from a number of choices, or open questions requiring from them to give their own answers, explanations and justify them in order to collect quantitative data for the research. Answering this questionnaire will allow us to draw a conclusion about the

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situation and suggest some recommendations for both teachers and students .The fifteen questions are as follows :

1. How long have you been teaching english language ?
  - a- Six years to eight years
  - b- Ten years to fifteen years
  - c- More than fifteen years

The first question's purpose is to take into consideration the teacher's experience and in the domain in order to determine his competence and his proficiency to give recommendations and suggestions .

2. Do you face any difficulties while teaching ? Explain .

This question attempt to explore the obstacles and difficulties which the teacher may face in his teaching method . The aim behind this question is to discover the difficulties of the four skills including the speaking skill .

3. Which skill do you find the most difficult ? explain
  - a- Listening
  - b- Speaking
  - d- writing

The purpose of this question is to analyse if teachers have common problems in teaching the four skills .

4. Do you think that speaking skill is the most important in student's study ?
  - a- Yes
  - b- No

if yes why ?

It is obvious that all the four skills are important in developing the learning of the target language for students , but this question deals speceficly with the importance of speaking skill and its benefits for an effective oral competences

5. How many speaking sessions do you teach per-week ?
  - a- 1 hour and half
  - b- 3 hours
  - c-4 hours and half

This item intends to explore the teaching sessions of speaking skill

6. Do you think that they are enough for practicing english language ?
  - a- Yes
  - b- No

Why ?

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After asking teachers about the speaking sessions , it is necessary to inquire about their point of view concerning the time collocation .

7. What are the difficulties that your students encounter when learning speaking ?
  - a- Fear of making grammar mistakes
  - b- Lack of vocabulary
  - c- Pronunciation level
  - d- Anxiety
  - e- Shyness
  - f- Other difficulties

This question seeks to discover the issues that students face while practising the speaking skill .

8. Do they use the mother tongue in classroom ?
  - a- Yes
  - b- No

The aim of this question is to know if students use their mother tongue in expressing their thoughts and ideas , also to know the reason behind using it in the classroom

9. Do you think that there are psychological variables that prevent them to participate ? If yes, what are those psychological factors ?

Each skill has its difficulties , sometimes students struggle with the speaking skill , therefore we asked this question in order to know from the teachers the issues and the psychological problems that prevent them to participate .

10. How do you motivate your students to become active learners in your classroom ?

The purpose here is to see the different strategies used by teachers in motivating their students to be more active in the classroom

11. Do you prefer if students work :
  - a- in pairs
  - b- in groups

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In classrooms it is up to teachers to let their students either work in pairs or in groups , so the aim of this question is to know about teachers' opinion and their preference about working in groups or in pairs.

12. What are some of the interactive activities do you involve your students ?

The speaking activities are one of opportunities to practice the students' speaking skill in classroom , so this question was asked to know about the interactive activities used by teachers to involve their students .

13. How do you find your teaching process ?

14. Are your students engaged in your process ?

The two questions aim to investigate the teachers' points of view about their teaching process and if their students are engaged in their method or not .

At the end of the questionnaire , we raised this question to receive some recommendations from teachers :

15. I would like you to give me some suggestions to overcome the difficulties met in speaking skill and what makes an effective interaction between teacher and students inside the classroom ?

This final question aims to gather suggestions for an effective learning process and to overcome the issues that students may face while practicing the speaking skill .

### 2.7 Data Analysis

The present section is involved in analysing the data that we obtained during the practical part of the study . First we begin with the analysis of the classroom observation . Then we interpret the teachers' questionnaire which consists different questions in order to meet some quantitative data.

#### 2.7.1. Classroom Observation Analysis

Our observation took place in different sessions with students of first year university . It targets both teachers and students in order to take notes inside the classroom . However the observation was on students more than teachers . From the sessions attended , we observed that most of the time students are not involved inside the classroom . The observation reveals that most of the students feel bored in class while having the oral

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session, students show their discouragement about the topics suggested by the teacher and they usually remain passive in the classroom. However, it was widely seen that some teachers give their students boring topics to talk about, therefore most of the time students are not involved in the classroom. From the classroom observation, we have noticed that teachers focus on teaching and giving instructions on grammar points and vocabulary items rather than teaching speaking. However, while attending the sessions from different classes the observation showed that students struggle to find the appropriate vocabulary item when trying to speak in English and they find it hard to build sentences when they try to express their ideas.

Data collected through observation revealed that the problem of the use of mother tongue is strongly related to the previous one. During the classroom observation, we noticed that students tend to speak in Arabic when they discuss the rubrics of different tasks, we asked some of the students about the reason for that, they explained it by saying "we don't know the exact word" therefore, they shift their thoughts from Arabic to English which makes it inappropriate.

It was noticed during the classroom observation that student's participation was very low, that's because of their fear of standing in the middle of the classroom and making mistakes in front of their classmates, that's why they avoided speaking and participating in the class. Concerning the strategies and activities implemented by teachers inside the classroom, we observed that teachers still use the traditional method in their teaching process which is giving the students a specific topic as an activity and either ask them to present it by the end of the session or give it as a homework so they can prepare it and perform it the next session. Therefore this procedure is insufficient for developing the students' oral competence.

The selection of the sessions we attended did not focus just on the obstacles that may face students or the teachers' process and the activities implemented in the class, but also we were interested in observing the interaction between students and teacher in order to complete the purpose behind this observation that's why we have seen that the relationship between the teacher and students was a formal relation, there were mutual respect between both of them and most of the time the teacher plays the role of a corrector in the classroom, he corrects his students when they commit mistakes.

### 2.7.2. Questionnaire Analysis

The teachers' questionnaire consists of fifteen questions, the questions are open and closed questions where teachers are requested either to answer by yes or no, or to give explanations or suggest other alternatives. There were various answers depending on

Experience period	Percentage%
From six years to eight years	20%
From ten years to fifteen years	50%
More than fifteen years	30%

their teaching experience. The results of the questionnaire were as follows:

Regarding the first question which was about the teachers' experience in teaching English language, the answers were resumed in the following table:

**Table 1 : Teachers' Experience in Teaching English**

From the results shown above, we can notice that teachers have different experiences starting from six years of teaching to twenty years. The teachers' experience helps in the process of collecting data since it aims to identify the common issues in the teaching process.

In the second question, the general answer concerning finding difficulties while teaching was yes. Some of the teachers agreed on that the big problem is related to motivation; sometimes students are not motivated and that makes it difficult for the teacher to get the students involved in the teaching and learning process in oral classes. Four teachers out of six claimed that they face some difficulties in their teaching process because of different students' profiles, different levels of assimilation and different interests.

Concerning the third question which was about the teachers' point of view regarding the most difficult skill. The results were as follows:

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Skills	Percentage %
Listening	00%
Speaking	70%
Writing	30%

**Table 2 : Teachers ' Opinion about the Most Difficult Skill**

The answers of the third question presented a variety of answers . Most of teachers agreed that speaking is the most difficult skill since students are not that interactive inside the classroom . While all of them admitted that there is no problem with the listening skill . However three teachers stated that writing skill is also a difficult skill after the speaking skill .

The following question was concerned with the importance of speaking skill according to teachers :

Options	Percentage%
Yes	70%
No	30%

**Table 3 : The Importance of Speaking Skill**

The fourth question was about asking the teachers if they think that speaking skill is the most important in students' study . The majority of teachers argued that speaking skill is important and more difficult for the learners to acquire since it requires to master grammar , vocabulary , fluency and communicative skills , while three out of seven teachers said that all the skills are important but speaking is highly influential

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Number of hours	Percentage%
One our and half	00%
Three hours	100%
More than three hours	00%

**Table 4 : The Number of Sessions Taught by Teachers Per-week**

Teachers opinion about if the number of sessions taught per-week are enough or not

Options	Percentage%
Yes	00%
No	100%

**Table 5 : The teachers' Asseptions about the Number of Sessions**

The questions five and six focus on time allocation concerning teaching the speaking skill , all the teachers stated that they teach three two sessions which means three hours per-week and all of them argued that they are not enough for practicing english language . One out of nine teachers added that they expect their students to work on their own outside the classroom to improve their speaking skill .

The seventh question was about the difficulties that students encounter when learning speaking , some of the teachers answered that students may have some difficulties when learning speaking skill which are : lack of grammar , lack of vocabulary , problem of pronunciation . On the other hand some teachers said that inhibition is one the main difficulties met by students .

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The use of mother tongue inside the classroom :

Options	Percentage%
Yes	10%
No	90%

**Table 6 : Teachers' View Points on the Use of the Mother Tongue**

The aim of this question was to know whether the students use their mother tongue in expressing their ideas or not . Only ten percent of teachers agreed that students use their mother tongue in the classroom and ninety percent of teachers said that they don't use it , but they added that students use their mother tongue while discussing topics with their classmates inside the classroom and not while arguing with the teacher .

The ninth question was asked to know about teachers' opinion on the psychological aspect that prevents students to participate . Fifty percent commonly agreed that the fear from speaking in front of their classmates and teacher is one of these psychological variables . Four teachers said that anxiety , shyness , demotivation affect negatively student's ability of speaking and one teacher added that the fear of receiving no appreciation is also a psychological issue that prevent them to participate in the classroom .

Question number ten was concerned with the strategies used by teachers in order to motivate their students . All the teachers had the same idea about motivating their students by being close to them physically and morally , giving them positive feedback and offering them different activities which can help them to be active in the classroom .

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The question eleven was about whether the teachers prefer their students to work in pairs or in groups the answers were summarized in the following table :

Options	Percentage%
Work in pairs	50%
Work in groups	30%
Work in pairs & groups	20%

**Table 7 : Teachers' Preferable Technique of Classroom Work**

As the results were shown in the table fifteen percent of teachers preferred their students to work in pairs and thirteen percent of teachers preferred them to work in groups .Furthermore , twenty percent of them argued that both of the options are helpful and acceptable .

The twelfth question was about the speaking activities implemented by teachers in their process in order to create a successful interaction . All the teachers stated that role play , games , songs , tv shows are effective activities that may involve students inside the classroom .

Questions thirteen and fourteen were asked to be aware about teachers' opinion concerning their teaching process and if their students are engaged in their process or not , so the majority of teachers answered that their process is logical , workable and fruitful and their students are very engaged in their process . The final question aimed to take some suggestions from teachers to students in order overcome the difficulties in speaking skill and what makes an effective interaction in the classroom between teacher and students , they commonly agreed that : teachers should break the ice between them and their students , be close to them , make them feel comfortable and encourage them by varying the activities as much as possible .

### 2.8. Conclusion

Speaking , as a productive skill is a very essential process that enables to evaluate student's competence and proficiency in the ESL in addition to other skills . This chapter shed light first to the education in Algeria under the LMD reforms then , tried to clarify and give detailed explanation of the methods that we implemented in our research . We have explained the checklist used in the observation following by the simplification of the questions of the teachers' questionnaire which targeted teachers of of univesity . The following chapter will tackle the data analysis and discuss the findings concerned with observation and questionnaire .

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### 3.1.Introduction

This chapter represents data collected from the two instruments ( classroom observation , teachers' questionnaire ) . Throughout this chapter , we seek to analyze the findings and to discuss them . This part aims to investigate whether the results match the hypothesis provided before and to confirm or infirm them .The chapter includes the examination of the data collected and the discussion of results in addition to some techniques and strategies in teaching speaking . Then it proposes some suggestions and recommendations for further research . The aim of our project is to identify the obstacles faced by students in speaking skill and the role of classroom interaction in developing it in order to become a proficient communicator .

### 3.2.Discussions of Data Findings

Since learning English language has become a necessity for all those who want to improve their knowlegde , the emphasis is placed on improving the speaking skill in EFL learning process . That allows them to perform properly in the target situation . Therefore , learners seek to find the most effective methods to enhance their knowledge in order to fulfill efficient communication .

On the one hand , classroom observation have shown the awareness of students about the importance of speaking skill and their willingness to overcome the difficulties they met in producing the language . In addition , we noticed that classroom interaction plays an important role in reinforcing students' oral proficiency . In this regard , we conclude that effective interaction between teacher and students is a necessity in oral production module to overcome students' speaking problems .

On the other hand , the results gathered from the questionnaire addressed to teachers have shown also their agreement that speaking skill is on of the important skill in EFL learning which requires much more time and energy to master . Furthermore , implementing various communicative activities has a benefit in developing the speaking skill , it may help both teachers and students to accomplish the desired goal of being fluent in the English language . In addition , plenty efforts and practice are acquired in order to become a skillful learner .

All the findings that were collected from data analysis confirm that first year EFL students meet different obstacles in producing the language .Also , an effective

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interactio between both teacher and students inside the classroom allow students to defeat their psychological factors and obstacles that prevent them from being a competent learner in oral production .

### 3.3.Importance of Classroom Interaction in Enhancing the Speaking Skill

Many researchers commonly agreed that interaction should take place in the classroom especially in second or foreign language classroom since it is a useful strategy that increase the learning process . According to Allwright (1984) it is necessary to keep students active inside the classroom , which means minimizing the amount of teachers ‘ talk and give the chance to all students to talk and participate .

Classroom interaction is considered as a key to foreign language learning and teaching process . It also encourage students to be more active in the classroom by sharing their thoughts and ideas with the others . As claimed by Brown ,(2001 :35), “ in the the era of communicative language teaching , interaction is , in fact , the heart of communication ; it is what communication is all about”. This shows that classroom interaction can be the best strategy that facilitates the learning process due to its possibilities of giving opportunities to students to participate . For that reason , many scholars relate classroom interaction to successful teaching since , it creates joy and cool atmosphere to both teachers and students . Levin, (1989 :73) claim that “ interaction is an extremely complex and difficult process , but it is also the part of teaching that many teachers say they enjoy and value the most “ . Thus , classroom interaction is an active tool that facilitate the learning and teaching process . In addition, Yu in the Asian social science journal (2008 :.28) writes that “Classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself”. This asserts that the only way to develop the language , can be achieved through a classroom interaction which builds the whole operation .

Classroom interaction with both its types ( teacher-learner interaction and learner - learner interaction) is related to the development of the speaking skill since, its implementation helps in reducing the students’ speaking problems and enhancing their oral proficiency.

### 3.4. Suggestions and recommendations

It is very important to achieve all the oral competences and being able to communicate properly. Therefore, developing the speaking skill of EFL students is a difficult task and requires some efforts from both teachers and students in order to achieve their intended goal. The findings of our research work were summarized as following ;

- Teacher's awareness about the importance of speaking skill and their willingness to help their students to improve their oral competences .
- Motivating students and building their self-confidence may be a difficult task but it helps them to improve their speaking skill .
- Overcoming the obstacles faced by EFL students in speaking skill is necessary by offering them creative and various activities which encourage them to be more interactive in the classroom.
- Teachers need pay attention to the classroom atmosphere by setting a scene to students to encourage them to interact.
- Students need more oral sessions in order to enhance their language development .
- Students need to use listening as a scaffold to enrich their vocabulary , and help them improving their oral proficiency.

### Here are Some Recommendations for a Successful Learning Process :

- It is desirable for teachers to give a chance to all students to participate in every speaking activities .
- It is preferable for teachers to minimize their talk time in order to give opportunity to students to talk and discuss different topics .

- Teachers should take into consideration every student's needs and find interactive activities in order to overcome their issues in speaking skill.
- Learners should practice the language inside and outside the classroom and evaluate themselves to know more about their weaknesses and work on them.
- Teachers should implement creative activities and interesting topics in order to encourage their students and motivate them about developing the speaking skill .
- It is desirable for teachers to be patient with their students and give them positive feedbacks to reinforce their self-esteem in order to perform speaking fluently because for them the problem of making mistakes does not count at all . Thus , this way learners feel themselves in a secure area and can successfully speak English .

Furthermore , we will suggest some techniques and strategies for a better teaching and learning process. Teaching speaking focus on two main factors : fluency and accuracy . Fluency is related to the connection of ideas in an effective way , while accuracy is related to the production of coherent and complete grammatical sentences . Concerning fluency there are some suggested activities that may help to enhance the teaching process especially the speaking skill such as : group work , games , role play , debate and discussions and the use of pictures . These activities motivate students to ameliorate their fluency in speaking and create logical , correct and connected sentences .

### **3.4.1. Group Work**

Group work have many advantages that can help students to develop their speaking skill , they learn how to communicate properly , to listen to each other and respect the other's point of view , it gives them the opportunity to speak and share their thoughts with each other since they are independent and more comfortable . In addition group work gives

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more chance to use and practice the foreign language and it offers an affective climate which means students get the chance to know each other and learn from each other

### 3.4.2. Games Delivery

There are various games that can be implemented in EFL classroom such as : puzzles , crosswords, interviews , storytelling . When students are presented with a communicative game and a meaningful problem to solve , they become engage in trying to solve it and in learning that ensues in the process . In games students learn by practicing which really means they are learning by failing , they are exploring by discussing with their classmates and reasoning through multiple pathways until they figure out one that works , which will help them to develop their vocabulary as well as their thinking .

### 3.4.3. Role Play

Role play is another activity that get students to express themselves , it is an imaginary situation where students play characters and roles and interact with each other which makes them mre comfortable and confident . (Harmer,1989 :92) says : “role play activities are those where students are asked to imagine they are in different situations and act accordingly” . Role play has many advantages :

- a) It enables students to use the language in larger chunks in which they practice vocabulary and grammar .
- b) enhancing communicative skills .
- c) construct and develop self-confidence .
- d) builds creativity of the student .

### 3.3.4. Debate and Discussions

Debates and discussions are effective and beneficial activities that affect the learning of speaking skill and developing the oral competences . Throught this activity learners are required to talk about social or personal reports by sharing their ideas and thoughts with the others which can help them to reduce their anxiety and stress .

### 3.4.5. The Use of Pictures

Students today are growing-up in a visual world , pictures ( photographs , diagrams , drawings , maps and charts ) are great way to encourage creativity in students , using

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pictures creatively will also add a personal visual element to a student's learning helping them to learn more effectively . Scriverener (2001 :71) states: “for the quick explanation of vocabulary items, for setting up a discussion, a dialogue or a role play, for story building, we need pictures” . So pictures are anecessary needed for telling a story or producing a dialogue.

On the other hand, accuracy activities allow students producing accurate spoken language without making grammar , vocabulary and pronunciation mistakes these activities are as following :

### 3.4.5.1.GrammarActivities

Grammar is important because it is the foundation of communication , it is a system of rules and principles for speaking and writing . Acccording to Thornbury (2005) the spoken grammar contains many features such as :

- ellipsis
- question tags
- clauses
- performace effects ( hesitation , repitition , incomplition , syntactic blends)

In speaking when students improve their grammar , their message becomes clearer and more easily understood . It helps students to be able to use words and snetences to communicate a clear message with its intendes tone , common errors such as subjects and verbs that don't agree sentence fregments , incorrect use of pronunciation , misplaced modifiers and unclear pronoun references make a message unclear . Grammar is the tool to help students communicate more effectively .

### 3.4.5.2.VocabularyActivities

Vocabulary has more of an impact on how students communicate effectively . According to Harmer (2001) the production of well formed statment focus on speaker's lexical knowlegde . Students either don't know the appropriate word when they express themselves or the use them in an incorrect way . Dialogues is one of the strategies that can be used in a vocabulary activities where teacher select intresting topics and ask them repeat the dialogue until they memorize new vocabulary items .

### 3.4.5.3.Pronunciation

## Chapter Three Data Findings and Recommendations

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Redmond and Vrchota (2007 :114) claim : “It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood”. Teachers should focus on the different sounds and their characteristics , syllables and stress in their teaching process . Furthermore , students have to learn from their teacher how to make a difference between falling and raising intonation . In this way students can communicate successfully in accurate way .Thus , good pronunciation allows to transfer the message clearly and avoid any kind of mis-understanding .

### 3.5.Limitations of the Study

Although the process of this research was systematically organized and the purpose of the work has been reached . Some limitations were presented while conducting the classroom observation and the teachers’ questionnaire :

- First , in classroom observation , we aimed to attend more sessions but it was not the case because of the pandemic (covid-19) that the world is going through.
- Second , in the teachers’ questionnaire , we worked with eight teachers which was not an adequate amount of collecting enough data .
- Third , another instrument was supposed to be implemented in this work which was ‘ students’questionnaire’ but it was canceled because of the pandemic (covid-19).

### 3.6.Conclusion

The chapter aimed to discuss the findings and resume the results found in this research. We can clearly conclude that interactive communication inside the classroom can help students to overstep not only the issues met in speaking skill but also the psychological obstacles . These psychological factors which become hindrances for students’ interaction in class were related to the act of being anxious , shy , the use of the mother tongue ... etc . Through this result , one can draw a conclusion that these barriers can give an impact mostly negative on EFL students performance . All in all , This chapter

## **Chapter Three Data Findings and Recommendations**

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has proposed suggestions and recommendations for a better improvement of teaching-learning process .

# General conclusion

## **General Conclusion**

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Developing the speaking skill in foreign language or second language is a complicated task . It requires usual practice and a lot of efforts in order to produce the language fluently and transmit the intentional messages to each other . The current work aims to shed light on the obstacles and the psychological reasons that influence negatively the students' oral production in the english language at the departement of english in Abdelhamid Ibn Badis university at Mostaganem . In addition to the effectiveness of classroom interaction in developing the speaking proficiency . The purpose is to make teachers aware of their students' difficulties in the speaking skill and to suggest a classroom interaction as an effective tool in enhancing the oral competence inside the classroom .

The first chapter aims to provide an overview concerning the speaking skill . Communication and the importance of teaching english as a foreign language were presented in order to give a general idea about the language in addition to the importance of the speaking skill in learning and communicating for EFL learners . Besides , the section tried to list some of the difficulties and psychological variables that prevent students from speaking accurately , then it dealt with the role of classroom interaction in enhancing the students' proficiency in producing the language properly. By the end of the chapter , it presents the teachers ' role and responsibilities in motivating students and creating interest in the courses .

The second chapter deals with the practical part of the research , it seeks to explain the methods and tools used in gathering data . The research used two instruments : classroom observation , teacher's questionnaire . Starting with the first instrument , the section attempts to investigate the main points requested . However , the questions of the questionnaire have been detailed in addition to the purpose of their selection . The chapter aims to discuss and explain the process of using collecting data tools .

The third chapter analyzes the results gathered through the research process . It aims to discuss the findings of the conducted study . The chapter gives the outcomes of the classroom observation and the teachers' questionnaire showing that students face several difficulties in speaking skill due to some psychological factors that affect their learning negatively in addition to the importance of the motivation and classroom interaction in helping students to improve their speaking skill . Overall , we can claim

## **General Conclusion**

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that the findings match the hypotheses that are set forward at the beginning of the present research in a certain way. Thus, we can confirm that the majority of students face some issues in producing the language. Additionally, classroom interaction is one of the essential tools that enhance the learning and teaching process. Besides the plenty efforts from students in practicing the language.

To conclude, we end this dissertation by proposing some suggestions and recommendations that we hope will help learners as well as teachers in the foreign oral language classroom in maintaining a nice environment between both teachers and students.

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# Appendices

**Appendix01 : Classroom observation**

**First year oral sessions**

Date .....

Class .....

Items for Observation :

1. Students' involvement inside the classroom

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.....

2.The topics proposed by teachers

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3. Students' impression about the topics suggested by the teacher

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4. Students' obstacles while producing the language

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5. Teachers' method in teaching the oral production

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6. The use of mother tongue inside the classroom

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7. Students' participation inside the classroom

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8. The strategies and activities implemented by teachers in order to motivate their students.....

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9. The interaction between the teacher and students

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**Appendix02 : Teachers ‘ Questionnaire**

The present interview attempts to focus on your teaching experience of the productive skills (speaking skill). This dissertation deals with the difficulties that first EFL students face in producing the language . We would be grateful if you answer the following questions :

1- How long have you been teaching english language ?

d- Six years to eight years

e- Ten years to fifteen years

f- More than fifteen years

2- Do you face any difficulties while teaching ? Explain .....

.....

3- Which skill do you find the most difficult ? explain

b- Listening  b- Speaking  writing

4- Do you think that speaking skill is the most important in student’s study ?

b- Yes  b- No

if yes

why ?.....

5- How many speaking sessions do you teach per-week ?

a- 1hour and half  b- 3 hour  c-4 hours and

6- Do you think that they are enough for practicing english language ?

b- Yes  b- No

Why ?.....

7- What are the difficulties that your students encounter when learning speaking ?

g- Fear of making grammar mistakes

h- Lack of vocabulary

i- Pronunciation level

j- Anxiety

k- Shyness

l- Other difficulties

8- Do they use the mother tongue in classroom ?

b- Yes  b- No

9- Do you think that there are psychological variables that prevent them to participate ?  
If yes, what are those psychological factors ?.....

.....

10- How do you motivate your students to become active learners in your classroom ?

.....

.....

11- Do you prefer if students work :

a- in pairs  b- in groups

12- What are some of the interactive activities do you involve your students ?

.....

.....

13-How do you find your teaching process ? .....

.....

14- Are your students engaged in your process ?

.....

15- I would like you to give me some suggestions to overcome the difficulties met in speaking skill and what makes an effective interaction between teacher and students inside the classroom ?.....

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