



**PEOPLE DEMOCRATIC REPUBLIC OF ALGERIA**  
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**The Role of Classroom Interaction in Enhancing The EFL  
Learners' Communicative Competence**

*Case study: Third year LMD Students of English at Abdelhamid Ibn Badis  
University of Mostaganem*

**SUBMITTED BY**  
**BERRAIH Rachid**

**Members of the Board:**

**Chair: Mrs. HAIRECH Faiza**

**Supervisor: Miss. BENTAMRA Soumia**

**Examiner: Ms. BAHRAOUI Sofia**

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## **Dedication**

*I offer this modest work to my parents who always help me, advice me  
and have worried about me all the time and sacrifice to make me  
happy*

*To my dear brothers and sisters*

*To my best friends and roommates “Hicham, Abd el Ali, Mustapha, and*

*Mustapha khadar*

*To all my lovely friends and classmates*

*To all my best teachers from primary school to university*

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## **Abstract**

Classroom interaction is an important aspect in developing the learners' knowledge and communicative competence, which helps them communicate effectively without obstacles. The purpose of this study is to investigate the crucial role of interaction in enhancing the learners' communicative competence (CC), and its role in providing them with the ability to express their needs. Our research starts with the literature review that sheds the light on the most important concepts that are related to our research. In the practical part, the researcher uses two questionnaires, so that this work contains quantitative and qualitative methods. The teachers' questionnaire is intended to investigate the teachers' opinions on the role of interaction in enhancing the learners' CC. The learners' questionnaire is intended to investigate whether the learners are able to communicate and make conversation with others through interaction. The results demonstrate that classroom interaction is helpful for the learners to become more competent communicators and they can develop their knowledge. Interaction can be used as a means to improve CC via the encouragement of collaborative work. Finally, this study aims at proposing some suggestions for both teachers and learners on how interaction can develop the learners' CC.

**Key words** : Communicative competence, Interaction, Communication.

## **List of abbreviations**

- CC:** Communicative Competence
- CLT:** Communicative Language Teaching
- DM:** Direct Method
- EFL:** English as a Foreign Language
- GTM:** Grammar Translation Method
- L3:** Third year Licence Students
- SLA:** Second Language Acquisition

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## General Introduction

Teaching English as a foreign language has witnessed many changes over time. Applied linguists designed new approaches and methods regularly. Every approach or method differed from the previous one. Those approaches were not enough for the learners to communicate effectively with others, and they only provided them with vocabulary and grammar rules. This led researchers to look for other methods that can be helpful to their learners to communicate and express their needs. A new approach was brought to the field called communicative language teaching, this approach was effective for the learners to communicate and interact with others as it carried in its principles a new concept « communication ».

Linguists considered classroom interaction as an important concept in language teaching. It is the core of communication, in broader definition, interaction has to do with collaborative transformation of ideas, thoughts, and feelings between people. Theorists of communicative competence focus on the term interaction especially when using the language in various contexts, they believe that the development of learners' CC relies on the effective interaction in classroom.

When linguists and teachers started to consider the language as means of communication, then the emphasis turned on developing the learners' communicative competence. However it seems that this could not be accomplished without exploring the role of classroom interaction. This pushed and motivated the researcher to clarify and show the role of interaction in enhancing the learners' CC.

Actually, teachers encourage classroom interaction according to the method and approach that they adopt in teaching. Teachers who opt for grammar translation method, for instance, emphasize on the linguistic code rather than encouraging communication in classroom, so they neglect the role of interaction in developing the learners' CC.

In second language acquisition, the role of interaction is the interest of many researchers and teachers who believe that it is useful in the improvement of CC. Therefore, this research explores the function of interaction in enhancing the EFL learners' communicative competence. Our research questions are :

- How can interaction influence the learners' communicative competence ?

- can interaction be used as means to improve the learners' communicative competence ?

So as to answer these questions the researcher hypothesizes that :

- Through interaction the learners can probably become more competent communicators develop their skills and knowledge.
- Interaction can be used via the encouragement of the collaborative work in classrooms.

This research is divided into three chapters. The first chapter gives an overview about the literature review. In this chapter the researcher introduces the main terms as the communicative competence with its model, and interaction with its patterns and aspects by giving their definitions and explaining them, then it explains the role of classroom interaction in developing the learners' CC. The second chapter is devoted to the practical part of this research. It describes the sample of both the learners and the teachers that we worked with, the collected data tools, and finally the analyse the collected data. The third chapter discuss the results and findings of this research with some suggestions and recommendations for both teachers and learners on how to improve CC through interaction.

# **Chapter One**

**The literature review**

## **1.1 Introduction**

Teaching and learning are two interrelated processes, which are important for the development of societies. The educational system went through various changes in which instructors had to convey new techniques to their classrooms, and decide on various approaches keeping in mind the main goal to encourage both educating and learning forms. Which help in building the learners' knowledge concerning vocabulary and sentence structure which helps them to communicate successfully inside and outside the classroom

It is argued that classroom interaction is an essential factor which contribute in the development of communicative competence, instructors need to encourage participation and interaction in the classroom. This chapter discusses the literature review in which the fundamental concepts are characterized, including the overview of language teaching approaches and methods, the communicative competence and its model, and interaction with its aspects and patterns.

## **1.2 An overview of language teaching approaches and methods**

Encouraging a language has seen endless changes and moves over time. Before the twentieth century, language was educated by utilizing two kinds of methodologies; mastering the dialect utilize, and enable them to examine it by showing them the syntax rules. This drove specialists to infer that these were indirect ways to achieve the dialect meaning they were instructing, which additionally drove them to bring numerous methodologies and techniques into the field of the language teaching.

### **1.2.1 Grammar translation method**

The grammar translation method showed up in the start of the nineteenth century, in which the emphasis was on instructing syntax that increase the students' information of the code of their own language. The attention was on writing in which the objective of taking in a remote dialect was based on understanding literature, it was fundamentally on understanding writing, this implies their local dialect was the medium of instruction (Freeman, 2000). Thus Brown (2000) clarified that the grammar translation emphasis was on sentence structure controls as methods for interpreting from the objective language to the local one.

Murcia(1979) called attention to the significant attributes of the GTM .for them GTM was characterized by instructing with the utilization of first language in which a choice of vocabulary was as separated words , and the content was dismissed. Besides meaning and

form were instructed through penetrating while no consideration was given to speaking skill. The GTM was criticized as being less effective during the communication of the objective language (Brown, 2000).

### **1.2.2 The direct method**

Since the students were not ready to discuss successfully with their interlocutors. This paved the way to the appearance of the direct method in which students are not permitted to interpret from the objective dialect to the native dialect. In addition the meaning was conveyed in the objective dialect being taught by utilizing visual guides (Driller, 1978), also educators move in the class to make things clear through realia, concerning sentence structure the instructor gives them the principles and they simply apply them, the educator must be capable in the target language (Mauria, 2014). They likewise give much essential to the written work ability which must be improved, they stay away from the utilization of the local dialect to explain things to their students and mistakes are adjusted by students themselves. In fact the objective behind utilizing the DM is to assist the student with communicating and to be good thinkers in the native language (Freeman, 2000).

### **1.2.3 The audiolingual approach**

Another approach rose which was the audiolingual approach. Some linguists and one of them called Howatt (2004) contend that the reform movement was important for the presence of the audiolingual approach in the United States and the oral situational approach in England. This approach was predominant in the United States during the late 1940s. The adherents of this approach see that in order to do the exercise, educators should begin with creating situations which lead to the interaction between learners, the abilities that have a tendency to improve are first listening and talking as primitive step then reading and writing. They give much attention to vocabulary, and furthermore they look for successful strategies to prevent their learners from mistakes. The capability of the instructors should just be on the vocabulary and structure, the tasks and materials are important during the lecture (Murcia, 2014). Another standard of this approach is that the educator must control the student advance in the language being instructed, at last, the reason for this approach is to assist the students with communicating. (Freeman, 2000).

#### **1.2.4 post reform development**

In the 1886, some researchers, for example, Sweet H, Vietor W and Passy P set up an association which called the global phonetic association. Around then the direct method was well known in European schools. The primary focus of that group was the development of the universal phonetic letters in order. These phoneticians gave more vitality to the logical mix to the language teaching and outlined a few standards, and they are represented as follow: The focus was on the development of the spoken language and it is more imperative which means it should be instructed from the beginning, moreover it was preferable for the students to understand phonetics. The educators ought to be prepared in phonetics field and they additionally need to prepare their students the essential phonetic keeping in mind the goal to have the capacity of being fluent and acquire a successful discourse habits. In addition to that these phoneticians concentrated on showing the importance of pronunciation which was somehow ignored in the others approaches particularly the grammar translation method. (Murcia, 2014)

#### **1.2.5 The oral situational approach**

It showed up in England and it was dominant during the 1950s. The focus on this approach was on the speaking skill, at that point showing reading and writing happen after the speaking skill. Educators do not utilize the local language to clarify things, the new items are utilized and instructed by the circumstance and according to the situations. (Murcia, 2014).

#### **1.2.6 Communicative language teaching**

The CLT (communicative language teaching) or in another word the communicative approach is an approach of language educating, which showed up in England in the late 1960s. Since around then instructors saw that the traditional teaching methods was insufficient to influence students to use the language successfully, and failed in the schooling system and they noticed that they learnt only how to compose and join words and sentences together inside the classroom, however when it comes outside the classroom they were not ready to handle a short discussion (Freeman, 2000).

This drove researchers to search for another approach which was CLT that can be characterized as educating the language for communication, which intends to influence the students to utilize the dialect outside adequately and express their needs easily.



Freeman guaranteed that the CLT seeks to understand the communicative approach perspectives by concentrating on the development of communicative competence in the language teaching process. Additionally He asserted that the language objective of the educators who use CLT is to help students to understand each other by showing them the sentences coherence, cohesion, and the word function. The role of the instructor in this approach is that they are simply guiders and monitors and they attempt to make circumstances which support the communication and participation in classes. By contrast, the students role is dominant, they are capable in building their own particular learning and they are active in understanding the others. (Freeman , 2000).

### **1.3 Defining communicative competence**

Hymes (1967.1972) criticized Chomsky's idea of linguistic competence which center around mastering only the sentence structure controls in building language. The criticism led to the presence of another concept in the 1960s which is the communicative competence. This concept is defined as the capacity to comprehend and break down the messages in a particular circumstances, in other words, it is the capacity to gain both learning and the use of language in a particular setting.

Hymes contended that CC illuminate the qualification between semantic ability and CC which means the difference between the language frames and the knowledge that can be useful for the individual to communicate adequately (Brown, 2000.) Canal and Swain 1983 guaranteed that the CC is the conscious and the unconscious knowledge and abilities that are required for a man to speak with others utilizing the language ( Djigunovic, 2007 ).

Joan Kelly Hall defined the term communicative competence as the knowledge and the capacity to comprehend and utilize the linguistic characteristics basically and efficient in a particular circumstance and setting. As indicated by Hymes the individual capacity is not an inborn quality, he get it through experiences, practice, and learning (Hall, 2002).

## **1.4 .Canal and swain model**

Hall guaranteed that Canal and Swain were the principal linguists who begin with Hymes idea of communicative competence and brought a model for a moment language educational modules plan in the 1980. They introduce four different components that help in the construction and the development of communicative competence and divided them into two subcategories. The organizational knowledge which include both grammatical and discourse competence, and pragmatic knowledge which include both sociolinguistic and strategic competence. The first represent the linguistic side and the second explain the function of communication (Hall, 2002).

### **1.4.1 Grammatical competence**

*the grammatical competence is the knowledge of lexical items and of rules of morphology, syntax, sentence grammar, semantics and phonology*  
(brown, 2000, p247).

Which means that the grammatical competence is the knowledge of the linguistic rules and norms that represent the language. According to canal and Swain grammatical competence is the capability in using the linguistic code of the language which contain vocabulary , morphology and semantic. This help the individual to comprehend, and to be capable in expressing thoughts and comprehend utterances.(Djigunovic, 2007).

### **1.4.2. Discourse competence**

The discourse competence is the supplement of the grammatical competence, and it is defined as the capacity to combine sentences so as to have important expressions which can help in communication (Brown, 2000)

Canal and Swain argued that discourse competence is to figure out how to be handy in combining words and sentences in intelligible way to achieve a good level in the written and spoken texts. They additionally claimed that the text unity can be acknowledged by taking into consideration the use of pronouns, synonyms, and conjunctions. and coherence in meaning like repetition and consistency. This means to know the relation between expressions and utterances.(Djigunovic 2007).

### **1.4.3. Sociolinguistic competence**

In Savignon 1983 possess words:

*sociolinguistic competence requires an understanding of the social context in which language is used :the role of the participants ,the information of the interaction .only in a full context of this kind can judgment be made on the appropriateness of a particular utterances*  
(Brown, 2000, p247).

For Savignon the sociolinguistic competence is the knowledge of society, culture and where the language is used, moreover it is the ability to know and understand the other's messages.and the communication between them in a particular setting .in other expression it is the information of the principles of the language use(brown, 2000).

### **1.4.4 Strategic competence**

Canal and Swain asserted that strategic competence is the strategies that can be used to manage and handle a successful communication and prevent the breakdown .or it is the capability that empower the individual to manage his knowledge and to communicate although the adjustments that happened in register and style (Brown, 2000).

Strategic competence is the components that help the individual in the objective setting, which means presenting the activities and evaluation which contribute in recognizing the language context of the communicative language ability (Djigunovic, 2007).

Classroom interaction has a significance in the developement of the learners communicative competence,and it helps them to communicate with others effectively, because sharing ideas and information between classmates help them to know different opinions and perspectives in a givin context.

### **1.5 Classroom interaction**

Classroom interaction has a big role for the learners to aquire and understand the second language. Since it helps them to develop their knowledge and to be skillfull which facilitates communication in the classroom. Classroom interaction is the collaboration between the learners and the teachers in order to create a positive atmosphere, which can be helpfull for the learners to improve their skills and practice the language successfully. For Allwright (1984), the teacher should reduce their talking time and encourage their learners to participate

in the classroom and give them the opportunity to express their needs which leads them to get in touch with their classmates. Moreover classroom interaction is based on the learners' cooperation and it has a relationship with second language acquisition, which creates an atmosphere that helps to SLA and involves learners in communication in classroom.

### **1.6. Defining interaction**

According to Wagner (1994), interaction occurs when two participants reflect on certain topic or events. The successful learning and teaching rely to a large extent on the appealing of interaction in the classroom. In other words, interaction is the relation between two persons or more which create debates between the learners in the classroom. Additionally, it helps them to build their own knowledge which facilitate the communication between them. Interaction can not be realized from one side, there must be an exchange of messages on order to reach the main goal which is communication .

Allright and Baily (1991) declares that interaction is something that happens in collaboration between learners in the classroom. whereas the responsibility of the teacher is to organize the conversation between his learners.

### **1.7 Aspects of classroom interaction**

There are two main aspects for classroom interaction ,negotiation of meaning and feedback. If these aspects are available in the classroom we can realized a successful learning and teaching process through interaction, because interaction is based on the negotiation of meaning when the teacher need to encourage the learners through positive feedback .

#### **1.7.1 Negotiation of meaning**

Negotiation of meaning is considered as a central point for the learners engagement in the second language learning tasks, because it takes place when the learner try to make a successful interaction in the classroom and to avoid misinterpretation or misunderstanding that may influence the effectiveness of communication.( Ellis and Barkhuizen , 2005). It is also argued that negotiation of meaning is the basic element in discourse structure since it keeps the conversation ongoing (ibid).

The learners should explain things explicitly for each other in the class in order to encourage the learners engagement and interaction. But if the learner failed on making things clear to his classmate there will be lack of interaction .

Mackey (2007) highlighted three important processes named 'repetition', 'segmentation' and 'rewarding' that can be used in enhancing the learners' interaction, motivation and understanding different meanings. He added the notion of time as an important factor that help learners analyzing ideas and grasping meanings.

Repetition is needed when the interlocutor do not get the exact meaning of the speaker speech. Segmentation is a process of dividing speeches into a more understandable segments. The way to achieve this is by minding the raise and fall of the voice. The last process is rewarding, the idea behind it is to encourage the learners via the use of multiple strategies such as adding marks, praising and appreciating their success.(ibid)

### **1.7.2 The oral feedback**

Oral feedback is the process of correcting the learners' mistakes and errors orally. During interaction, oral feedback attract the learners' attention which considered as an important factor in learning if it is a positive feedback. Teachers use different strategies when correcting their learners' mistakes, learners also can attract each others' attention to the mistake which create a cooperative atmosphere in EFL classrooms. Which means that feedback occurs from both teachers and learners (Mackey, 2007).

According to Mackey (2007) there are two types of feedback explicit and implicit feedback. The explicit feedback is defined as the correction of errors overtly which means go directly to the error and correct it. This provides learners with the correct linguistic form of their errors. While the implicit feedback is when the teachers ask their learners to repeat their ideas in other words or ask them to reformulate their speech using other utterances. Many researchers declared that explicit feedback is more effective than the implicit one, because the former attract the learners attention directly to the errors they should avoid. However the implicit feedback considered as an indirect feedback. To sum up the oral feedback is very important in the learning and teaching process because learners will know a lot about their classmates; however, teachers should know when and how to react to the students errors.

### **1.8 Interaction patterns**

In classroom, interaction can occur in different manners or more precisely "patterns of interaction". Among them there is learner-learner interaction and teacher-learner interaction.

### **1.8.1 Teacher-learner interaction**

Teacher-learner interaction is the relationship between the teacher and group of learners. In this type of interaction the teacher plays a significant role which represented in motivating his learners and try to create situation that lead them to interact by asking questions, accepting their ideas, giving positive feedback, and involving them in the lectures(Coulthard 1977). This relation benefits both teachers and learners, for the learners,it helps them to express their ideas in front of their classmates. And for teachers, it will be easy for to explain and clarify things which facilitate the teaching process. In order to make learners interact positively teachers should simplify the language that they use in their explanation, they should prepare their lessons and mind their speeches because they are considered as a resource for their learners, and they should pay attention to their pronunciation during the explanation. (Harmer, 2009)

### **1.8.2 Learner-learner interaction**

It is widely recognized that learner-learner interaction is really effective type for the enhancement of learners abilities. It occurs between the learner and his classmate in classroom. In this respect, Johnson (1995) stated that the existence of this type among the learners is considered as a positive part of the learning process in which learners can develop their knowledge and capacities that make them more active during the lectures. Similarly Paula (2002) highlighted that interaction between learners in classroom is appreciated and (required, since interaction between classmates can promote the learners' capacities. Besides that, learner-learner interaction is really important in the sense that it enables learners to share their ideas and enhance their communicative abilities.

### **1.9 Interaction through group work**

Group and pair work are considered as means to promote communication in the language classes, because it gives a rise to interaction. Encouraging students to read texts together creates an interactive atmosphere in the classroom. Brown (1994) defined group work as a group of students who have different abilities and share certain tasks or ideas in a specific context. The learners in this case will work in collaboration with each other in order to reach their goals, and built their own knowledge.

Nunan (1991), suggested that developing the speaking skill in a foreign language occurs through the learners engagement, interaction and group work. In addition to that,

Harmer (1991) considered that group work is more effective than pair and individual work , because it increase the possibility of discussion in classes. Also group work is helpful for the learners who feel afraid to say something in front of their classmates or teachers, they will find it easier to express themselves in front of the group or their peers.The teachers also can benefit from group work, they will reduce their talking time, correction and control.UR,Penny (1981) declared that the teachers can assess the individuals through their mistakes.They help them when needs be, and they will focus more on the students who have a weak level in the language .

### **1.10 Conclusion**

Teachers should provide their learners with new methods and approaches in order to facilitate the teaching and the learning processes and to make learners motivated. Interaction is considered as an important thing in any EFL classroom, because through interaction learners will communicate and share their ideas which can be helpful in their CC development.This chapter discusses the main concepts including definitions of CC with its model, interaction with its aspects and patterns, and an overview of the different methods and approaches of the language teaching.We conclude this chapter by the interaction through group work.

# **Chapter Two**

**Methodology and data analysis**



**2.1. Introduction**

In the first chapter, the researcher provides different definitions of the concept communicative competence and its models, he also reviews the different approaches and methods related to the language teaching; Then, he describes the different patterns of interaction and their role in enhancing learners' CC. This chapter is devoted to the practical side of the present study. It tackles the purpose of this study, the description of research tools, and the participants of the research.

**2.2. The Purpose of Study**

The purpose behind the present study is to know whether classroom interaction has a role in enhancing the learners' communicative competence, it aims also at investigating the crucial role of the patterns of interaction including learner-teacher interaction and learner-learner interaction in developing both the learners' knowledge and skills of communication.

**2.3. The Description of Population**

The participants involved in this study are teachers and learners at the university of Abdelhamid Ibn Badis in Mostaganem, the department of English.

**2.3.1 Teachers**

The teachers who answered these questions are teachers in the department of English at the university of Mostaganem. They were seven teachers, among them five were females and two males. The researcher chose them randomly because this research is concerned with different specialties. They all have experience of more than five years.

**2.3.2 Learners**

The selection of the sample of the learners was based on the questionnaire done by the researcher, The questionnaire was devoted to L3 Students at Abdelhamid Ibn Badis university of Mostaganem. They were almost (350) students divided into eight groups, The researcher chose fifty students from the whole number as a sample, they were also males and females.

## 2.4. The description of the research data tools

In this research, two questionnaires were designed. The first was addressed to the teachers and it consists of fourteen questions. The second one was given to L3 learners and it contains thirteen questions. It is important to note that multiple types of questions are offered, among them open-ended, close-ended and multiple choices questions. This research is quantitative because it contains statistics and percentages, and qualitative because it deals with suggestions to enhance CC through classroom interaction.

## 2.5. Analysis of data tools

### 2.5.1 Teacher's questionnaire

#### Question 1: Degree (s) held

Option	Number	Percentages%
BA (License)	00	00.00%
MA (Magister)	05	71.42%
PHD (Doctorate)	02	28.57%
Total	07	100%

Table 2.1: Teacher's degree

The aim behind this question is to see if the university requires high degrees to teach. The results show that there are five (5) teachers which means 71,42% who hold the master and the magister degree, and two (2) teachers which means 28,57% who hold PHD degree.

#### Question 2: How many years have you been teaching English at the University?

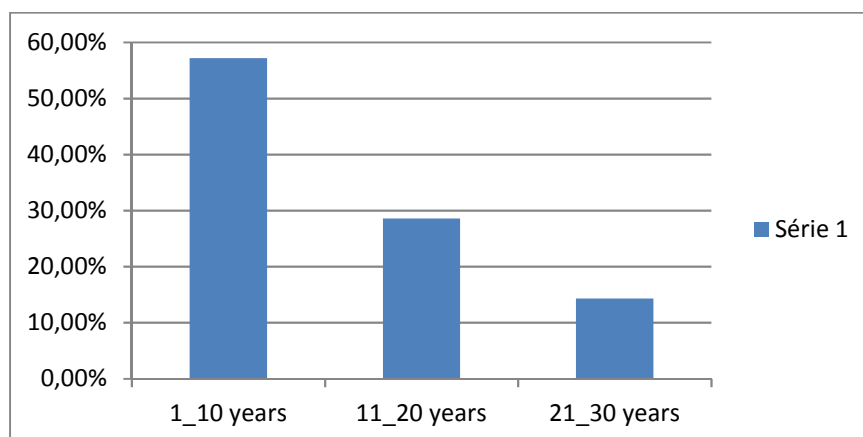
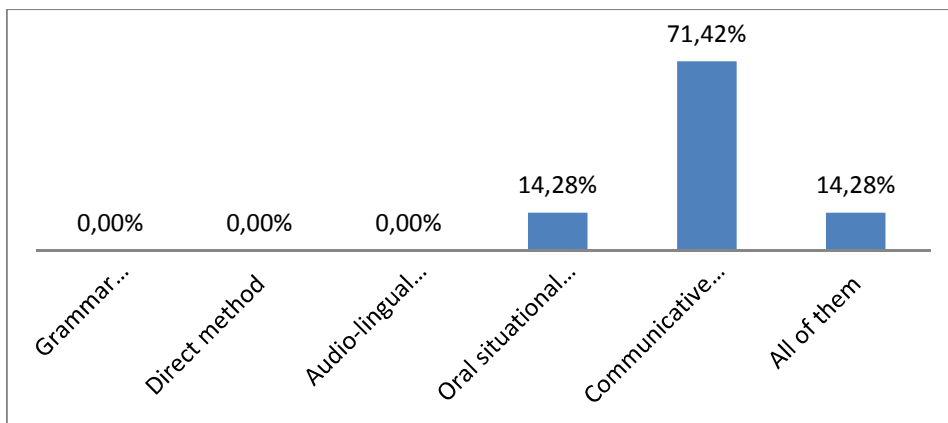


Figure 2.1: Teachers' experience in teaching .

In this question the researcher aims at knowing if the teachers are experienced or they are beginners. The results shows that most of the teachers have the experience from 1 to 10 years, whereas some of them have the experience from 11 to 20 and 21to 30 years.

**Part two: Detailed information**

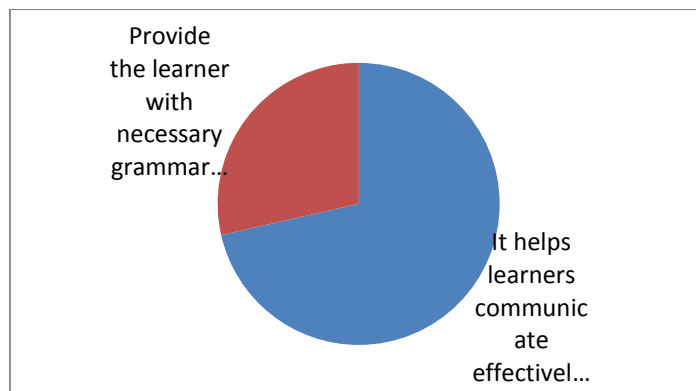
**Question3 : which method and approach you adopt in teaching ?**



**Figure 2.2:Teching methods and approaches.**

This particular question aims at discovering the method and the approach that suite the teachers in the teaching process. According to the teachers answers there are five (5)teachers which means 71,42% adopt the comunucative language teaching method. One (1) teacher which means 14,28% adopt the oral situational approach and 14,28% adopt all these methods and approaches; However there are no teachers adopt both the direct method and the audio-lingual approach.

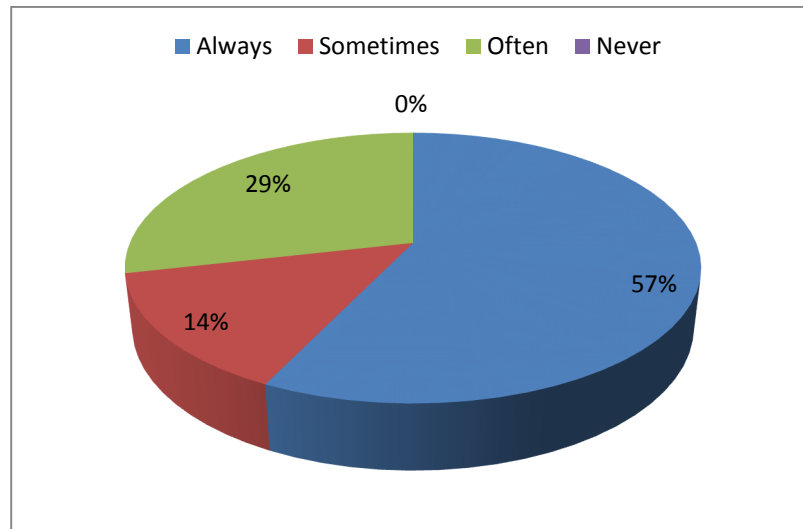
**Question 4: Why do you opt for this approach?**



**Figure 2.3:teachers reasons behind following this approach.**

The fourth question aims at knowing the reason behind choosing that method or approach in the teaching process. We notice that the majority of the teachers which means 71% opt for that approach, because it helps the learners communicate effectively. Whereas 29% saw that it provides the learners with necessary grammar rules.

**Question 5: Do you give your learners the opportunity to share their communicative needs?**



**Figure 2.4: Learners opportunities on sharing their communicative needs**

The aim behind asking this question is to discover whether the teachers encourage their learners to participate and share their needs in classrooms or not. The findings show that 57,14% of the teachers always give their learners the opportunity to share their communicative needs, and 28,57% of teachers are often give them that chance, while 14,28% of informants said that they sometimes give their students the chance to express their communicative needs.

**Question 6: According to you, what is meant by communicative competence?**

This question is put in order to know the different definitions of the term CC according to the teachers. four(4) teachers among(7) seven defined it as follow:

- The CC is defined as the ability to communicate correctly and convey a correct message.
- The ability to communicate effectively by mastering the linguistic(grammaral),discourse and sociolinguistic competences.

- The ability to communicate fluently in a given context.
- The learners being able to express themselves for communicative purposes.

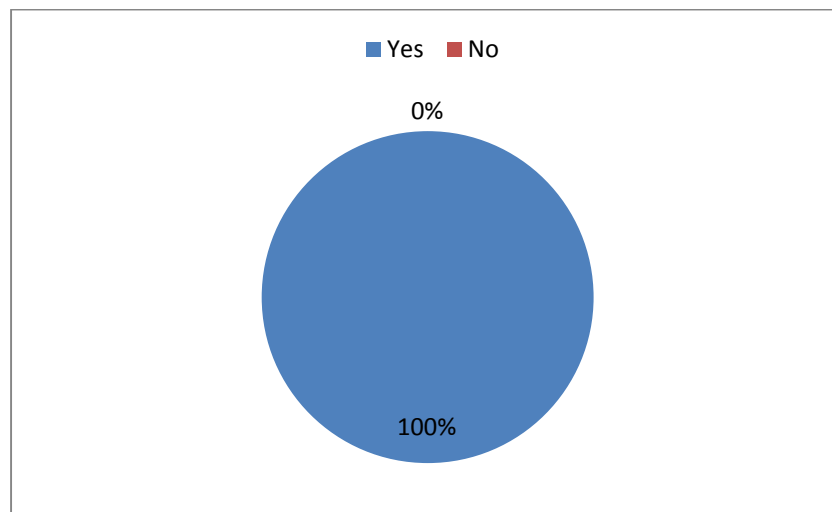
**Question7: Do you think that communicative competence is important in language teaching?**

Option	Number	Percentages%
Yes	07	100%
No	00	00.00%
Total	7	100%

**Table 2.2 Teachers opinions on the important of CC in language teaching**

This question is asked to know the significance of the CC in the language teaching, and to explore the teacher's point of view concerning the importance of that concept. Through the answers we notice that all the teachers which means 100% of population agree that the communicative competence is important in the language teaching.

**Question8: Do you try to improve your learners communicative competence?**



**Figure 2.5: Teachers efforts in improving their learners CC**

The question number eight aims to explore whether the teachers work on developing their learners CC. And the way they use it in order to improve it; Moreover what are the activities that they use to make their learners participate. According to the teachers answers they all try to improve their learners CC.

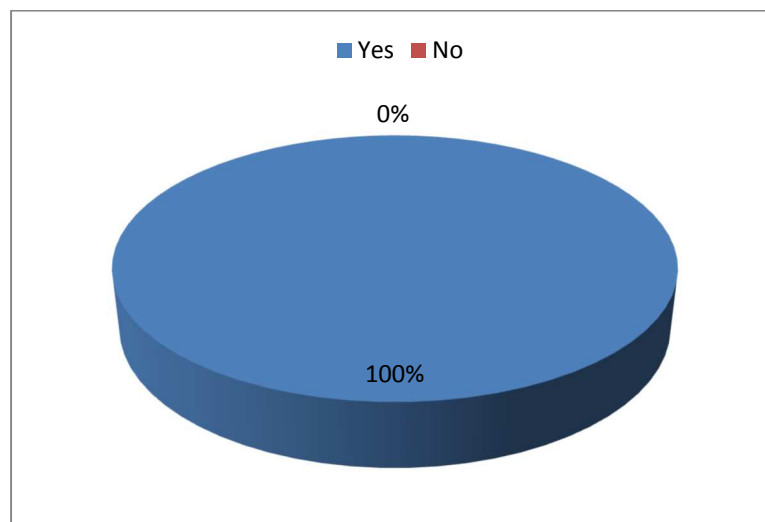
If yes, how can you do so ?

Option	Number	Percentages%
Collaborative work	01	14.28%
Pair work	00	00.00%
Individual activities	00	00.00%
All of them	06	85.71%
Total	07	100%

**Table.2.3 Teachers' opinions concerning the students interest.**

The data shows that the majority of the teachers 85,71% answer that the learners prefer to work by using all these types of work. While one teacher answer that they prefer to work in collaboration.

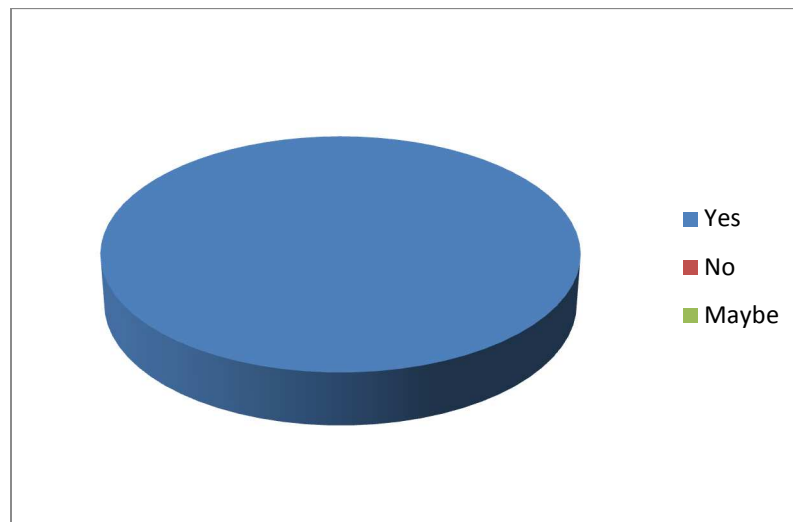
**Question 9: Do you encourage your learners to participate during the teaching process ?**



**Figure 2.6: Teachers' efforts to encourage their learners participation.**

This question is designed in order to know if the teachers suggest lessons and tasks, that encourage their learners to participate and share their needs during the teaching process. According the diagram, all the teachers work on improving their learners participation and involvement.

**Question 10: Do you think that interaction improve the learner’s communicative competence?**



**Figure 2.7: Teachers’ decisions about the role of interaction in improving the learners cc.**

The aim behind this question is to investigate the role of interaction in developing the learners cc, and building their knowledge. The majority of teachers 100% answer that interaction has a crucial role in improving the learners communicative competence.

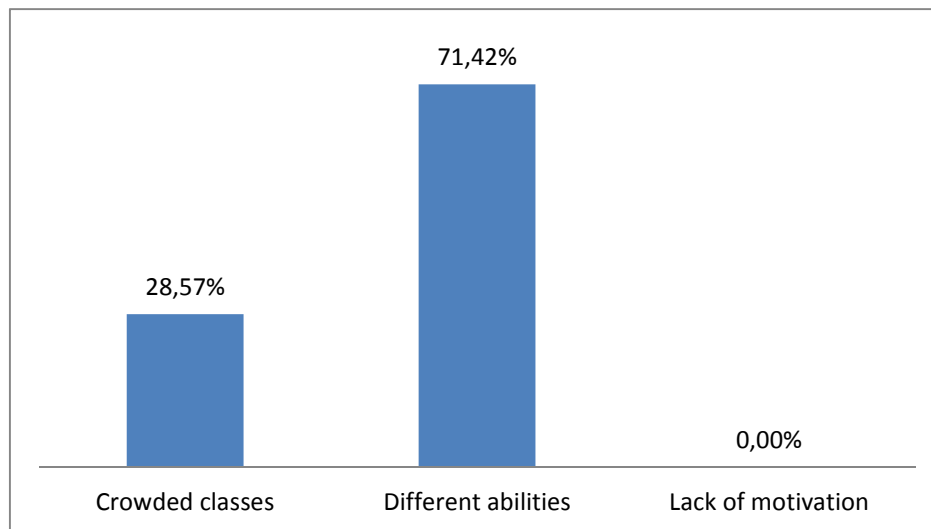
**Question 11: Do all your learners participate in the classroom activities?**

Option	number	Percentages%
Yes	00	00.00%
No	07	100%
Total	07	100%

**Table 2.4 Students’ interaction in classrooms**

Tis question is asked in order to know whether the majority of the the learners participate and interact with their classmates in the classroom. The results shows that all the learners 100% participate and express their needs with both the teachers and classmates.

**If no, is it because:**



**Figure 2.8: Teachers' decision about the lack of the learners participation**

This question is opened in a sense that another reasons are given to the teachers who answer with no. According to the figure the majority of teachers 71,42% answer that the learners do not participate because of the different abilities. 28,57% of them answer that the crowded classes is another reason that lead to the learners lack of participation.

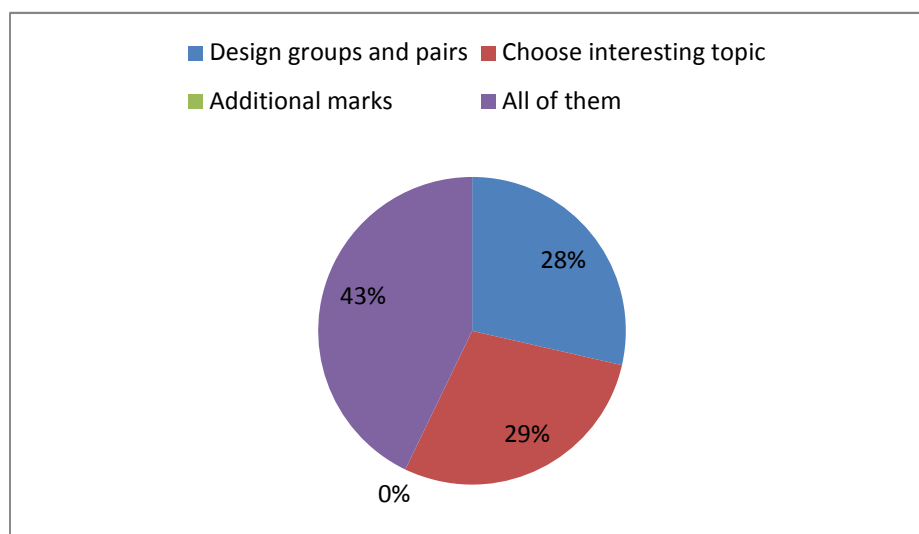
**Question 12: Do you have passive learners in the classroom?**

Option	Number	Percentages%
Yes	07	100%
No	00	00.00%
Total	07	100%

**Table 2.5 The existence of passive learners in classrooms.**

The question number twelve is designed in order to know if the learners are motivated in the classrooms. The data shows that 100% of the teachers replies that passive learners do exist in their classrooms .



**If yes, what do you do to make them interact?****Figure 2.9: Teachers' decision to increase their learners interaction**

This question is related to the previous one, in the sense that it contains certain procedures that make the passive learners interact during the lesson. 43% of teachers suggest the use of all mentioned procedures, while others 29% highlight the choose of interesting topics. The rest 28% prefer designing groups and pairs works as a way that push those passive learners to interact.

**Question 13: Any further comments and suggestions?**

Some teachers suggest as follow:

- I prefer going straight to the student and push him/her.
- I directly ask them questions, I do not wait for them to have courage to interact in class.
- We as a teachers should vary the activities and try hard to build of confedince and trust in oral classes.
- The teacher should direct a needs analysis first to know his/her students' needs interests and abilities . This will help the learners to reach their objectives.

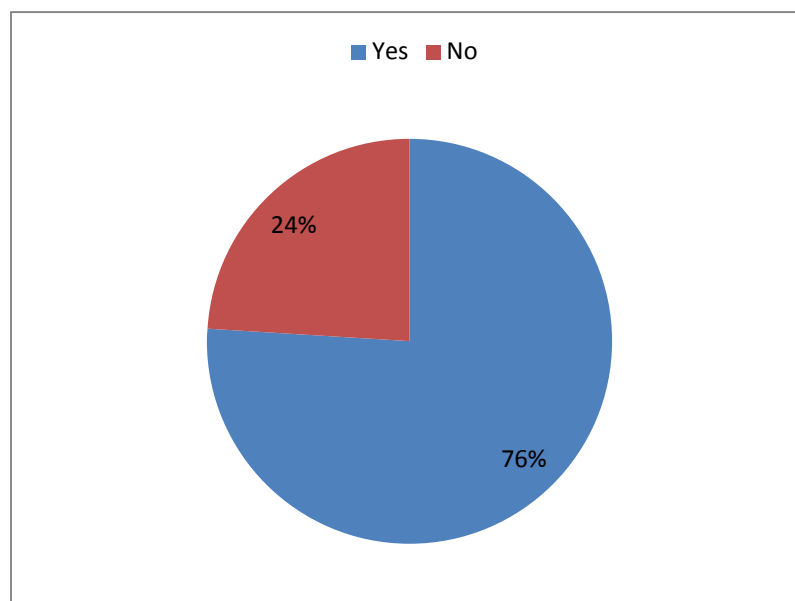
**2.5.2 Learners' questionnaire****Question 1: How is your level in English?**

Option	Number	Percentages%
Under average	00	00.00%
Close to average	10	20%
Good	29	58%
Very good	11	22%
Total	50	100%

**Table 2.6 Students' levels in English**

The purpose behind asking this question is to know the students levels in english, and whether they are progressing in the language aquisition. The results show that 58% of students answer that they have a good level in english, 22% of them have a very good level. While 20% answer that they are close to the average.

**Question 2: Do you interact and share your ideas in the classroom?**



**Figure 2.10: Students' interaction in classrooms**

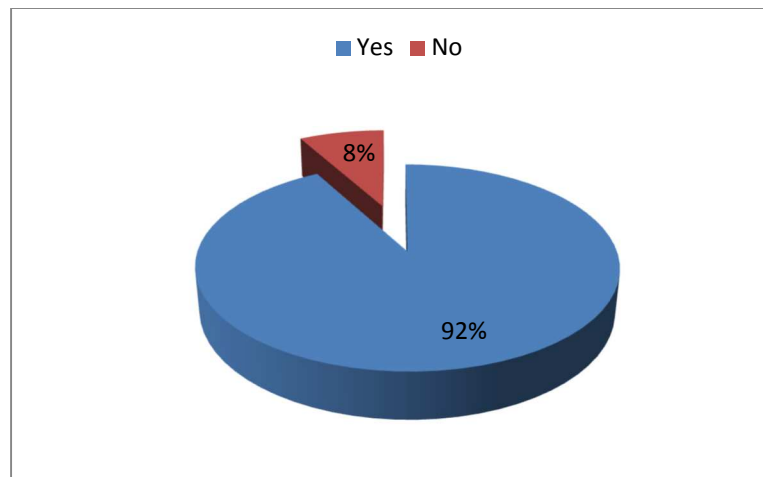
The researcher select this question for the sake of knowing whether the students are involved and interacted in classrooms. the majority of our population, 76% answers that they interact and share their ideas in classroom, while 24% reply that they do not share their ideas with their classmates.

**Question 3: How often do you participate in the classroom?**

Option	Number	Percentages%
Always	13	26%
Sometimes	27	54%
Rarely	08	16%
Never	02	04%
<b>Total</b>	<b>50</b>	<b>100%</b>

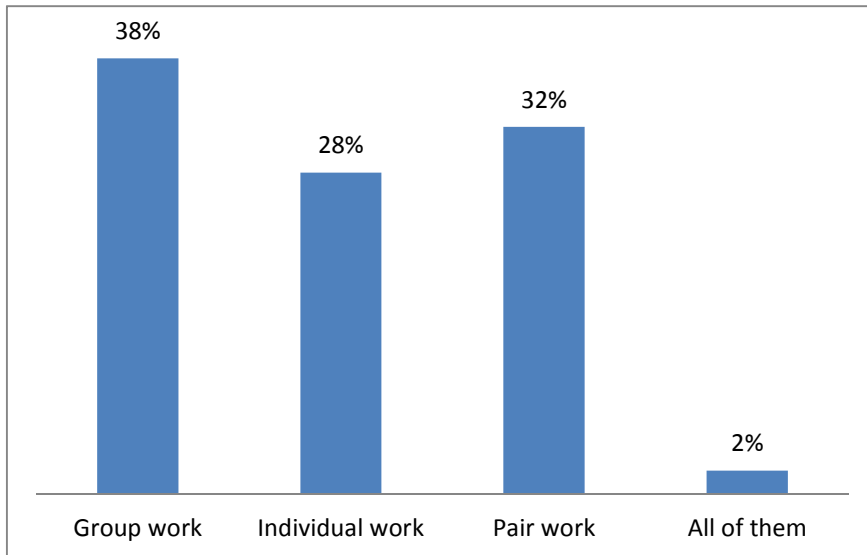
**Table 2.7 Students' participation in classrooms**

In this question the researcher wonders to know either the students are active, like to participate; Or they are passive, do not like to share their ideas. According to their answers 54% responds that they sometimes participate, 26% always participate. While 16% of them reply that they rarely participate and share their ideas ,moreover 04% answers that they never talk and ask questions in the learning process.

**Question 4: Are you allowed to express your ideas during the lesson?****Figure 2.11: Students participation during the lesson**

The aim behind asking this question is to whether the teachers give their learners the opportunity to express their needs. The answers shows that the vast majority, 92% answer that they are allowed to express their needs and ask questions, while 08% responds that they do not have that chance.

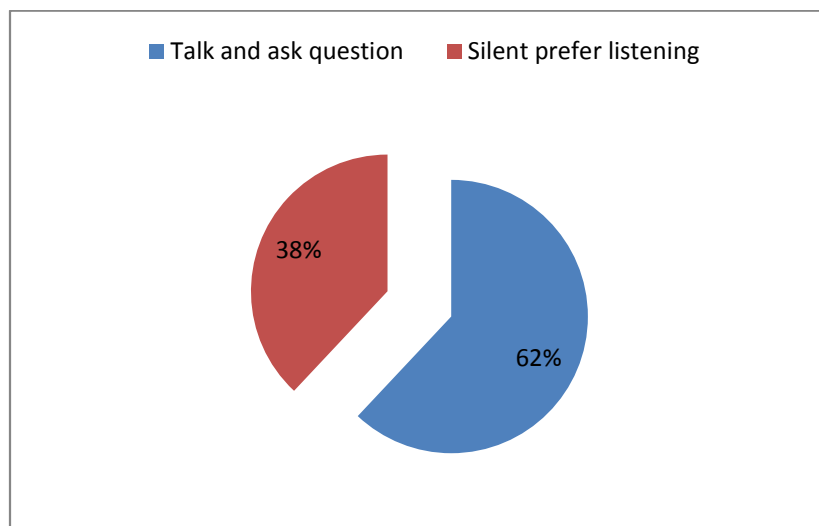
**Question 5: during the lecture, do you prefer?**



**Figure 2.12 Students’ preferences concerning the types of work**

The fifth question aims at investigating the nature of the learners and their interests, whether they like to work in collaboration or individually. According to the figure above 38% prefer to work in groups, 32% like to work in pairs, 28% are motivated when they work individually, while some of the students which means 02% prefer all these types in the learning process.

**Question 6: How do you prefer to be in the classroom?**

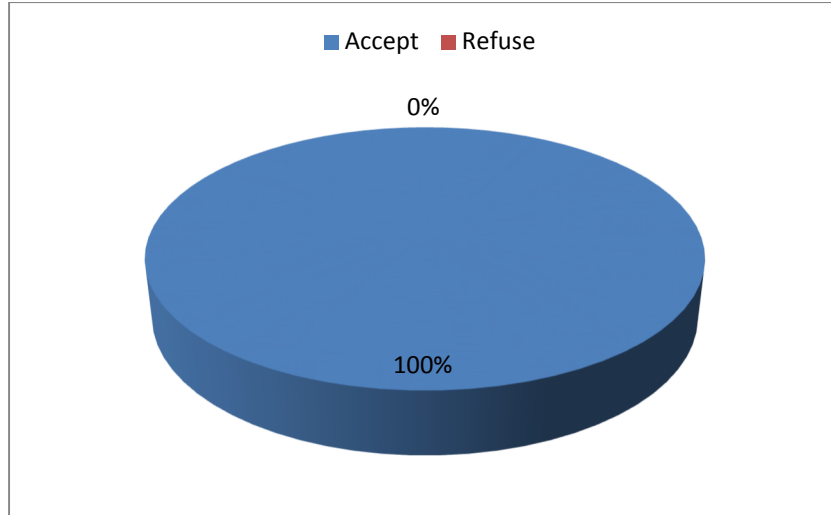


**Figure 2.13: Students’ involvement in classrooms.**

The purpose behind this question is to know if the students are involved in the classroom participation or they prefer to receive the information without negotiation. 31

students (62%) responds that they prefer to talk and ask questions, while 19 students ( 38%) feel confortable when they listen to the teacher explanation.

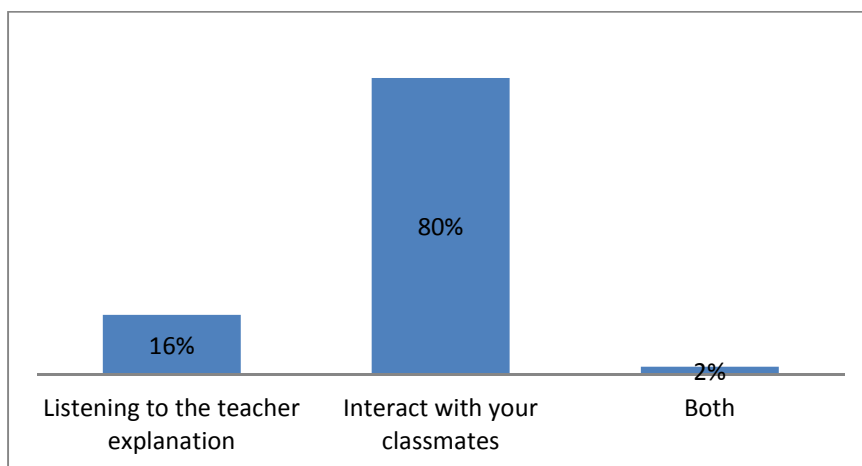
**Question 7: How does the teacher behave when you express your ideas and suggestions?**



**Figure 2.14: teachers’ acceptance of students’ ideas and suggestions**

This question is designed to know the teachers reaction toward the students opinions, whether they are interested in their points of views and encourage them to express their needs. The statistics shows that all the participants 100% answer that the teachers always accept their ideas and suggestions, while no one answer that they refuse their ideas .

**Question 8: During the lecture do you prefer?**



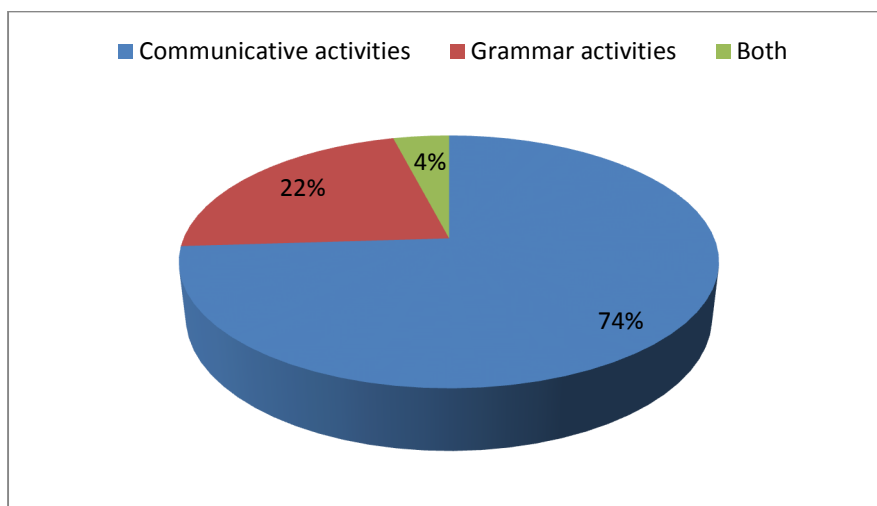
**Figure 2.15: Students’ way of learning**

The researcher put this question to know whether the learners prefer to hear from the teachers and receive the information as it is, or they are extroverts prefer to be intouched with the others. the diagram shows that the majority 80%prefer to interact with their classmates. wheras 16% of the population trust on the teacher explanation, while 02% like both listening to the teacher explanation and interacting with classmates.

The question is open ended in the sense that the students who choose the answer (b) are requested to give the reasons. some of them answer as follow:

- I like to share my ideas with my classmates in order to exchange ideas.
- Claasmates information are more interesting.
- I prefer to be in touched with my classmates.

**Question 9: What are the types of activities that motivate you to interact during the lecture?**



**Figure 2.16:Students' interest concerning the types of activities**

In this question the researcher wants to explore whether the learners prefer the grammar activities or the communicative ones. The vast majority 74% of the sample prefer the communicative activities, while 22% like grammar activities; Moreover 04% prefer both of them.

**Question 10: According to you, what is communicative competence?**

This question aims to know if the learners are fammiliar with the term CC and if they may give the exact definition for this concept. Some of the students answer as follow:

- Communicative competence is the ability to use the language in different communicative situations.
- The ability to interact and share one's ideas easily without any obstacles.
- The ability to talk and interact with others.
- The skill that help you to communicate successfully with others in a several context.
- Communicative competence is to be able to express your opinion and interact with others.

**Question 11: How do you feel when the teacher pushes you to participate during the lecture?**

Option	Number	Percentages
Satisfied	35	70%
Unsatisfied	15	30%
Total	50	100%

**Table 2.8 Students' feeling toward speaking english**

The question number eleven aims to know the students' reactions and feelings when the teacher ask them to speak in front of their classmates. The table above shows that 35 students which means 70% feel satisfied and motivated when the teachers push them to talk ;While 15 students 30% feel unsatisfied and afraid when they are obliged to talk in front of thir friends.

**Question 12: According to you, what is interaction?**

The researcher ask this question in order to know if the students have an idea about the term interaction. The students answers are presented as follow:

- Interaction is to speak, to be active in the classroom and to face your fear.
- It means to speak and suggest your ideas with others .
- To exchange ideas, deals with others and give your opinion.
- Interaction is sharing ideas with your classmates and communicate with them.
- It is the way one exchange ideas and information with another one oe group of people in a given context.

**Question 13: would you add other comments on how to develop communicative competence?**

This question is opened for the learners in order to express any further comments that might help in the development of CC or the means that can be used to enhance the learners CC. The students present these suggestions :

- Motivation is one key to push students to communicate without inhibition and it create a secured atmosphere which encourage classroom interaction.
- To develop cc the learner should work on improving his speaking and listening skills.
- CC can be developed by organizing social activities as group projects and home works.
- It can be developed by working on groups and watch videos.

**2.6. Conclusion**

Classroom interaction in EFL classrooms plays a significant role in the development of CC in the teaching and the learning process .It develops the learners' communication skills and enriches their vocabulary. Since encouraging the learners' involvement and motivating them to share their ideas and information is helpful for them to face real life problems, communicate effectively, and construct their own knowledge. This chapter involved the data analysis and of both teachers' questionnaire the learners' questionnaire, in order to investigate if they consider classroom interaction as a means to develop communicative competence.





**3.1 Introduction**

This chapter is devoted to the interpretation and discussion of the results obtained from teachers' and learners' questionnaires. In order to test the validity of the hypotheses, moreover; some suggestion and recommendations concerning enhancing learners CC through interaction are going to be presented .

**3.2 Interpretation of results**

After a deep analysis of both questionnaires separately ,the teacher questionnaire is analysed first following with the learners questionnaire, the following interpretations are suggested.

**3.2.1 Interpretation of teachers' questionnaire**

The results of the first part shows that the majority of teachers have different experiences as EFL teachers as most of them held master /magister degree. This allows the researcher to consider various views that would be of a great significance for the current study.

The second part in the teachers' questionnaire which is the most important part in our research contains detailed information. The question related to the approaches and methods in teaching received the same answer from the majority of teachers who admitted that communicative language teaching is the most dominant method in teaching. According to the teachers CLT is helpfull in communicating effectively. This means that communication is encouraged. Therefore, the teachers believe on the value of communication in teaching.

What has been noticed from the teachers responses to the question about giving the opportunity to the learners to share their communicative needs shows that the majority of teachers give their learners the chance to express their weaknesses while communicating.

The teachers showed a significant familiarity toward the term communicative competence. In addition, educators have considerable knowledge about this concept. Moreover, all the teachers share strong agreement on the effectiveness of the CC in foreign language teaching language teaching. For such reason they consider the improvement of the learners'CC as one of the primary goals in the EFL context. Most

importantly, instructors stressed the use of different activities for the purpose of enhancing the learners' communicative abilities among these activities collaborative work, pair work and individual work. This means that teachers consider those activities necessary in promoting the learners' knowledge and communicative competence.

According to the results, teachers' answers about the encouragement of the learners participation in classroom show that all of them work on making their learners participate and express their needs during the lectures. This means that teachers consider the participation as an important factor in the development of the learners' CC which can be helpful for them while communicating with teachers and classmates as well.

All the teachers believe in the significance of interaction in improving the learners' CC, and try to create situations to make their learners interact in classrooms. This means that they consider it as one of the means that can influence positively the learners communicative skills and develop their knowledge and communicative capacities.

A deep clarification of the results indicate that some learners do participate during the learning process; whereas others do not share their ideas with their classmates. This shows that either the teachers do not motivate them to participate or there are different abilities in the classroom. Instructors answer that some of the learners do not participate during the lecture because of the different abilities which means that some of the learners have a good level which help them to share and give opinions in any context while others have a little knowledge and do not step for the risks and feel afraid in expressing themselves.

When the results from the teachers' questionnaire were analysed all the teachers indicate that their are passive learners in their classrooms, who are not effective and always like to be silent during the lectures . These results signify that in any classroom there are passive learners who prefer to receive the information as it is without asking questions or trying to share knowledge with their classmates which create problems while communicating.

From the findings obtained, the researcher concluded that most of the teachers suggest that learners may interact in group work, and choose interesting topics. This may be due to the fact that learners in these types of activities feel more comfortable to give their opinions and receive the others' point of views. Moreover they learn better from each other. In addition to that they can manage their speaking time, take turns, and they will learn how to be confident and rely on their capacities.

All the teachers state other suggestions on how to make the learners interact during the teaching process. One of them see that pushing them to speak is important. This means that the teacher should not wait for the learners to interact they should give them stimulus in order to get response, moreover they should be flexible, vary their activities, and change the types of activities when necessary. In addition to that, they should work on the development of their learners analysis in order to know their needs, interests, and abilities. This will help the learners construct their knowledge and reach their objectives .

### **3.2.2 Interpretation of learners' questionnaire**

The results of the first question show that the majority of the learners have a good level in english. This means that they like to study english, and they feel interested in acquiring it. Moreover, they consider studying english as an important task. When it comes to their interaction in the classroom, the most answered that they interact and share their ideas during the lecture, which means that they feel motivated in studying the english language, and they work hard to create a positive atmosphere in the classrooms.

The majority of students answer that they participate during the lecture. This indicates that the teachers work on making their learners participate, and they try to give them interesting topics that encourage them to share their ideas. In addition to that the researcher has found that the majority of students reported that they are allowed to express their ideas during the lesson. This means that teachers do not prevent them to give their opinions and solve problems.

From the results obtained the researcher found that learners prefer group and pair work. This indicates that they like to work in collaboration, and to be intouch with their teachers and classmates. They prefer to express and share their opinions in front

of their classmates. In addition to that, the majority of student answer that they like to talk and ask questions during the lecture. This means that they prefer to be active and involved in the classroom.

After a deep clarification on the results, the researcher found that all the students answer that the teachers accept their answers and behave positively. Which indicates that the teachers always try to encourage them to participate and they motivate them by giving them them positive feedback. Moreover the majority answered that they prefer to interact with their classmates which means that they understand better when interacting with their peers.

The majority of learners admitted that they prefer the communicative activities rather than the grammar activities. This explains that they believe in the importance of communication in developing their knowledge, they also know that the grammar is not enough for them to interact and communicate effectively.

The findings show that the majority of the learners are familiar with the term communicative competence; whereas some of them do not have an idea about the definition of CC. This indicate that this term is well known according to the learners.

It was revealed that learners feel satisfied when the teacher pushes them to participate. This means that the learners do not like to be silent, they always wait for their teachers to stimulate them. In order to give their point of views and to contribute on the lecture.

From the data analysis the researcher found that the majoriry of the learners are aware of the concept interaction. This means that teachers do their best to present new things, define new concepts, and they work on developing their learners knowledge; Moreover the learners also work hard to built their own knowledge, and to understand the new terms.

Concerning the learners comments on how to develop the communicative competence. the majority admitted that the CC can be developed through motivation, developing speaking and listening skills, organizing group work, giving them home work, and watching videos. This indicates that the teacher has a significant role in the development of their learners CC by motivating them, giving them advice, helping

and guiding them. These can help positively in building the learners' knowledge subsequently they will communicate effectively with others.

### 3.2.3 Interpretation of the main results

After the analysis of the findings of both the teachers and the learners questionnaire, the researcher has collected an amount of data about the role of classroom interaction in enhancing the EFL learners' communicative competence and how it can develop their knowledge which allows them to communicate effectively with others, In this section, the researcher discusses the main results that were gathered from all the research instruments.

The major findings that can be taken from both teachers and learners questionnaire are presented and explained as follows:

Both the teachers and the learners agree on the importance of classroom interaction in developing the learners CC. They admit that participating and sharing their ideas with others can help them learn new words, to be in touch with others, to exchange ideas, and fight their fears. This means that the learners will learn how to handle conversations, and express their needs which will enhance their knowledge. All these can also help them acquire the target language, and communicate effectively with people from different backgrounds.

The results show that both teachers and learners agree that communicative activities are better than grammar activities, because the latter activities will provide the learners only with vocabulary and grammar rules which are not sufficient for the learners to communicate. While the communicative activities according to them improve their awareness and knowledge which lead them to better understand and interact functionally.

Both teachers and learners encourage participation and involvement in classroom; because for them it is important to be in touch with others to get information and enhance knowledge, this will make the learners more competent communicators and develop their skills and knowledge.

According to teachers and learners answers interaction can be used as means to improve CC through the encouragement of collaborative work in classroom. This

means that organizing groups and pairs will influence positively the learners' performance and solving problem skills, sharing ideas and it may develop their speaking skill, the learners will be able to speak fluently in front of their teachers and classmates, which means that our hypotheses are valid and confirmed.

### **3.3 Limitations of the study**

The researcher face some problems with time, it was not sufficient to do the necessary readings and bring rich information which can be beneficial to his research. In addition to that, the teachers and the learners were not cooperative with him, they took a long time to answer the questionnaire probably because of their business. Moreover the researcher has not experienced such type of research during his studies which created many obstacles when collecting data.

### **3.4 Suggestions and recommendations**

In order to help the students develop their CC and communicate effectively with others, the researcher suggests some practical solutions for both teachers and learners on how can interaction develop the learners knowledge, and how teachers can deal with their learners to make them interact and communicate successfully.

#### **3.4.1 Suggestions for learners**

Learners should have the courage to express their opinions and they should consider the classroom as a comfortable place in which they should speak, and express their ideas freely. Because interaction with peers or teachers will enhance their knowledge.

Students should also know the significance of classroom interaction in order to interact effectively with others, which leads to construct their own communicative competence, and understand others. Moreover they should learn how to solve problems, listen to each other, and they should be responsible of the improvement of their own knowledge.

Students need to use the target language as means to explain and express ideas, which will be beneficial for them to adopt the new language, and facilitate the learning process. Moreover they should interact as much as possible in order to benefit from both peers' correction and teachers feedback. They should also know the

importance of group work and classroom discussions which is the opportunity to practice the four skills together, which leads to the development of CC and also effective communication.

Students need to be self confident and trust their learning capacities. This will encourage them to interact during the lesson and develop their knowledge in grammar, vocabulary, and communication. In addition to that, they should give presentations and work on the development of their reading and writing skills. which will be helpful for them to adopt with their teachers and classmates.

### **3.4.2 Suggestions for teachers**

Teachers have different roles in the development of their learners' CC. They need to create a comfortable atmosphere in which they should guide and monitor when needed. Moreover they should listen to them, answer their questions, and encourage students who need extra help. They also need to correct their mistakes appropriately, and give them a positive feedback, which will encourage them to do better in classrooms.

EFL Teachers should be proficient in the teaching process, and they should master the most important knowledgeable that gather the language. They also should know how to deal with their students, because they are considered as models for their students. Teachers need to reinforce their learners to speak and interact in classroom, because it will increase their productive behaviours. Moreover, they need to give positive reinforcement by giving a positive feedback to the students who answer a question correctly in order to encourage the passive learners. This will develop the learners' knowledge, habituate them to communicate, feel free to express ideas, and give opinions.

Teachers should vary their tasks by preparing activities that appeal to the learners' level. This will increase the learners' participation and interaction in classroom, and create a competitive atmosphere during the lecture, which also leads to the development of the learners' communicative competence.

Teachers also need to evaluate and assess their learners in order to know whether they are progressing in the learning process, the language acquisition, and the effective communication skills. They should also encourage their learners by



giving them bonus points in order to motivate them to participate and take risks during the lecture frequent. This will improve their understanding capacities and make them active in the classroom.

Teachers should create situations which make their learners interact with others inside and outside the classrooms. They also need to push them to participate and give information even if they are wrong ideas. which may increase their oral profficiency.

### **3.5 Conclusion**

In this chapter, the researcher presented the interpretations of both the teachers and learners' questionnaires in order to test their validity, the interpretation of the main results, then limitation of the study, and also some suggestions and recommendations about the strategies that can help the developement of the EFL learners' communicative competence through the encouragement of classroom interaction.

## **General conclusion**

Developing the learners communicative competence through interaction is the main concern of some teachers, since they consider it as an important means for an effective and successful communication. Therefore the aim of this study is to investigate the role of classroom interaction in enhancing the EFL learners' communicative. It also aims to discover how interaction can influence the learner's CC and how it can be used as a means to improve the CC.

This work attempted to answer the research questions and examine if the hypotheses are valid or not. The hypotheses suggest that learners may become more competent communicators and they can develop their skills and knowledge through interaction, which can be used as a means to improve CC probably via the encouragement of collaborative and group work.

In order to examine these hypotheses, the researcher divided his work into three chapters. The first chapter deals with the literature review in which the researcher presented an overview of language teaching approaches and methods, defined the main concepts related to communicative competence and interaction, and tackled the Canale and Swain model.

The second chapter is devoted to the practical part, the researcher started from explaining the purpose of the study, the description of the population, the research data tool, and the analysis of data gathered from both teachers' and learners' questionnaires.

The third chapter was devoted to the discussion and interpretation of the findings. Moreover, the researcher provided some suggestions and recommendations on the role of classroom interaction in improving the learners' CC. The results explained that the hypotheses were valid and trusted.

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# Appendices

## Appendix (A):

### TEACHERS' QUESTIONNAIRE

*Dear teachers,*

This questionnaire is intended to investigate the crucial role of interaction in enhancing the EFL learner's communicative competence, your help is appreciated if you could answer these questions for the sake of gathering information.

#### PART ONE: Background information

1- : Degree (s) held

a- BA (License).

b- MA (MASTER/Magister).

c- PHD (Doctorate).

2- How many years have you been teaching English at the university?

.....

#### PART TWO: Detailed information

1- Which method and approach you adopt in teaching?

a- Grammar Translation Method.

b- Direct method.

c- Audio-lingual approach.

d- Oral situational approach.

e- Communicative language teaching.

f- All of them

Others .....

2- Why do you opt for this approach? Because

a- It helps learners communicate effectively.

b- Provide the learner with necessary grammar rules.

Other .....

**3- Do you give your learners the opportunity to share their communicative needs?**

Always  Sometimes  Often  Never

**4- According to you what is meant by communicative competence?**

.....  
.....

**5- Do you think that communicative competence is important in language teaching?**

Yes  No

**6- Do you try to improve your learners communicative competence?**

Yes  No

If yes, how can you do so?

- a- Collaborative work.
- b- Pair work.
- c- Individual activities.
- d- All of them

**7- Do you encourage your learners to participate during the teaching process?**

Yes  No

**8- Do you think that interaction improves the learners communicative competence?**

Yes  No  Maybe

**9- Do all your learners participate in the classroom activities?**

Yes

No

If no, is it because:

- a- Crowded classes.
- b- Different abilities.
- c- Lack of motivation.

Other.....

**10- Do you have passive learners in the classroom?**

Yes

No

**If yes, what do you do to make them interact:**

- a- Design groups and pairs.
- b- Choose interesting topics.
- c- Additional marks.
- d- All

Other means .....

**11- Any further comments or suggestions:**

.....

**Appendix (B):**

**Learners' Questionnaire.**

*Dear Students,*

This questionnaire is intended to investigate the role of interaction in enhancing the EFL learner's communicative competence. Since interaction is one of the means that help the learners to communicate and develop their communicative competence, you are kindly requested to tick (X) the choice that represents your answer and to give full answer(s) where necessary.

**1- How is your level in English?**

Under average       close to average       good       Very good

**2- Do you interact and share your ideas in the classroom?**

Yes       No

**3- How often do you participate in the classroom?**

Always       Sometimes       Rarely       Never

**4- Are you allowed to express your ideas during the lesson?**

Yes       No

**5- During the lecture, do you prefer:**

- a- Group work.
- b- Individual work.
- c- Pair work.
- d- All of them

Justify your answer .....



.....  
**6- How do you prefer to be in the classroom?**

Talk and ask questions

silent prefer listening

**7- How does the teacher behave when you express your ideas and suggestions?**

Accept

Refuse

**8- During the lecture, do you prefer?**

a- Listening to the teacher explanation.

b- Interact with your classmates.

c- Both

If you choose the answer " b " please say why.....  
.....

**9- What are the types of activities that motivate you to interact during the lecture?**

a- Communicative activities.

b- Grammatical activities.

c- Both

**10- According to you what is communicative competence?**  
.....  
.....

**11- How do you feel when the teacher pushes you to participate during the lecture?**

Satisfied

unsatisfied

**12- According to you what is interaction?**  
.....  
.....

**13- Would you add other comments on how to develop communicative competence?**  
.....  
.....