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“ Language and communication ”

**Classroom Interaction and its Role in Enhancing Learners’  
Speaking Skill.**  
A Case Study of Second year LMD Students at Mostaganem University.

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# Dedication

*I dedicate this work:*

*To my dearest parents*

*To my lovely sisters and*

*My brothers.*

*To my roommates and friends*

*To every teacher who encouraged me.*

# Acknowledgements

*I would like to extend my thanks to my supervisor Dcr.Sarnou Dalal who gave me her valuable guidance, advice and help during the process of writing this paper.*

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## **Abstract**

The study aims at investigating the role of the classroom interaction in enhancing the EFL students' speaking skill. The main problematic of this work is that students are unable to use the target language in communication; it implies that there are many causes behind this problematic. However, the hypothesis adopted in this research is that teaching oral skills based on classroom interaction will enhance the students' oral proficiency and will reduce their speaking difficulties. For this reason, this work investigates the relationship between the classroom interaction and teaching the speaking skill and the focus of this paper is to demonstrate that techniques of classroom interaction that can be an effective teaching-learning method to develop the learners' speaking skill. The required data was gathered by the students' questionnaire which is conducted to second year LMD students in Mostaganem and the teachers' questionnaire which is administrated to the teachers of English in Mostaganem University also during the academic year 2017-2018. There were sufficient findings about the implementation of the classroom interaction in the oral expression classes.

## **List of Abbreviations**

**EFL:** English as a foreign language

**LMD:** License – Master- Doctorate

**%:** Percentage

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# General Introduction

Learning English is needed in various fields such as technology, media, economy, education, business, and medicine. However, in the field education one of the main problems that are related to the learning of a foreign language is to prepare learners that are able to use the target language proficiently.

Classroom interaction plays an important role in the learning process; researchers emphasized on the concept of classroom interaction, it fosters the students' knowledge, and offers opportunities for students to work either in pairs or in groups. Hence, the implementation of classroom interaction as a pedagogical strategy contributes in improving the student's oral production, and reducing the students' difficulties.

Besides, foreign language teachers have been advised to use a variety of teaching techniques as a pedagogical strategy that may help their students to interact more in the classroom. Different kinds of activities and tasks can raise student's interaction, and it can also keep them involved in the subject matter.

Students of English at Mostaganem often face problems in making good conversations in classroom. So, they need the chance to learn and to improve their speaking skill using interaction as pedagogical teaching-learning method.

It is said that classroom interaction offers the opportunities for students to improve their learning skills, because its main principle is to develop the students' own knowledge by communication, critical thinking, and problem solving. Thus, this piece of work is done for achieving the following objectives:

- Enhance the students' oral production.
- Make teachers create a safe learning atmosphere.
- Suggest some pedagogical recommendations for both teachers and students.

In order to know the role of classroom interaction in improving the students' speaking skill, it is necessary to ask the following questions:

- How can teachers make their students involved in the classroom interaction?
- What is the role of the classroom interaction in improving EFL students' speaking skill?

- To what extent can teachers help their learners to construct their own knowledge in oral expression courses?

According to the research questions, it suggested as answers:

- The implementation (the use) of the classroom interaction in oral expression courses may enhance and improve the students' oral proficiency.
- The use of cooperative tasks can help students to face their speaking difficulties.
- The selection of the topics may help students to express their ideas and involve them in the oral expression tasks.

To investigate the role of the classroom interaction in improving EFL students' speaking skill, the tool that is selected for the data collection is the questionnaire (students' questionnaire and the teachers' questionnaire).

In order to know to what extent the hypothesis is true, the choice of the population was selected randomly, which included both EFL teachers and students of Abd El Hamid Ibn Badis University. The questionnaire intended to know the teachers' and students' opinions and views about the classroom interaction and its implementation in EFL classes to develop the students' speaking skill.

The dissertation consists of three chapters; the first chapter is concerned with the theoretical background description of the classroom interaction, and it deals with the speaking skill, its importance, the difficulties that face learners in speaking, and the assessment of speaking skill. In other words, the first chapter was as an attempt to connect the classroom interaction with the speaking skill. However, the second chapter deals with the data collection and the description of the tools that are used in order to obtain the results. Finally, the third chapter is devoted for the analysis of the students' questionnaire and the teachers' questionnaire. It concludes with some suggestions and recommendation for both EFL teachers and students.

## **Introduction**

Students need to be able to speak with confidence and fluently. It is one of their main objectives as well as their teacher's. This chapter will start with an overview about the speaking skill and its importance moving to the problems that students face while speaking, effective activities that can help teachers to improve their students' speaking skill and how teachers can assess it. Then, it will deal with the classroom interaction, its importance, its different types and techniques including the teachers' role.

### **1.1 Speaking Skill**

English as a foreign language (EFL) requires students to learn the four skills: writing, reading, listening and speaking. This later, which aims at developing learners' abilities in producing oral discourses, has different meanings according to each teacher's or author's point of view . Hedge (2000) .(1987, p.5)

#### **1.1.1 Definition**

According to Bygate (1987, p.5), the term oral expression involves making the correct choices when using language forms, following the right order, sounding like the native speakers, and producing the right meanings that can be understood by the listener. For him, speaking is a skill that all people use when they are interacting among each other; therefore, speaking is regarded as the most important skill that learners require in order to be able to speak fluently in the classroom situation

In addition to the previous definitions, Hedge (2000, p. 261) considers speaking as, “a skill by which they [people] are judged while first impressions are being formed.” It means that speaking is important skill in learning a foreign language because it reflects peoples' thought and opinions.

#### **1.1.2 The Importance of Speaking**

In English as a Foreign Language (EFL) environment, instructors try to increase the speaking competence of their students because it is the key element of the language learning which requires an important place in the communication skills. The speaking skill is considered as the most difficult skill for learners because they are not exposed to the cultures of native speakers.

As a result, they face a lot of difficulties in transmitting their thoughts and attitudes within the teaching process.

. In this sense Bygate (1987, p.2) says: “Speaking is a skill which deserves attention every bit as much as the literary skills, in both native and foreign language”.

Speaking is a fundamental medium used to convey messages, knowledge, emotion, feelings, ideas, and opinions directly in an interaction with the others In the same context, Hedge (2000, p. 261) declares that: “for many students, learning to speak competently in English is a priority. They may need this skill for a variety of reasons, for example to keep up a rapport in relationships, influence people, and win or lose negotiations”.

### **1.1.3 Speaking Difficulties in Foreign Language Learning**

Since the speaking skill is regarded as a complex process, the majority of foreign language students face various problems with classroom speaking activities because of their language problems such as: anxiety, inhibition, and poor listening practice.

#### **1.1.3.1 Learners’ Speaking Anxiety:**

According to Arnold and Brown (1999, p. 8-9), this type of difficulty has a relation to negative feelings such as: uneasiness, frustration, self-doubt that prevent learning achievement In this sense, some learners express their anxiety feelings in terms of other’s misunderstanding of their speech, for example when the learner says: “I am shy to speak in public because the others may not understand what I am saying” or “I will wait till someone else to express what I wanted to say. (Coleman, 1996, p. 158).

According to Brown (2007), it is difficult to define anxiety since it affects the process of successful second language learning, he argued that anxiety plays an important role in second or foreign language acquisition and he suggested two types of anxiety: debilitating anxiety and facilitative anxiety, these two types are also called “harmful” and “helpful” anxiety. The former which is debilitating or harmful anxiety is concerned with negative feelings such as: uneasiness, self-doubt and so on, the learners here should avoid this kind of anxiety because it affects the learning process negatively.

However, the second type (facilitative or helpful anxiety) is considered as one of the keys that lead to success since it affects the learning process positively, this may motivate students to work harder in order to get a good grade.

### **1.1.3.2 Learner's Speaking Inhibition**

This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Littlewood (1999, p. 93) argues that "it is too easy for a foreign language classroom to create inhibition and anxiety". Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill-development of communicative skills and the feeling of linguistic inferiority. Students fear to make mistakes especially if they will speak to critical audience.

### **1.1.3.3 Poor Listening Practice**

Students should focus on the listening skill in the classroom where the only source of spoken language used in most foreign language classes is the teacher (teacher's talk). Therefore, speech is usually related to the listening skill because in most cases, learners speak what they hear from their teachers; this means that it is not just the role of the learner to improve his/her listening ability to develop his/her speaking skill, but also the role of the teacher who should provide his/her learners with some activities where the two skills (speaking and listening) are effectively interrelated. (Lynch, 2009).

### **1.1.3.4 Lack of vocabulary**

This problem is related to the foreign language learners, it puts students in awkward situation. For example, when the learners are unable to think of anything to say in oral expression sessions, they simply say: "I do not know", "word order and vocabulary don't always flow into my mind", or "I need a bit of time to translate into English". This problem is mainly due to the lack of motivation to express themselves or the choice of uninteresting topics that they have to discuss which lead students to think about the difficulty of oral tasks in the learning process (Graham, 1997).

### **1.1.4 Classroom speaking activities**

Speaking a foreign language requires a set of classroom activities which have to be developed in a dynamic interactive learning environment where both teacher and learners collaborate and cooperate with each other to create a safe, comfortable and relaxed atmosphere for a perfect productive talk in classroom. Each teacher is going to select the suitable activity and strategy to meet the learners' needs, interests and goals, the following classroom speaking activities, the teacher tries all the time to create interaction by exchanging information and expressing ideas taking care to the correct grammar (accuracy), adequate vocabulary, acceptable fluency as well as a good pronunciation to convey a meaning through speech. According to Harmer (2001), there are many classroom speaking activities used in

oral expression course that focus on the language function rather than grammar and vocabulary only:

#### **1.1.4.1 Communication activities**

The activities are designed for the sake of providing communication between students in order to solve a puzzle. The teacher can bring these activities from TV games or radio for example in “describe and draw”, one student asked to describe a picture and the other student should draw it.

#### **1.1.4.2 Information gap activities**

The activities are used where two speakers have different parts of information that make a whole image when relating them one part to another. This activity requires the students’ ability to fill gaps when there is a missing of information and also the student’s vocabulary and information in order to exchange it with other student because in most foreign language classes, the teacher uses this kind of activities aiming at sharing information between students during a classroom oral course (Harmer, 1998).

#### **1.1.4.3 Discussion activities**

A discussion activity can be seen as the most useful and interesting form of oral practice in the classroom since it offers opportunities for students to exchange their opinions, experiences and express their views to develop their communicative ability when using the target language Harmer (2001). In this sense, Littlewood (1981) states that: “*It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language*” (p.47). This means that “discussion” is regarded as a real language experience where students use their abilities in order to deal with such speaking activity.

#### **1.1.5 Strategies for developing speaking skill**

The capacity to speak a language is the production of that language in which learners benefit from the variety of activities since it is more motivating to result effective language learning. But, speaking is also considered as a critical part of the language learning process. In this sense, instructors teach students speaking strategies; using minimal responses, recognizing script, and using language to talk about language, then students would develop their knowledge with a high confidence to use it. (Bashir et al., 2011, p. 41).

#### **1.1.6 The assessment of the speaking skill**

Assessment refers to the activities that are used to assess the learning process; it is used by the teacher in classroom or by the students to assess themselves in order to provide feedback about the teaching and learning activities. In this context, Rost (2002, p. 169) pointed out that *“assessment is an integral part of instruction, in that, it suggests appropriate starting points for instructional design and allows for feedback on learner performance”*.

In general, speaking functions as a vehicle that language learners depend on to achieve their learning outcomes, many researchers in the field of applied linguistics have emphasized on the importance of speaking in learning languages, and asked teachers to direct their attention to it through assessment. The real aim behind assessing the learner’s speaking is to encourage them to speak and to improve their speaking production and performance. For that reason, speaking should take a major part in the teaching process of oral language because the latter needs a real evaluation for going further in language fluency and accuracy.

## **1.2 Classroom Interaction**

Teaching English as a foreign language encompasses basic elements such as classroom interaction which plays a major role in the whole learning process. So, it is important to define that concept within the EFL classroom, then, presenting its importance, types, techniques, and how teachers can manage classroom interaction for practicing speaking skill.

### **1.2.1 Definition**

Teaching English as a foreign language encompasses basic elements such as classroom interaction which plays a major role in the whole learning process. So, it is important to define that concept within the EFL classroom, then, presenting its importance, types, techniques, and how teachers can manage classroom interaction for practicing speaking skill.

According to Hadfield (2008) the word interaction involves more than just putting a message together, it is also responding to other people in order to facilitate communication among them. In this sense Nunan (1991, p. 51) stated that *“learning to speak in a second or a foreign language will be facilitated when learners actively engaged with attempting to communicate”*. It means that interaction is a response to what others say, making conversation, and exchanging ideas and so on.

In addition, interaction has defined as the fundamental pedagogy and it is claimed that the successful pedagogy involves the successful management of classroom interaction (Allwright 1984).

### **1.2.2 The Role of Interaction**

For the learners, interaction is an important factor in producing comprehensible output because it allows students to practice their language in the classroom. Then, interaction in the classroom offers the students opportunities to get feedback from the teacher or other students that leads to improve their language system (Hedge 2000). For her (Hedge), speaking in the classroom makes learners able to cope with their lack of language knowledge; for instance, students speaking slowly, repeating or clarifying their ideas while talking together is regarded as negotiation of meaning (discussion to reach agreement) which aimed at making the output more comprehensible.

It means that interaction pushes EFL learners to produce appropriate language when they are working in pairs or groups. Moreover, Lyster (2007) stated that interaction makes the learners able to test their communicative success through exchanging information with the teacher or among the students themselves.

### **1.2.3 Types of Classroom Interaction**

Classroom interaction occurs either between the teacher and the students or between the students themselves, individually or collectively according to the communicative situation.

#### **1.2.3.1 Teacher-Learner Interaction**

Teacher–student interaction is one of the most powerful element within the learning environment, it affects the student’s development, achievement, and performance. According to Harmer (1998), the way that the teacher uses to interact with his students is considered as an important skill in the classroom where they shared one language. The teacher focuses on the type of the input he should provide his students with because the meaningful and understandable input leads the students to respond to their teacher and interact with him by asking question or asking for clarification.

#### **1.2.3.2 Learner-Learner Interaction**

According to Tuan & Nhu (2010), Student-student interaction occurs among learners within a classroom context where the teacher plays the role of a monitor and learners are the main participants. It occurs in groups (student-student interaction) and in pairs (peer interaction). Mackey (2007) claimed that student-student interaction make learners receive a comprehensible input, opportunities to negotiate meaning and receive other’s feedback.

Moreover, Johnson (1995) in her book *Understanding Communication in Second Language Classrooms* claims that:



Student-student interaction in foreign language classrooms can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self-select when to participate, control the topic of discussion, and, most importantly, it draws on their own prior knowledge and interactional competencies to actively communicate with others. (p. 189).

#### **1.2.4 Interaction Techniques**

EFL teachers often use a variety of activities to make their students interact more when foreign language classes take place. The most common interaction activities are: pair-work, group- work, simulation, and role plays.

##### **1.2.4.1. Pair Work**

Pair work is one of the effective strategies for classroom interaction, where two students (i.e. pair) practice a language together, for example: fill in the blanks of information gap activities, and write script of play or dialogues. This activity increases the amount of talking time of students. So, they can have more chance to share their knowledge with others.

##### **1.2.4.2. Group Work**

This technique promotes academic achievement where students learn to inquire; share ideas clarify differences and construct new understandings using the target language. In group work, learners perform a learning task through small-group interaction it is seen as an activity that increases the amount of learner's talk as it was mentioned by Ur (2000) in his book "*A course in language teaching*" said that: "Group work increases the sheer amount of learner talk going in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class "(p.121).

##### **1.2.4.2. Discussion**

Discussion is considered as "whole class interaction" Harmer (2001) where all students participate, interact, and discuss a particular chosen topic with each other and with their teacher as well. But, sometimes students feel inhibited to give an opinion in front of the whole class; Harmer (2001) proposed a solution for teachers that allow them to avoid such difficulties which are the buzz group: where students have a chance for quick discussions in small groups before any of them is asked to speak in public. In addition, discussion in foreign language classrooms fosters learners to interact to develop their speaking fluency, and overcome their inhibitions.

### **1.2.4.3. Simulation and Role Play**

This technique encourages the oral fluency or train students for specific situations where students simulate real life situation. This type of activity creates enjoyable atmosphere, good relationship among students, and it fosters cooperation and collaboration. Teachers therefore, are requested to reduce their talking time in classroom interactions to give their students more opportunities to interact and make them involved in the learning process.

### **1.2.5. Teachers' role and responsibilities**

In English language teaching, the teacher has some important roles in the classroom because he is considered as the one who provides students with comprehensible input that is suitable to their levels. Hedge (2000, p. 26), in her book *Teaching and Learning in the Language Classroom* identifies the most important roles that the teacher can play in the classroom by mentioning the teacher's ability to change his roles according to the students' needs. They can act as controllers of information who transmit the knowledge from themselves to their students, they can also regard as assessors of accuracy by giving feedbacks about the students' performance and correcting their mistakes. Then, they also organize the classroom instructions, this role is related to the tasks that students are going to do in the classroom for instance, the teacher provides his students with information about the way that they are going to do the task in a limited time, he also organizes his students when dealing with group work as explaining the ways that students have to follow when they are working in pairs in order to get them engaged and more interested in their participation, because the activity will not be successful if students do not know how to do the task.

The teacher sometimes plays the role of the promoter of students' work by encouraging his students to think creatively in order to be independent from the teacher, and he can be a resource of students' needs, this role involves students' questions about an activity that they are working on. It means that when the teacher plays the role of a resource, students might ask their teacher questions in order to know some information about that activity.

### **1.2.6. Managing Classroom Interaction for Practicing Speaking Skill**

The management of interaction in the classroom is regarded as important things in the classroom. Allwright and Bailey (1991) claimed that making a successful interaction in the classroom includes managing some factors that are listed in form of five questions which are given in the classroom. The first question is "who gets to speak"; this means the participants' turn distribution. The second question, which is "what do they talk about", is related to the

topic discussion, then, the third question is linked to the students' task in the classroom like: "what does each participant do with the various opportunities to speak". In addition, the fourth question is that "what sort of atmosphere is created?" it is related to the atmosphere that is created by the teacher. Whereas, the last question or the last possibility that leads to an effective classroom interaction is "what accent, dialect or language is used". Here, the teacher has to control the students' speech like, when the students use L1 instead of using L2 for example.

### **Conclusion**

This chapter attempted to give enough information about the speaking skill which is considered as the key element of the foreign language learning as it has a very important place in the communication skills. Thus, this chapter described the importance of the classroom interaction in enhancing the learner's speaking skill.

## **Introduction:**

First, this chapter provides an overview about the classroom interaction and its importance in Algerian Education. Then, it describes the research methodology and followed by a full description of the data collection (the teachers' questionnaire and students' questionnaire). They will be used as instruments in this study to analyze the obtained data.

### **2.1. Hypothesis:**

Based on the problematic, the description of the related theories that are mentioned in the first chapter, it is hypothesized that the classroom interaction, the selections of the topics, and the use of cooperative tasks may improve the student's speaking skill.

### **2.2. Research Methodology:**

The choice of the methods has been determined by the nature of the study; it will be a descriptive method because it can give the facts about the actual situation (do teachers based on the classroom interaction in their oral expression courses to enhance their students' speaking skill?).

The case of the present research which involves both EFL teachers and students of Abdel Hamid Ibn Badis University helps to find more reliable and valid results. So, the data can give a full picture of how the oral classes are done in Algerian universities.

### **2.3. Data Collection:**

Data collection is considered as an essential component for conducting a research; it is generally regarded as a hard task. However, there are different tools to collect the data such as observation, tests, interview and questionnaires.

The tools that are used in this study are the observation and the questionnaire. Then, they will be described in details below by highlighting the setting and the participants' profile (the sample/ population).

#### **2.3.1. Setting:**

The setting for this research dissertation was the Department of Foreign Languages (English Section) at Abdel Hamid Ibn Badis University of Mostaganem. This research deals with both EFL teachers and students as sample population during the academic year 2017/2018. It aims at raising awareness about the classroom interaction and its great effects then to understand how it can contribute to the teaching of speaking skill.

### **2.3.2. Participants' Profile (population):**

#### **➤ Teachers:**

The main aim of dealing with EFL teachers is to know their points of view concerning the speaking skill, and the classroom interaction in EFL oral production course.

The sample consists of teachers who used to give LMD students oral expression courses in the EFL class, at the Department of English, University of Mostaganem. They hold either the degree of 'Decorate' or 'Magister', some of them have been specialized in different fields.

So, the selection of the sample was based on the consideration that teachers of oral expression will be beneficial for the current research since they teach students how to develop their oral skills.

#### **➤ Students:**

The present study takes place in the department of English at Abdelhamid Ibn Badis University. The participants were second year LMD students. English students at Mostaganem required dealing with oral production module in order to develop their oral proficiency in English as a foreign language.

### **2.4. Instruments:**

Dornyei (2011) believed that the backbone of any research is the instruments that are used in gathering the data. Thus, it requires different resources of data collection. The instruments used in this research are students' questionnaire and the teachers' questionnaire.

Questionnaire is an investigation by asking some questions in the written form, it is a method that is used in gathering information especially in foreign language research. Therefore, Brown (2001:6) reports a definition of the questionnaire:

“Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”.

The questionnaire is addressed to EFL teachers in the department of English at Mostaganem University, there have been selected ten (10) teachers of oral expression.

The aim of the questionnaire is to investigate the importance of the classroom interaction in improving EFL student's speaking skill, it is very crucial to gather the teachers' opinions and views about its implementation in EFL classes to develop language learning.

Teachers' thoughts are helpful to investigate the way English is taught and how the problems in speaking could be reduced through interactional teaching.

#### **2.4.1. The Description of the Teachers' Questionnaire:**

The teachers' questionnaire consists of (09) items, classified into three sections, each section focuses on a specific aspect, the first section is about the background information, the second section contains some specific questions about speaking skill, and the third one is about the classroom interaction.

There are different types of questions: "closed" and, closed questions require teachers to answer "Yes" or "No" or by ticking one answer from a set of options.

##### **Section One: Background Information (Q1-Q2)**

Questions in section one aim at gathering personal information about the target sample, teachers were asked to specify their gender; in the second question teachers are asked to state how many years they have been teaching English at university.

##### **➤ Section Two: Speaking Skill (Q3-Q6):**

The second section was concerned by the speaking skill and the difficulties that could face students in oral expression. In question (3), teachers were asked to tick one answer from four options about which skill the students need to develop more than justifying their selection.

Then, question (4) was addressed to teachers about the problems that their students face in oral expression course; they are asked to choose between four given options. Later in question (5), teachers were asked if there is integration between the speaking skill and the listening skill it was a closed question.

Finally, the question (6) was about how many times they assess their students, it was an optional.

##### **➤ Section Three: Classroom Interaction (Q7-Q9)**

The third section was devoted for the classroom interaction and its implementation in oral expression courses especially the role and the responsibilities of the teachers, in the question (7), teachers were asked to rate their amount of talking time in the classroom.

In the question (8), they are asked about the way that they used to make their student interact; it was a closed question by ticking one answer from three options. Then, the question (9) was about the role of the teacher inside the classroom during the oral expression sessions.

### ❖ **The Administration of the Teachers' Questionnaire:**

The questionnaire had been administered to EFL teachers in the departments of English; it had been administrated on 30th April, 2018. The target population of the current piece of research consists of 10 teachers of English at Abdelhamid Ibn Badis, university of Mostaganem.

The questionnaire was handed out in a friendly environment and all teachers were so cooperative, helpful and full gratitude goes to them. There were some problems because they were busy, some teachers asked me to come back after two or three days to get back the questionnaire.

### **2.4.2. The Description of the Students' Questionnaires**

The students' questionnaire consists of (11) items, classified into three sections, each section focuses on a specific aspect, the first section is about the student's profile, the second section contains some specific questions about speaking skill, and the third one is about the classroom interaction.

There are different types of questions: "closed" and, closed questions require teachers to answer "Yes" or "No" or by ticking one answer from a set of options.

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

Questions in section one aim at gathering personal information about the target sample, students were asked to specify their gender; in the second question students are asked about their level of English.

#### **Section Two: Speaking Skill (Q3-Q7):**

The second section was concerned by the speaking skill and the difficulties that could face students in oral expression. In question (3), students were asked about speaking in English.

Then, question (4) was addressed to students about the problems that they students face in oral expression course; they are asked to choose between three given options, and then add other problems that are not mentioned in the question.

Later in question (5), students were asked about the activity that they think that is helpful to improve their speaking skill. The question (6) was about the most activity that their teachers use in oral activities.

Finally, the last question student was asked about the evaluation of their teachers, and how many times did they evaluate them.

### **Section Three: Classroom Interaction (Q8-Q11)**

The third section was devoted for the classroom interaction and its implementation in oral expression courses especially, in the question (8), students were asked to mention who is the most talking in the classroom the teacher or the student.

In the question (9), they are asked about the times of their interaction with their classmate; it was a closed question by ticking one answer from four options. Then, the question (10) was about the type of the interaction that they prefer. The last question was about the suitable technique that students prefer in order to create a good interaction.

#### **❖ Administration of the Students' Questionnaire:**

The questionnaire had been administered to EFL students in the departments of English; it had been administrated on 2nd May, 2018. The target population of the current piece of research consists of (20) students of English at Abd Alhamid Ibn Badis, university of Mostaganem.

The questionnaire was handed out in a friendly environment and some of the students were so helpful, but others find some difficulties in understanding the aspects of the questions. There were some problems because some of them did not bring back the copy and others do not have the time to answer it.

#### **Conclusion:**

The present research is an attempt to explore the importance of classroom interaction at university of Mostaganem. Generally, this research spots the light on some important points that can enhance the students' learning and their mastery of foreign language such as: interaction, discussions in class..., etc.



## **Introduction:**

This chapter represents the data analysis and interpretation; it aims at investigating the effect of classroom interaction on improving the students' English oral proficiency. First, it begins with the analysis and the findings of the teachers' questionnaire. Then, the analysis of the students' questionnaire. Finally, this chapter concludes with suggestions and recommendations.

### **3.1. The Analysis of the Teachers' Questionnaire:**

#### **Section One: Background Information**

Q1: Specify your gender:

Rating scales	Female	Male
Number of teachers	9	1
percentage	90%	10%

**Table 01:** Teachers' Gender

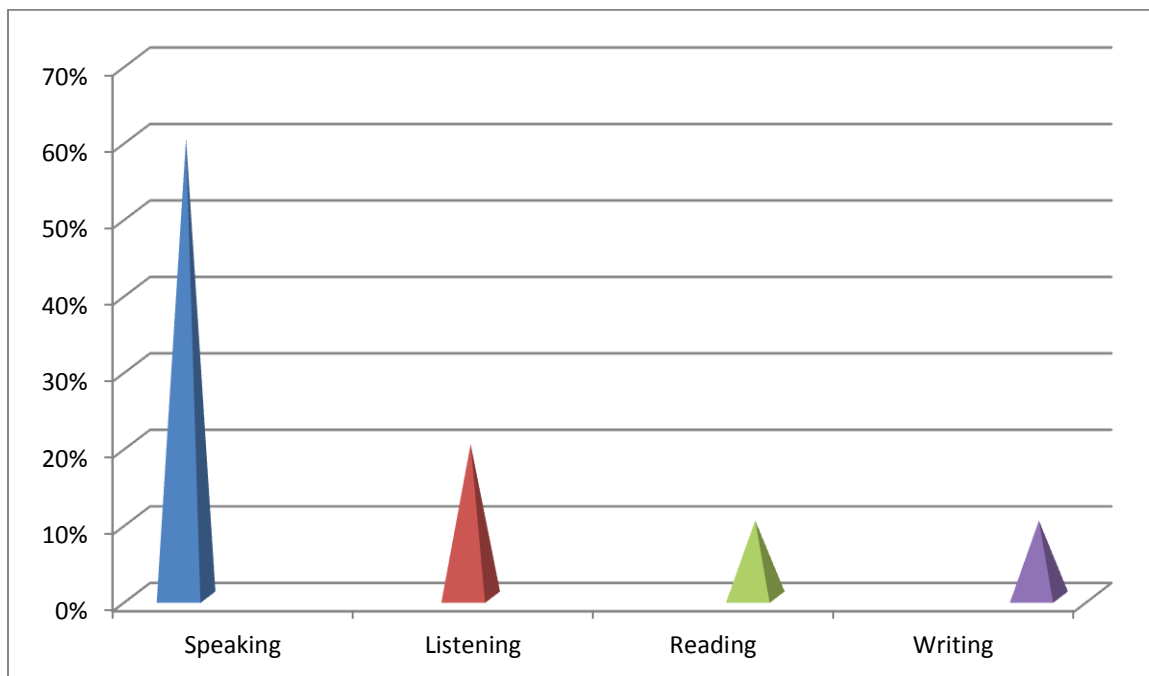
From the table above, I noticed that the target population consisted of only one male teacher presented with the percentage of 10%, and nine female teachers presented with the percentage of 90%.

Q 2: How many years have you been teaching English at university level?

According to the data that are gathered from the questionnaire, all the teachers have more than 5 years teaching English at university.

#### **Section two: speaking skill**

Q3: According to you which of the following skills English learners need to develop the most?



**Histogram 01:** The Most Skill that Student Need to Develop

From the histogram above, most of the teachers declare that student need to focus more on developing their speaking skill, it is presented with percentage of 60%. Then, 20% percent from them choose listening as an important skill to develop. Whereas, 10% of teachers choose reading skill and the rest of the teachers choose writing skill (10%).

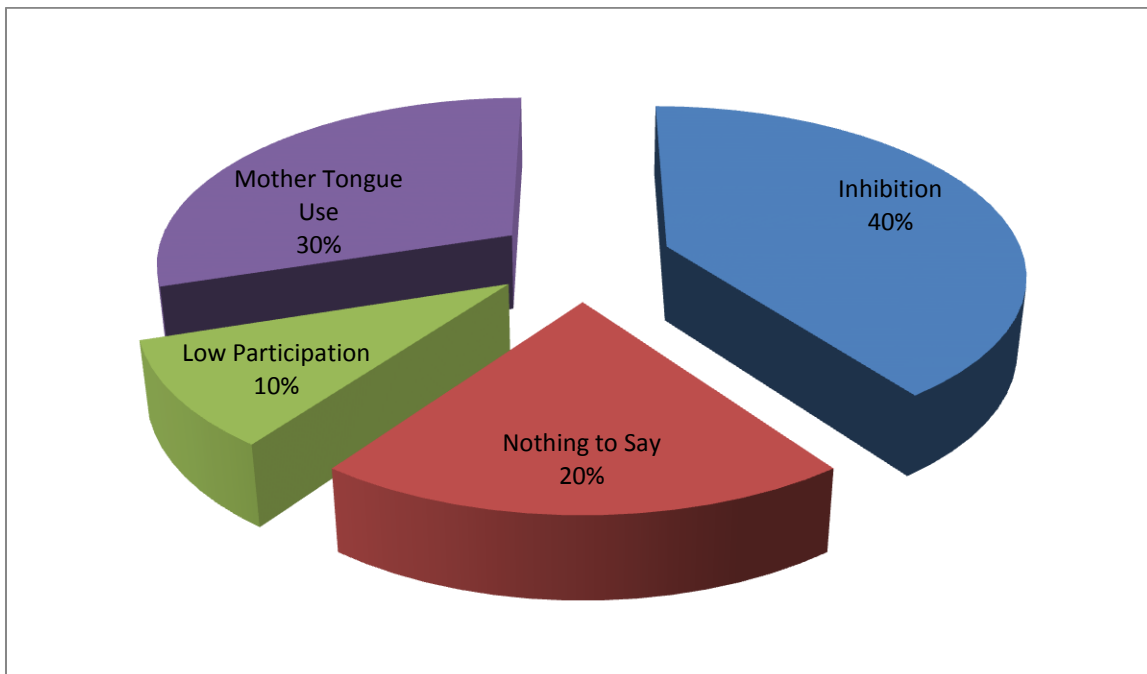
**Justification:**

- **Speaking skill:** students need it for communitarian in their daily life.
- **Listening skill:** it an important skill that helps students to improve their speaking skill because they are interrelated.
- **Reading skill:** it helps students to recognize the spelling of the words.
- **Writing skill:** it helps students to master the grammar rules and making them good writers.

Q4: Sometimes students do not speak in the classroom because of some speaking problems.

According to you, which of these difficulties students face in Oral Expression?

The figure bellow shows that teachers' indication about the difficulties that face students in oral expression tasks, most of them said that inhibition can be a big problem for them; it is presented with percentage of 40%. 30% from the teachers choose the mother tongue problem, 20% say that students sometimes do not have any to say so they keep silent. The last percentage presented the low participation problem that students face.



**Figure 01:** The Speaking Difficulties in Oral Expression Course

Q5: Do you think that the integration between listening and speaking skill helps to improve the students' oral proficiency?

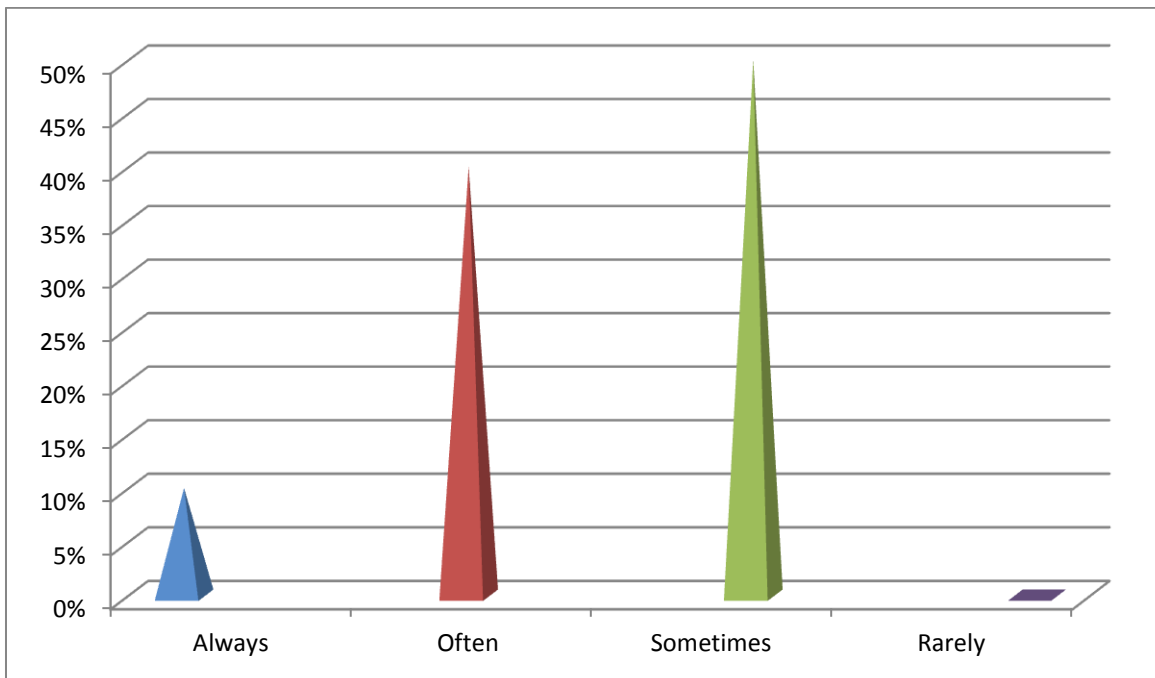
Rating scales	Yes	No
Number of teachers	10	0
percentage	100%	0%

**Table 02:** Teachers' Opinion about the Integration Between listening and Speaking Skill

According to the table above, all teachers agree that there is a relationship between the speaking skill and the listening skill.

Q6: How often do you assess your student's speaking skill?

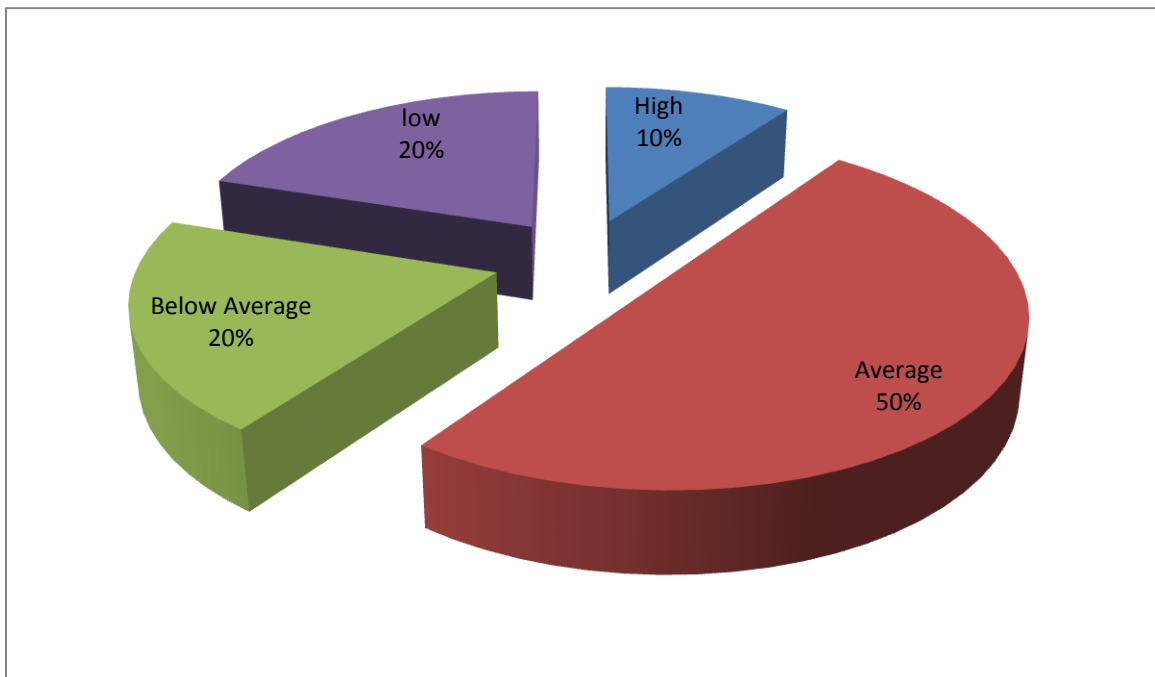
From the histogram below, most of teachers said that sometimes they assess their students (45%). they said that they often assess them; it is presented with the percentage 35%. The rest of teachers said they always assess their students.



**Histogram 02:** The Assessment of Students' Speaking Skill

**Section three: classroom interaction**

Q7: How do you rate the amount of your talking time in the classroom?



**Figure 02:** The Teachers' Talking Time

The figure above shows that the half number of teachers (50%) said that their amount of talking is average. 10% from them said that they are the most talking in the classroom, 20% was below the average, and 20% from them said that they talk less than their students.

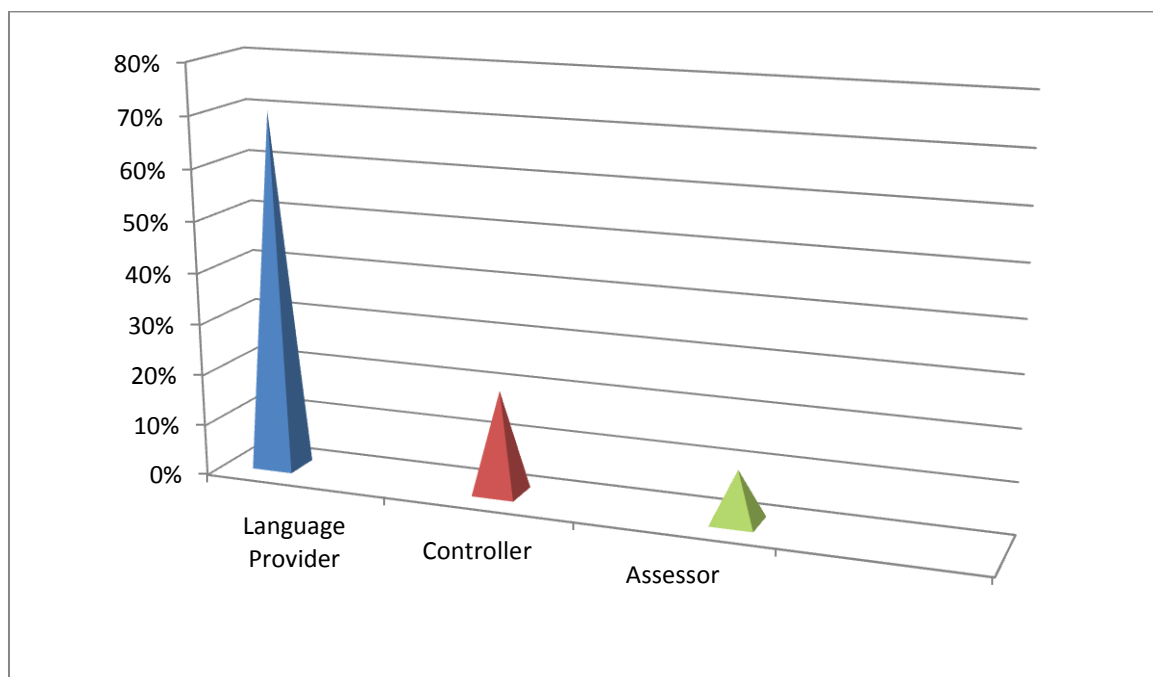
Q8: What do you do to make students interact in the classroom?

Rating Scales	Design Groups and Pairs	Choose Interesting Topics	Use Simulation and Role Plays
Number of teachers	2	7	1
	20%	70%	10%

**Table 03:** The useful Technique by Teachers in Inviting Students to Interact

From the table above, the most teachers (70%) said that they choose interesting topics in order to make their students active and interactive. Two teachers (20%) said that they design groups and ask their students to work in pairs; one teacher (10%) uses simulation and role play to give his students opportunity to talk and interact.

Q9: how do you act in classroom during the oral expression sessions?



**Histogram 03:** The Role of the Teacher in Oral Expression Sessions

The histogram above shows that the most teachers (70%) act as language providers, then, (20%) of them act as controllers, and the rest of them (10%) said they act as assessors.

### 3.2. Discussion of Teachers' Questionnaire:

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

1. The most of teachers were females with more than five years teaching experience at university and taught different modules in various periods of times. These teachers claim that students need to develop both skills: speaking and listening because they complete each other.
2. According to the analysis, most of the teachers use the collaborative work, where students work in pair, groups, share knowledge, exchange information and so on. Then, they claimed that when students do not speak, they face some speaking difficulties basically they are related with inhibition (shyness, stress).
3. Speaking assessment plays a major role in checking and tracking the student's progress, the fact that led so many teachers to always assess their students' oral proficiency for the sake of meeting their needs.
4. In classroom interaction, the talking time should be devoted to students, most of the teachers said that their talking time in the classroom is "average", this implies that they need to invite students to speak.
5. Inviting students in the class is an important thing that teachers focus on; the majorities of teachers choose interesting topics and discuss it with the whole class. So, discussion can be one of the effective activities that help students to improve their speaking skill.
6. In the classroom, the teacher functions different roles according to the situation, they can be language providers, controllers, prompters, and assessors at the time.

### 3.3. The Analysis of Students 'Questionnaire:

#### Section one: student's profile

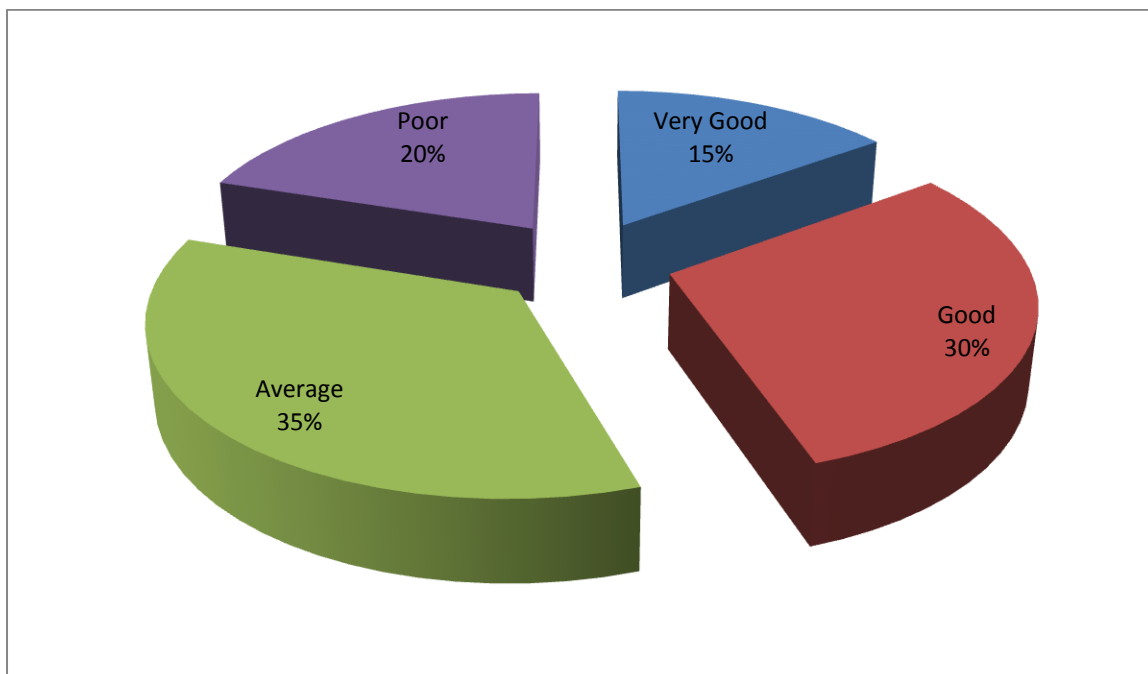
**Q 1:** Specify your gender:

Rating scales	Female	Male
Number of Students	15	5
percentage	75%	25%

**Table04:** Students' Gender

According the data that is gathered, the target population consists of fifteen females and five males.

**Q2:** How do you consider your level in English?

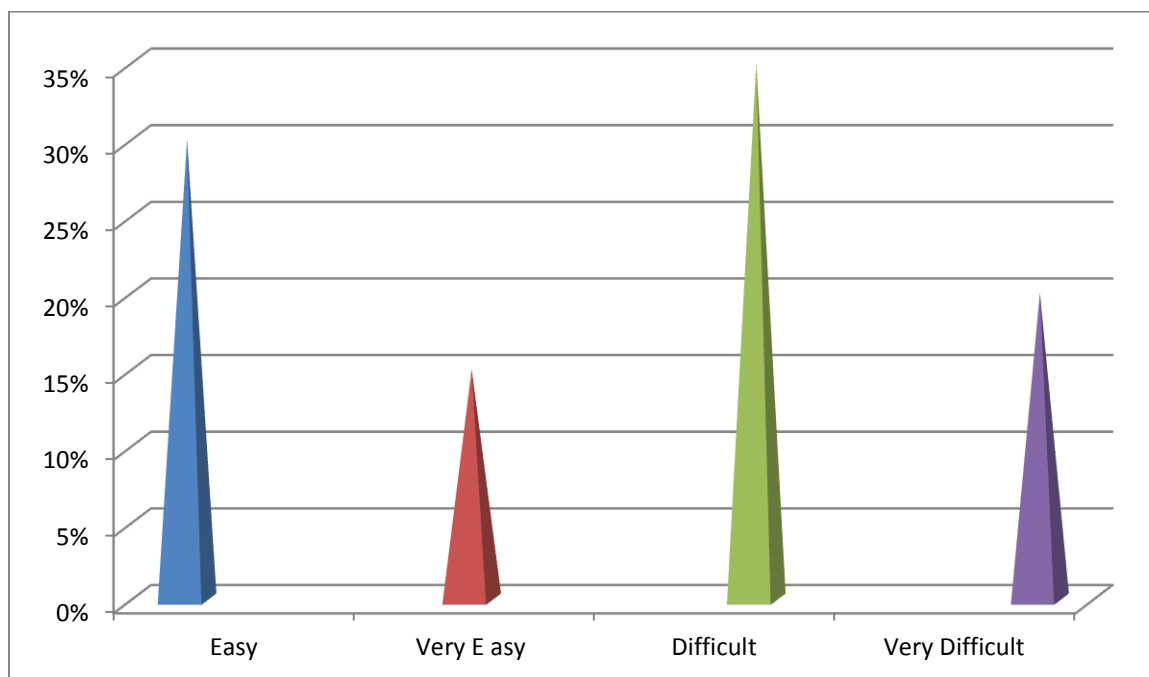


**Figure 03:** The Students' Level in English.

The figure 03 shows that 15% from students are very good in English, 35% average, 30% good, and 20% poor. It means that there are mix abilities in the classroom.

### Section two: speaking skill

**Q 3:** Do you find speaking in English:



**Histogram 04:** Students' Opinion about Speaking in English

From the histogram (04), the data shows that most (35%) of the students face difficulties in speaking English, 30% from them declare that speaking in English is an easy task. Whereas, few of them (15%) find that speaking English is very easy, the rest of students (20%) find it very difficult.

**Q 4:** What are the difficulties that you face in the oral expression sessions?

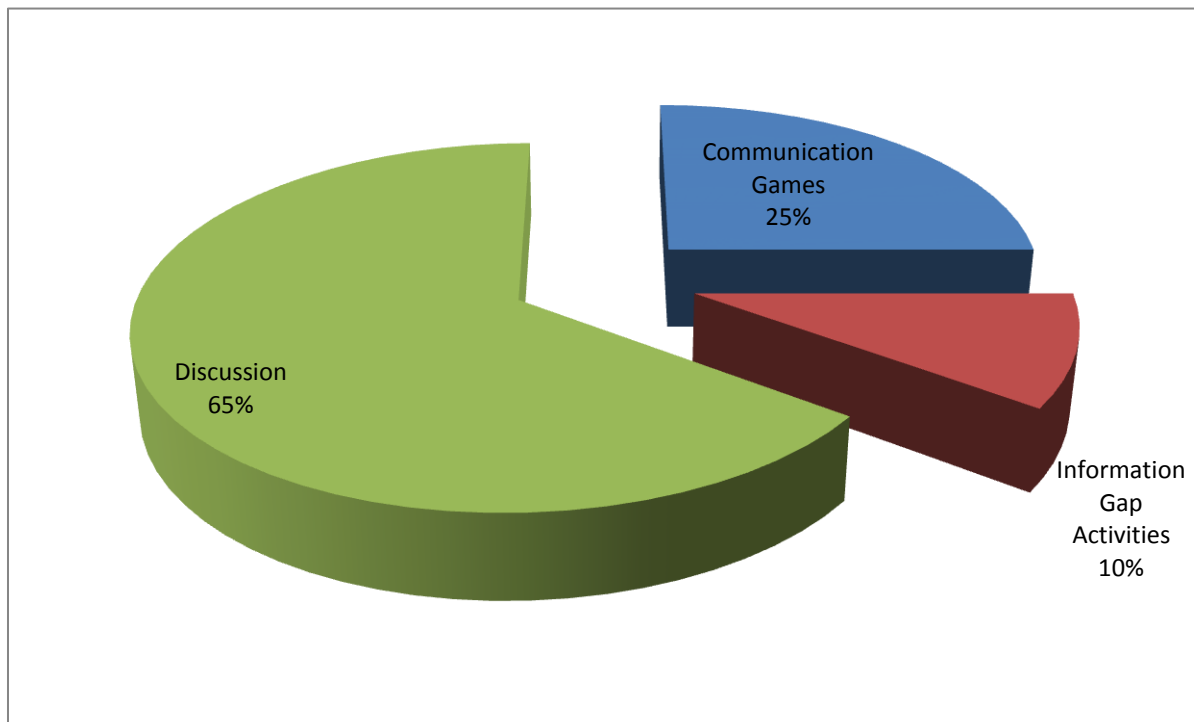
Rating Scales	Speaking Anxiety	Inhibition	Lack of Vocabulary
Number of Students	6	2	12
Percentage	30%	10%	60%

**Table05:** The Students' Difficulties in Oral Expression

The table shows that student choose the lack of vocabulary (60%)as big problem that they can face in oral expression, then, speaking anxiety (30%)classified as the second problem. The last problem was the inhibition (10%).

Others: Mother tongue use not interested ...etc.

**Q5:** Which activity is helpful in improving your speaking skill?

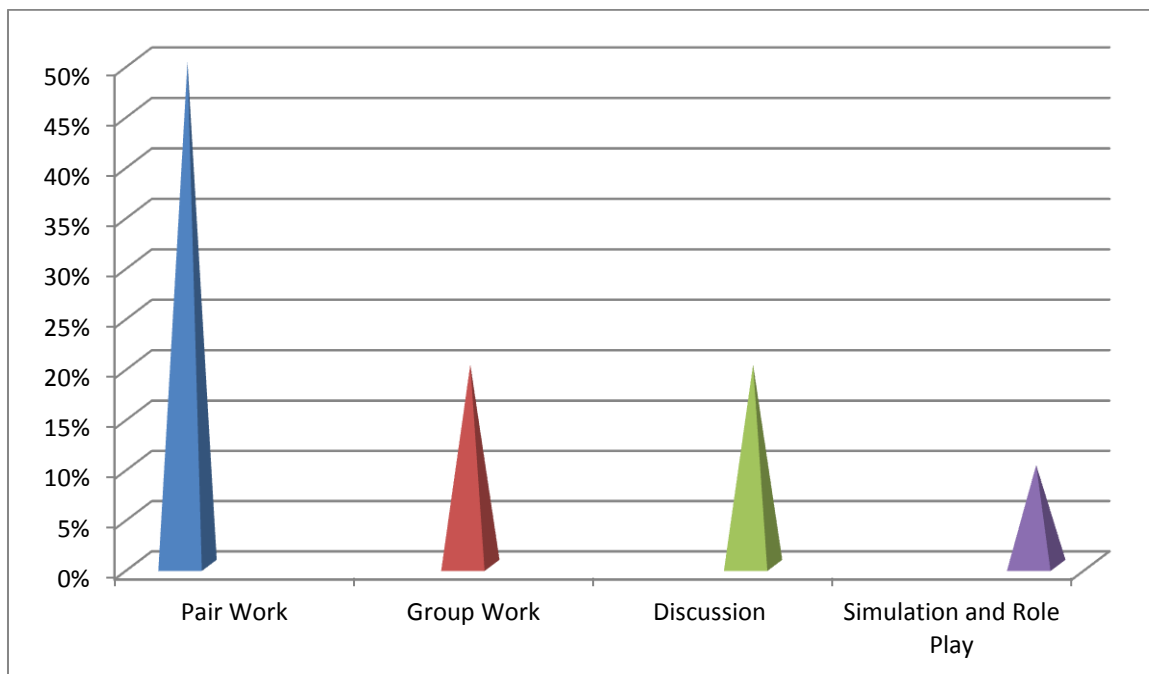


**Figure 04:** The Helpful Activity in Improving Speaking Skill

The figure 04 shows that most of students (65%) choose the discussion as a helpful activity in improving the speaking skill. Some of them prefer communication games (25%) as a tool to enhance their speaking skill, (10%) choose the information gap activities.

**Q6:** What are the oral activities that your teacher implements the most in the classroom?





**Histogram 05:** The Useful Activity in Oral Expression Sessions.

The histogram (05) shows the oral activities that teachers implement in the classroom. Most of students (50%) said that their teachers ask them to work in pairs, 40% from them was divided between the group work (20%) and discussion (20%). Finally, the rest of the students said that their teachers use the simulation and role play as an effective activity in oral expression.

**Q7:** How often does your teacher evaluate your speaking skill?

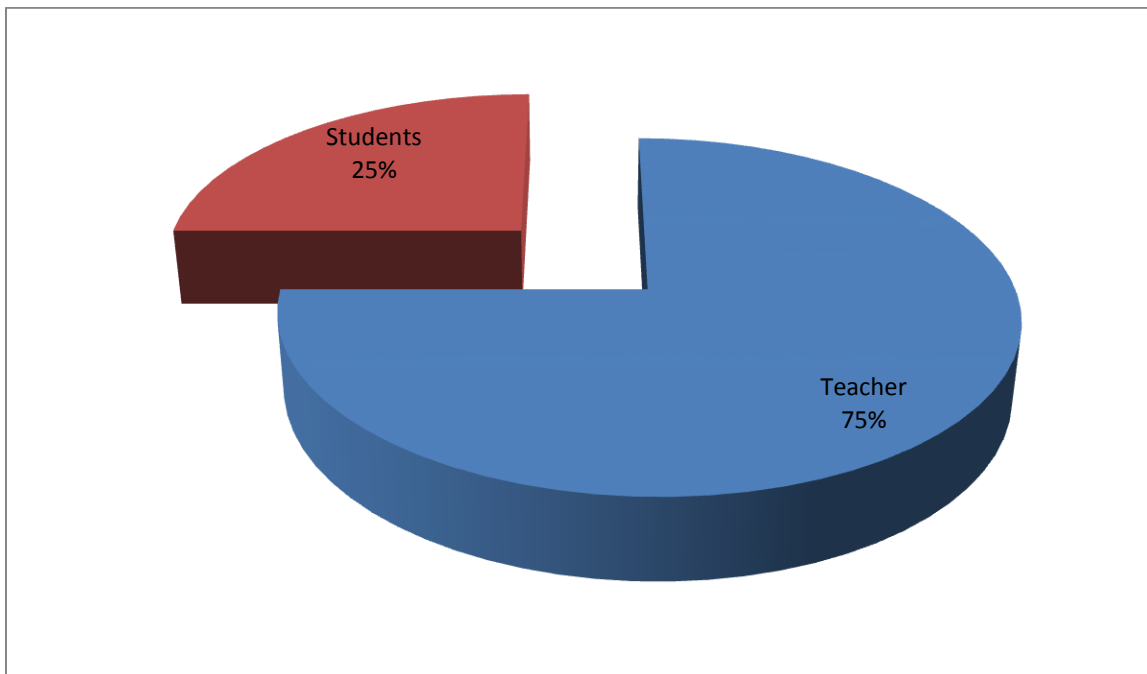
Rating Scales	Always	Often	Sometimes	Rarely	Never
Number of Students	3	10	7	0	0
Percentage	15%	50%	35%	0%	0%

**Table 06:** The Teachers' Evaluation

The table represents the evaluation of teachers for their students, the most of the students (50%) said that their teachers often assess them, 35% from students said that they are sometimes assessed by their teachers, and 15% are always assessed.

### Section three: classroom interaction

**Q8:** Who does the most talking in the classroom?



**Figure 05:** The most talking in the Classroom

The figure above shows that teacher who are more talkative in the classroom.

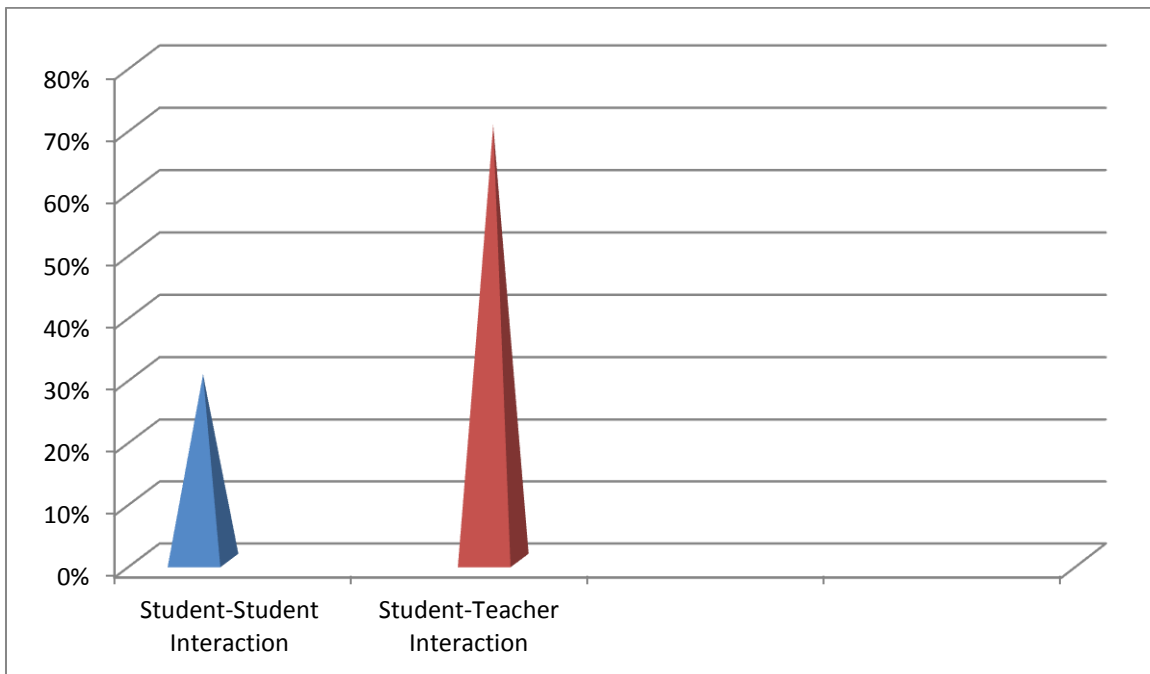
**Q 9:** How often do you interact with your classmates inside the classroom?

Rating Scales	Always	Often	Sometimes	Rarely	Never
Number of Students	3	4	9	3	1
Percentage	15%	20%	45%	15%	5%

**Table 07:** The Interaction of Students with their Classmates

The table shows that 45% from student sometimes interact with their classmates, 20% from them are often interact with other, 15% of students are always discuss and interact with their classmates, the same percentage of students declare that they rarely interact inside the classroom. One of them said that he never share in the classroom interaction.

**Q 10:** What type of interaction do you prefer most?



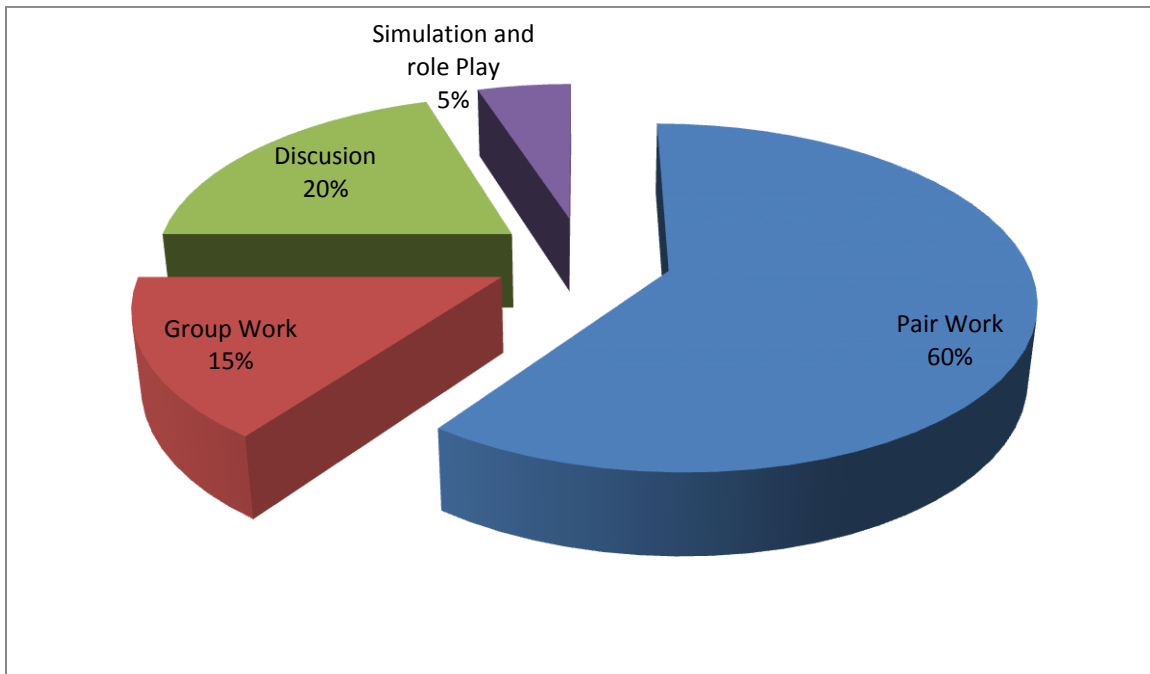
**Histogram 06:** The preferable Type of Interaction in The Classroom

The histogram (06) shows that student prefer the student-teacher interaction type.

**Justification:**

- The teacher is the center of the class.
- The teacher is a trust source of information.
- The teacher is an experienced person.

**Q11:** Which technique of classroom interaction do you prefer?



**Figure 06:** The preferable Techniques in The Classroom

The last figure shows that most students choose pair work as a good technique for classroom interaction, 20% from students prefer the discussion technique as useful one, 15% choose the group work techniques, and few of them (5%) choose simulation and role play.

### **3.4. Discussion of the students' questionnaire:**

1. Based on the data gathered and analyzed from the students' questionnaire above, some facts were revealed concerning the students' attitudes towards implementing classroom interaction to improve EFL students speaking skill.
2. The questionnaire begins with the student's profile where the majority of the population was females; their level of English was average, some of them are good in speaking English, and others find it difficult to speak.
3. Students assert that they face some difficulties in oral expression tasks, most of these difficulties were psychological ones like confusion, anxiety, and inhibition, etc.
4. Interaction techniques are very influential in fostering interaction in classes, and developing the students speaking. Hence, the most enjoyable interaction technique students mostly prefer is the "Group work"; students enjoy cooperative group work because they feel comfortable with their classmates.
5. Students prefer teacher- student interaction, because whenever they interact, teachers correct their mistakes and considered them as reliable source. This type of interaction creates an exchange of knowledge and information. Some students asserted that they sometimes interact with their classmates.

### **Conclusion:**

In short, the collected data from the teachers' questionnaire and students' show that the classroom interaction is an effective method to improve the students' oral production. The analysis of both of the instruments that is used in this research revealed that the classroom interaction has a positive impact on the students' speaking skill. It encourages the students' participation, promotes confidence, and prepares students for real life communication. Moreover, it gives opportunities to students to use the target language.

## Recommendations for Father Research

The present study attempted to spot the light on the importance of classroom interaction in improving EFL student's speaking skill. The results obtained from this research have confirmed that student's oral skills (speaking) can be improved through the implementation of classroom interaction the fact that makes it very important, and confirms the research's hypothesis.

Based on the finding of the present research, it is advisable to suggest these recommendations to EFL teachers and students who are learning English as a foreign language:

- First of all, the academic environments should be a safe place of experimentation and self-discovery.
- Students should be involved in the classroom tasks and activities in order to enhance their learning. Teacher can use different techniques to enhance their speaking skill.
- Cooperative activities should be organized.
- Teachers should vary their activities and teaching methods, they should encourage interaction among students by asking relevant questions. However, they should choose interested topics to engage the students' learning process and motivate them to speak.
- Students need to interact and share the classroom time with their teachers so that they can create a mutual way of teaching, which in turn will reduce their speaking problems.
- Teachers should play two important roles: a facilitator and a motivator to help students face their difficulties in practicing the target language in oral expression tasks.
- Teachers should give time to their students to express their ideas inside the classroom and share it with others to make them feel comfortable in the classroom tasks; it means that they should be the center of the class.
- Teachers should give positive feedbacks to make students aware.
- Students need to interact with their teachers and classmate to overcome their speaking difficulties.
- Use relevant materials to bring life to what they are learning in the class.

## **General conclusion**

The research is concerned with the importance of the classroom interaction in improving the EFL students' oral production. The main purpose of this investigation was: first, to prove the hypotheses which are: the implementation of the classroom interaction, the use of cooperative tasks, and the selections of the discussions' topics in EFL classes during the oral expression courses may create opportunities for learners to practice the target language. As a result, they will improve their speaking skill.

The implementation of the classroom interaction creates situations to promote the students' oral communication, where learners work in pairs, groups, and making discussions rather with their teachers or with their peers inside the classroom. Hence, the results obtained confirm that there is relationship between the classroom interaction and the language development skills in general.

The dissertation consisted of three chapters; the first chapter was a theoretical background about the classroom interaction and the speaking skill. Then, the second chapter dealt with the methodology and the data collection, it gave a description of the tools that are used for collecting the information. After that, the last chapter was about the analysis of the data collection with the discussion of both students' questionnaire and teachers' questionnaire. In addition, there were suggestions and recommendations for both EFL teachers and students.

The findings show that EFL students need their teachers to be motivators as well as correctors in order to encourage them to speak. Then, teachers need to vary their teaching method by using the cooperative techniques where learners interact in pair and groups, and they need to provide their students with the opportunities to express their ideas.

In short, this research is not conducted only for student to improve their speaking skill, but it helps teachers as well to understand the importance of the classroom interaction.

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## Student's Questionnaire

Dear students,

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. It is done in order to know the importance of classroom interaction in enhancing the EFL student's speaking skill. I would be grateful if you answer these questions to help me accomplishing this research. Please, use a tick (✓) to indicate your chosen option, and justify your answer wherever it is needed.

Thank you in advance for your cooperation

### Section one: student's profile

**Q 1:** Specify your gender:

- a. Female.....
- b. Male .....

**Q2:** How do you consider your level in English?

- a. Very good .....
- b. Good.....
- c. Average .....
- d. Poor .....

### Section two: speaking skill

**Q 3:** Do you find speaking in English:

- a. Easy .....
- b. Very easy.....
- c. Difficult .....
- d. Very difficult .....

**Q 4:**What are the difficulties that you face in the oral expression sessions?

- a. Speaking anxiety (self-doubt, shyness).....
- b. Inhibition.....
- c. Lack of vocabulary.....

Others.....  
.....  
.....

**Q5:** Which activity is helpful in improving your speaking skill?

- a. Communication games .....
- b. Information gap activities .....
- c. Discussion .....

**Q6:** What are the oral activities that your teacher implements the most in the classroom?

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

**Q7:** How often does your teacher evaluate your speaking skill?

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

**Section three: classroom interaction**

**Q8:** Who does most of the talk in the classroom?

- a. Teacher .....
- b. Students.....

**Q 9:** How often do you interact with your classmates inside the classroom?

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

**Q 10:** What type of interaction do you prefer most?

- a. Student- student interaction.....
- b. Student – teacher interaction.....

Whatever your answer is, please justify.

.....  
.....

**Q11:** Which technique of classroom do you prefer?

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

Thank you

### Teacher's Questionnaire

Dear teachers,

This questionnaire is a data collection tool for a research work that aims to investigate the importance of classroom interaction in improving EFL student's speaking skill. I would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work. Please, tick (✓) the choice that best represents your answer and give full answer where necessary.

Thank you very much in advance.

#### Section one: background information

Q1: Specify your gender:

- a. Female .....
- b. Male .....

Q 2: How many years have you been teaching English at university level?

.....  
 .....

#### Section two: speaking skill

Q3: According to you which of the following skills English learners need to develop the most? (you may tick more than one option )

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

Whatever your answer, please justify.

.....  
 .....

Q4: Sometimes student do not speak in the classroom because of some speaking problems.

According to you, which of these difficulties students face in Oral Expression?

- a. Inhibition because of shyness, anxiety and stress .....
- b. Nothing to say about the chosen topic .....
- c. Low participation .....
- d. Mother tongue use .....

Q5: Do you think that listening skill in the foreign language really helps students to improve their speaking skill?

- a. Yes .....
- b. No .....

Q6: How often do you assess your student's speaking skill?

- a. Always .....
- b. Often .....
- c. Sometime.....
- d. Rarely .....
- e. Never.....

**Section three: classroom interaction**

Q7: How do you rate the amount of your talking time in the classroom? Is it:

- a. High .....
- b. Above average .....
- c. Average.....
- d. Below average.....

If yes indicate why.....  
.....

Q8: What do you do to make students interact in the classroom?

- a. Design groups and pairs.....
- b. Choose interesting topics.....
- c. Use simulation and role plays .....

Q9: how do you act in the oral expression classes?

- a. Language provider.....
- b. Controller.....
- c. Assessor.....

Thank you