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The psycholinguistic factors affecting EFL students classroom interaction

**Case study: L1 students of English at Abdelhamid Ibn
Badis Mostaganem University**

**Dissertation submitted to the Department of English as partial fulfillment
for the Master Degree in Psycholinguistic Issues in Learning English**

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Dedication

In the Name of ALLAH, Most Gracious, Most Merciful, All the Praise is due to ALLAH alone, the Sustainer of all the worlds.

I dedicate this modest work to my dearest and wonderful parents, who bring me to this life, who have raised me to be the person I am today. You have been with me every step of the way, through good and bad. Thank you for all the unconditional love, guidance, and support that you have always given me, I love you!

To my lovely sister Dounia

To my closet friends, Azzouz Imane , Bouteraa Yousra , Benhamou Fatima

To all my friends with whom I shared the university life with its lights and shadows.

To all my dearest English teachers. Special gratitude is due to all those extraordinary People who have stood by me in very hard moments. To all those who love me.

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Abstract

This study examines the psycholinguistic factors affecting EFL students classroom interaction. The present work is an endeavour to identify some obstacles behind EFL classroom interaction lack. The hypothesis adopted in this study sets out that if EFL teachers take into consideration the students' psychological aspects and the linguistic background while teaching oral expression, classroom interaction will be promoted. The research method adopted for this piece of work was purely descriptive. The required data were gathered through questionnaires administered to L1 students of English, as well as their teachers at Abdelhamid Ibn Badis Mostaganem University. The results obtained have shown that psycholinguistic factors affect to some extent EFL students classroom interaction. On the light of these results, the earlier stated hypothesis was successfully confirmed in that promoting classroom interaction basically need to be accompanied with interaction activities which reinforces the students' sense of belonging ,reduce speaking problems and improve their oral proficiency. On the basis of the results obtained, this conducted research is not useful solely for students in helping them identifying their speaking difficulties, rather; it helps teachers as well in their understanding of the students' psychological and linguistic backgroud impact on classroom interaction in order to promote interaction in their EFL classes.

LISTE OF TABLES

Table 3.1 : Students' attitude toward English classroom interaction	30
Table 3.2 : Speaking difficulties.....	31
Table 3.3 : Frequency of students' interaction in classroom.....	32
Table 3.4 : Activities the teacher implement the most in the classroom.....	34
Table 3.5 : Classroom interaction and the improvement of oral production.....	35
Table 3.6 : Management of interaction in the classroom	35
Table 3.7 : Students' feelings about topics dealt with in classroom	36
Table 3.8 : The teacher's correction.....	37
Table 3.9 : The students' fear of making mistakes.....	39
Table 3.10 : Students' feeling when engaged with both teacher and classmates	40
Table 3.11.1 : Interaction dare.....	41
Table 3.11.2 : Psycholinguistic factors affecting EFL classroom interaction	42
Table 3.2.12 : The teachers' perception of the student's participation.....	46
Table 3.2.13 : Teacher's techniques to promote interaction among learners.....	47
Table 3.2.14 : Learners' favorite speaking tasks.....	48
Table 3.2.15 : Teachers' opinions about the influence of the students' number.....	49
Table 3.2.16 : The most important roles for EFL teachers.....	50
Table 3.2.17 : Students' difficulties.	52

LIST OF FIGURES

Figure 3.1 : Students' attitude toward English classroom interaction	30
Figure 3.2 : Speaking difficulties	31
Figure 3.3 : Frequency of students' interaction in classroom.....	33
Figure 3.4 : Activities the teacher implement the most in the classroom.....	34
Figure 3.5: Classroom interaction and the improvement of oral production.....	35
Figure 3.6 : Management of interaction in the classroom	36
Figure 3.7: Students' feelings about topics dealt with in classrrom.....	37
Figure 3.8 : The teachers' correction.....	38
Figure 3.9 : The students' fear of making mistakes	39
Figure 3.10 : Students' feeling when engaged with both teacher and classmates	40
Figure 3.11.1 : Interaction dare	41
Figure 3.11.2 : Psycholinguistic factors affecting EFL classroom interaction.....	42
Figure 3.2.12: The teachers' perception of the student's participation	46
Figure 3.2.13 : Teachers' techniques to promote interaction among learners.....	47
Figure 3.2.14 : Learners' favorite speaking tasks.....	48
Figure 3.2.15 : Teachers' opinions about the influence of the students' number.....	49
Figure 3.2.16 : The most imprtant roles for EFL teachers.	51
Figure 3.2.17 : Students' difficulties.	52

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language.

CL: Cooperative Learning.

%: Percentage

TABLE OF CONTENTS

DEDICATION	I
ACKNOWLEDGMENTS.....	II
ABSTRACT.....	III
LIST OF TABLES.....	IV
LIST OF FIGURES.....	V
LIST OF BBREVIATION.....	VI
TABLE OF CONTENTS.....	VII

General Introduction1

Statement of the Problem	1
Aim of the Study	2
Research Questions.....	2
Hypothesis.....	2
Research Instruments	3
Structure of the Dissertation	3

Chapter One: EFL Classroom Interaction and Students' Difficulties

Introduction	4
1.1. Definition of Oral Interaction Competency	4
1.2. Classroom Inertaction Definition.....	5
1.3. EFL Classroom Teaching	5
1.4. The Importance of EFL Classroom Interaction.	6

1.5. Types of Classroom Interaction	7
1.5.1.1. Teacher-Students Interaction	7
1.5.1.2. Student-Student Interaction	8
1.6. EFL classroom Interaction Difficulties.....	9
1.6.1. Linguistic Obstacles.....	9
1.6.1.1. Lack of Appropriate Lexical Items	10
1.6.1.2. Mispronunciation	9
1.6.1.3. Syntactic Weaknesses	10
1.6.1.4. Language Interference	11
1.6.2. Psychological Obstacles	11
1.6.2.1. Lack of Self-Confidence	11
1.6.2.2. Shyness	12
1.6.2.3. Inhibition.....	13
1.6.2.4. Nothing to Say	13
1.6.2.5. Anxiety.....	13
1.6.2.6. Fear	14
1.6.2.7. Low Self_Esteem.....	15
1.6.3. Organizational Obstacles	15
1.6.3.1. Low and Uneven Participation	15
1.6.3.2. Large Classes	16
Conclusion.....	17

Chapter Two: Teachers Roles and Interaction Techniques Promoting EFL Student's Classroom Interaction

Introduction	18
2.1. Teachers Roles	18
2.1.1. Controller.....	19
2.1.2. Assessor.....	19
2.1.3. Motivator	20
2.1.4. Prompter	21
2.1.5. Participant.....	21
2.1.6. Resource	21
2.1.7. Observer	22
2.1.8. Tutor	22
2.2. Classroom Interaction Activities	22
2.2.1. Pair Work	23
2.2.2. Group Work.....	23
2.2.3. Discussion	24
2.2.4. Simulation and Role Plays	24
2.2.5. Communication Games	24
2.2.6. Storytelling	25
2.2.7. Picture Describing	25
2.2.8. Information Gap	25
2.3. Techniques for Classroom Interaction	25
2.3.1. The Questioning Technique	26
2.3.2. Collaborative Learning Technique	26
Conclusion.....	27

Chapter Three: Research Field

Introduction	28
3.1. The Student's Questionnaire.....	28
3.1.1. Aim of the Questionnaire.....	28
3.1.2. Description of the Questionnaire	28
3.1.3. Administration of the Questionnaire.....	29
3.1.4. Data Analysis	29
3.1.5. Interpretation of the Results.....	43
3.2. The Teachers Questionnaire	44
3.2.1. Aim of the Questionnaire.....	44
3.2.2. Description of the Questionnaire	44
3.2.3. Administration of the Questionnaire.....	45
3.2.4. Data Analysis	45
3.2.5. Interpretation of the Results.....	54
Conclusion.....	55
General Conclusion.....	56
Bibliography.....	58
Appendices	
Appendix I : The Students Questionnaire	60
Appendix II : The Teacher's Questionnaire	63

General Introduction

The learning process is a complex situation that involves both learners and teachers in addition to the task and context. These elements interact with each other in a dynamic way. Foreign language teaching and learning purely comprises a kind of interaction, which basically requires active participation from both parts : the teacher and the student. Hence, classroom interaction is a vital pedagogical strategy which plays a major role in the learning process.

If learners lack self-confidence in the classroom, they will likely feel embarrassed to use the language and will evade risk-taking situations or sharing a conversation in the second language. In other terms, the mastery of the linguistic features of the language, that is vocabulary, grammar, phonetics and semantics, is insufficient to create right and familiar articulations in the target dialect. Nevertheless, there are other elements, basically affective, which assume a conspicuous part either in creating or repressing the learners' oral execution.

Researchers though, emphasized on the concept of classroom interaction in EFL classes because it fosters the exchange of knowledge, creates some sort of sense of belonging among the students and promote language use and development . Thus, the major interest of this study is proving and investigating the stated hypothesis that focuses on the idea that EFL learners do not interact in classrrom because they are some psycholinguistic obstacles basically are those related with inhibition because of shyness, anxiety,fear and language interference, and if EFL teachers take into consideration the students' psychological aspects and the linguistic background while teaching oral expression, classroom interaction will be promoted.

Actually, some students demonstrate a poor oral performance and even a clear reluctance to interact in classroom. Classroom interaction is very important for the development of the spoken language, the fact that led many researchers and scholars as well as some linguists to insist on its significance in the enhancement of EFL student's speaking skill . They believe that classroom interaction is a crucial and a paramount pattern for developing the skills of foreign language learning. The absence of students'classroom interaction leads eventually to poor production in speaking and it leads also to several speaking difficulties such as mispronunciation, inhibition, nothing to say, etc.

Besides, foreign language teachers have been advised to use a variety of teaching techniques as a pedagogical gadget that may help their students to interact more in the classroom. Different kinds of activities and tasks can raise the students' frequency of interaction.

Most of students in EFL classes face problems and difficulties when they are asked to interact in classroom. Because of the lack of vocabulary , anxiety, inhibition, or being fearful of making mistakes and the like which reduce participation and interaction. The teacher's encouragement and support for learners to interact in the learning environment , could be the first lead to promote student's classroom interaction. Classroom interaction then, is considered as an effective tool in the learning process which contribute in a large part in the development of EFL students oral proficiency and language use.

Therefore, the problem that the current research is dealing with is investigating the psycholinguistic difficulties affecting EFL students' classroom interaction. The precise research question to be asked is :

What are the psycholinguistic difficulties that EFL students are facing while interacting in classroom and to what extent they may influence their oral production?

In foreign language classroom, the language is the medium of the interaction between teachers and student. Acquiring that language is, therefore, the ultimate instructional goal of foreign language learning. To achieve this goal and reach more effective teaching and learning situations, teachers should know how to deal with the differences of linguistic backgrounds, and the psychological trends. This study aims at investigating to what extent psycholinguistic factors hinder L1 students at Abdelhamid Ibn Badis Mostaganem University from classroom interaction. It aims as well in helping teachers to identify the most fruitful interactive activities promoting interaction in classroom.

In this research we answer the following question :

What are the difficulties that EFL students are facing while interacting in classroom and to what extent they may influence students' oral production?

Consequently, in this study it was hypothesized that if EFL teachers take into consideration the students' psychological trends and the linguistic background while teaching oral expression, classroom interaction will be promoted.

Our research will rely mainly on quantitative data collection method (questionnaire) as an appropriate method or way of analyzing the information gathered within this research. The student's questionnaire will be consisted of eleven (11) questions .The questions will take different forms like closed questions, where the students are supposed to choose "yes" or," no" answers with the justification of their choice, multiple choice questions, where the students are asked to pick up the appropriate answer from a number of choices, and open questions which require students to give their own answers and justify them.

Secondly, another questionnaire will be addressed to teachers of L1 level at Abdelhamid Ibn Badis Mostaganem University. The teacher's questionnaire, intended for 8 teachers and it aims at investigating the teachers opinions about the psycholinguistic factors affecting EFL classroom interaction. The teacher's questionnaire will be consisted of eight (08) questions. The questions are either closed questions, where the teachers are asked to choose "yes" or "no" answers with the justification of their choice , or multiple choice questions where they are supposed to pick up the appropriate answer from a number of choices, or open questions where they are requested to give explanation or suggest other alternatives.

Our research is divided into three parts: descriptive part which includes two chapters, and an empirical part which includes one chapter, the data analysis of the student's and teacher's questionnaires.

Chapter one is devoted to EFL classroom interaction, its definition, importance,types, and EFL classroom difficulties. Whereas the second chapter emphasizes on the teachers roles, interaction activities and techniques for classroom interaction. Finally, the third chapter is purely concerned with analyzing and interpreting data gathered from both teachers' and students' questionnaire.

Chapter One : EFL Classroom Interaction and Students Difficulties

Introduction

Language is a tool for communication. We communicate with others, to express our ideas, and to know other's ideas as well. Communication takes place where there is speech and without speech. Speaking is at the heart of a foreign language learning. One of the major responsibilities of any EFL teacher is to enable students to communicate effectively through oral language and to develop their ability to use the target language for communicative purposes. Classroom interaction may be very rewarding for students since they are facing difficulties to express their feelings, thoughts and ideas. This chapter, is devoted to EFL classroom interaction, its definition, types and importance. Then, it will discuss some psycholinguistic difficulties that EFL students face while interacting in classroom.

1.1: Definition of Oral Interaction Competency

Oral interaction competency is defined as an interactive process of constructing meaning that includes producing, receiving and processing information. Spitzberg (1988) defined it as: *"The ability to interact well with others"* (p.68) .He explains the term 'well' to mean accuracy, clarity, comprehensibility , coherence, expertise, effectiveness and appropriateness . The process is frequently spontaneous, open-ended, and evolving, but not completely unpredictable. Its structure and meaning rely on the context in which it occurs, the participants themselves, their collective experiences, the physical environment and communication purposes. The spoken language meaning is partly conveyed through the supra-segmental phonemes including rhythm, stress, and intonation.

To interact in English is clearly important for English learners. It is also significant in terms of learning language. Oral communication helps learners to experience modified interaction. Doughty and Pica (1986) mentioned that: *"Interaction is altered in some way (either linguistically or conversationally) to facilitate comprehension of the intended message"*. (p.305). Speaking requires for learners to know how to generate specific points of language such as grammar, pronunciation, and vocabulary. A good speaker synthesizes skills and knowledge to succeed in speech.

1.2. Classroom Interaction Definition

Defining the concept classroom interaction implies defining each term independently. The word classroom then, is considered as the primary situation in which the educator and the students have opportunity to use the target language. Ordinarily, language use in classroom can be utilized as media to make significant connection during the lesson. While; the term interaction is defined as the action of to communicate with or to react to (each other).

Scholars and researchers, endeavor to define the concept classroom interaction. Robinson (1994) for instance sees that *Interaction* refers “*To reciprocal face-to-face action. This can be verbal, channeled through written or spoken words, or nonverbal, channeled through touch, proximity, eye-contact, facial expression, gesture, posture, appearance, environmental factors, etc*”. (p.7). Robinson therefore, in his definition tries to clarify the nature of interaction by saying that it is a face-to-face activity which means it is a reciprocal process in which students face each other or their teacher.

According to Marshal (1998) in the online dictionary of sociology, classroom interaction is “*The relationship between teacher and students in the classroom* “. This kind of relationship is seen as reciprocal action as it was mentioned previously.

1.3. EFL Classroom Interaction Teaching

The use of classroom interaction within EFL learners is without doubt, one of the most common, highly complex activities necessary to be considered when teaching English as a foreign language especially because we “*live at a time where the ability to speak English fluently has become a must*” (Al-Sibai 2004). The focus on the classroom interaction teaching, of course, is to improve the students’ oral engagement. Therefore, language teaching activities should aim to develop individual language use.

Ur (1996) considered speaking as the most important skill among the four skills because people who know a language are referred as speakers of that language. This indicates that using a language is more important than just knowing about it, because “*There is no point knowing a lot about a language if you can’t interact with it*” (Scrivener 2005). Classroom interaction is considered as a productive teaching technique. EFL learners acquire linguistic knowledge and ability through interaction in which both the teachers and students

are effectively engaged so that they can create learning opportunities, which motivate the students' interest and potential to communicate with others.

1.4. The Importance of EFL Classroom Interaction

A foreign language can best be learned not just by rigorous formal methods, but by a direct contact in order to develop effective discussions. Fruitful foreign language learning process relies heavily on the concept of classroom interaction, where the teacher and students create enjoyable atmosphere full of actions followed by reactions. This enjoyable atmosphere leads to reciprocal mutual understanding which is supposed to be shaped by the learner himself by being active participant inside the classroom. Classroom interaction therefore, is considered as a key to foreign language learning. Since, it allows students to foster their amount of participation during a course session, through producing a comprehensible output as a result of comprehensible input provided by teachers.

In addition, Yu in the Asian social science journal (2008, p.28) writes that “*Classroom interaction in the target language can now be seen as not just offering language practice, nor just learning opportunities, but as actually constructing the language development process itself*”. This reveals that, the development of language can only be realized through classroom interaction which constructs the whole operation. Furthermore, classroom interaction facilitates language learning, engages students in participating in language learning activities, and make more outputs of the language.

According to Brown (2001), “*In the era of communicative language teaching, interaction is, in fact, the heart of communication*” (p.35). This, reveals that classroom interaction can be the language pedagogical tool that best facilitates the language learning process due to its opportunities of creating chances for turn-takings. In EFL learning context, language learning is mainly conducted and initiated by teachers in different ways such as teacher questioning, teacher instructions, or any other kind of activities that facilitate learner's oral performance in classroom. Whereas, other scholars like Levine (1989) relate classroom interaction to successful teaching since, it brings joy and relaxed atmosphere to both teachers and students. According to Levine, teachers highly value the process of classroom interaction, and they consider it as an essential part of the teaching process. He declares that “*Interaction is an extremely complex and difficult process, but it is also the part of teaching that many teachers say they enjoy and value the most*” (p.73).

1.5. Types of Classroom Interaction

In foreign language classrooms, interaction assumes a crucial role in developing the students' language use and, it figures out what learning opportunities they may get. Classroom interaction then has two main sorts: student-teacher interaction, and student- student interaction.

1.5.1. Teacher-Student Interaction

The teacher–student interaction is one of the most powerful element within the learning environment, and it is also a major factor which influences the student's development, accomplishment, furthermore, performance. Teacher–student interaction forms the basis of the social context in which learning happens. This sort of interaction occurs when the teacher asks questions to learners and learners answer these questions and vice versa; or when the teacher partakes in learning activities.

In the traditional way of teaching, the teacher only sits or stands behind a desk, and spends a large amount of time giving lectures and directions, whereas student's role is sitting, listening and taking notes passively. The focus of interaction was predominant between the teacher and learners. The teacher's focal part is to command and to dominate in terms of the talking time and of the running of the process. The teacher controls the topic for classroom talk, and decides when begin and stop talking in the classroom. At times, students are required to take part only by answering questions. They additionally have no opportunity to and always depend on the teacher's instructions and cannot take care of issues independently as Kundu (1993) states : *“Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions“*.

However, recent approaches of language teaching such as “ The silent way or method “ vigorously accentuates on decreasing the teacher's talking time for the sake of giving more chances for students to “ Run the show “ with their teacher. Students then, will feel that they are engaged in the topic and they will feel autonomous to impart the lesson with the teacher. Since teaching is always a shared-relationship job. It includes numerous support from learners as Brown (2001) recommends: “Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk”.(p. 99)

Harmer (2001) on the other side, insists on the involvement of students in communication activities saying that : “ To foster learners to produce communicative outputs, learners should be involved in communicative activities”. (p.49). It means the teacher’s intervention ought to be avoided. It is highly trusted that, the student’s involvement within the teaching process will promote their achievements in learning a target language, making them comfortable and self-assured.

Teacher- student interaction facilitates the teaching process since, students do a great part of the talk in the classroom. And present part of the lesson indirectly through their interactions with their teacher. Studies on classroom interaction have demonstrated that in this type of interaction, teachers present 50% of the lesson and the other 50% is provided by the students.

1.5.2. Student-Student Interaction

Initially, student-student interaction occurs among learners within a classroom context. In this form of interaction, the teacher assumes the role of a monitor and learners are the main participants. Students interaction therefore, occurs when learners impart information with their peers, and receive input. In light of this view, studies on interaction, showed that in student-student interactions, learners may receive omprehensible input, opportunities to negotiate for meaning and receive other’s feedback, and opportunities to deliver output. Student-student interaction may actually be more important for educational accomplishment than teacher- student interaction. Constructive student- student interaction impact student’s educational desire and develop social competencies.

Johnson (1995) in her book about “ Understanding communication in second language classrooms has pointed out 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).

Moreover, student- student interaction provides a more meaningful social environment for promoting language use than traditional teacher-directed instruction, and it can increase student’s opportunities to use language effectively.

1.6. EFL Classroom Interaction Difficulties

Classroom interaction remains the most difficult task to be involved in for the majority of EFL learners. According to Rababa'h (2005) there are many factors that cause difficulties while interacting. Some of these factors are related to the students themselves but others are due to the teaching strategies and the learning environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going on, fearing mistakes making and criticism, or simply out of shyness.

1.6.1. Linguistic Obstacles

Loama (2004:01) states: *"Speaking in a foreign language is very difficult and competence on speaking takes a long time to develop"*. It has been noticed that the linguistic knowledge plays a main role while interacting. Students may find obstacles within their speaking development if any feature of language is lacking or not performed well. These problems are due to lack of vocabulary, mispronunciation, and some syntactic weaknesses.

1.6.1.1. Lack of Appropriate Lexical Items

The knowledge of vocabulary is the prior requirement that the students ought to have about the language that they want to speak. However, It constitutes the most serious area of difficulty. Lack of vocabulary knowledge and having a limited repertoire unable EFL learners to generate, receive and to communicate in the target language. Students find themselves uncomfortable when they intend to express their ideas in a clear manner.

Learning any foreign languages requires incredible information of its vocabulary. In EFL classes students frequently find some problems when they attempt to express themselves because they struggle to find the necessary vocabulary item. This reflects their limited vocabulary repertoire. Hence, this lacking vocabulary influences the rate of their participation in oral activities and make them unable to interact.

1.6.1.2. Mispronunciation

Besides the learners' problems in vocabulary, there is a noticeable problem which is mispronunciation of words, which leads to problems in reception or comprehension of an utterance's meaning.

Actually, students may fail to produce an effective oral communication because of their pronunciation mistakes. Rather than conveying certain meaning, they convey others, so they do not feel at ease when speaking in front of their peers. and; consequently, reduce their oral interaction.

Pronunciation is the most significant skill in foreign language learning since it enables EFL learner to be more competent in communication. Furthermore, the level of pronunciation proficiency represents the main criteria that EFL students can be judged on and evaluated. Hence, they must practice the correct pronunciation forms and be aware of the various rules of sounds as stress, intonation ...etc. Although many EFL learners studied grammar for many years, they are unable to speak like native speakers due to their improper pronunciation of the sounds of words which cause misunderstanding and ineffective communication. So, mispronunciation is one of the main factors that hinder the students' freedom in classroom interaction.

1.6.1.3. Syntactic Weaknesses

Syntax is an important element of a language. It is defined as "the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning" (Ur : 4). Students must care about any sound they produce while speaking the target language. They confront difficulties in combining words effectively ; for instance the abuse of tenses when the student says "I am exhausting", instead of saying, "I'm exhausted".It is a serious problem since committing such syntactic errors may change the entire meaning of the sentence. Consequently, it is difficult for students to speak in the target language and this creates very embarrassing situations. As a result they keep their ideas for themselves. Moreover, EFL learners often prefer to keep silent rather than producing ungrammatical structures because they are afraid of appearing awkward in front their teachers and classmates.

Teachers, very often, teach grammar in isolation. As a result, students do not have the opportunity to apply the grammar knowledge in actual discourse or conversation, which provides them with structures that they need in order to organize their message across. Therefore, a grammatical mistake is one of the linguistic obstacles that prevent EFL learners' interaction.

1.6.1.4. Language Interference

It has been widely noticed that EFL learners often use the mother tongue inside and outside classrooms because they are less exposed to the target language. Students tend to borrow words from their native language when they fail in expressing their thoughts in the foreign language due to the lack of vocabulary. Therefore, the use of mother tongue lessens the students' speaking capacity and leads to breakdown of interaction in the classroom. In addition, they will find it difficult to use the target language accurately if they keep on borrowing words from their native language.

Atkinson (1987: 243) suggests that "at very low levels" communicative activities can be quite troublesome to set up, so using the students' mother tongue to give instructions is warranted. However, utilizing the mother tongue inhibit EFL students for real communication and they do not feel comfortable when they have to interact only with the target language.

1.6.2. Psychological Obstacles

Interacting in classroom remains the most difficult task for EFL learners to be involved in. There are many psychological factors that affect student's oral interaction. Most of them lack of self-confidence, fearful of criticism, they have nothing to say, or simply shy.

Juhana (2012) in her study on psychological factors that hinder students from speaking in English class, states that "*the study revealed that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class*" (p.100).

1.6.2.1. Lack of Self-Confidence

Lack of self-confidence has a significant impact on almost everything students intend to do: on the way they engage in activities, dealing with challenges, and interacting. For EFL learners, it is important to communicate with the target language, thus, a certain

amount of self-confidence is required. Furthermore, lack of self-confidence enables student's needs to be understood, it pushes for the repression of negative feelings that can lead to a decrease of students' interaction.

The majority of the studies carried out concerning the impact of self-confidence on students' oral performance have demonstrated that self-confidence is a significant factor in language learning. Brown (1994) states that *"Among the four language skills, the achievement of oral performance is thought to be highly correlated with self-confidence. FL learners can't speak the language or express themselves freely and fluently without some degree of it"* (Cited in Al-Hebaish 2012:61).

Additionally, Al-Hebaish (2012) states that *"Self-confidence is a personal factor that pays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities will be carried out successfully without it"* (P.60). In their attempts to find out if any relationship exists between L2 learners' anxiety, self-confidence and oral performance among the Korean college students, Park and Lee (2004) found that *"The higher confident they were, the higher oral performance they showed"* (p.197).

Self-confidence is a very essential quality that foreign students may possess. When students believe in their abilities, they will facilitate their learning and engage in the task without any interferences which may hinder their interaction. Students will behave confidently because they feel sure of their abilities. However, students who suffers from lack of self-confidence are gaining negative impact on their presentation in the foreign language.

1.6.2.2. Shyness

Shyness is the act of feeling uncomfortable in social situations. New and unfamiliar situations can bring out students shy feelings. The classroom is an area of much stress for shy students. EFL students do not interact because they are not sure of how to act, what will happen and how others will react. They may encounter a serious obstacle in oral expression in official exams ; they are lost and worry how to stand in front of their classmates.

Over crowded classes is one of the main reasons of shyness ; they feel uncomfortable about interaction in a classroom which contains a huge number of students. Cooper (2009) argued that, *" Shyness isn't a choice, it's actually much closer to fear than anything else"* (

p.09). Thus, shy students may lose a lot of successful opportunities ; they will participate less and feel anxious when they do. Furthermore, when participating they provide less meaningful material due to anxiety.

1.6.2.3. Inhibition

In the field of education, pressure may create inhibition and anxiety among EFL students. The feeling of linguistic inferiority, shyness, and fear of making mistakes prevent students from taking part in the discussion or participation. Ur (2000:111) states that “*Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.*”

Since EFL students deal with a new language in their environment, anxiety overcomes their desire to interact in the classroom using the target language , which in turn makes their oral expression difficult to develop. To end, stress and anxiety are two factors that also can stop the students from performing confidently in front of their classmates

1.6.2.4. Nothing to Say

The common expressions that EFL learners use when they are imposed to participate in a given topic is “I have nothing to say ”, “No idea ”, “no comment” or they remain silent. These expressions are generated when students lack of motivation in expressing themselves or the chosen topic they should discuss or talk about.

Moreover, the poor practice of the target language can contribute in a large part to create this problem. Backer and 38 Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that do not rise their motivation.

1.6.2.5. Anxiety

Anxiety refers to the psychological tension that the learner goes through in performing a learning task. In a foreign language interaction, fear of negative evaluation derives from both teachers and students peers. EFL learners assume that they are not capable of

achieving the appropriate social impression, that's why they are extremely worried about others evaluation when they tend to interact.

If anxiety impairs cognitive function, students who are anxious may learn less and also may not be able to demonstrate what they have learned. Therefore, they may experience even more failure. According to Horwitz, Horwitz and Cope (1986), learning a foreign language can cause low self-esteem because students have to interact by an unfamiliar way which is quite different with the way they usually use. That's why classroom interaction can be sometimes a traumatic experience for EF learners. In addition, some researchers have claimed that students may suffer language anxiety due to cultural inhibitions. Oxford (1992) likens this to the concept known as culture shock. Learners may fear the experience of losing their identities in the target culture (Ellis 1994).

1.6.2.6. Fear

Fear remains the barrier that occupies the minds of many EFL students. Even if they have memorised some thousands of English words and dozens of grammar rules they may not be able to interact effectively. Some students mistakenly assume that they need to perform a correct speech in which the teacher understands every single word they generate. They link the word incorrectness and how it may influence the speech meaning. In other words they simply fear being misunderstood.

Another illusion that EFL learners tend to have is that fluent speakers don't make mistakes. The truth is that we all make mistakes, even native speakers. The act of making mistakes is a natural part in the learning process. If students allow themselves to commit mistakes, they will develop their speaking performance effectively.

Most EFL students do not interact and remain silent because they fear appearing awkward, foolish or incompetent in front of their peers, those factors can inhibit classroom interaction. Ohata (2005) claimed that most EFL students are afraid of taking oral tests, because test taking situation in front of their peers make them feel fearful about negative consequences of getting bad grades or being negatively evaluated. Fear of negative evaluation is avoidance of evaluation situation; most EFL learners are sensitive to evaluation of their peers. Furthermore, fearful students have less control of attention. They will concentrate more on their psychological tend and how they can hide it, neglecting the teacher input.

1.6.2.7. Low Self-Esteem

Being confident when engaged in oral performance front of an audience or being able to cope with tasks successfully all of this a learner could not do it if he/ she have not self-esteem. This psychological factor that influence greatly learners especially foreign language learners; self-esteem is the belief in your abilities that you are capable to do things successfully in other words when a learner perform activities with confidence and without fear of failure.

Coopersmith(1967) wrote : By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self -esteem is a personal judgement of worthiness that is expressed in the attitudes that the individual holds towards himself.

The relationship between self-esteem and oral performance attract much attention because of the role of self-esteem in enhancing EFL learners' interaction. "No successful cognitive or affective activity can be carried out without some degree of self-esteem" (Brown, 2000, p.145). Without self-esteem learners are unable to interact because when learners doubt in their abilities to speak they are not motivated at all or they may not be involved in discussion. Also teachers over correction has a negative affect on learners self-esteem. It push them to avoid interaction so that they will not be corrected in front of their peers.

1.6.3. Organizational Obstacles

Most of EFL learners master the language rules, but they often face some difficulties in interacting with the target language. Researchers point out some organizational barriers that could be an obstacle for EFL students classroom interaction. One of the four main obstacles mentioned by Ur (2000, p121) is low uneven participation.

1.6.3.1. Low Uneven Participation

Foreign language classes are bounded by many factors, one of these is the amount of talking time giving to each student. However, some students may seem dominating the class and they spend much time interacting without giving their classmates the floor to do so. Rivers (1968, p.98) claims that some personality factors can influence participation in foreign language class, and teachers should be able to point them out. Other students may prefer not

to interact due to their doubts of being incorrect, and some others keep silent, show no interest or participation all along the course.

Harmer (2001, p.120) suggests streaming weak participators in groups and letting them work together. In such cases, they will not hide behind the strong participators, and the teacher can achieve a high level of participation.

Furthermore, classroom arrangement could be another problem for students to practice their speaking activities effectively. Bowman et al. (1989, p. 40) support the idea by saying that “*Traditional classroom seating arrangements often work against you in your interactive teaching*”. The eye contact is highly effective to demonstrate the teacher’s motivation. This important factor reduce low participation in learning contexts. When teachers do not motivate their learners, the talkative ones also will show no interest and will remain silent.

1.6.3.2. Large Classes

Large classes are often viewed as one of the major challenges for both teaching and learning processes. In overcrowded classes, EFL students have less opportunities to interact since teachers face many difficulties in managing the classroom and maintaining a suitable atmosphere. Large classes limit both student opportunities to interact and teacher’s interventions to provide feedback. Oral expression session goals are to increase the students’ participation and to improve their speaking proficiency; however, large classes prevent EFL learners from involvement and having an equivalent chance of participation during the session. Furthermore, large EFL classes prevent students from interacting especially when they are asked for more clarification by their teachers; because they are afraid of showing that they do not understand. Thus, large classes limit or even compromise the students’ classroom interaction.

Conclusion

As a conclusion to this chapter, one can deduce that classroom interaction is a complex and an important component of EFL learning process ,no matter how students know much about the target language, they still face many interactive difficulties. Students often encounter many difficulties while trying to interact because of some principal factors that we have discussed in details mainly the linguistic, psychological and organizational obstacles. Consequently, teachers should be conscious of these problems and eventually try to solve them to promote classroom interaction.

Chapter Two: Teachers Roles and Interaction Techniques Promoting EFL Student's Classroom Interaction

Introduction

In any teaching situation, teachers play significant roles to facilitate the learning process. These various roles create a room for classroom interaction, which then will develop the learner's performance. They need to be aware of the development and changes that occur during a class, as well as being able to apply materials and techniques that may encourage and motivate students' interaction. Often he resorts to self-adopt by changing his role in order to facilitate the learning process and help learners to overcome their interactive obstacles.

EFL teachers are responsible to invent a warm atmosphere in the classroom to make their students feel comfortable and produce a language without fear and with more confidence. They should promote their students to participate during the lesson by using different techniques that help students enjoy their time while learning. In short this chapter will discuss the teachers roles in promoting students' oral production, and some effective activities to encourage EFL student's classroom interaction.

2.1. Teachers Roles

Effective teachers are the key element for successful students. They play a vital roles in classrooms. Instead of just lecture providers, they are supposed to embody a variety of roles. According to Harmer (2001), teachers' roles are changed fluently according to the nature of classroom lesson's stages and activities. Harmer thinks that the roles of controller and facilitator are the main roles. He also states that, "Teachers who look fed up or unhappy with what they are doing tend to have a negative effect on their students"(1). This means that an effective teacher should lead his problems outside the classroom because it affects the learners' achievements.

Furthermore, it is important for the effective EFL teacher to know the names of his learners because of that; they may feel comfort and happy, they notice that their teacher is interesting to know everything about them. According to Harmer, *"Teachers use many metaphors to describe what they do. Sometimes they say they are like actors because 'we are always on the stage ' others think they are like orchestral conductors 'because I direct*

conversation and set the pace and tone '. Yet others feel like gardeners, 'because we plant the seeds and then watch them grow'. The range of images-these and others- that teachers use about themselves indicate the range of views that they have about their profession."(56). EFL teacher plays lot of roles in order to keep his learners understand what he says and push them to interact.

Harmer (2001), stated that if a EFL teacher master the following roles: controller, assessor, motivator, organiser, prompter, participant, resource, tutor, and observer classroom interaction will be highly increased.

2.1.1. Controller

The first role for the EFL teacher is to act as controller. An appropriate degree of control over the class is vital in formal language teaching. The teacher is the main responsible in the teaching and learning processes, he encourages learners to practice in classroom activities easily and provide them with enough opportunities to be involved equally so that they will not lose the desire to learn. Harmer (2001) points out that the controller teacher is the one who transmits the knowledge from himself to his learners.

The teacher controls the pace so that activities run smoothly and efficiently. For instance, when students do skimming and scanning tasks, it is very important for the teacher to control the time. However, over-control will do no less harm to students than no control at all. Besides, different activities need a different degree of control. Some teachers use terms like controlled practice, half-controlled practice, and free practice to indicate where control is needed and where control should be relaxed. Researchers believed that the more interactive an activity is, the less control is needed.

2.1.2. Assessor

This is the most crucial role because of learners' reactions. It is generally believed that it is a major part of a teacher's job to assess the students' work. According to Harmer (1983), as an assessor, the teacher does two things, that is, correcting mistakes and organizing feedback. Harmer insists that correcting should be gentle. Gentle correcting involves showing the incorrectness that occurred, but not making a big fuss about it (Harmer 1983:201). Organizing feedback is an effective way to assess students' performance so that they see how well they are doing. When organizing feedback, it is very discouraging for the

teacher to be critical. The assessment of the student's level is one of the most expected tasks from the teacher because effective teachers must know how to assess their learner's development. The students then can have a clear image about their levels and what they need to focus on. The teacher should show the students their strengths and weaknesses by offering corrections or praises. As Harmer (op cit: 59) says "this is where we have to act as assessor, offering feedback and correction and grading students in various ways."

A teacher cannot just teach a lesson and then move on. He must assess each student's growth and mastery of the lesson objectives. This assessment can happen informally through classroom observation or through formal methods like quizzes and tests.

Consequently, the role of an assessor according to Harmer (op cit: 59) can be manifested in :

- Giving feedback to the learners (their performance).
- Correcting them.
- Grading them (telling if learners pass to the next level or not)

2.1.3. Motivator

Learning is an active process, while interacting with a target language teacher motivation has a decisive influence on students' learning process. With the increased emphasis on communication in the foreign language classroom a very challenging task for EFL teachers is to incite the students to take active part in conversations where they express themselves freely. A reason why this can be that hard in fact students do not really have a real reason to talk to each other.

As a motivator, the teacher should use interesting topics, and the discourse must have meaningful purpose to encourage the interactive process in the target language. He should always be constructive to adopt innovative new methods to motivate students to interact by placing them at the centre of the learning process. Teachers gives motivation and spirit to their students, if their students make mistakes while interacting. He should not resort to punishment whenever mistakes are made. Furthermore, the teacher will act as a support and motivates them to correct their mistakes and ask for interaction even for an insure one.

2.1.4. Prompter

The role of the EFL teacher as a prompter start when his learners want to interact by they lack of vocabulary or they lost the right word. In order to create independent learners, the teacher should support them to think creatively. In other words this means to prompt learners that they could interact effectively in English with using the correct vocabulary rather than introducing some words from their mother tongue because there are some learners who cannot interact in English without using the mother tongue.

Thus, encouraging learners to participate when they lack of vocabulary or inspiring them with ideas when they lack creativity are the main criteria of the prompter role. Furthermore a good prompter should be careful, sensitive and encouraging. As Harmer (op cit: 60) says” *When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant we risk taking initiative away from the students. If, on the other hand, we are too retiring, we may not supply the right amount of encouragement.*”

2.1.5. Participant

Acting as a participant is helpful for the EFL teacher and his learners because it is enjoyable and they can take part in discussion. Traditionally, the teachers role was only limited in correcting mistakes and providing feedbacks. However, they can participate and be a part of the activities without dominating the whole proceeding.

The role of participant is an important role for most learners since they will have the opportunity to interact and share the language with their teachers and as a result the enhancement of learning atmosphere (Harmer, 2001).

2.1.6. Resource

The role of the teacher here is acting as an available resource to answer students’ questions when they are in need of help. When EFL learners are involved in preparation for a presentation they make to the class or they are involved in a piece of group writing, they need their teacher to guide them and tells them how to do their work. In other words, the EFL learners want their teacher to be their resource which means that the EFL teacher has more information about everything. For example, they may ask for how to pronounce or write or they want to know the meaning of a given word ...etc). However, EFL teacher should encourage the learners to be independent in their learning.

According to Harmer (2001) when offering answers to learners' questions, teachers should guide and help them. But at the same time they should refuse to spoon-feed their students in order to make them more independent in their learning.

2.1.7. Observer

The EFL teacher needs to adopt the role of observer of the classroom interaction, like observing the success of activities, techniques, procedures, and evaluation of learners' behavior. When observing his learners doing their oral interactive activities, in this case the teacher is getting close to them in order to give them feedbacks.

Harmer (62) says, *"Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future."*

Observation is more important than we think because it helps the teachers to know the level of the learners, where they make mistakes and when they do well.

2.1.8. Tutor

This role is widely recognized among the other roles because it combines both prompter and resource roles. It is performed when teachers engage their students in an individual or group work. The EFL teacher guides and directs his learners to do their projects, and help them when they need help.

Harmer (2001) indicates that its difficulty arises when the teacher acts as a tutor in a very large group. In fact, it is difficult to be a tutor of a very large group because when students work in small groups or in pairs, teachers can easily offer the guidance and can go round the class. Likewise learners can have a real opportunity to feel encouraged and helped by the tutor and have an intimate relationship with their teacher.

2.2. Classroom Interaction Activities

As it was mentioned earlier, classroom interaction occurs in academic contexts and settings. EFL teachers should implement a wide range of activities in classroom to support learners interaction. The most common interaction activities are: pair-work, group-work, discussion, simulation and role plays and some communicative games.

2.2.1. Pair-Work

Pair work activity, is one of the effective strategies which increases the amount of talking time of students. In this activity two students (i.e. pair) practice a language together, study a written passage, fill in the blanks of information gap activities, and write dialogues. Pair work activity encourages the sharing of knowledge among the learners and the feeling of independency.

It is seen as quick and easy to organize. However, it is highly considered as a noisy process since, it increases the student's talking time, the fact that led many teachers to avoid pair work activity simply because most of them lose control over their classes.

2.2.2. Group Work

Group work activities are an integral aspect of many EFL teachers approach. Group work interaction 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 " saying that : "*Group work increases the sheer amount of learner talk going on 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).

Group work therefore, can reduces learners inhibition, and fosters learners responsibility and independence. Lin (2010) similarly argued that many studies have shown that cooperative learning (CL) has great benefits for the enhancement of students' motivation and the promotion of their social interactions. Group work can be an effective activity to encourage active learning, and develop key critical-thinking, interaction, and decision-making skills. Whereas, some teachers fear to lose control over their classes since there will be too much noise, and students may over-use their mother tongue.

2.2.3. Discussion and Debates

A short conversation is an excellent way to give students opportunities to interact in classroom. In discussion activity, the students share ideas and can work individually or in groups. In addition, it is an exchange of thoughts, experiences, and feelings about different issues ; every one gives his/her opinion on a subject matter by providing arguments as support. Consequently, it helps students to speak more fluently and to develop their listening and speaking abilities. Furthermore, Discussion and debates should be used in EFL classes to make students practice language as if they are in real-life situations. Moreover it promotes

ice-breaking among students in class. Krieger (2005) comments: *“Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing”*

Hedge (2000, p.277) states that, free discussion activities will involve students in talking about a range of topics which engage their interests, opinions, histories, and experiences. As a result, teachers should pay attention to bring interesting topics and not to limit their students.

For Harmer (2000, p.273), *“some discussions just happen in the middle of lessons they are unprepared for by the teacher, but, if encouraged, can provide some of the most enjoyable and productive speaking in language classes.”*

2.2.4. Simulation and Role Plays

Many students greatly benefit from simulation and role plays activities since, they simulate real life situations (such as: business meeting, interviews and the like). Simulation and role plays, can be used to encourage oral fluency, to train students for realistic language use situations and bring liveliness in the classes.

Simulation and role plays are considered as the favorite speaking activities for EFL students because they bring situations from real life into the classroom. In role play students act upon a script that they wrote. Moreover, role-plays rise learners' imagination, enriches learners' vocabulary, and develops learners' speech acts. Simulation pushes students to perform those speech acts, for example, apologizing, requesting, complaining, thanking. This type of activity creates a enjoyable atmosphere, and relationship among students, and it fosters cooperation and collaboration.

2.2.5. Communication Games

Students come into the classroom with various levels of motivation in order to interact. Language games come to change classroom environment, the mood of students and to motivate them to participate in class. Games stimulate students' interest to an additional conversation. It provides them with new information and vocabulary.

2.2.5.1. Storytelling

In this game, EFL students are asked to summarize briefly a tale or a story from somebody beforehand, or they may create their own stories to tell their classmates. This effective activity fosters somehow the students' creative thinking. It helps them to express their in the format of beginning, development, and ending, including the characters and setting a story has to have.

Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, both types of interaction are encouraged, furthermore the teacher can get the attention of the class.

2.2.5.2. Picture Describing

Another way to make use of pictures in a speaking activity. In this last, the teacher gives to his students just one picture and asked them to describe what it is in the picture. For this activity the teacher may implement group work technique. Students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class.

This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

2.2.5.3. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

2.3. Techniques for Classroom Interaction

Increasing interaction in EFL classrooms depends on several elements or techniques to be fully accomplished. El-Koumy (1997) in his article proposed some important techniques

for EFL teachers to implement interaction in their classes. These techniques are : The questioning technique, collaborative learning technique.

2.3.1. The Questioning Technique

One of the influential strategies in creating classroom interaction is the questioning technique. This technique is based on teacher's questions addressed to his students, where foreign language learners do not have a great number of tools for initiating and maintaining language, encouraging them to formulate or answer questions can provide stepping stones for continued interaction.

Studies conducted earlier on the use of the questioning technique reveal that, this strategy had been widely used in classrooms. In the same context, Daly et al. (1994,p. 27) point out, *"In classrooms, questioning on the part of teacher and students takes up a significant portion of the day. Across all grade levels, approximately 70% of average school day interaction is occupied with this activity. .."*.

2.3.2. Collaborative Learning Technique

The collaborative learning technique refers to a set of instructional activities in which students work in learning groups. Collaborative learning is opposed to individualistic and competitive learning, which has been proclaimed as an effective instructional approach that involves the characteristics of learner-centered approaches.

Working together maximizes opportunities for student-student interaction with meaningful input, and output in a supportive environment. Moreover, collaborative learning provides students with greater opportunities to interact with each other, negotiate for meaning, work in a variety of projects that are of interest to them, and participate in real-world communicative activities more frequently than in traditional teacher-fronted classrooms.

In this technique, the speaker gets help from his classmates, and the when the teacher is asked for help, he can answer with "I could not answer you, John will answer you".

Conclusion

To conclude, classroom interaction is seen as the artery of successful language teaching. Teachers therefore, are requested to reduce their talking time in classroom interactions to leave enough room to students to interact and be involved in the learning process. This chapter has given an overview about the teachers roles and responsibilities. In addition, it described some communicative games to get students more involved. Moreover, we highlighted some oral tasks used by teachers in classroom.

Chapter Three : Research Field

Introduction

This research is about the main psycholinguistic factors affecting EFL students classroom interaction. In the previous two chapters, we presented a brief literature review about factors that influence oral performance and the nature of classroom interaction. In order to understand the effects of the psycholinguistic factors that have on learners' classroom interaction, this chapter is an investigation of learners's attitudes towards classroom interaction. In addition, this chapter attempt to answer research questions and to prove the hypothesis. The research instrument used to proof the hypothesis stated earlier is a questionnaire addressed to both teachers and students of A1 level of English at Abdelhamid Ibn Badis Mostaganem University. The participant's opinions and views are very significant and helpful in the current investigation.

3.1. The Students' Questionnaire

3.1.1. Aim of the Questionnaire

We designed this questionnaire for first year students of English at the departement of English in Mostaganem university. Our aim was to collect information about learners' attitudes towards interaction in classroom using the target language. In addition to the factors that affect their poor performance in speaking activities.

3.1.2. Description of the Questionnaire

This questionnaire is composed of 11 questions, which contains closed questions that need yes or no answer and open question, which need to justify or explain your choice.

Section One : Interaction in Classroom.

In section one, we addressed only one question. Which is an attempt to evaluate Students' attitude toward classroom interaction. In Q1, EFL Students are asked to tick one option in order to mention how do they find interacting in English in the classroom.

Section Two : Psychological Factors and Classroom Interaction (Q2-Q11)

This section is from Q2 to Q11. First, in Q2 and Q3 we asked learners to mention the speaking difficulties which prevent them from interacting and they are asked to tick again the frequency of interaction with their peers, and they had to explain their choices. Then we asked them about the most implemented interaction activities used by their teacher Q4. In this question, students may tick more than one option if it is needed. Next, in Q5 the respondents are asked to tell if regular interaction in classroom help them to improve their oral production or not and, In Q6, the students are asked to tell whether the teacher who asks them to interact or because they want to, when they interact in the classroom. Then, in Q7 the participants were asked to give their opinions about topics which are dealt in classroom. Later in Q8 and Q9, the students are asked to mention if their teacher correct them whenever they are mistaking and ,they had to clarify how do they feel about it.In addition they were asked about if they feel fearful of making mistakes or errors when engaging a discussion,and they had to justify their answer.In Q10, the participants were asked to describe their states while being engaged in a discussion with both the teacher and classmates. The last question in this section, investigates the students' dare to interact knowing that they are going to make some mistakes and if not, they have to highlight the reason.

3.1.3. Administration of the Questionnaire

The questionnaire was administered to (40) L1 students of English at Abdelhamid Ibn Badis Mostaganem University. It was presented in a friendly and a relaxed environment, and the questions were clear with simple vocabulary to help the students comprehend and answer appropriately.

3.1.4. Data Analysis

Section One : Interaction In Classroom

Q1 : How do you find interacting in English in the classroom ?

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

Options	Respondents	Percentage
Easy	20	50%
Very easy	04	10%
Difficult	10	25%
Very difficult	06	15%
Total	40	100%

Table 3.1 : Students' attitude toward English classroom interaction

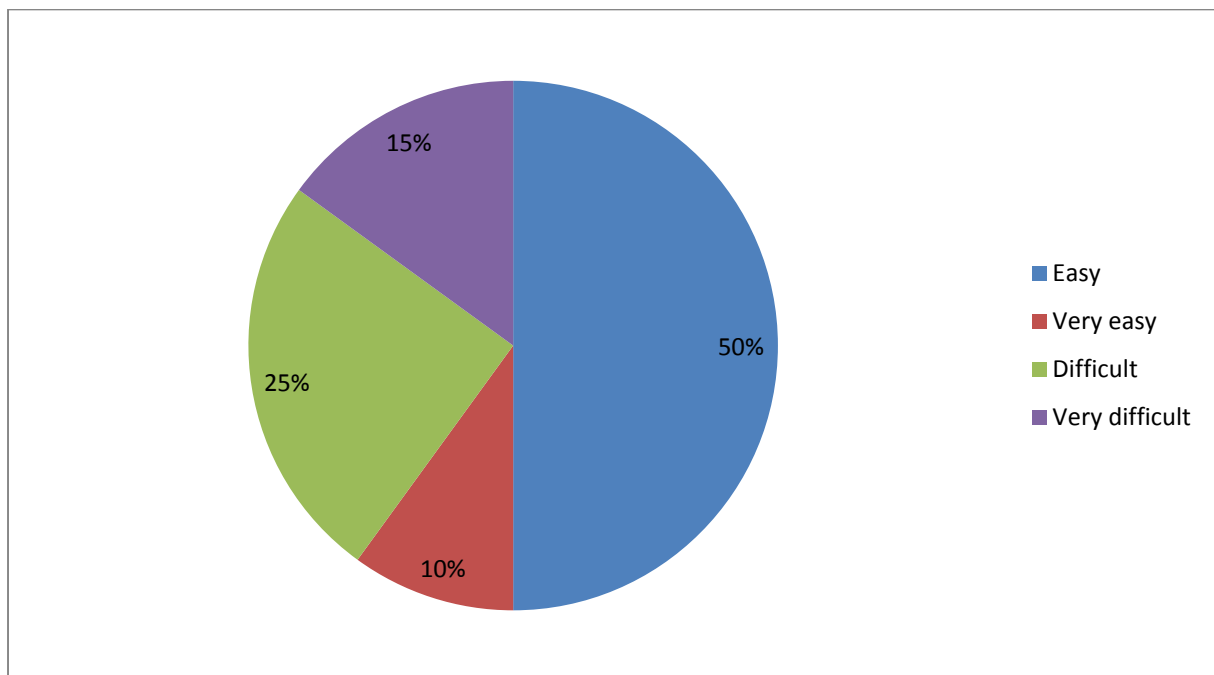


Figure 3.1 : Students' attitude toward English classroom interaction

This question is asked in order to be aware of the different point of views of the students attitude toward interacting in classrrom in english. The table presents that (50%) of the students' response indicate that interacting in english in classrrom is easy ; whereas (25%) views that it is difficult to do so. However,six students (15%) consider classroom interaction as a very difficult task.In the other hand onley four students from the whole sample (10%) say that it is very easy to interact in english in classroom.

Section Two : Psychological Factors and Classroom Interaction

Q2 : When you do not interact in classroom is it because you have some speaking difficulties ?

a- Yes

b- No

If, yes mention them.

Option	Respondents	Percentage
Yes	21	52,50%
No	19	47,50%
Total	40	100%

Table 3.2 : Speaking difficulties

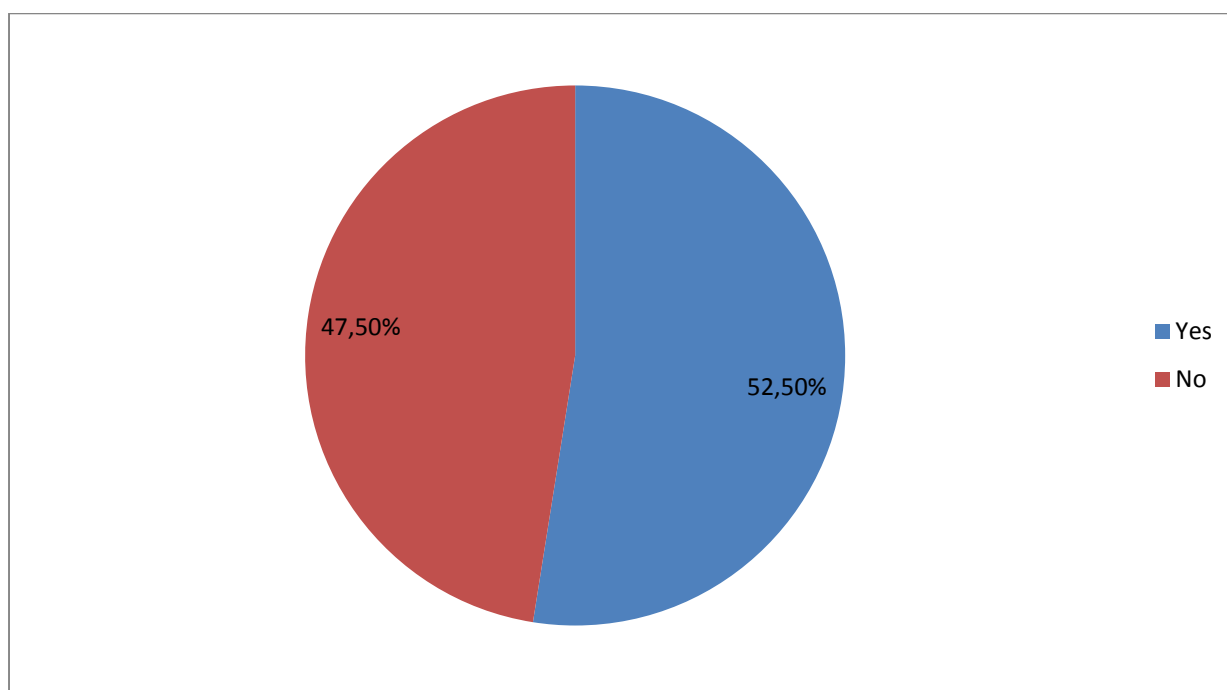


Figure 3.2 : Speaking difficulties

Looking at the results above in figure two, a noticeable increase for the first option (52,50%) dominates the percentage, and this explains that huge number of L1 students face speaking difficulties which prevent them from any sort of interaction in the classroom,

unlike ; others (47,50%) who declared that their active existence during an English course is because they are having no difficulties in speaking.

If, yes mention them.

A considerable number of L1 students who said that they have a certain speaking difficulties which they stand as an obstacle in their paths. They claim that the most of these distractions are the primary result of some psychological factors like inhibition, anxiety, lack of vocabulary, fear of making mistakes, and shyness.

Q3 : How often do you interact with your classmates inside the classroom ?

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

Mention why ?

Options	Respondents	Percentage
Always	10	25%
Often	02	05%
Sometimes	24	60%
Rarely	0	0%
Never	04	10%
Total	40	100%

Table 3.3 : Frequency of students' interaction in classroom

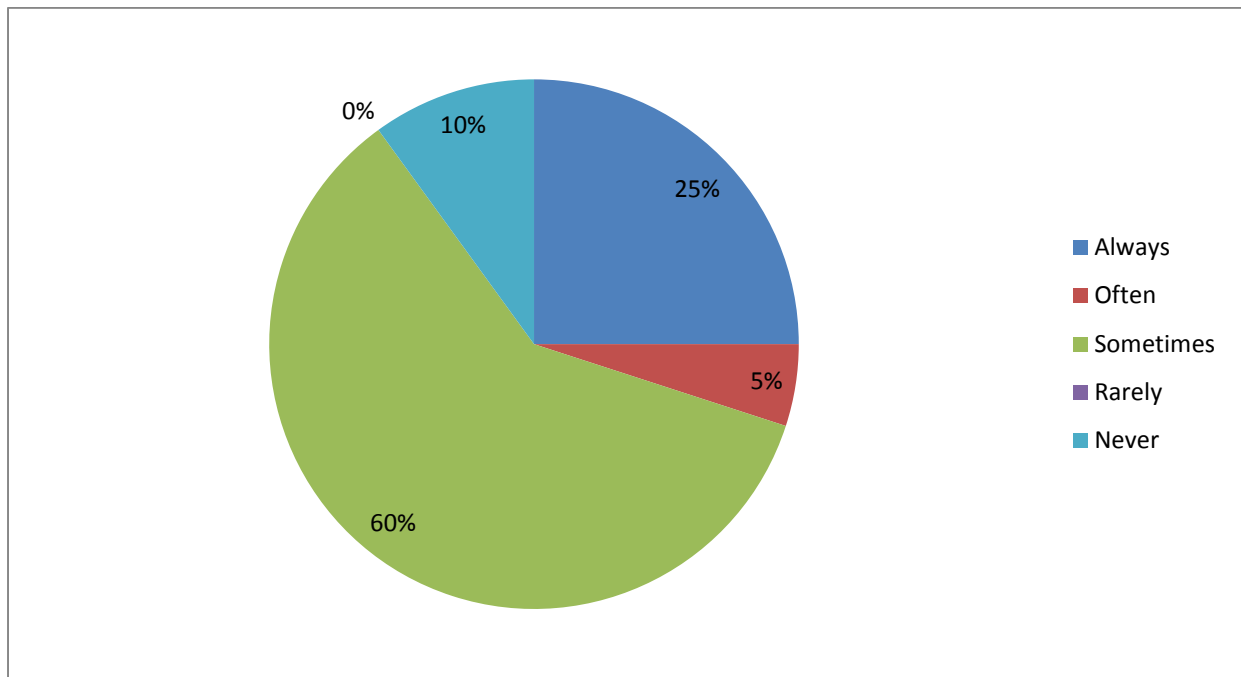


Figure 3.3 : Frequency of students' interaction in classroom

This question aims at measuring the frequency of students' interaction in classroom. The result shows that most of the students (60%) respond with 'sometimes'. And (25%) responded with 'always'. Whereas, four students (10%) responded with 'never'.

Mention why ?

A noticeable number of participants which their frequency of interaction was 'sometimes' and 'never' claimed that they interact time to time because they fear making pronunciation and grammatical mistakes. They claimed also that lack of appropriate vocabulary, shyness, fear of being criticized by their classmates, being neglected by the teacher when as he/she focuses on their good and active members, that is to say the marginalized learners are prevented somehow to interact in their classroom.

Q4 : What are the oral activities that your teacher implement the most in the classroom ?

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

Options	Respondents	Percentage
Group work	24	60%
Pair work	03	7,5%
Discussion and debates	10	25%
Simulation and role play	3	7,5%
Total	40	100%

Table 3.4 : Activities the teacher implement the most in the classroom

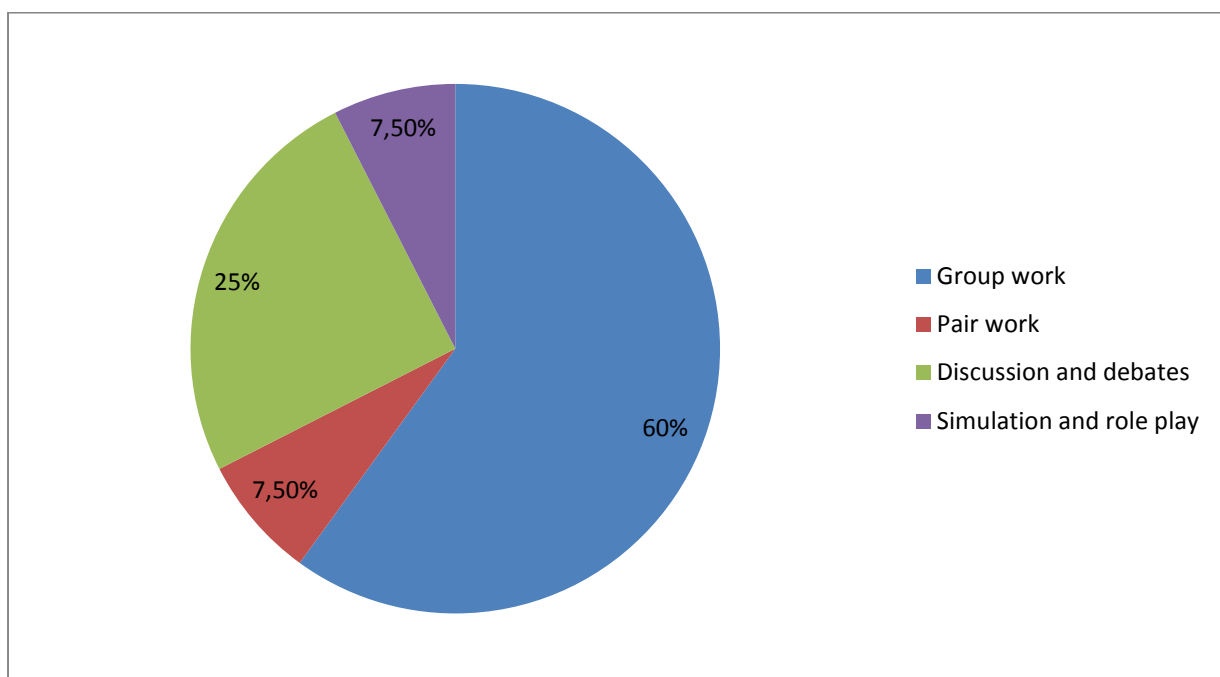


Figure 3.4 : Activities the teacher implement the most in the classroom

From the above table, it is noticed that more than half of the students (60%) claimed that group work is the most implemented activity by the teacher in the classroom. Moreover,, (25%) of the students, respond with discussion and debates. Whereas, three students (7,50%) responded with pair work and other (7,50%) responded with simulation and role.

Q5 : Does regular interaction in classroom help you to improve your oral production?

- a- Yes
- b- No

Options	Respondents	Percentage
Yes	40	100%
No	0	0%
Total	40	100%

Table 3.5 : Classroom interaction and the improvement of oral production

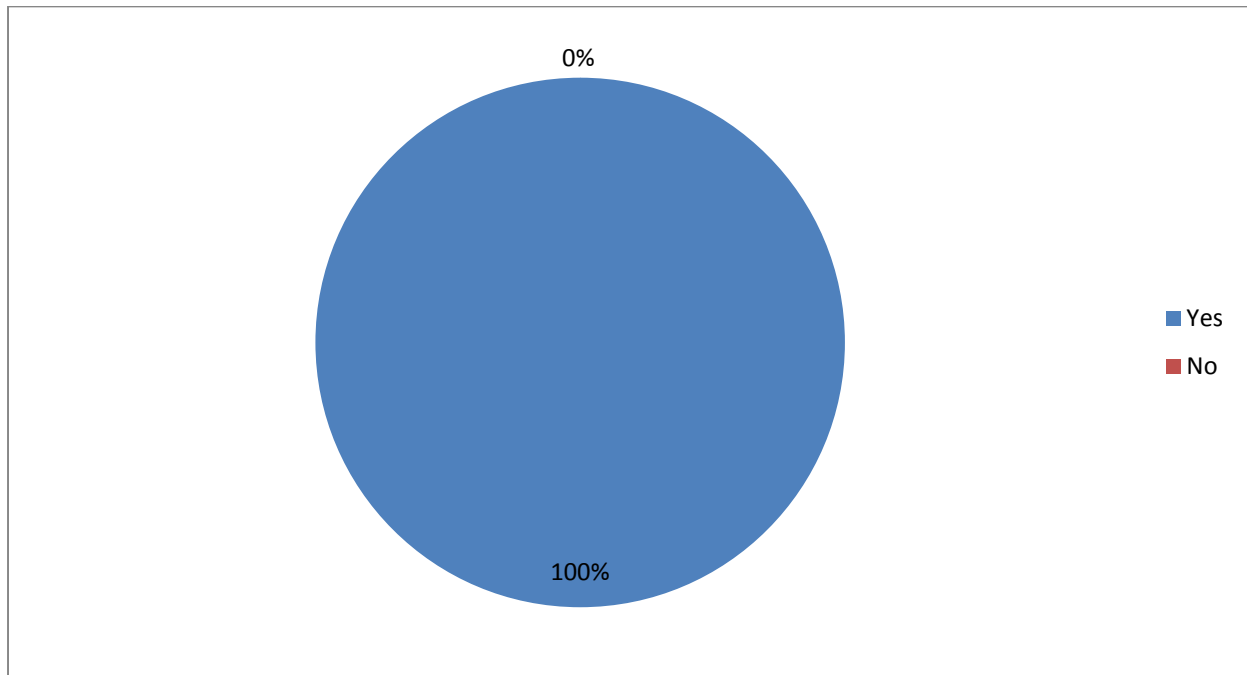


Figure 3.5: Classroom interaction and the improvement of oral production

This question aims to confirm if regular interaction in classroom help students to improve their oral production. The results show that all the students agree that frequent classroom interaction help them to improve their oral performance.

Q6 : When you interact in the classroom, Is it :

- a- You who wants
- b- The teacher who asks you

Options	Respondents	Percentage
You who wants	19	47,50%
The teacher who asks you	21	52,50%
Total	40	100%

Table 3.6 : Management of interaction in the classroom

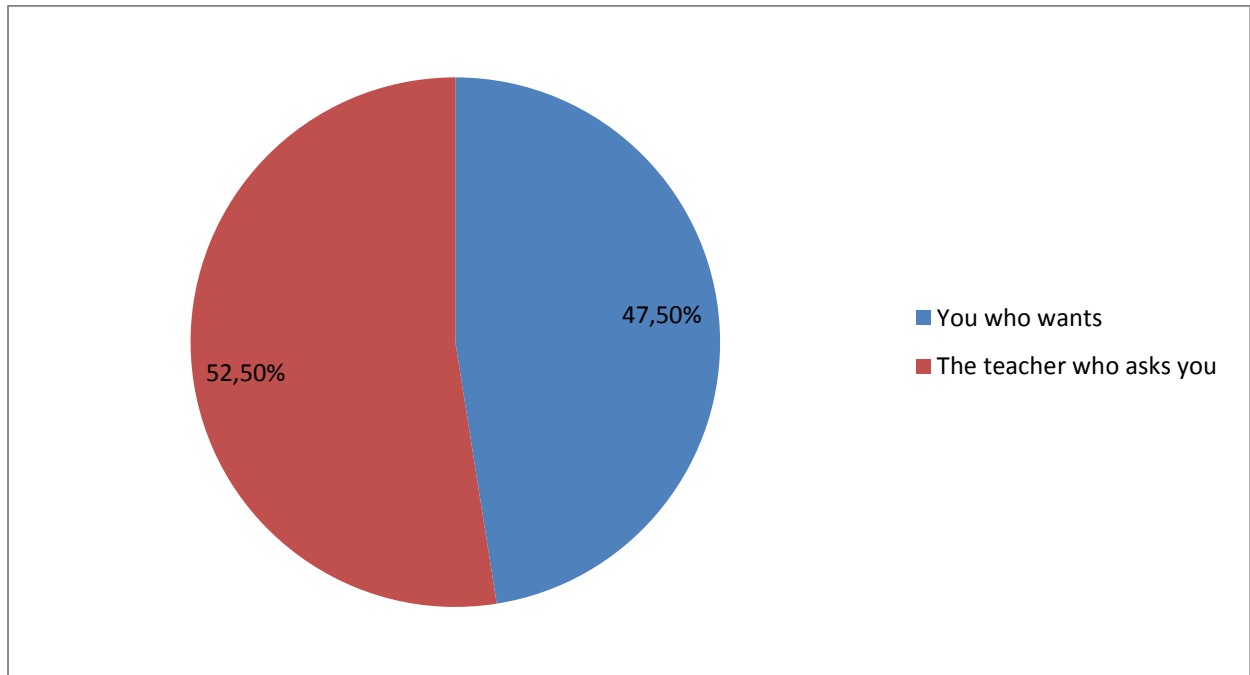


Figure 3.6 : Management of interaction in the classroom

Through this question, we intend to determine whether the students interact in classroom by their own will or they are asked by the teacher to do so .The majority of the participants (52,50%) state that they interact only when they are asked by the teacher. By contrast, (47,50%) of the students participate by their own will.

Q7 : When you want to interact in classroom, how do feel about the topics ?

a- Interesting

b- Boring

Options	Respondents	Percentage
Interesting	23	57,50%
Boring	17	42,50%
Total	40	100%

Table 3.7 : Students' feelings about topics dealt with in classroom.

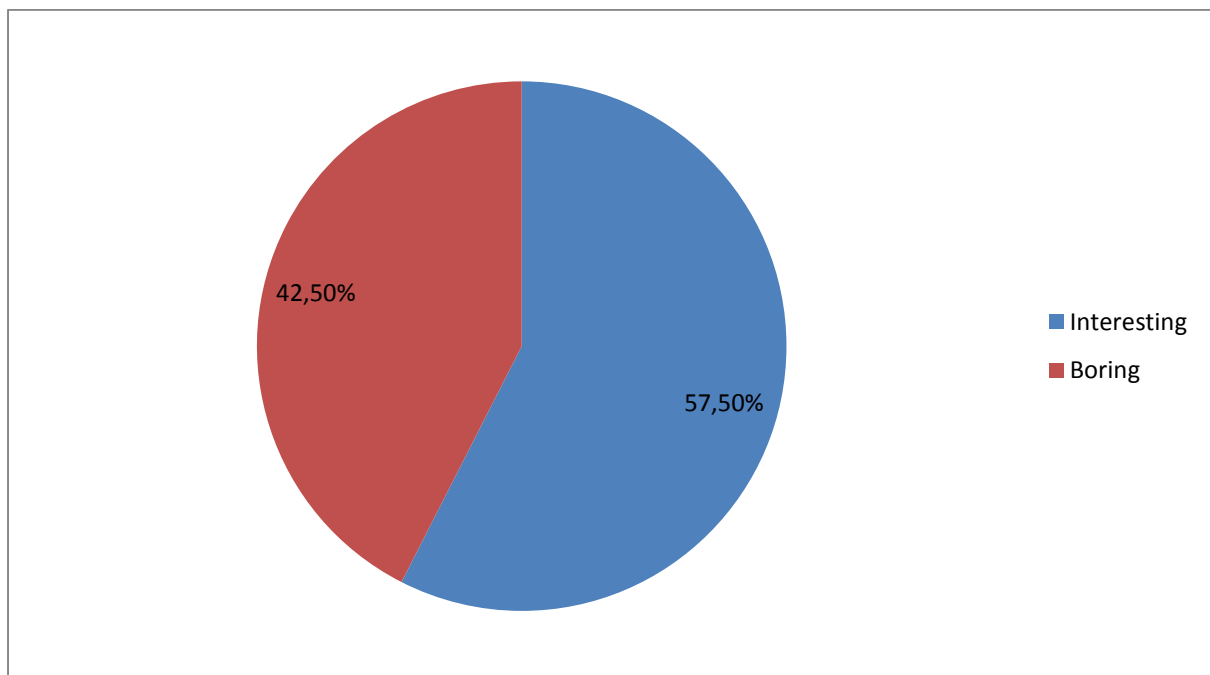


Figure 3.7: Students' feelings about topics dealt with in classroom

This question aims to perceive the different students' opinions about topics dealt with in classroom. Approximately a half (57,50%) of the students find the topics interesting. While, (42,50%) of the respondents state that topics are boring.

Q8 : When you make some speaking mistakes or errors, does your teacher correct them for you ?

a- Yes

b- No

If yes how do you feel about it ?

Options	Respondents	Percentage
Yes	35	87,50%
No	05	12,50%
Total	40	100%

Table 3.8 : The teachers' correction

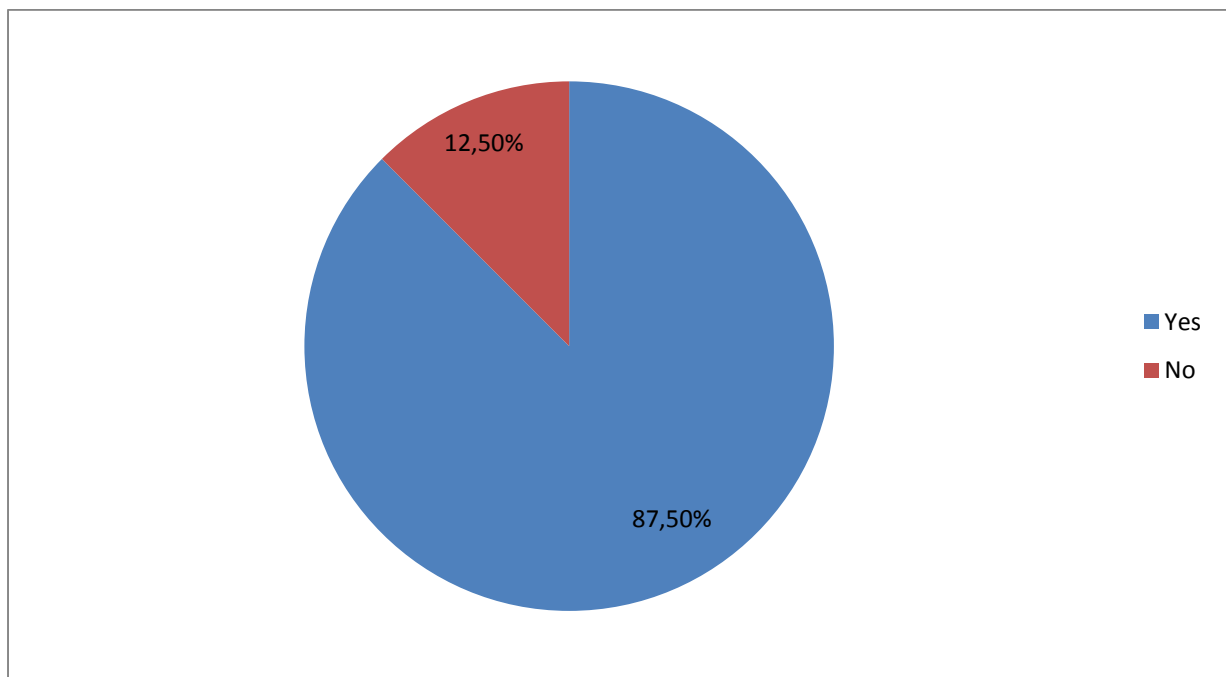


Figure 3.8 : The teachers' correction

Most of the respondents responses proved that their teachers correct their mistakes and errors in speaking with (87,50%). Few others (12,50%) said their teachers do not correct their mistakes while speaking.

If yes how do you feel about it ?

Students who answered “ yes “, said that when their teachers correct their speaking mistakes and errors they feel glad and somehow happy ; because the teachers' correction is regarded as paying attention to what they are saying. And at the same time they feel motivated to interact, so that they can avoid repeating the same mistakes.

Q9 : Do you fear making speaking errors or mistakes while engaging a discussion ?

a- Yes

b- No

Why ?

Options	Respondents	Percentage
Yes	25	62,50%
No	15	37,50%
Total	40	100%

Table 3.9 : The students' fear of making mistakes

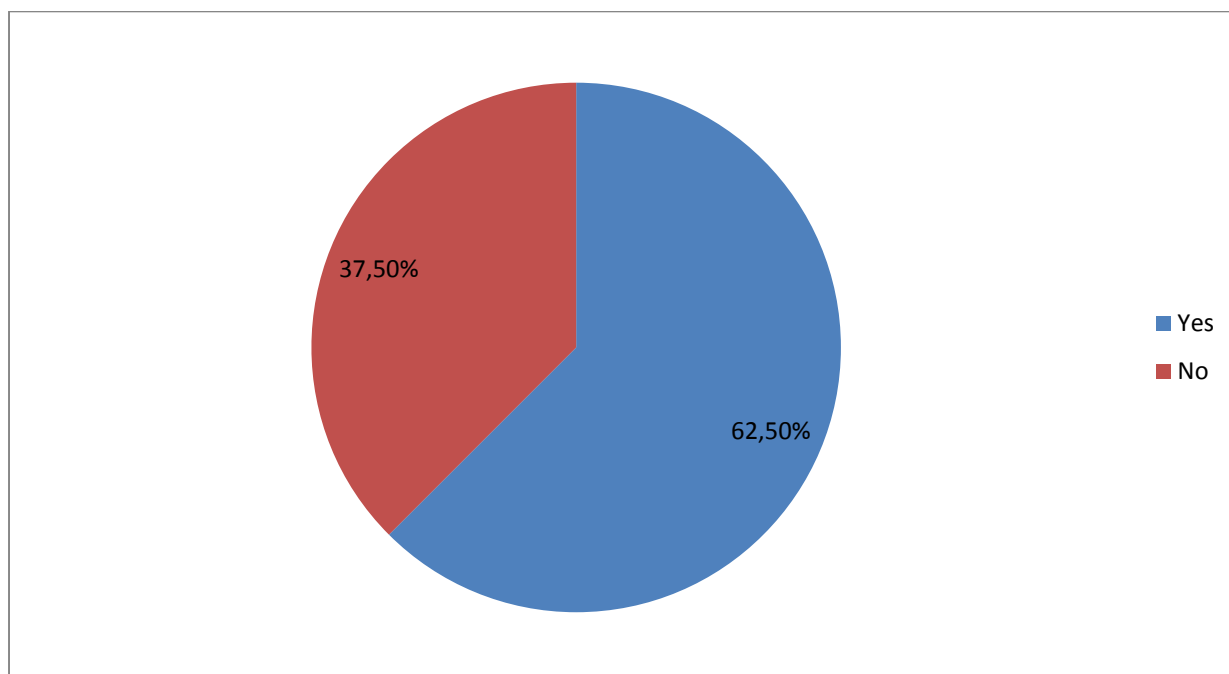


Figure 3.9 : The students' fear of making mistakes

Through this question, we intend to determine whether the students feel afraid about making mistakes or errors while being engaged in a discussion. Therefore, we find the following results which demonstrate that (37,50%) of the students are not afraid. They consider themselves able to interact knowing that they are going to make mistakes. By contrast, (62,50%) shows that the majority of the students are afraid.

Why ?

The students who answered “ yes “, said that they fear making mistakes while being engaged in a discussion because sometimes, their classmates may laugh at them. Furthermore, they do not get engaged simply to avoid being misunderstood.

Q10 : How do you feel when you are engaged with both your teacher and classmates ?

- a- Confident
- b- Afraid
- c- Interested
- d- Anxious

Options	Respondents	Percentage
Confident	07	17,50%
Afraid	14	35%
Interested	18	45%
Anxious	01	02,50%
Total	40	100%

Table 3.10 : Students’ feeling when engaged with both teacher and classmates

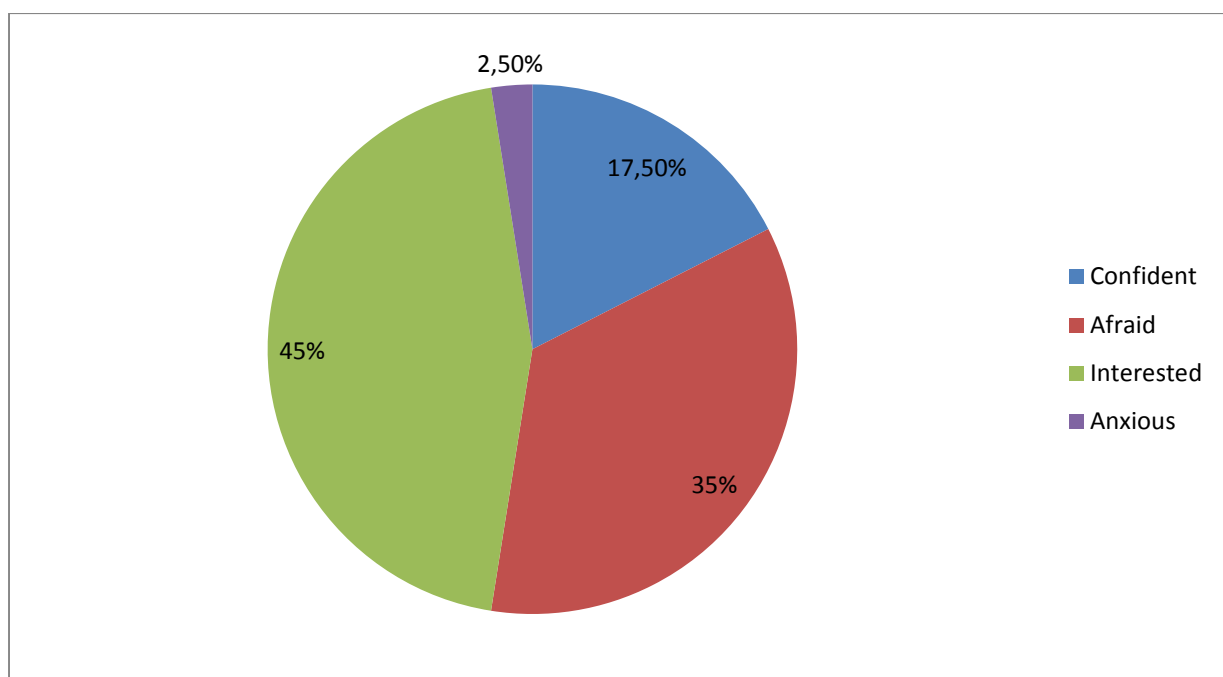


Figure 3.10 : Students’ feeling when engaged with both teacher and classmates

(45%) of the students claim that they are confident when they are engaged with both the teacher and their classmates. While (35%) of them claim that, they are afraid.(45%) of the learners are interested to be engaged in speaking tasks. The other (02,50%) anxiety hinders their performance.

Q11 : Do you dare interacting knowing that you are going to make mistakes ?

- a- Yes**
- b- No**

If no, it is because :

- a- You are afraid of appearing foolish**
- b- You have nothing to say**
- c- You lack vocabulary**
- d- You are shy**

Options	Respondents	Percentage
Yes	17	42,50%
No	23	57,50%
Total	40	100%

Table 3.11.1 : Interaction dare

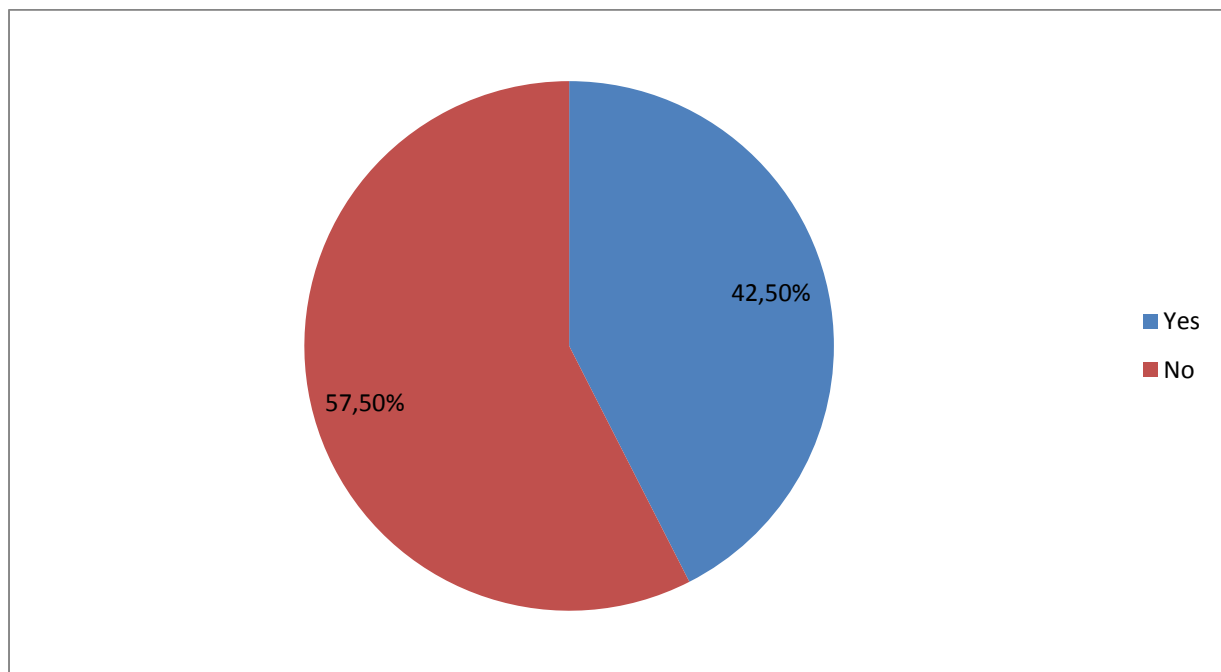


Figure 3 .11.1 : Interaction dare

This question aims to highlight the students' dare to interact knowing that they are going to make mistakes. The results show that approximately half of the participants (57,50%) dare interacting. whereas, the rest of the percentage (42,50%) asserted that they do not.

If no, it is because :

Options	Respondents	Percentage
Afraid of appearing foolish	16	40%
Nothing to say	04	10%
Lack of vocabulary	08	20%
You are shy	12	30%
Total	40	100%

Table 3.11.2 : Psycholinguistic factors affecting EFL classroom interaction

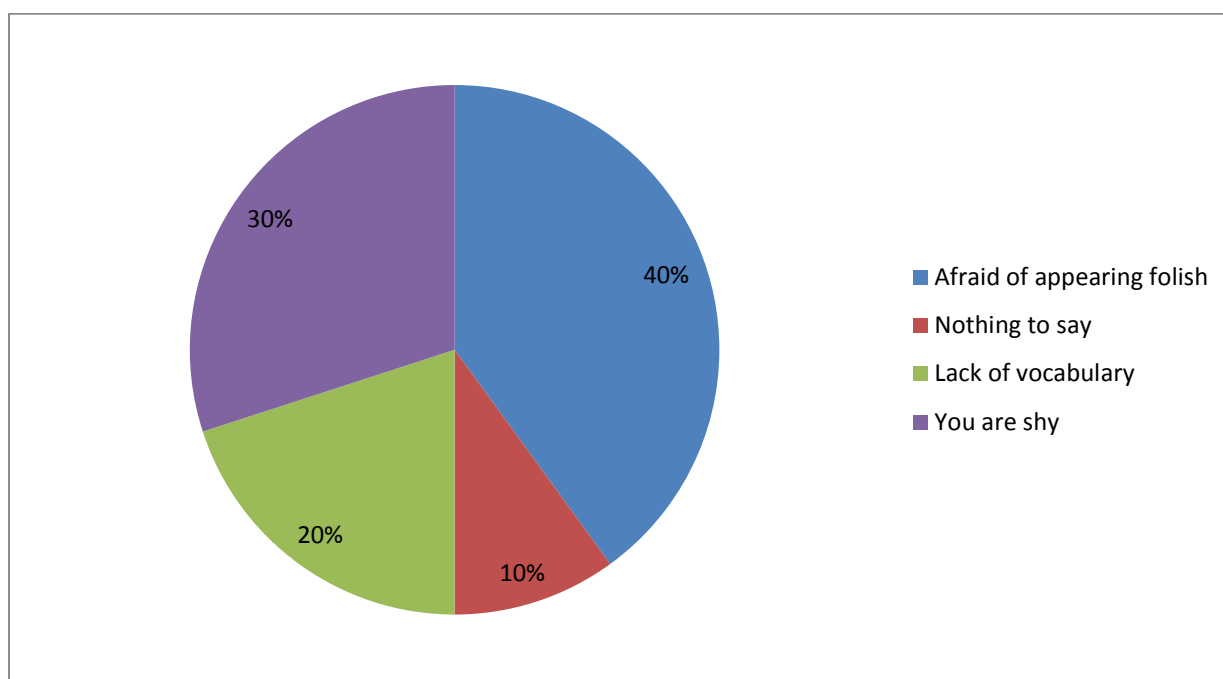


Figure 3.11.2 : Psycholinguistic factors affecting EFL classroom interaction

The options aim to discuss why the students do not dare to interact knowing that they are going to make mistakes. In this question they were provided with a list of possibilities from which they are asked to choose the appropriate option that fits their situation. (40%) of the students do not dare interacting because they are afraid of appearing foolish, four (10%)

responded that they have nothing to say in the discussed topics. Whereas (20%) has indicated that they lack of vocabulary, and the rest of the sample (30%) asserted that they are shy.

3.1.3. Interpretation of the Results

On the basis of the analysis of the students' questionnaire, a final view may be drawn :

- 1- Initially, the students' questionnaire begins with interaction in classroom section, where one question is asked to be aware of the different point of views of the students attitude toward interacting in classroom in E0nglish.
- 2- Secondly, in section two which was basically about the students' psychological factors and classroom interaction, students were asked if they encounter some speaking difficulties in classroom. The majority of the L1 students responses were “ Yes “ because according to them these distractions are the primary result of some psychological factors like inhibition, anxiety, lack of vocabulary, fear of making mistakes, and shyness.
- 3- In an attempt to evaluate students' interaction frequency, a noticeable number of participants which there frequency of interaction was ‘Sometimes’ and ‘Never’ claimed that they interact time to time because they fear making pronunciation and grammatical mistakes. They claimed also that lack of appropriate vocabulary, shyness, fear of being criticized by their classmates and being neglected by the teacher when he is focusing with good and active elements prevent them from interacting .
- 4- Furthermore, the learning environment requires teachers to play various roles to fulfill the students' needs. Consequently, most of L1 students said that ‘Group work’ is the most implimented activity by their teachers in classroom. This reveals that teachers experienced that students enjoy cooperative work where they exchange knowledge, interact in peers, and share views.
- 5- In a trial to prove if regular classroom interaction enhances the student's oral production, the majority of responses were “ Yes “. This shows that students experienced improvement when interacting frequently.
- 6- - Moreover, students where most of them indicate that they do have to wait for their teachers to invite them to interact in class, rather they do that by their own.
- 7- In the next question, we perceive the different students' opnions about topics dealt with in classrrom. The responses confirmed that the majority of students find topics “ Interesting “ which may motivate them to be more interactive.

- 8- From the results of the eight question, we understand that most of EFL teachers correct student's speaking mistakes and errors. This accomplishment make the majority of the students feel glad and somehow happy ; because the teachers' correction is regarded as paying attention to what they are saying. And at the same time they feel motivated to interact, so that they can avoid repeating the same mistakes.
- 9- In addition, we intend to determine whether the students feel afraid about making mistakes or errors while being engaged in a discussion. A great number of L1 students answered " yes ", because sometimes, their classmates may laugh at them or simply to avoid being misunderstood.
- 10- From another perspective, we can advance that when being engaged with both the teacher and classmates, most of the L1 students feel afraid.This psychological factor may prevent them from effective classroom interaction.
- 11- Finally, the last question in the second section was about discussing why the L1 students do not dare to interact knowing that they are going to make mistakes.They were provided with a list of psycholinguistic factors which minimize their oral production. Most of the respondents indicate that shyness and fear of appearing foolish prevent them from classroom interaction. As a result we understand that those psycholinguistic factors impact student's classroom interaction negatively.

3.2. The Teachers' Questionnaire

3.2.1. Aim of the Questionnaire

In an attempt to investigate the psycholinguistic factors affecting EFL classroom interaction, it is very crucial to gather the teachers opinions and views in order to highlight to which extent they may influence the students' oral production. Teachers thoughts are helpful to investigate the way students feel about interacting in classroom using the target language.

3.2.2. Description of the Questionnaire

The teacher's questionnaire consists of (08) items, classified into two sections where each section focuses on specific aspect, and it involves different types of questions : " closed " and " open-ended " questions. Closed questions require teachers to answer " Yes " or " No " or by ticking one answer from a set of options, whereas; open- ended questions are addressed to teachers to state their point of views and share their prior knowledge about the subject.

Section one: Interaction in Classroom (Q1- Q5)

Section one comprises questions about teachers implementation of classroom interaction. In Q1 teachers are asked to rate the amount of students' participation in speaking tasks. Then, Q2 was addressed to teachers about which techniques they use to encourage their learners to interact in classroom choosing between four given options. , and in Q3 teachers are asked to state which speaking tasks do learners like the most choosing between three given options, and if these options were unsatisfactory they had to state their owns. Then, in Q4 teachers were required to say whether the students large numberprevent students from interacting effectively or not and if “ Yes “ they had to specify why in the gaps below the question. Finally, in question Q5 teachers were asked to tick the diffrent roles that an EFL teacher should embody in order to get all students involved in a speaking task .

Section two : Psychological Factors and Classroom Interaction (Q6- Q8)

The second section was about the psychological factors that hinder EFL students from classroom interaction.In Q6, teachers were asked to tick one of the most dominating difficulty which most EFL students are facing while interacting. Then, Q7 was addressed in order to investigate to how extent the psychological state affect learners' performance. The last question in the second section requires teachers to give their own ways and techniques to manage classroom interaction.

3.2.3. Administration of the Questionnaire

The target population of the current piece of research consists of L1 teachers of English at Abdelhamid Ibn Badis Mostaganem University. The questionnaire was administered to (08) teachers. The questionnaire though was handed out in a friendly environment and all teachers were so cooperative, helpful and full gratitude goes to them.

3.2.4. Data Analysis

Q1: How often do your learners participate in speaking activities?

- a- Frequently**
- b- Sometimes**
- c- Rarely**
- d- Never**

Options	Respondents	Percentage
Frequently	00	0%
Sometimes	05	62,50%
Rarely	03	37,50%
Total	08	100%

Table 3.2.12: The teachers' perception of the students' participation.

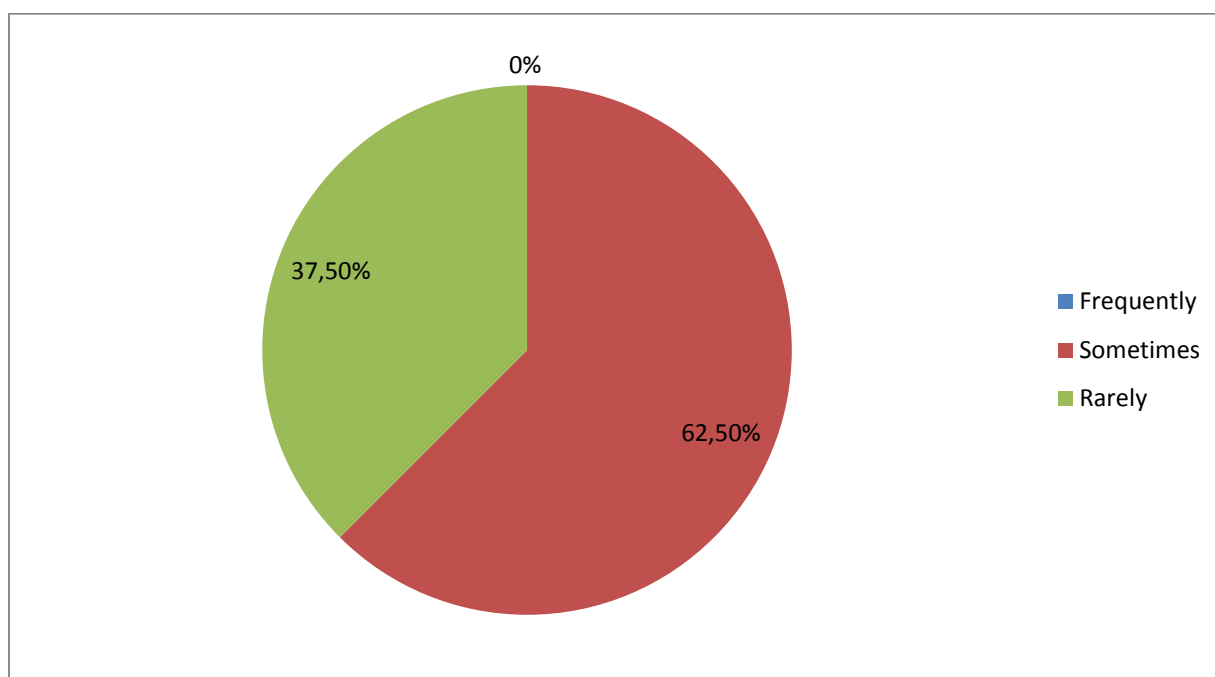


Figure 3.2.12: The teachers' perception of the students' participation

This question aims to indicate how EFL teachers perceive the students' frequency of participation. The results gathered show that (62, 50%) of the teachers said that "Sometimes" learners get involved in the speaking activities. (37,50%) others answered "Rarely".

Q2 : 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
- d- Use communicative games

Options	Respondents	Percentage
Design groups and pairs	03	37,50%
Choose interesting topics	01	12,50%
Use simulation and role play	03	37,50
Use communicative games	01	12,50%
Total	08	100%

Table 3.2.13 : Teachers' techniques to promote interaction among learners.

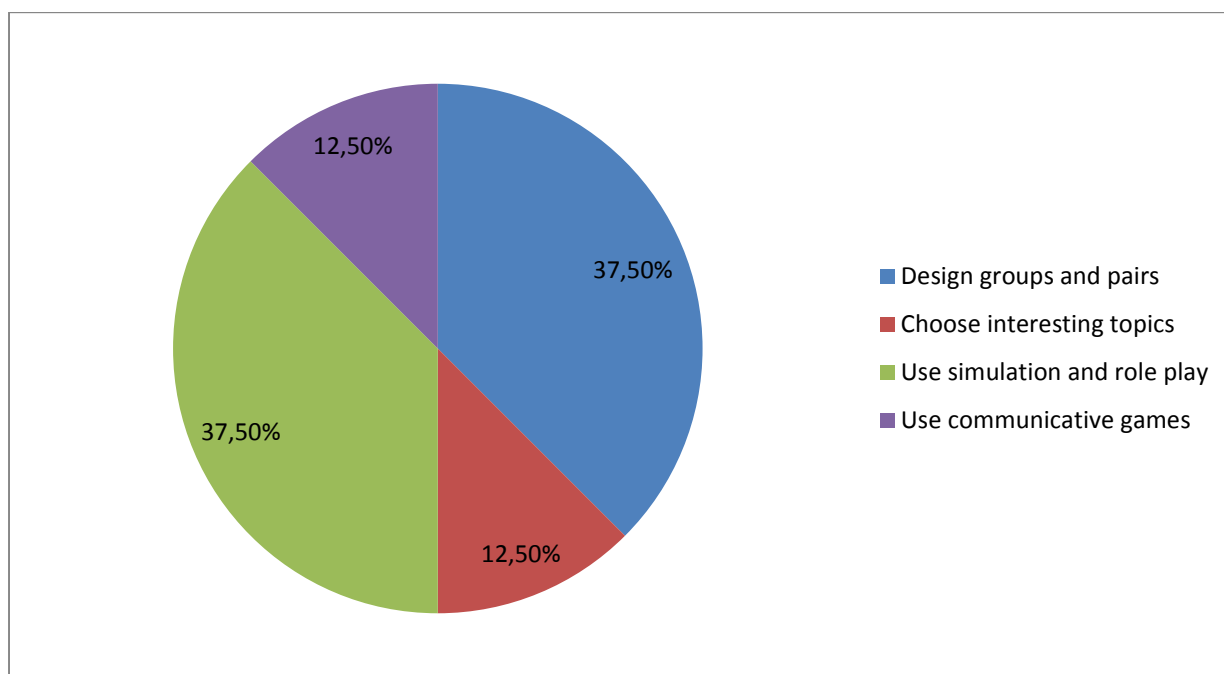


Figure 3.2.13 : Teachers' techniques to promote interaction among learners.

Figure 13 illustrates the proportions given by the teachers to the techniques they use in their EFL classes to promote the students' interaction. Hence, (37,50%) of the teachers responded that they use the collaborative learning technique which means designing group and pair works. While, (12,50%) of them choose interesting topics to make their learners interact, and (37,50%) said that they use simulation and role plays. (12,50%) others said that they use communicative games in order to promote interaction in the classroom.

Q3 : Which speaking tasks do learners like the most ?

- a- Role play and simulation**
- b- Discussion and debates**
- c- Communicative activities**

If others, please identify ?

Options	Respondents	Percentage
Role play and simulation	01	12,50%
Discussion and debates	03	37,50%
Communicative activities	04	50%
Total	08	100%

Table 3.2.14 : Learners' favorite speaking tasks.

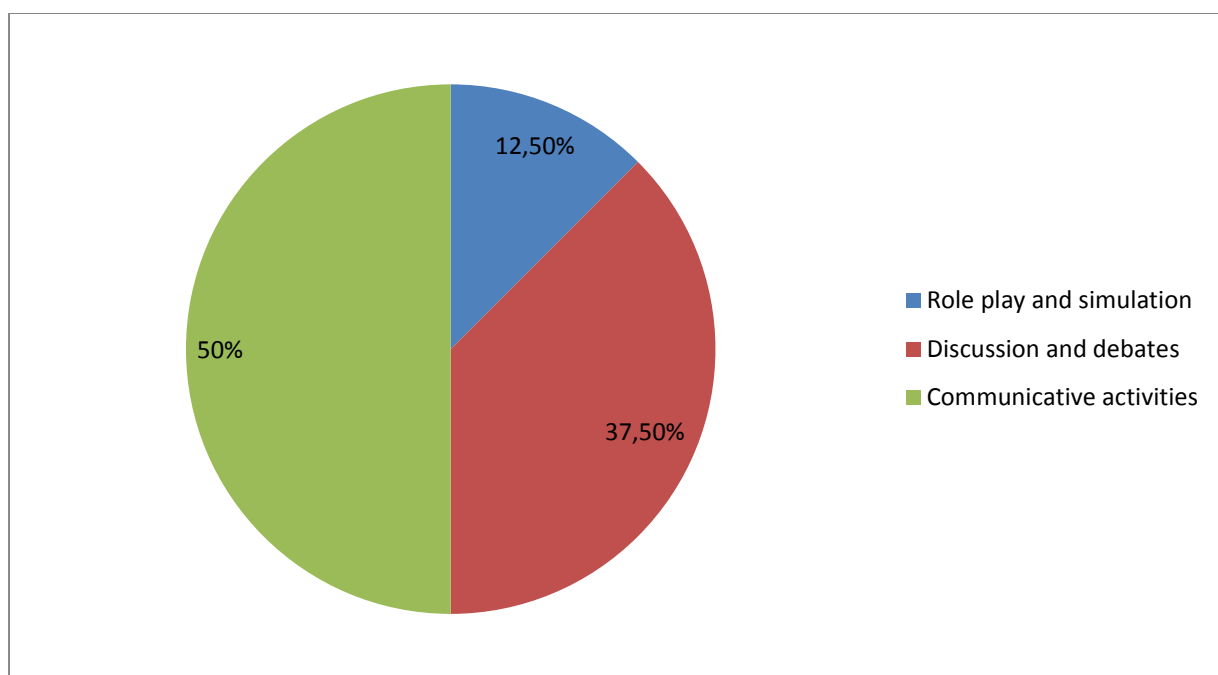


Figure 3.2.14 : Learners' favorite speaking tasks.

According to EFL teachers most of the students (50%) like communicative games, while the other (37,50%) discussion and debates and (12,50%) role paly and silulation.

If others, please identify ?

In this question, teachers were asked to identify some speaking tasks that they use and their learners like. Some teachers answered with “Because students like speaking and they want to express their ideas and feelings frequently, i use to choose a student randomly and i ask him to tell a short story. After that his classmates are asked to retell what they have understood from the story in their own words.

Q4 : Do you think that students’ number is an obstacle which prevent them from interacting effectively?

a- Yes

b- No

If yes, why ?

Options	Respondents	Percentage
Yes	06	75%
No	02	25%
Total	08	100%

Table 3.2.15 : Teachers’ opinions about the influence of the students’ number.

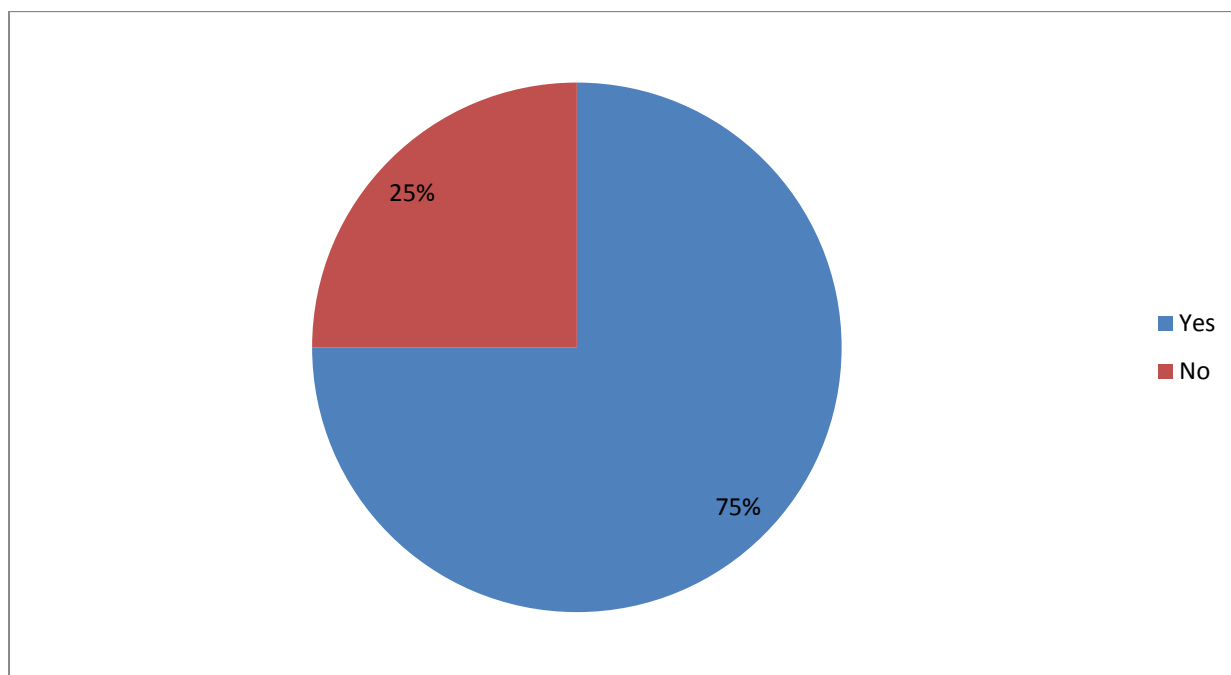


Figure 3.2.15 : Teachers’ opinions about the influence of the students’ number.

Most of the teachers (75%) answered that the students' large number may be considered as an obstacle which prevent them from interacting effectively. While, the others (25%) claimed that the number of students is not necessary a factor that hinder the students' classroom interaction.

If yes, why ?

The teachers who answered with “ Yes“, state that shyness and fear of making mistakes lead learners to be anxious before presentations, an examples of learners justifications, “I am shy”, “I am afraid to make mistakes”, “Every one is watching me”. Large classes minimize students' participation because they will feel afraid and paying attention to the huge number of persons watching them performing a task.

Q5 : What are the most important roles that an EFL teacher should embody in order to get all learners engaged in a speaking task ?

- a- Controller
- b- Motivator
- c- Organizer
- d- Participant
- e- Observer

Options	Respondents	Percentage
Controller	01	12,50%
Motivator	04	50%
Participant	03	37,50%
Total	08	100%

Table 3.2.16 : The most important roles for EFL teachers.

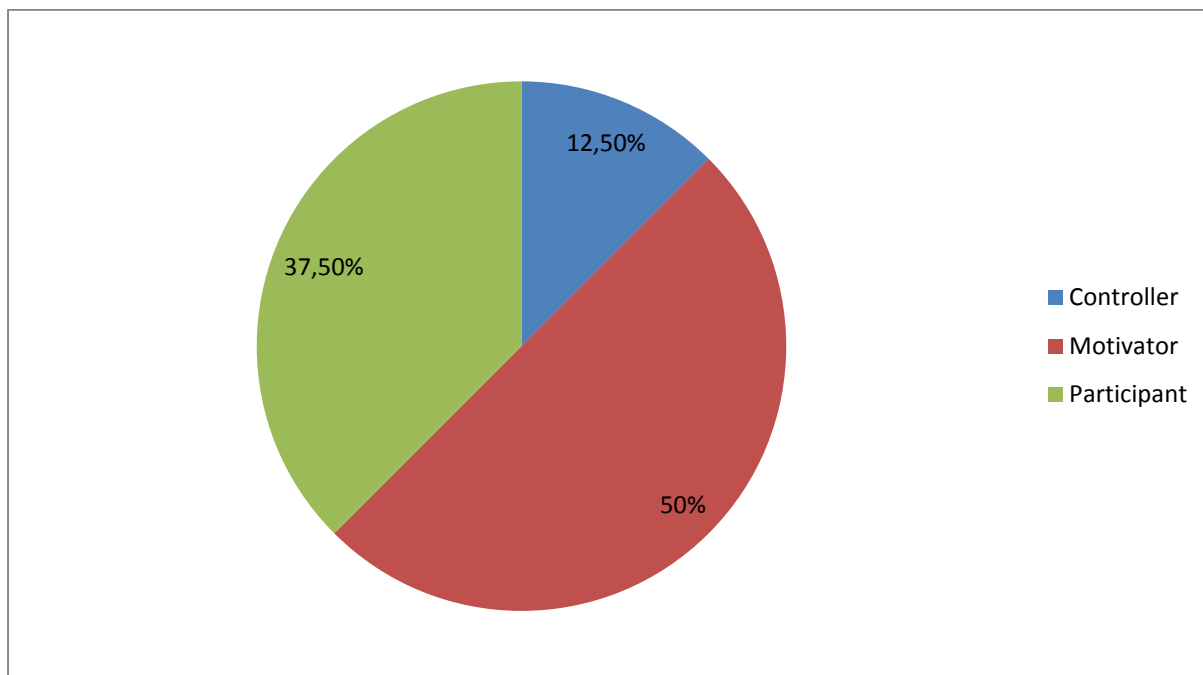


Figure 3.2.16 : The most important roles for EFL teachers.

The next question was about the most important roles that EFL teachers should embody in order to get all students involved in speaking tasks. The majority of the teachers (50%) said that “Motivator“ is the most important role to promote interaction in EFL classes. While, (12,50%) of them said that the role of “Controller“ is effective to promote interaction, and (12,50%) others claimed that for an EFL teacher the role of “Participant “ is somehow important to get all the learners involved.

Section Two : Psychological Factors and Classroom Interaction.

Q6 : Sometimes student do not interact in the classroom because of some speaking problems. According to you which of these difficulties students most face while interacting ?

- a- Inhibition because of shyness, anxiety and fear**
- b- Nothing to say about the chosen topic**
- c- Language interference**

Options	Respondents	Percentage
Inhibition because of shyness, anxiety and fear	05	62,50%
Nothing to say about the chosen topic	01	12,50%
Language interference	02	25%
Total	08	100%

Table 3.2.17 : Students' difficulties.

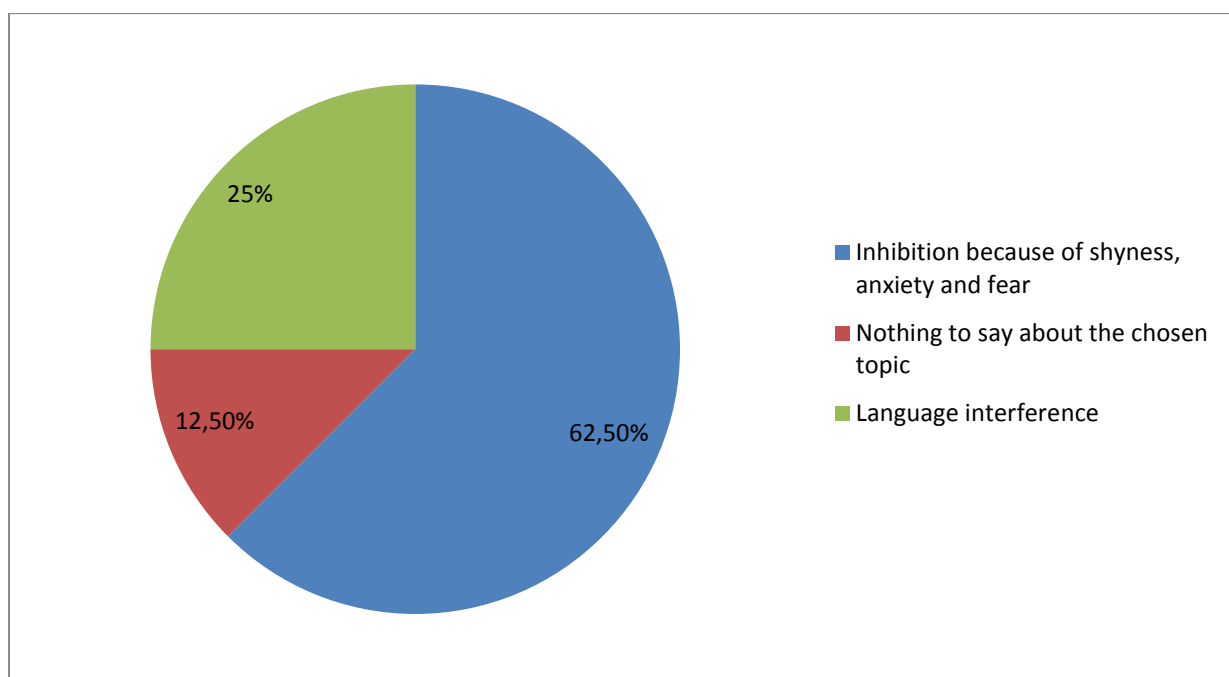


Figure 3.2.17 : Students' difficulties.

The chosen target population of teachers for this conducted research were asked to indicate the students' difficulties they face while interacting. Most of the teachers (26,50%) said that students do not interact because of " Inhibition because of shyness, anxiety and fear ". While,(12,50%) others said that they have " Nothing to say about the chosen topics ".And, (25,50%) of them said that "Language interference" prevent students from interaction.

Q7 : To what extent learners' psychological state affect their performance?

This question was addressed to L1 teachers of English at Abdelhamid Ibn Badis Mostaganem University to consider their responses about the extent that the psychological state have on the students' performance. Most of the teachers said that the psychological state affect the learners' performance negatively. It prevent them from sharing, discussing and interacting effectively. They mention that in order to get all the learners involved, EFL teachers should take into account the students' psychological state to encourage the learning process.

Q8 : As a teacher of oral expression, how do you manage classroom interaction ?

The result obtained shown that the majority of the participants agree on certain classroom interaction management methods. Teachers claimed that the students who are sitting farthest away from the teacher in classroom have the fewest interactions, are the least involved in classroom activities, and have the lowest achievement scores. Furthermore, teachers need to find ways to be physically close to their students, especially those who experience problems in speaking. A teacher who manages his classroom by walking around can be close to every learner and he may get all the students involved even those who are setting at the back. They argued also that from daily classroom interaction with teachers, students notice whether they are important or insignificant, effective or ineffective, liked or disliked. Teachers transmit these messages by their way of speaking, their facial expressions and gestures. They added that working with average students is one of the beneficial methods that promote classroom interaction. Because focusing on the weak ones may affect average and excellent students and boredom may take place. In addition, they suggest that EFL teachers should ask students time to time to interact, answer questions and defend their points of view. This perspective encourage learners to act as an active organism in the learning setting.

3.2.5. Interpretation of the Results

Based on the data gathered and analyzed from the teachers' questionnaire above, some facts were revealed concerning psychological factors that hinder EFL students' classroom interaction.

- 1- Initially, the teachers' questionnaire begins with interaction in classroom section, where five questions are asked in order to know how EFL teachers perceive the students' frequency of participation in speaking activities.
- 2- Approximately most of L1 teachers, said that in order to encourage their learners to speak they use the collaborative learning technique (group and pairs work) and simulation and role plays.
- 3- After that, EFL teachers mention the speaking tasks which learners like the most. According to them most of the students like communicative games.
- 4- Then, teachers were asked if the students number may be seen as an obstacles, most of them answered that the students' large number may be considered as a factor which prevent them from interacting effectively.
- 5- Furthermore, the teacher role is crucial in the learning process. That's why teachers were asked to choose the most important role in order to get all students involved. The majority of the teachers select the role of "Motivator" as the most important role that an EFL teacher should embody to promote interaction in EFL classes.
- 6- Secondly, in section two which was basically about the student's psychological factors and classroom interaction, teachers were asked about the kind of difficulties students encounter in classroom. They assert that sometimes when students do not speak in class, they face some speaking problems and basically are those related with inhibition because of shyness, anxiety, and fear.
- 7- In an attempt to evaluate to what extent learners' psychological state affect their performance, teachers argued that psychological state affect the learners' performance in a negative way. It prevent them from sharing, discussing and interacting effectively.
- 8- Finally, the last question in the second section was about discussing classroom interaction management, where teachers give us some methods they frequently use in classroom so that all the students have the same amount of talking time.

Conclusion

To sum- up, the results obtained from this piece of research confirm that EFL students are facing some psycholinguistic difficulties while interacting in classroom and basically are those related with inhibition because of shyness, anxiety, fear and language interference which influence to some extent their oral production. Furthermore, based on the current research findings in both questionnaires, facts were revealed about the close link between the EFL students' psychological state and their oral performance in classroom.

Commonly, the fundamental objective of EFL learners is being able to interact using English effectively, fluently, and accurately and being communicatively competent to express their own ideas. This is a list of suggestions teachers may use to promote learners speaking performance when interacting :

- Provide maximum opportunity to students to interact using the target language by providing a rich environment that contains collaborative work authentic materials and tasks, and shared knowledge.
- Try to get students involved as much as possible in every speaking task.
- Practice different ways of participation.
- Decrease the teacher talking time.
- Do not correct students pronunciation mistakes very often while they are speaking.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Learners should be provided by sessions in which they discuss the difficulties and the good things that face them in the classroom without being interrupted by the teacher.

General Conclusion

The current conducted research shed the light on the the major psycholinguistic factors affecting EFL students' classroom interaction, has proved its impact in the process of foreign language teaching and learning. Consequently, in this study it was hypothesized that if EFL teachers take into consideration the students' psychological trends and the linguistic background while teaching oral expression, classroom interaction will be promoted.

Classroom interaction is highly recommended in EFL classes to create opportunities for learners to practice and use their language. Furthermore, it implementation engender situations for students to promote their oral communication, where learners work cooperatively in pairs or groups fostering the exchange of knowledge, interaction, and sharing ideas, which in turn contribute in a lagre part in ameliorating and promoting language learning, language development as well as language use. The present work, consists of three chapters. Where, the first and second chapters are devoted to the theoretical part which is purely descriptive, reviewing related literature. Whereas, the third chapter was concerned with the practical part through the administration of questionnaires to both students, and teachers of L1 students of English at Abdelhamid Ibn Badis Mostaganem University. The first chapter then, presents valuable issues about EFL classroom interaction, its definition, types and importance. Then, it will discuss some psycholinguistic difficulties that EFL students face while interacting in classroom. The second chapter, disscusses the teachers roles in pomoting students' oral production, and some effective activities to encourage EFL student's classroom interaction. However, the third chapter deals with the analysis and interpretation of the data gathered from students and teachers questionnaires.

Hence, the results obtained confirmed and asserted the aforementioned hypothesis that if EFL teachers pay attention to the students' psychological state and linguistic background while teaching oral expresssion, classroom interaction will be promoted. The findings presented in this research prove that psycholinguistic factors affect to some extent EFL students classroom interaction.

On the light of these findings, the gist of this entire work can be illustrated in the following two points : (1). Classroom interaction is an essential aspect in language learning process, and it may be very rewarding for EFL learners since they face some psycholinguistic obstacles basically are those related with inhibition because of shyness, anxiety,fear and language interference . (2). EFL teachers need to be motivators as well as participant to

encourage them to interact. They need to introduce the cooperative learning technique where learners interact in pairs or groups, which reinforces their sense of belonging and discussion and debates in order to acquire new vocabulary and some how to get used to it use while interacting.

Above all, this conducted research is not useful solely for students in helping them identifying their speaking difficulties, rather; it helps teachers as well in understanding both the student's psychological trends and linguistic background impact on classroom interaction in order to promote interaction in their EFL classes.

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Students' Questionnaire

Title : Psycholinguistic factors affecting EFL students classroom interaction.

Dear students,

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. We address this questionnaire in order to probe the psycholinguistic factors affecting EFL students classroom interaction. We would be utterly grateful if you answer these questions to help us 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 : Interaction in classroom.

Q1 : How do you find interacting in English in the classroom ?

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

Section Two : Psychological factors and classroom interaction.

Q2 : When you do not interact in classroom is it because you have some speaking difficulties ?

- a. Yes
- b. No

If , yes mention them.

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

Q3 : How often do you interact with your classmates inside the classroom ?

- a. Always
- b. Often
- c. Sometimes

- d. Rarely
- e. Never

Mention why ?

.....

.....

.....

.....

Q4 : What are the oral activities that your teacher implement the most in the classroom ?

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

Q5 : Does regular interaction in classroom help you to improve your oral production?

- a. Yes
- b. No

Q6 : When you interact in the classroom, Is it :

- a. You who wants
- b. The teacher who asks you

Q7 : When you want to interact in classroom, how do feel about the topics ?

- a. Interesting
- b. Boring

Q8 : When you make some speaking mistakes or errors, does your teacher correct them for you ?

- a. Yes
- b. No

-If yes how do you feel about it ?

.....

.....

.....

Q9 : Do you fear making speaking errors or mistakes while engaging a discussion ?

- a. Yes
- b. No

Why ?

.....
.....

Q10 : How do you feel when you are engaged with both your teacher and classmates ?

- a. Confident
- b. Afraid
- c. Interested
- d. Anxious

Q11 : Do you dare interacting knowing that you are going to make mistakes ?

- a. Yes
- b. No

If no, it is because :

- a- You are afraid of appearing foolish
- b- You have nothing to say
- c- You lack vocabulary
- d- You are shy

Teachers' Questionnaire

Title : Psycholinguistic factors affecting EFL students classroom interaction.

Dear teachers,

This questionnaire is a data collection tool for a research work that aims to investigate the psycholinguistic factors affecting EFL students classroom interaction at Abdelhamid Ibn Badis Mostaganem University. 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 : Interaction in classrrom.

Q1 : How often do your learners participate in speaking activities?

- | | |
|---------------|----------------------|
| a- Frequently | <input type="text"/> |
| b- Sometimes | <input type="text"/> |
| c- Rarely | <input type="text"/> |

Q2 : What do you do to make students interact in the classroom?

- | | |
|----------------------------------|----------------------|
| a- Design groups and pairs | <input type="text"/> |
| b- Choose interesting topics | <input type="text"/> |
| c- Use simulation and role plays | <input type="text"/> |
| d- Use communicative games | <input type="text"/> |

Q3 : Which speaking tasks do learners like the most ?

- | | |
|-----------------------------|----------------------|
| a- Role play and simulation | <input type="text"/> |
| b- Discussion and debates | <input type="text"/> |
| c- Communicative activities | <input type="text"/> |

If others, please identify

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

Q4 : Do you think that students' number is an obstacle which prevent them from interacting effectively?

- a- Yes ☐
- b- No ☐

If yes,why ?

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

Q5 : What are the most important roles that an EFL teacher should embody in order to get all learners engaged in a speaking task ?

- a- Controller ☐
- b- Motivator ☐
- c- Participant ☐

Section Two : Psychological factors and classroom interaction.

Q6 : Sometimes student do not interact in the classroom because of some speaking problems. According to you which of these difficulties students most face while interacting ?

- a- Inhibition because of shyness, anxiety and fear ☐
- b- Nothing to say about the chosen topic ☐
- c- Language interference ☐

Q7 : To what extent learners' psychological state affect their performance?

.....
.....

Q8 : As a teacher of oral expression,how do you manage classroom interaction ?.....
.....

