

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABDELHAMID IBN BADIS – MOSTAGANEM



FACULTY OF FOREIGN LANGUAGES

Department of ENGLISH

MASTER

“ Didactics and Applied Linguistics ”

**The Effectiveness Of Classroom Interaction In
Improving Student's Speaking Skill**

A Case Study of third year LMD Students at Mostaganem University.

by:
BRAHIM Nouredine

Supervisor: DR.Hirech Faiza.

Academic year:

2019/2020

Dedication

I dedicate this work:

To my dearest parents

To my supervisor

To my roommates and friends

Acknowledgements

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

I would like to express my special thanks to my colleagues in university with whom I spent a fruitful time which I will never forget in my life.

I would like to express my special regards to my excellent lecturers in the department of English at Mostaganem University.

Thanks also go to judgment committee for agreeing to take apart examining this dissertation.

Finally, I would like to thank all my friends who helped, encouraged, and motivated me to continue this research.

Abstract:

The idea that interaction could and should take place in the classroom became more and more popular especially in second or foreign language classroom. Today, many researchers claim that through classroom interaction knowledge can be constructed and skills can be developed. Teachers' roles and responsibilities were changed in the direction of facilitators of the learning and teaching processes. In this context, learners are supposed to be given opportunities to use the language naturally other than only memorizing dialogues and pattern practices.

The present work aims at showing that classroom interaction can be a best pedagogical strategy to develop not only the learners' speaking skill, but also to foster their capacity to generate new language.

This study is based on two questionnaire administrated to both the third year LMD students and teachers of Oral Expression in Mostaganem University also during the academic year 2019-2020 to get information about the impact of classroom interaction on developing the learners' speaking skill.

The analysis of the questionnaire showed that both learners and teachers consider classroom interaction as an important pedagogical strategy in enhancing the skill of speaking.

List of Abbreviations

EFL: English as a foreign language

LMD: License – Master- Doctorate

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

TEFL: Teaching English as a Foreign Language

Q: Question

List of Tables

Table 1: Students' Gender	20
Table 2: Students' Level in English	21
Table 3: Students and Teacher Relationship	21
Table 4: Students and the Teacher's Amount of Talking.....	22
Table 5: Frequency of Teacher-Learner Interaction.....	23
Table 6: Teacher's Comprehensible Input.....	23
Table 7: Frequency of Learner-Learner Interaction.....	24
Table 8: Frequency of Outside Classroom Interaction.....	25
Table 9: The Students' Contribution in Interaction.....	26
Table 10: The Most Desired Language Skills to be Mastered.....	26
Table 11: Students' Speaking Ability as a Result of Classroom Interaction.....	27
Table 12: Teachers' Interruptions for Students' Correction.....	28
Table 13: Students' Reactions to Teacher's Correction.....	29
Table 14: Regular Interaction as a Help to Reduce Speaking Mistakes.....	30
Table 15: Students' Reasons Behind not Interacting	31
Table 16: Teachers' Gender.....	34
Table 17: Teachers' Degrees.....	35
Table 18: Teaching Experience of OE Teachers.....	35
Table 19: Teachers' Amount of Talking.....	36
Table 20: Teachers' Knowledge about Classroom Interaction.....	37
Table 21: Teachers' Application of Classroom Interaction in Teaching OE	38
Table 22: Students' Frequency of Engagement in Classroom Interaction.....	38
Table 23: Students Enjoyment of Learner-Learner Interaction.....	39
Table 24: Teachers' Decision to Make Silent Students Interact.....	40
Table 25: Teachers' Most Focuses in Classroom Interaction.....	41
Table 26: Teachers' Most Focuses on Speaking Activities.....	42

Table 27: The Possibility of Having all of the Students Participate in the Speaking Activities..	42
Table 28: Students Most Speaking Problems.....	43
Table 29: Teachers' Attitudes Towards Correcting Students.....	44
Table 30: Types of Feedback Given by Teachers.....	45
Table 31: Interaction's Effect on Speaking Problems and Mistakes.....	46

List of Figures

Figure 1: Interaction between Teachers and Students.....	07
Figure 2: Interaction between Students.....	08
Figure 3: Students Gender.....	20
Figure 4: Students Level in English.....	21
Figure 5: Students and Teacher’s Relationship.....	22
Figure 6: Students and Teacher’s Amount of Talking.....	22
Figure 7: Frequency of Teacher-Learner Interaction.....	23
Figure 8: Teacher’s Comprehensible Input.....	24
Figure 9: Frequency of Learner-Learner Interaction.....	24
Figure 10: Frequency of Outside Classroom Interaction.....	25
Figure 11: The Student’s Contribution in Interaction.....	26
Figure 12: The Most Desired Language Skills to be Mastered.....	27
Figure 13: Students’ Speaking Ability as a Result of Classroom Interaction.....	28
Figure 14: Teachers' Interruptions for Students Correction.....	29
Figure 15: Students’ Reactions to Teacher’s Correction.....	29
Figure 16: Regular Interaction as a Help to Reduce Speaking Mistakes.....	30
Figure 17: Students’ Reasons Behind not Interacting.....	31
Figure 18: Teachers’ Gender.....	34
Figure 19: Teachers’ Degrees.....	35
Figure 20: Teaching Experience of OE Teachers.....	36
Figure 21: Teachers’ Amount of Talking.....	36
Figure 22: Teachers’ Knowledge about Classroom Interaction.....	37
Figure 23: Teachers’ Application of Classroom Interaction in Teaching OE.....	38
Figure 24: Students’ Frequency of Engagement in Classroom Interaction.....	39
Figure 25: Students Enjoyment of Learner-Learner Interaction.....	39
Figure 26: Teachers’ Decision to Make Silent Students Interact.....	40

Figure 27: Teachers' Most Focuses in Classroom Interaction.....	41
Figure 28: Teachers' Most Focuses on Speaking Activities.....	42
Table 29: The Possibility of having all of the Students Participate in the Speaking Activities...	43
Table 30: Students Most Speaking Problems.....	44
Table 31: Teachers' Attitudes towards Correcting Students.....	45
Table 32: Types of Feedback Given by Teachers.....	45
Table 33: Interaction's Effect on Speaking Problems and Mistakes.....	46

Table of Contents

DEDICATION.....	I
ACKNOWLEDGMENTS.....	II
ABSTRACT.....	III
LIST OF ABREVIATION.....	IV
LIST OF TABLES.....	V
LIST OF FIGURE.....	VII
Chapter one.....	5
1 Section one: Classroom Interaction.....	5
1.1 Definition of Classroom Interaction	5
1.2 The Importance of classroom talk and interaction	6
1.3 Objectives of Classroom Interaction.....	6
1.4 Types of Classroom Interaction.....	7
1.4.1 Teacher-Learner Interaction	7
2 Section Two : The Speaking Skill.....	8
2.1 Definition of Speaking Skill.....	9
2.2 The Importance of Speaking	9
2.3 Classroom Speaking Activities.....	10
2.3.1 Role Play.....	10
2.3.2 Information Gap Activity	10
2.3.3 Discussions: this activity fosters critical thinking and quick decision making	11
2.3.4 Interviews	11
2.3.5 Communication Games	12
2.4 Characteristics of Speaking.....	12
2.4.1 Fluency	12
2.4.2 Accuracy.....	12
3 Research Design:.....	14
3.1 Introduction :	14
3.2 Research Methods.....	14
3.3 Hypothesis.....	14
3.4 Data Collection	14
3.5 Setting	14
3.6 Instruments	15
3.7 The Questionnaire.....	15
3.8 Participants	15
3.8.1 Teachers:.....	15
3.8.2 Students:	15
3.9 The Students' Questionnaire	15
3.9.1 Description of the Questionnaire	16
3.10 The Teachers' Questionnaire.....	16

3.10.1	Description of the Questionnaire.....	17
	Conclusion	18
4	Teachers' and Students' Questionnaire	20
4.1	The Students' Questionnaire	20
4.1.1	Analysis of the Results	20
4.1.2	Interpretation of the Results.....	31
4.2	The Teachers' Questionnaire.....	34
4.2.1	Analysis of the Results	34
4.2.2	Interpretation of the Results.....	46
	Conclusion	49

General Introduction

In the recent years, researchers have been involved in the field of education to investigate the main issues raised in teaching and learning English as a foreign language. One of the basic problems that are related to foreign language learning is to prepare learners to be able to use the language proficiently. For example, in order to be able to speak, it is necessary to have certain amount of grammar and vocabulary that enables learners to interact in classroom which may lead them to improve their speaking ability.

Classroom interaction then is necessary and useful as an educational strategy to enhance the students learning process since it plays a significant role in the process of second language learning through giving learners opportunities to receive the input that is provided by the teacher which must be understood by the learners in order to make them involved in the classroom task by providing the output.

Statement of the Problem

The main purpose of studying English as a Foreign Language (EFL) is to communicate freely. Speaking is considered as an important skill that learners need to master in order to communicate effectively. It has been noticed that speaking is neglected in many Algerian English departments and the English department of Abd Alhamid Ibn Badis University is no exception. Although learners have studied English for a long period of time, they still face many communication difficulties which can be ascribed to different reasons such as deficient vocabulary, lack of self confidence and the fear of making mistakes, and listening comprehension which in a way or an other decrease their opportunity for language use. Nunan (1991) stated that language is acquired as learners interact with each other to communicate in the target language. So, interaction which takes place in EFL classes could be used as a strategy to encourage students to improve their speaking skill. The present study, aims at shedding light on how classroom interaction could give students the opportunity to improve their speaking skill.

Aim and Significance of the Study

Our investigation is conducted in the light of the “Interaction Hypothesis” which is suggested by the British academic Michael Long in 1981 (Thu, 2009).

This dissertation is first and foremost concerned with determining whether students are given opportunities for interaction among them during the oral sessions or they are just passive learners of the English language. That is, to see whether the students are active or passive learners inside the classroom .

Research Questions

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

- What is the role of the classroom interaction in improving EFL students' speaking skill?
- Are the students able to develop their speaking skill through interacting inside the classroom, or does classroom interaction lead to a better achievement in speaking?
- To what extent can teachers help their learners to construct their own knowledge in oral expression courses? According to the research questions, it suggested as answers:
 - The implementation (the use) of the classroom interaction in oral expression courses may enhance and improve the students' oral proficiency.
 - The use of cooperative tasks can help students to face their speaking difficulties.

The selection of the topics may help students to express their ideas and involve them in the oral expression tasks.

Hypothesis

The classroom context in which students learn English gives a lot of opportunities for natural language use. It enables the students to interact and speak freely where the majority of them can show their true oral capacities. This leads us to hypothesize that:

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

Means of Research

The data will be collected through teachers' and students' questionnaire. The teachers' questionnaire, intended for the teachers of Oral Expression, aims at investigating the teachers' opinions about applying interaction as a pedagogical strategy to enhance the learners' speaking skill. The students' questionnaire, intended for third year LMD (Licence, Master, Doctorate) students to find out whether the learners give importance and value to interaction that take place in the classroom. The analysis of the collected data aims at determining the interactive elements that will provide the basis for the development of the speaking skill.

Structure of the Study

The dissertation consists of three chapters; the first chapter is concerned with the theoretical background description of the classroom interaction, and it deals with the speaking skill, its importance, the difficulties that face learners in speaking, and the assessment of speaking skill. In other words, the first chapter was as an attempt to connect the classroom interaction with the speaking skill. However, the second chapter deals with the data collection and the description of the tools that are used in order to obtain the results. Finally, the third chapter

is devoted for the analysis of the students' questionnaire and the teachers' questionnaire. It concludes with some suggestions and recommendation for both EFL teachers and students.

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

Chapter one

1. Section one: Classroom Interaction

1.1 Definition of Classroom Interaction

The term “interaction” is made up of two morphemes, namely inter and action. It is a mutual or reciprocal action or influence . Classroom interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people where Student can increase their language store and use all languages through interaction. According to Hadfield (2008) the word interaction involves more than just putting a message together, it is also responding to other people in order to facilitate communication among them. Both speaker and listener have to share mutual influence through exchanging knowledge, ideas and opinions in order to communicate effectively. Ellis (1997) defined it as “the fundamental fact of pedagogy’ and that “successful pedagogy involves the successful management of classroom interaction” (p.173). Therefore, interaction is a vital element in language learning and teaching and successful management of classroom interaction can be considered as a primary tool by which learners can achieve their goals in the process of language learning. Long (1996) claims that the conversational and linguistic changes in interaction enable acquisition which occur in discourse and it provides learners’ the needed input. Through the interaction, learners’ have chances to recognize and use the incomprehensible language.

On the other hand, Rivers (1987) states that learners’ language store can be increased by using the authentic linguistic material or students’ can participate in discussions, joint problem-solving tasks, or dialogue journals through interaction. Students’ can learn from real life exchanges which express real meaning through interaction and can practice all possess of language. Additionally, Yule (2006) follow-ups that English conversation is an activity between two or more people in which they take turns at speaking where one speaker speaks and participants wait until s/he indicates the end of their speaking by the end such as asking a question or pausing. But here other participants can take the speaking turn in a number of ways like making short sounds, using body shifts, or facial expressions. In this way they indicate that they have something to say.

1.2 The Importance of classroom talk and interaction

Successful learning process relies heavily on the concept of classroom interaction, where the teacher and students create enjoyable atmosphere full of actions followed by reactions. Allwright (1984) claims on the importance of classroom interaction in language learning and FL lessons saying that it is “Inherent in the very notion of classroom pedagogy itself”.(p.158). This enjoyable atmosphere that leads to reciprocal mutual understanding is supposed to be shaped by the learner himself by being active participant inside the classroom. (Woolfolk &Galloway ,1985, p.77-78) . Classroom interaction therefore, is considered as a key to foreign language learning. Since, it provides opportunities for effective communication that is the core of the speaking skill, it also 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, as it was mentioned in the acquisition theories held by Krashen and many others. According to Brown (2001), “In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about.”(p.35).This reveals that classroom interaction can be considered as a pedagogical tool that facilitates the language learning process because of its opportunities of creating chances for turn-takings. 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. Classroom interaction also obliges learners to deal with their lack of knowledge by repeating and clarifying. Hedge (2000) referred to this as negotiation of meaning which makes the output more understood. According to him, interaction pushes learners to produce correct language.

Allwright (1984) and Breen (1985) argued that:

Interaction is viewed as significant because it is argued that only through interaction can the learner decompose the TL structures and derive meaning from classroom events, interaction gives learners the opportunities to incorporate TL structures into their own speech (the scaffolding principle), and the meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and learners (as cited in Chaudron, 1988, p. 10).

1.3 Objectives of Classroom Interaction

Educational system now demands more of student interaction rather than just listening to the teacher. Hence, classroom interaction is very important in today’s educational system. Hall & Verplaetse (2000) stated that classroom interaction is a practice that enhances the development of the two important skills which are speaking and listening and it helps the learners to be competent enough to think critically and share their views among their peers. In other words, classroom interaction helps the students to develop higher order of thinking in terms of interpreting, analyzing

and manipulating information. For Ellis & Fotos (1999), interaction facilitates language acquisition because:

- 1- It guides the learners to communicate with their peers easily and gives them an exposure to the target language.
- 2- It gives the students the opportunity to share their ideas with their peers and provides them with chance to practice what they learnt.
- 3- It encourages the learners to help each other by correcting each other's errors.
- 4- It helps the student to hear voices and answers as well as their point of view.
- 5- It gives the learners a chance to get thing right.
- 6- It allows the learners to play the teacher's role in the classroom moreover, through classroom interaction the learners will be able to get themselves involved with concepts, ideas, and various other devices and products for language learning .

1.4 Types of Classroom Interaction

There are many types of classroom interaction but the focus in this research work is mainly on two types; teacher-learner interaction and learner-learner interaction.

1.4.1 Teacher-Learner Interaction

Teacher- Learner/s Interaction refers to a form of interaction which is ensured when a teacher talks to the whole class at the same time, that is, the teacher takes the role of a leader/ a controller inside the classroom. Moreover, this type of interaction is generally based on questioning (i.e. question answer activities) (Snell, 1999). This model is suggested by Scrivener (2005: 85) and it is shown in the following figure:

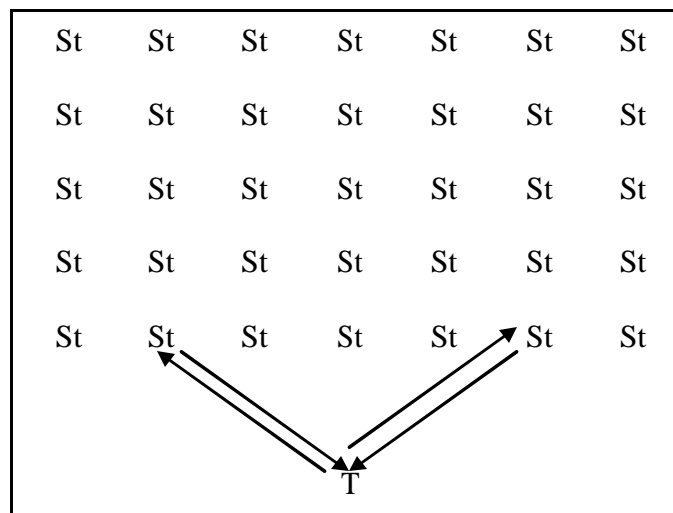


Figure 1: Interaction between teacher and students

Key:

↗ Teacher interacts with student

↖ Student interacts with teacher

St Student

T Teacher

Though teacher- learner/s interaction is important, many problems are confronted when using it. As one of them, we can find the passivity of the learners inside classrooms and it may be noticed in a question- answer activity in which a teacher can wait for a very long time in the hope of receiving an answer or getting learners' feedback (Snell, 1999). Scrivener (2005) argues that although students learn a lot of things from their teachers and grasp many ideas when they listen to them, the teachers' talk should not dominate the class.

Learner-Learner Interaction

Scrivener (2005) asserts that inside classes, learners are more interacting with their teachers than among them. Yet, he suggests some points in order to increase learners' interaction amongst which: establishing a relaxed atmosphere inside classes, learners should have time to express themselves, design pair work and group work that promote interaction among learners, etc. (ibid.). This type of interaction is presented by Scrivener (2005:86) and it is shown in the following figure:

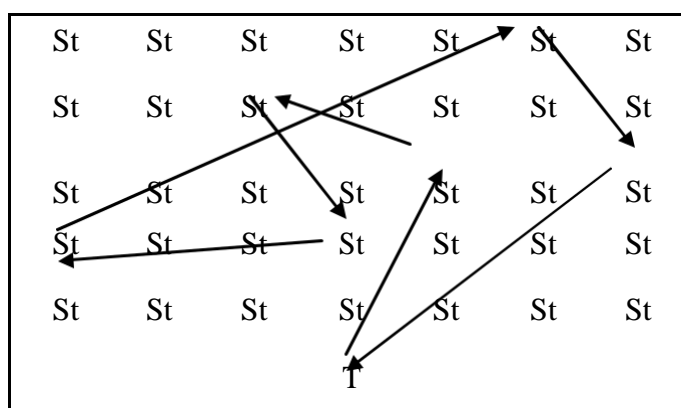


Figure 2 Interaction between students

2. Section Two : The Speaking Skill

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, we cannot communicate with one another. Speaking is at the heart of a foreign language learning. One of the major responsibilities of any teacher working with English Language Learners (ELLs) is to enable them to communicate effectively through oral language and to develop their ability to use the target language for communicative purposes. In this section, we try to report the importance of speaking skill in the language process by providing its definition and mentioning the relation between speaking and the other skills. We highlight the oral communicative strategies used by learners to compensate their language gap. We also attempt to shed some light on the learners speaking difficulties as well as the psychological obstacles which prevent them to master this skill.

Finally, we cite some speaking activities which are used in the classroom to enhance learners speaking activities.

2.1 Definition of Speaking Skill

Speaking is at the heart of second language learning. Consequently, it is regarded an essential productive skill in which learners can master the language. According to Brown (2001), speaking is an interactive process of constructing meaning which involves producing, receiving, and processing information. Its meaning and form depend on the context where it occurs including the participants, their collective experiences, the purpose for speaking, and the physical environment. Speaking skill emphasizes the practice of the language used when learning in feasible situations using various structures and performing actions commonly in an interactive talk. Respectively, Chaney & Burk (1998) define speaking as “The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”(p. 13). In other terms, it is a complex process of exchanging messages between a group of people through verbal and non-verbal symbols such as gestures and facial expressions. In short, McCarthy (1991) claims that being skill full in speaking means to be able to produce the predictable patterns of specific discourse situations i.e. the ability to decide what to say in a given situation, to say it intelligibly, and to be flexible during a conversation when troublesome situation arises.

2.2 The Importance of Speaking

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening.

In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers’ talk will be reduced; that is to say learners are supported to talk more in the classroom. Ur (2000: 12) declares also that *“of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as „speakers” of the language, as if speaking included all other kinds of knowing.”* Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills. Furthermore, the main question often given to foreign language learners is “do you speak English?” or “do you speak French?” , but not “do you write English?” We understand that most of people take speaking and knowing a language as synonyms. Celce-Murcia (2001: 103) argues that for most people *“the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.”* The importance of speaking is more revealed with the

integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with other people. So, speakers of foreign languages have more opportunities to get jobs in such companies. Baker and Westrup (2003: 05) support that “*a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.*”

2.3 Classroom Speaking Activities

Teaching students how to think and present thoughts as well as their ideas to others, is one of the principal goals of the speaking skill development . Thus, speaking can greatly reduce various psychological barriers when interacting with others. Freeman (1987) states that: “*it appears that the goal of many language teachers is to prepare their students to communicate in English*”. This means that speaking is enhanced by practising speaking activities and the teacher is the leader and the responsible to urge the students to evaluate their own style and the ability to speak fluently. In order to achieve this goal, the different activities that teachers use in classrooms are to make student active, creative and pushing them positively to be able to communicate effectively.

Harmer (2001) suggests the following activities that will be discussed in detail:

2.3.1 Role Play

The teacher divides the students into different groups. In each group two students are selected for two different roles. Rest of the students watch their performance and listen to their dialect. Later on spectator students give them their feedback. This helps not only their interpersonal relations but they also learn to work together. When the learners are given feedback by their co-learners, they do not lose confidence rather they may be assigned roles from different professions, doctor-patient, teacher-student, parent-teacher, etc... Partin (2009) describes role play as: “*The role play can arouse interest in a topic, as well as encourage students to empathize with differing viewpoints. Because students become totally involved in their roles. Thus, role play makes students aware that they can use a language to say what they want and encourages them to speak adapting given information.*

2.3.2 Information Gap Activity

It is a type of speaking task that is used where two speakers have different parts of information that make a whole image when relating them one part to another. This activity requires the students’ ability to fill gaps when there is a missing of information and also the students’ vocabulary and information in order to exchange it with other students, because in most foreign language classes, the teacher uses this kind of activities aiming at sharing information between students during classroom oral course (Harmer, 1998, p.88).

2.3.3 Discussions:

This activity fosters critical thinking and quick decision making and students learn how to express and justify themselves in polite ways while disagreeing with others. Discussions, therefore, give learners the opportunity to share their views and are useful means of training pragmatic and strategic competence and fluency in general. To investigate a productive debate, it is desirable to allow learners enough thinking time to generate their thoughts. This can be done through brainstorming in pairs. Learners discuss their ideas and become more confident about what they have to say while learners participate in debates in their groups; a teacher monitors their discussions and provides further stimuli where necessary. During a feedback stage, learners can report the main points of their discussion to the class and receive feedback from their teacher. It is appropriate for teachers to include a short segment, in which learners errors are treated. It is also advisable to pre-teach useful language, especially functions, communication strategies and pragmatics.

Discussions are stimulating if they concern topics or issues that interest learners or challenge them. Topics which are quite likely to spur debates more than anything else concern especially controversial and current issues. Little wood (1981:47) states that: "*it (discussion) provides learners with opportunities to express their own personality and experience through the foreign language*". This means that discussion is regarded as real language experiences with the students' use of their abilities in order to deal with such speaking activity.

2.3.4 Interviews

Many lessons can be enriched with the use of interviews, which are best used as a homework assignment. Interviews can be motivating especially if they involve personal experience or opinion sharing, a fact which means that learners engage in interactions that interest them. Interviews can have a simple outline such as providing learners with questions they can choose-from to interview others in pairs, group, or an open class setting. They can also involve learners in taking notes of learners' answers in creative way .e.g., completing a map of one's life path or feeling in questionnaire which learners discuss together. Learners can also conduct interviews on selected topics asking various people questions which they prepare themselves.

Although, interviews based on questions may seem an activity which is easy to prepare, the truth that it is not easy to collect questions that are stimulating enough. If an interview is not to end up in a rudimentary question-answer routine, teachers may want to look for questions that will instigate longer turns, encourage learners to ask follow-up questions and promote further discussion. Therefore, teachers should be particularly selective in their choice of questions whatever resources they use. Interviews can be followed by a short feedback activity where learners present something interesting they have learned or provide more information about each other to the class.

2.3.5 Communication Games

Teachers design such games to encourage and involve the students in a verbal interaction.

According to Bygate (1987) such activities include first “Describe and Draw” in which one student describes a given picture and the other one draws it. Second, “Describe and Arrange” one student describes a particular structure using oral language and the other reconstructs it without seeing the original one. Third, “find the difference” two students have two similar pictures but with some differences, they must extract these differences through describing their pictures .i.e., without seeing each others’ pictures. O’Malley and Pierce (1996) call these activities “information gap activities” they define them as “*the ability of one person to give information to another. An information gap is an activity where one student with information that is kept from a partner*”.

2.4 Characteristics of Speaking

Fluency and accuracy are seen as the main characteristics of speaking. They are interrelated and they cannot be separated because they complete each other.

2.4.1 Fluency

Ellis (2009) holds that fluency means the capacity to use language in real time, to emphasize meanings, possibly drawing on more lexicalized systems. In other words, it means the ability to reach a high level in speech without too much hesitation and too many pauses to cause barriers or a breakdowns in communication. It also involves being able to speak or write a language or perform an action smoothly and easily .In general, fluency is a further improvement of a person's linguistic competence and a better revelation of speakers' communicative competence.

2.4.2 Accuracy

Accuracy is another component of speaking. It refers to learners’ ability to communicate with few mistakes. Skehan (1996) defined accuracy as “how well the target language is produced in relation to the rule system of the target language” (p.23). So, EFL learners must avoid any vocabulary, grammar and pronunciation mistakes in order to communicate successfully.

Chapter Two : Research Design

3. Research Design:

3.1 Introduction :

This section deals with the research design of the study. It describes the research techniques used to carry out our investigation and to answer the fundamental research question stated in the general introduction of the work. It comprises four main points which are related to the research methods used in social sciences namely: quantitative, qualitative and mixed methods ,the hypothesis, data collection ,settings and the questionnaire. The case of the present research which involves both EFL teachers and students of Abdel Hamid Ibn Badis University helps to find more reliable and valid results .Moreover, the notes of two the questionnaires results are explained together.

3.2 Research Methods

In the present study, data collection and data analysis techniques from both quantitative and qualitative methodologies are used. Therefore, the mixed-methods approach is adopted as the methodology of this research since it guarantees credibility in reporting the findings and assures great flexibility.

In our investigation, Mixed Method Research is adopted as quantitative and qualitative data are gathered through the two questionnaires since they comprise both closed items and open ended questions. As for the analysis of our collected data, both methodologies are used. On the one hand, closed ended questions are analysed through quantitative analysis, using percentages, tables, pie charts and histograms to represent the statistics. On the other hand, the two questionnaires' results are explained and analysed together and in relation to Ur's patterns of interaction.

3.3 Hypothesis

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

3.4 Data Collection

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

3.5 Setting

The setting for this research dissertation was the Department of Foreign Languages (English Section) at Abdel Hamid Ibn Badis University of Mostaganem. This research deals with both EFL teachers and students as sample population during the academic year 2019/2020. It aims at raising awareness about the classroom interaction and its great effects then to understand how it can contribute to the teaching

3.6 Instruments

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

3.7 The Questionnaire

"The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher..."

(Wilson and Mc Lean, 1994 cited in Cohen et al., 2007: 317). This means that the questionnaire is one of the most common tools for gathering data which is often used in FL/ SL research. Generally, questionnaires include two types of items: closed and open-ended (Cohen et al., 2007). In the first type which is known as closed- items, the researcher suggests the possible answers that can be chosen by the respondents. In the second type which is known as open-ended questions, the respondents answer in a less restricted or oriented way and express their own thoughts and ideas in their own manner. As far as we are concerned, the questionnaire, which is intended as a part of this investigation, is addressed to both teachers of the oral expression and a group of students in the department of English at UNIV MOSTA.

3.8 Participants

3.8.1 Teachers:

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

The sample consists of teachers who used to give LMD students oral expression courses in the EFL class, at the Department of English, University of Mostaganem. They hold either the degree of 'Decorate' or 'Magister', some of them have been specialized in different fields. So, the selection of the sample was based on the consideration that teachers of oral expression will be beneficial for the current research since they teach students how to develop their oral skills.

3.8.2 Students:

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

3.9 The Students' Questionnaire

The students' questionnaire is addressed to third year students, who are studying in the department of English at UNIV MOSTA; its purpose is to find out their opinions and views about classroom interaction and the speaking skill. It is made up of nineteen (15) items. The latter are of different

types: closed and open questions. They are arranged into three sections: 1) - *“Background Information”* which aims at showing the participants’ profile. 2) – *“Learners’ and Classroom Interaction”* which is intended to obtain information about students’ views and opinions concerning interaction inside classrooms 3) – *“The Speaking Skill”* which aims at getting data from third year students concerning the focus of their teachers inside classes (accuracy, fluency or both). Moreover, some questions seek the difficulties that students face while speaking, and the strategies that they tend to use to surmount those difficulties. It is worth mentioning that this questionnaire is disseminated to the subjects from March 08th, 2015 to April 12th, 2020.

3.9.1 Description of the Questionnaire

This questionnaire consists of fifteen (15) questions which are arranged in a logical way. They are either closed questions requiring from the students to choose „yes“ or „no“ answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them.

Question (1) to (3) are devoted to students’ background information; these latter are asked to specify their gender, evaluate their level in English and show the relationship that exists between them and their teachers of Oral Expression. Question (4) is about who does most of the talk in OE, the teacher or the learner.

In question (5) students are asked if they are given the opportunity to interact with their teachers and whether –in question (6)- this latter provides comprehensible input that is suitable to the students’ level or not. Question (7) is put to know how often students interact between themselves in the classroom, and in question (8) they are also asked whether they interact outside the classroom and then they have to justify their answer. Moreover, in question (9) students are asked if they interact because it is the teacher who asks them or just because they want to do so. Question (10) is designed to generate information about the learners’ most desired language skills to be mastered and how they judge their speaking skill as a result of classroom interaction in question (11). Question (12) is devoted to know how often the teacher of Oral Expression interrupts the students to correct their mistakes and in question (13) they are asked how they react to this correction. Question (14) is put to know whether regular interaction in classroom helps students to reduce their speaking mistakes with justifying the answer. In the last question (15) the students are asked to choose the main reason why they do not sometimes interact in the classroom.

3.10 The Teachers’ Questionnaire

The teachers’ questionnaire is headed by an introduction which explains to the teachers that it is a part of our research work and aims at figuring out the relationship between classroom interaction and the speaking skill. It is made up of twenty (16) items and it is handed to third year teachers of oral expression. The items are of different types: closed and open questions. They are arranged into three sections: 1) - *“Background Information”* which aims at showing teachers’ profile; 2) -

“*Classroom Interaction*” that is intended to obtain information about teachers’ views concerning interaction inside classrooms; 3) – “*Teaching the Speaking Skill*” which aims at getting data from teachers of oral expression concerning the main speaking aspects they usually focus on in the classroom (i.e. accuracy, fluency or both) as they are considered as the main objectives behind teaching speaking. Further, some questions seek the strategies and the activities used by the teacher to create a successful interaction. Moreover, it presents some speaking problems and difficulties that students face inside classes.

3.10.1 Description of the Questionnaire

The teachers’ questionnaire consists of 16 questions which were divided into three main sections. The questions are either closed questions, requiring from the teachers to choose “yes” or “no” answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives.

3.10.1.1 Section One: Background Information

This section is devoted to get background information about the chosen sample of teachers. They are asked in (Q1) to specify their gender, and (Q2) is about the degree(s) held to see if the high degrees are needed or it is sufficient to be a fluent speaker with a first degree (i.e. a licence) to teach Oral Expression, without any consideration to the high degrees. Teachers are also asked how many years they have been teaching Oral Expression in (Q3), because we need to know whether those teachers have already experienced in teaching the oral skills or not.

3.10.1.2 Section Two: Classroom Interaction

The aim of such section is to investigate teachers’ knowledge of classroom interaction. First of all, they are asked in (Q4) about the amount of their talking in the classroom because learners are supposed to talk more than teachers during interaction. (Q5) is put to know whether all teachers know about the value of classroom interaction, that is why they are asked to specify some of its characteristics if they know it, and to justify whether they apply it when teaching the oral skill or not in (Q6). Then, the aim of (Q7) is to show if teachers and students have the same responses about how often the teacher invites his students to interact with each others (Learner-Learner interaction), and whether the learners enjoy this type of interaction or not. Because if they really enjoy that, then they will participate regularly and they achieve automaticity in speaking. (Q9) is designed to get information about the teachers’ decisions to push silent students interact in the classroom.

3.10.1.3 Section Three: Teaching Speaking

The objective of this section is to obtain information from teachers of OE concerning the main speaking aspects teachers usually focus on in classroom interaction, i.e. fluency, accuracy or both because these are also the main objectives behind teaching speaking. Teachers are asked then to

explain why they focus on a particular aspect (see Q10). (Q11) concerns the speaking activities teachers focus on most to create a successful interaction, and whether it is possible to make all the students participate in these activities (Q12). Moreover, teachers are asked in (Q13) about the speaking problems that the students most face in OE. (Q14) is designed to get teachers' opinion on when to correct the students' mistakes during the interaction activities and whether they use implicit or explicit feedback (Q14). In the last question of section three (15), teachers are asked whether the speaking mistakes and problems last, reduce progressively or disappear completely in classroom interaction.

Conclusion

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

Chapter three :

The Analysis of Findings and Recommendation

4. Teachers' and Students' Questionnaire

Introduction:

The present research is about eliciting teachers' and students' opinion about the effect of classroom interaction on developing the speaking skill, since the teachers and the learners are the main variables of this study. Their views and opinions are very crucial to test the stated hypothesis, and the most appropriate tool to investigate that is through addressing a questionnaire to both learners and teachers.

The students' questionnaire aims at finding out whether the learners give importance and a value to interactions that happen inside the classroom in activating their speaking skill through participating with their classmates or teachers. The teachers' questionnaire is intended to investigate the teachers' opinions about encouraging interaction as a pedagogical strategy to enhance the learners' speaking skill.

4.1 The Students' Questionnaire

4.1.1 Analysis of the Results

1- Specify your gender

- a- Female
- b- Male

Option	Number	Percentage
a	28	70
b	12	30
Total	40	100

Table 1: Students' Gender

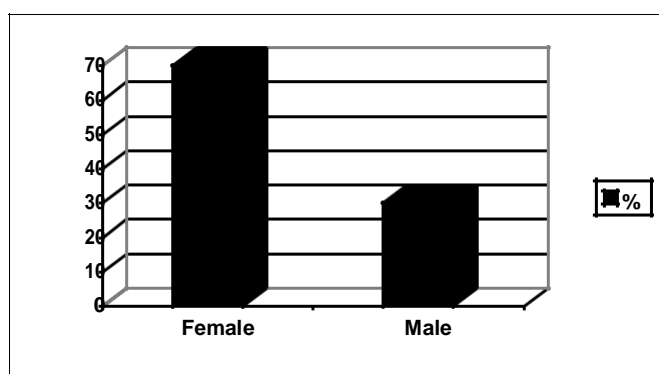


Figure 3: Students' Gender

As shown in the table, females (28) are about three times the number of males (12).

2- Is your level in English

- a- Good
- b- Average
- c- Less than average

d- I don't know

Option	N	%
a	11	27.5
b	18	45
c	4	10
d	7	17.5
Total	40	100

Table 2: Students' Level in English

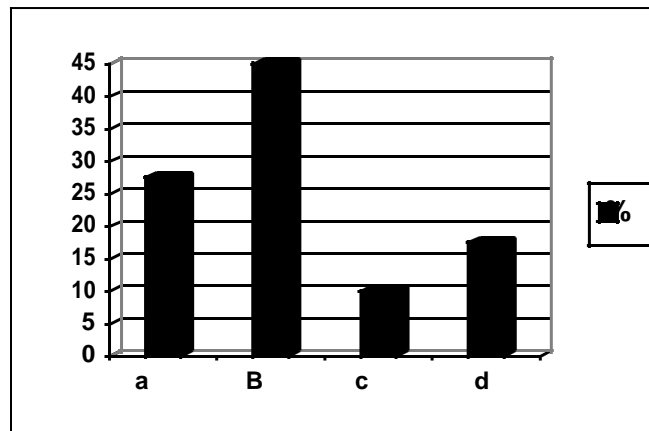


Figure 4: Students' Level in English

We can notice that the highest percentage of students (45%) claims that their level in English is average. Others (27.5%) show that they are good in English. Some others (17.5%) say that they do not know their level at all. The least percentage (10%) of students shows that their level is less than average.

3- What type of relationship exists between you and your teacher of Oral

Expression?

a- Good

b- No relationship

Option	N	%
a	13	32.5
b	25	62.5
Total	38	95

Table 3: Students and the Teacher Relationship

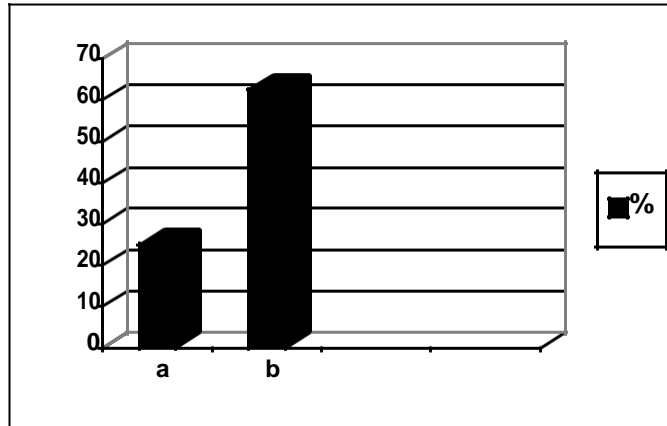


Figure 5: Students and the Teacher Relationship

Table (3) shows that (62.5%) of the students have no relationships with their teacher of Oral Expression. However, (32.5%) say that a good relationship exists between them and their teacher of Oral Expression.

4- Who does most of the talk in the classroom in Oral Expression?

- a- Teacher
- b- Students

Option	N	%
a	15	37.5
b	25	62.5
Total	40	100

Table 4: Students and the Teachers' Amount of Talking

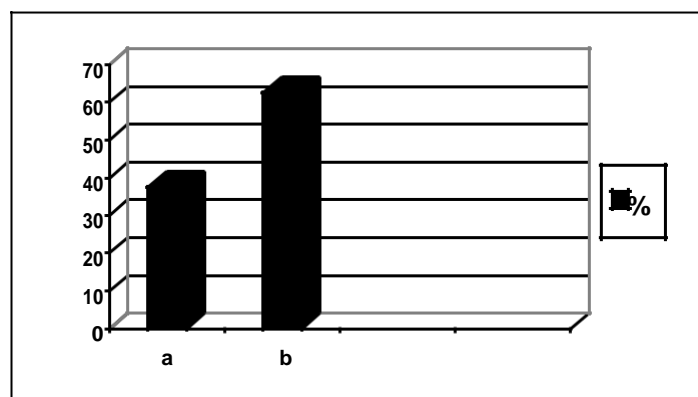


Figure 6: Students and the Teachers' Amount of Talking

The results obtained denote that (25) students state that it is the student who does most of the talk in Oral Expression. On the other hand (15) students say that the teacher is the one who talks most in the classroom

5- How often the teacher gives you the opportunity to interact (give and take) with him?

a- Always

b- Sometimes

c- Never

Option	N	%
a	13	32.5
b	20	50
c	4	10
Total	40	100

Table 5: Frequency of Teacher-Learner Interaction

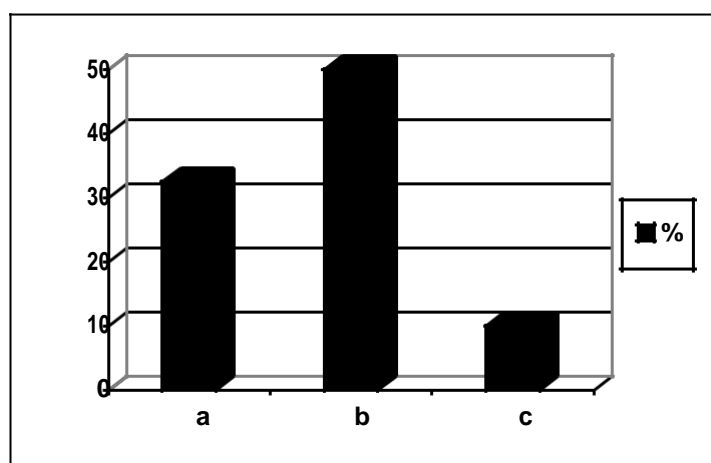


Figure 7: Frequency of Teacher-Learner Interaction

Half of the students (20) state that they are sometimes given the opportunity to interact with their teachers, and those who say always are (13) students. Other (4) students state that teachers never give them the opportunity to interact with them.

6- Does your teacher always provide comprehensible input that is suitable to your level?

a- Yes

b- No

Option	N	%
a	34	85
b	06	15
Total	40	100

Table 6: Teacher's Comprehensible Input

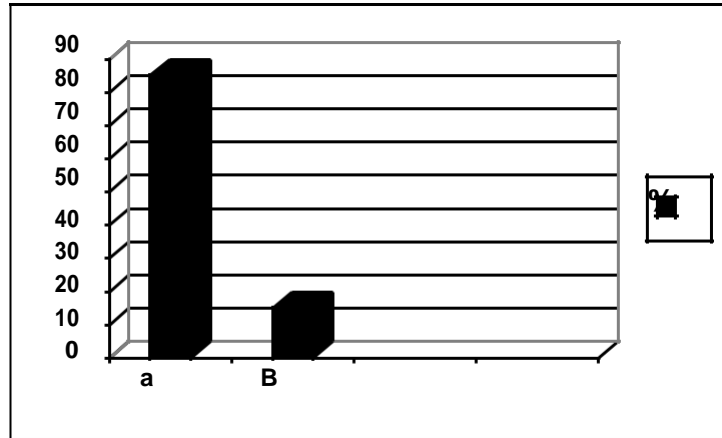


Figure 8: Teacher's Comprehensible Input

It is obvious from the table above that most of the students (85%) state that their teacher always provides comprehensible input. However (15%) say no.

7- How often you interact with your classmates inside the classroom?

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

Option	N	%
a	13	32.5
b	23	57.5
c	4	10
Total	40	100

Table 7: Frequency of Learner-Learner Interaction

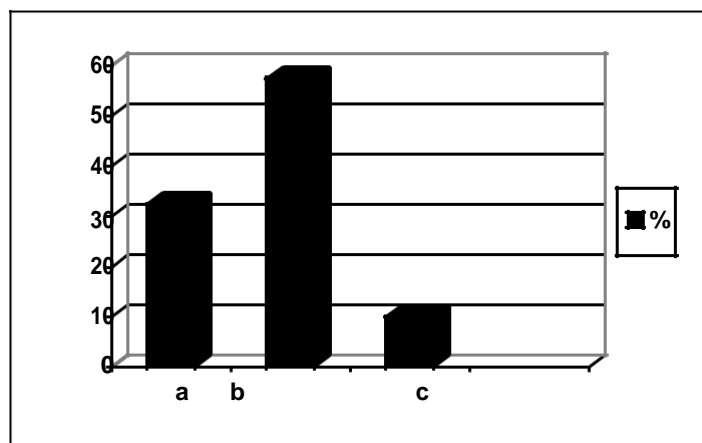


Figure 9: Frequency of Learner-Learner Interaction

The table above shows that (23) students say that they sometimes interact with other learners in the classroom, other (13) students state that they always do that. However, those who say never are (4) students.

8- Do you interact in English with your classmates outside the classroom?

- a- Always
- b- Sometimes
- c- Rarely
- d- Never

Option	N	%
a	0	0
b	14	35
c	18	45
d	8	20
Total	40	100

Table 8: Frequency of Outside Classroom Interaction

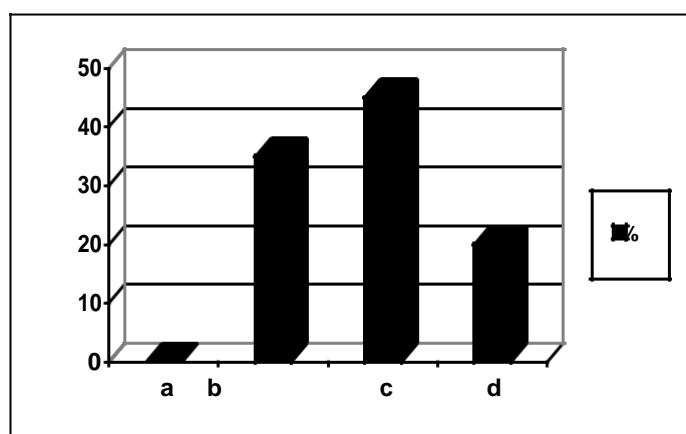


Figure 10: Frequency of Outside Classroom Interaction

Regarding students answers, (18) say that they rarely interact in English outside the classroom, while (14) students state that they sometimes do so. The remaining (8) students respond that they never interact outside the classroom. However, none of them interact in English outside the classroom.(31) Students explained that they sometimes, rarely or never interact in English outside the classroom because:

- English is not spoken outside, it is considered as second foreign language (11 students).
- To improve the speaking skill (7 students).
- Some other students do not know how to create meaningful everyday utterances (5 students).
- Some students find it difficult to express themselves in the presence of their teachers; however they can do so outside the classroom (3 students).
- The teacher does not give the students many opportunities to interact inside the classroom

(3students).

- Some students want to imitate English native speakers (2 students).

9- When you interact in the classroom, it is

a- You who wants

b- The teacher who asks you

Option	N	%
a	32	80
b	8	20
Total	40	100

Table 9: The Students' Contribution in Interaction

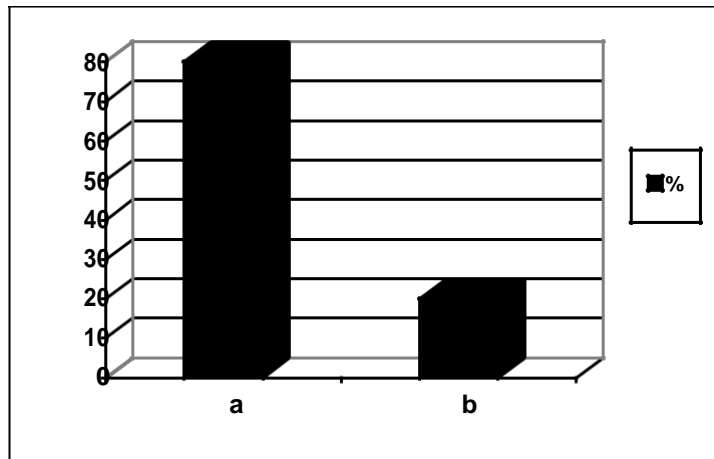


Figure 11: The Students' Contribution in Interaction

As shown in the table above, (80%) of the respondents want to interact by themselves, while (20%) of them are pushed by the teacher to do so.

10- Which of the four language skills you wish to master most?

a- Listening

b- Speaking

c- Reading

d- Writing

Option	N	%
a	9	22.5
b	20	50.5
c	4	10
d	7	17.5
Total	40	100

Table 10: The Most Desired Language Skills to be Mastered

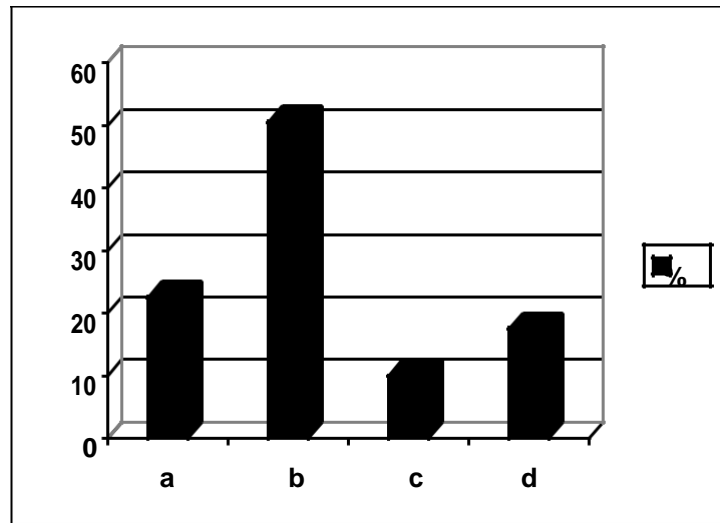


Figure 12: The Most Desired Language Skills to be Mastered

The table indicates that (20) respondents (50.5%) prefer the speaking skill to master most, other (9) respondents (22.5%) state that they wish to master the listening skill; while some others (7) respondents (17.5%) wish to master the writing skill. The remaining (4) respondents (10%) like to master the skill of reading.

11- How do you judge your speaking ability as a result of classroom interaction?

- a-Very well
- b-Well
- c-Not so well
- d-Bad

Option	N	%
a	11	27.5
b	22	55
c	5	12.5
d	2	5
Total	40	100

Table 11: Students' Speaking Ability as a Result of Classroom Interaction

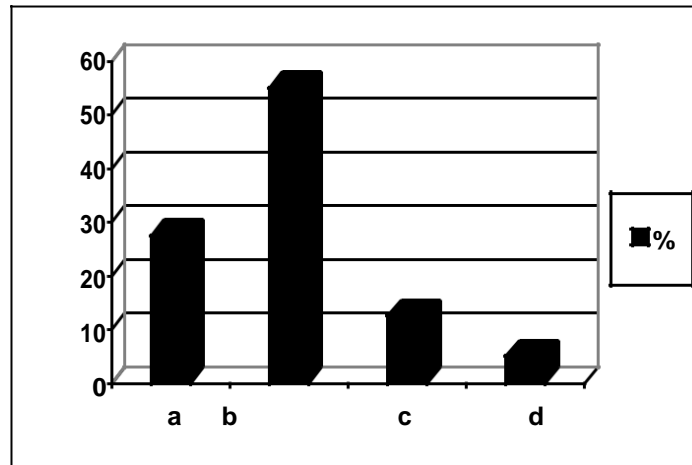


Figure 13: Students' Speaking Ability as a Result of Classroom Interaction

The answer tabulated above reveals that while (05%) of the students evaluate their speaking ability as being bad as a result of classroom interaction. More than half (55%) state that their speaking level is well, (27%) students say very well. The remaining (12.5%) of the students evaluate their speaking ability as not so well as a result of classroom interaction.

12- How often your teacher interrupts you to correct your speaking mistakes?

	Option	N	%
a-	Very often		
b-	Sometimes	4	10
c-	Rarely	19	47
d-	Never	13	32
	d	4	10
	Total	40	100

Table 12: Teachers' Interruptions for Students' Correction

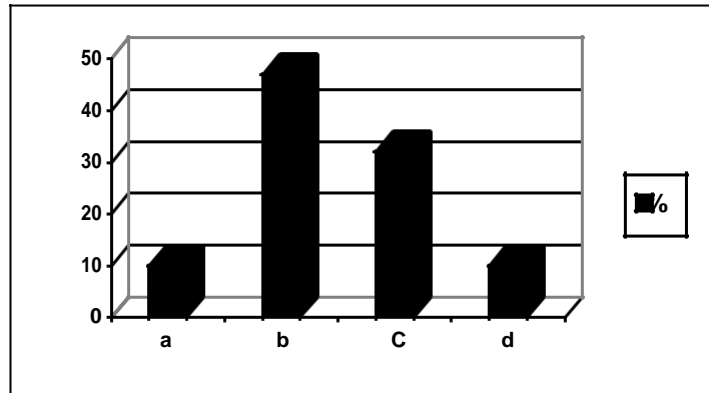


Figure 14: Teachers' Interruptions for Students' Correction

We can notice that the highest percentage of students (47%) claims that the teacher sometimes interrupts his students to correct them when they interact. Others (32%) show that the teacher rarely does so, and (10%) of the students say „never“. The same percentage of the students (10%) state that the teacher very often interrupts them to correct their speaking mistakes.

13- How do you react?

- a- You like it
- b- You do not like it
- c- You are indifferent

Option	N	%
A	34	85
B	4	10
C	2	5
Total	40	100

Table 13: Students' Reactions to the Teachers' Correction

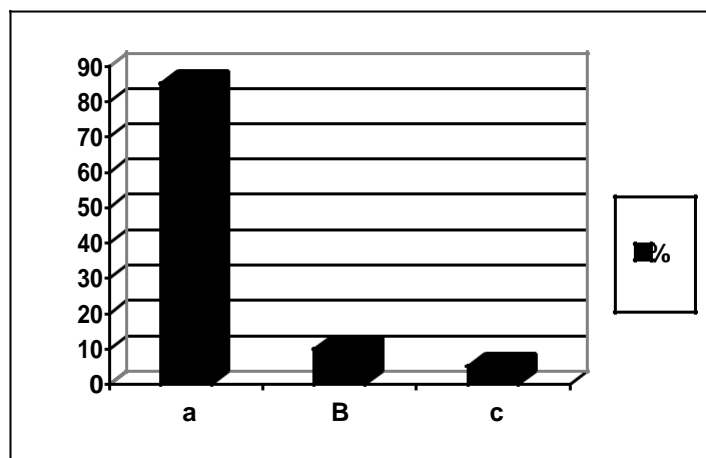


Figure 15: Students' Reactions to the Teachers' Correction

The common shared reaction between the majority of students (85%) is that they like to be corrected by the teacher sometimes or rarely. Whereas (10%) of the students state that they do not like to be corrected, however, the remaining (5%) are indifferent.

14- Does regular interaction in the classroom help you to reduce your speaking mistakes?

a-Yes

b-No

Option	N	%
a	37	92.5
b	3	7.5
Total	40	100

Table 14: Regular Interaction as a Help to Reduce Speaking Mistakes

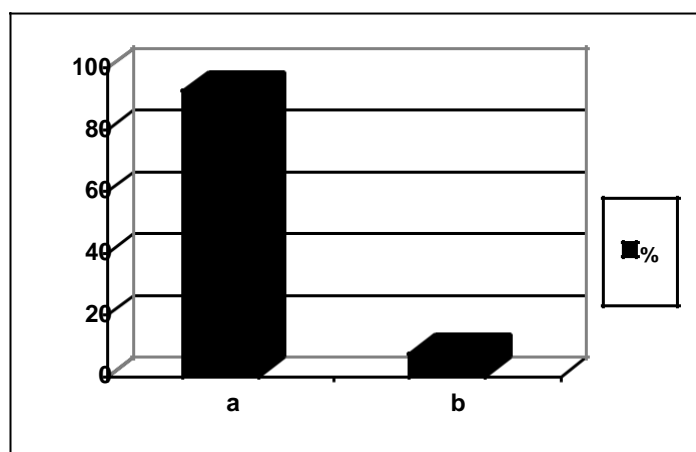


Figure 16: Regular Interaction as a Help to Reduce Speaking Mistakes

As Table (14) shows, (92.5%) of the respondents find that regular interaction in the classroom may lead them to reduce their speaking mistakes, however, (7.5%) of students say „no“

(28) Students explained that their speaking mistakes are reduced when they regularly interact because:

- The teacher calls them to these mistakes, so, they avoid them in the future participation (23 students)
- They develop their passive vocabularies and sentence structures (3 students)
- They achieve automaticity in speaking (2 students)

15- If you do not interact, it is because:

a- You are not talkative

- b- The topic is not interesting
- c- The teacher does not motivate his students
- d- You fear to make mistakes

Option	N	%
A	5	12.5
B	16	40
C	12	30
D	7	17
Total	40	100

Table 15: Students’ Reasons Behind not Interacting

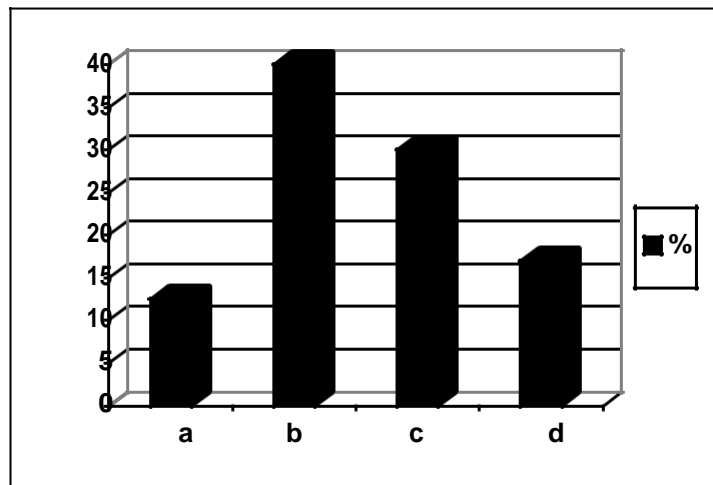


Figure 17: Students’ Reasons Behind not Interacting

One can notice from the results shown that (40%) of the students do not interact because the topic is not interesting. Others (30%) state also that the teacher does not motivate his students, however, (17%) of the students fear to make mistakes. The remaining percentage (12.5%) of the students says that they are not talkative in the classroom, that is why they do not participate.

4.1.2 Interpretation of the Results

First of all, the chosen sample in this study reveals that females (70%) are dominant over males (30%), this may be due to the fact that females are more interested to study foreign languages and

English language particularly than males who often choose to carry on scientific studies. The current level of the students also allows us to rely on them in investigating this study since more than half of them say that their level in English is between average and good (11 “a”+ 18 “b”) as shown in Q2. Teacher-Learner interaction could be more successful if the learners feel at ease with their teachers, i.e. a good relationship must exist between the students and the teacher. However, most of the students (62.5%) have no relationship with their teacher of Oral Expression (Q3) and this may be due to the personality of both of them; some teachers do not allow such relationship in order to maintain respect. On the other hand (32.5%) students state that there is a good relationship between them and their teacher of OE; that is because they have a good level in speaking or they regularly participate. Teachers then, need to know that their students should feel at ease in OE to interact positively, but if they will have some problems with the teacher, then they will keep silent most of the time, and this will prevent them from activating their oral skills.

One of the main characteristics of classroom interaction is that it is learners’ centered, that is to say teacher’s amount of talking should be less than of the learners. On the basis of the students’ previous answers, especially to Q4, (62%) of them state that they are the students who do most of the talk in the classroom interaction, whereas for (37.5%) of them it is the teacher who does so. This shows clearly that the teacher is aware of the learners’ time of talking in classroom interaction. Moreover, the majority of learners (32.5 “a” +50 “b”) in Q5 confess that their teacher of Oral Expression gives them the opportunity to interact with them. This also indicates that the teacher really wants his students to be involved with him in such type of interaction which has an impact on the students’ performance in speaking. A high percentage (85%) state that their teacher of OE always provides comprehensible input that is suitable to their level. The comprehensible input is essential because it is at the core of any interactive activity, and students are usually in need to them from their teacher since the latter is considered as the only source in the classroom. A considerable percentage of students (32.5% “a” +57.5% “b”) in Q7 state that they always/sometimes interact with their classmates. This is an indication that the learners find that learner-learner interaction is the best and the easiest way to speak freely.

Learners must be given ample practice to activate their speaking skill. The interactive activities are

the best practice in the classroom since the learners do not interact always in English outside the classroom, as it is shown in the answers of Q8. Students' main reason behind not interacting in English outside the classroom is that English is not spoken outside the classroom, it is considered as a second foreign language. Therefore, this reveals that the classroom is the only and the best context to communicate for English learners. Many students (80%) seem to be aware that when they interact in the classroom with the teacher or other learners, this will enhance their oral capacities, that is why they prefer to engage in interactions by themselves and not to be pushed by the teacher (see Q09). In the learning of the four language skills, half of the learners (50%) wish to master the speaking skill most, as it is shown in Q10, this is due to the fact that speaking a language is considered as a synonymous with knowing this language. So, in the classroom interaction the students are supposed to speak and listen (aural skills) much more than write and read. As a result of classroom interaction, (33) students judge their speaking ability as being well and very well, this judgment indicates that keeping silent all the time in classroom will limit the students' chance to learn or to speak the foreign language. Moreover, (92%) of the students in Q14 claim that a regular participation in the classroom could help them to reduce their speaking mistakes, they explain that if the teacher calls their attention to particular mistakes, then the learners will avoid them in the future participation. A small percentage of students (10%) state that the teacher very often interrupts them to correct their speaking mistakes, and the same percentage (10%) show "never". However, those who say "sometimes" and "rarely" are (80%), this indicates that the teacher is aware when to interrupt his students because too much interruption for correcting the mistakes will affect the students' fluency and sometimes they take decision not to participate again. From the previous answers of the learners in Q13, (34) students state that they like when the teacher corrects them, because receiving feedback from the teacher is the focal and essential part in learning. Whereas others (4 students) do not like, and this may be due to the fact that they are very often interrupted by their teacher of OE.

Students' reasons behind not participating and then not taking a part in any interaction are different. (40%) of learners state that the topic is not interesting, this shows clearly that the chosen

topic is crucial for a successful interaction. On the other hand (30%) of them say that the teacher does not motivate his students, in such case even the strong participators will show no interest to interaction. Other (17.5%) of the learners fear to make mistakes, this indicates that those learners could have a low self-esteem. The remaining (12.5%) of the students are not talkative, this is because they used to keep silent all of the time.

On the whole, the learners showed some interest to the value of classroom interaction, their previous answers revealed that it can successfully lead them to enhance their speaking skill, but this can happen if they frequently interact with their teacher to draw on his experience or with some other learners. Because avoiding classroom interaction and showing no participation will naturally affect the students' speaking capacities.

4.2 The Teachers' Questionnaire

4.2.1 Analysis of the Results

4.2.1.1 Section One: Background Information

1- Specify your gender:

a- Female

b- Male

Option	Number	Percentage
a	6	54.54
b	5	45.46
Total	11	100

Table 16: Teachers' Gender

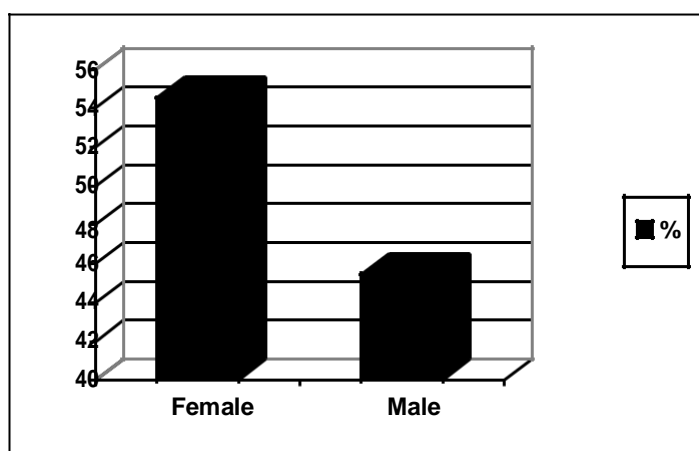


Figure 18: Teachers' Gender

The table above illustrates that (6) respondents out of the chosen sample of the study are females whereas the remaining respondents (5) are males.

2- Degree(s) held

- a- BA (Licence)
- b- MA (Master/ Magister)
- c- PHD (Doctorate)

Option	N	%
A	0	0
B	6	54.54
C	5	45.46
Total	11	100

Table 17: Teachers' Degree

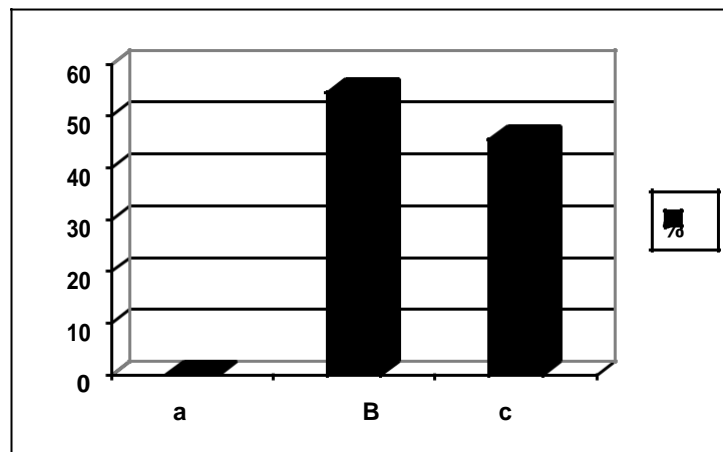


Figure 19: Teachers' Degree

(54.54%) of the teachers have MA (Master/ Magister) degree, however, (45.46%) have PHD (Doctorate).

3- How many years have you been teaching Oral Expression?

Years	N	%
1-5	6	54.54
10-15	2	18.18
15-20	3	27.28
Total	11	100

Table 18: Teaching Experience of OE Teachers

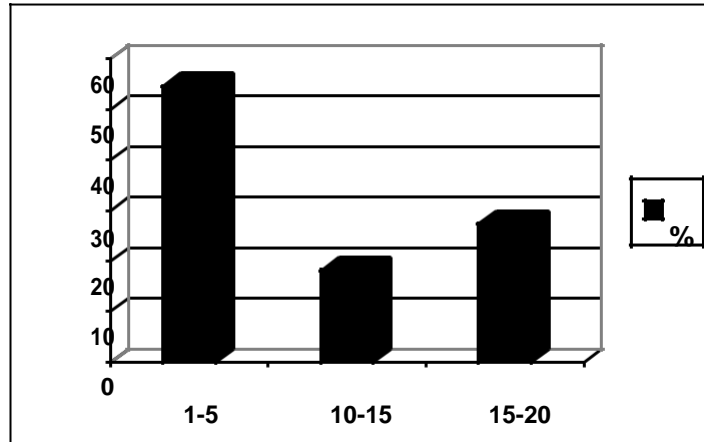


Figure 20: Teaching Experience of OE Teachers

One can notice from the results shown above that five teachers have a long teaching experience in OE since they have spent from 10-20 years. However, six teachers have a short experience in teaching Oral Expression.

4.2.1.2 Section Two: Classroom Interaction

4- In the classroom, are you

- a- Talking
- b- Average talking
- c- Less talking

Option	N	%
A	3	27.28
B	6	54.54
C	2	18.18
Total	11	100

Table 19: Teachers' Amount of Talking

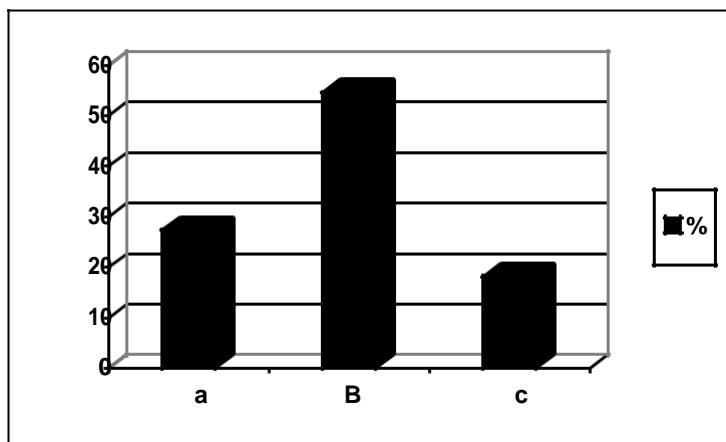


Figure 21: Teachers' Amount of Talking

The results obtained denote that six teachers state that they are average talking in the classroom. On the other hand three teachers state that they are talking. Two teachers have chosen option “c” that is to say, they are less talking.

5- Do you know about the value of classroom interaction?

a- Yes

b- No

Option	N	%
a	11	100
b	0	
Total	11	100

Table 20: Teachers’ knowledge about Classroom Interaction

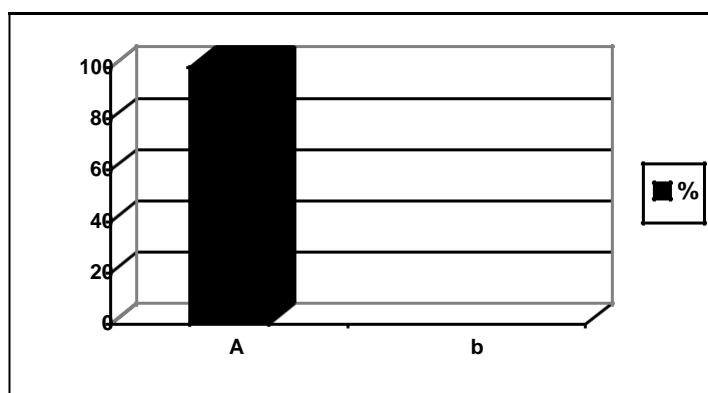


Figure 22: Teachers’ knowledge about Classroom Interaction

The common shared answer between all the teachers is that they all know about the value of classroom interaction.

Only seven (7) teachers, who specify some of the characteristics of classroom interaction, they are the following:

- Classroom interaction is learners' centered (4 students)
- Negotiation of meaning is highly highlighted (3 teachers)
- Classroom interaction means collaborative learning (3 teachers)
- It helps develop communication (2 teachers)
- Teachers are guides only (1 teacher)
- Peer interaction is favorized (1 teacher)
- Students are supposed to use the language naturally and spontaneously (1 teacher)

6- Do you often apply it when teaching the oral skills?

- a- Yes
- b- No

Option	N	%
a	11	100
b	0	0
Total	11	100

Table 21: Teachers' Application of Classroom Interaction in Teaching OE

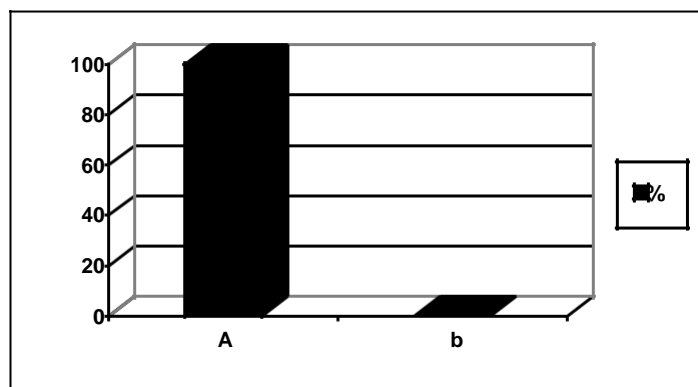


Figure 23: Teachers' Application of Classroom Interaction in Teaching OE

All the teachers (11) apply classroom interaction when they teach the oral skills. (8) Teachers explained that they apply classroom interaction in teaching OE because:

- Learners need to speak and listen to each others, and then acquiring speaking techniques such as taking turn and interruptions (3 teachers)
- Learners feel less inhibited (2 teachers)
- It is helpful to develop communicative competence (2 teachers)
- Learners will be able to argue their thoughts and ideas (1 teacher)

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

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

Option	N	%
a	9	81.81
b	2	18.19
c	0	0
Total	11	100

Table 22: Students Frequency of Engagement in Classroom Interaction

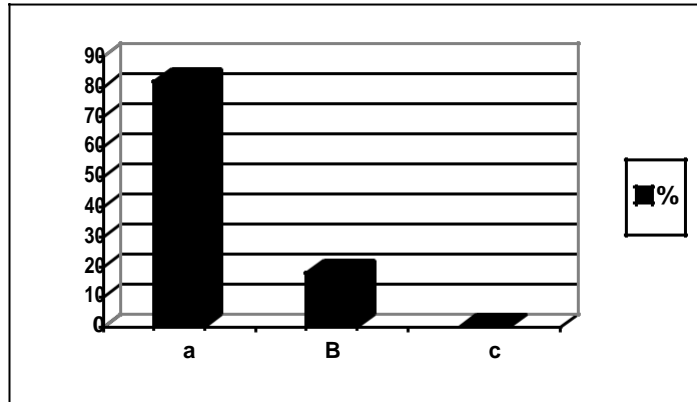


Figure 24: Students Frequency of Engagement in Classroom Interaction

A clear majority of teachers (81.81%) claim that they always invite their students to interact with each other. On the other hand only (18.19%) who said “sometimes”.

8- Do students enjoy this type of interaction (learner-learner interaction)?

- a- Yes
- b- No
- c- Somehow

Option	N	%
A	9	81.81
B	0	0
C	2	18.19
Total	11	100

Table 23: Students’ Enjoyment of Learner-Learner Interaction

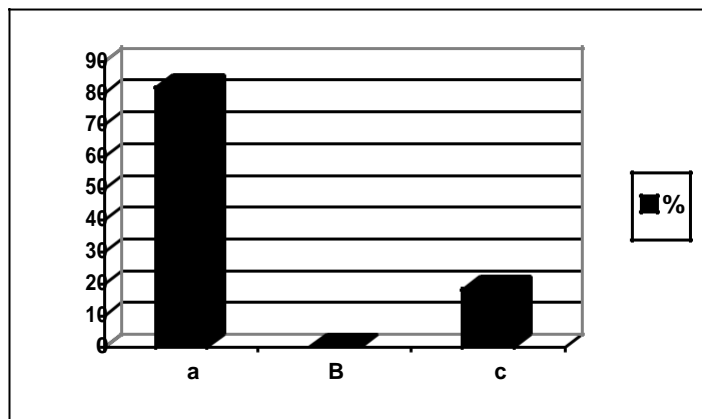


Figure 25: Students’ Enjoyment of Learner-Learner Interaction

Regarding teachers’ answers, about 82 percent of them state that learners do really enjoy this type of interaction. However, 18 percent said “somehow”.(06)Teachers explained that learners enjoy the type of learner-learner interaction because:

- It is a stress-free situation; students feel less inhibited (2 teachers).
- It creates a funny, friendly and relaxing atmosphere (2 teachers).
- It provides learners with self-confidence and self-evaluation (1 teacher).
- Learners always try to participate and take risks to use the language naturally (1 teacher)

9- What do you do to make silent students interact in the classroom?

- a- Design groups and pairs
- b- Choose interesting topics
- c- Add additional marks
- d- Use other means

Option	N	%
a	7	63.63
b	8	72.72
c	2	18.18
d	3	27.27
Total	11	100

Table 24: Teachers’ Decisions to Make Silent Students Interact

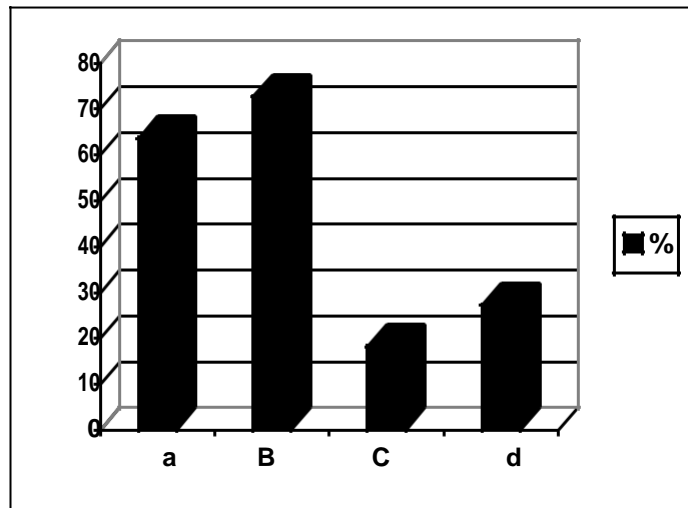


Figure 26: Teachers’ Decisions to Make Silent Students Interact

The answer tabulated above reveals that while (18.18%) of the teachers add additional marks to make silent students participate and interact. Most teachers (72.72%) respond by saying that they choose interesting topics to do so, and (63.63%) of them choose option “a”, i.e. design groups and pairs. The remaining (27.27%) use other means such as assigning tasks for individual learners who are supposed to present their contribution to other learners.

4.2.1.3 Section Three: Teaching Speaking

10- Which of these aspects do you focus on in classroom interaction?

- a- Fluency
- b- Accuracy
- c- Both

Option	N	%
A	3	27.27
B	1	9.10
C	7	63.63
Total	11	100

Table 25: Teachers' Focuses in Classroom Interaction

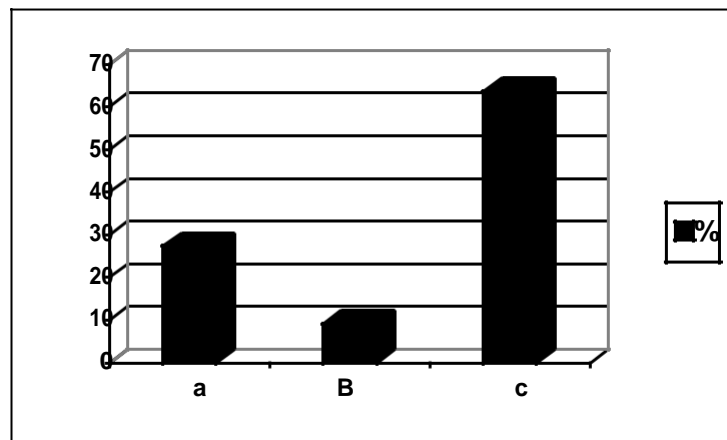


Figure 27: Teachers' Focuses in Classroom Interaction

Here we can notice the highest percentage of teachers (63.63%) claims that they focus on both accuracy and fluency, whereas (27.27%) of the teachers focus on fluency and only (9.10%) of them choose accuracy.

(10) Teachers justified their answers saying:

- Learners need to speak continually and correctly at the same time to achieve a high level of interaction (6 teachers).
- Fluency is important in order to get the communicative message, and it is primary in all learning stages, however, accuracy is secondary and would be more important in higher level (3 teachers).
- Accuracy has to come first because once students are able to speak correctly in English, they start working on fluency. This latter could be developed anywhere, however, accuracy needs much more of teachers' attention in the classroom (1 teacher).

11- What are the speaking activities you focus on most to create a successful interaction?

- a- Dialogues
- b- Debates and discussions
- d- Role-plays and simulations

e- Telling stories

Option	N	%
A	4	36.36
B	11	100
C	5	45.46
D	2	18.19
E	2	18.19
Total	11	100

Table 26: Teachers' Focuses on Speaking Activities

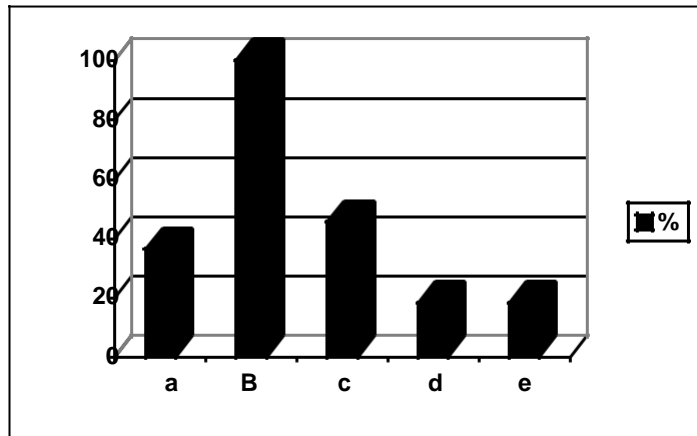


Figure 28: Teachers' Focuses on Speaking Activities

The table above illustrates that all of the teachers (11) focuses on debates and discussions to create a meaningful interaction. On the other hand (5) teachers prefer presentations, other (4) teachers focus on dialogues, (2) teachers choose option “d”, i.e. role-plays and simulations. The remaining (2) teachers focus on telling stories as an interactive activity.

12- Is it possible to make all the students participate in the speaking activities?

a- Yes

b- No

Option	N	%
A	7	63.64
B	4	36.36
Total	11	100

Table 27: The Possibility of Having All of The Students Participate in the Speaking Activities

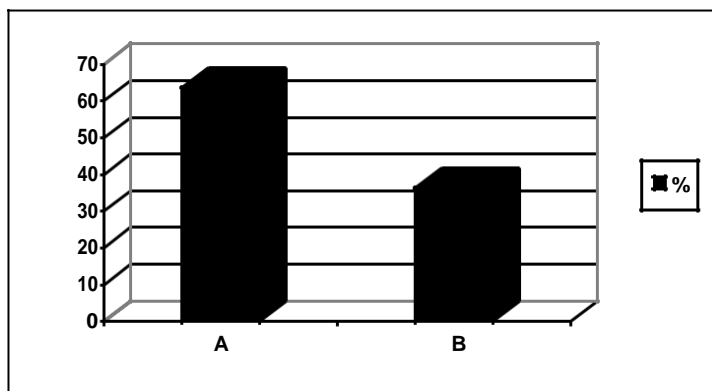


Figure 29: The Possibility of Having All of the Students Participate in the Speaking Activities

(63.64%) of the teachers consider that it is possible to make all the students participate in the speaking activities. However, (36.36%) of the teachers state that it is impossible to do that.

5 Teachers among those who say “yes” explain that it is possible to make all the students participate in the classroom as follows:

- It depends on the type of the activity (2 teachers).
- “I oblige students to perform tasks individually” (1 teacher).
- “This happens through the appropriate design of tasks” (1 teacher).
- When the topics are interesting all of the students engage in the activity by themselves (1 teacher).
- The four (4) teachers who state “no” agree that:
 - The time and the number of the students in the classroom prevent them from involving all of the students in the interactive activities. In addition to the attitudes of some learners who are not talkative at all.

13- What is the speaking problems students most face in Oral Expression?

- a- Inhibition because of shyness, anxiety and stress..
- b- Nothing to say about the chosen topic.
- c- Low participation.
- d- Mother tongue use.
- e- Other problems (please justify).

Option	N	%
a	8	72.72
b	4	36.36
c	2	18.18
d	6	54.54
e	1	9.10
Total	11	100

Table 28: Students’ Most Speaking Problems

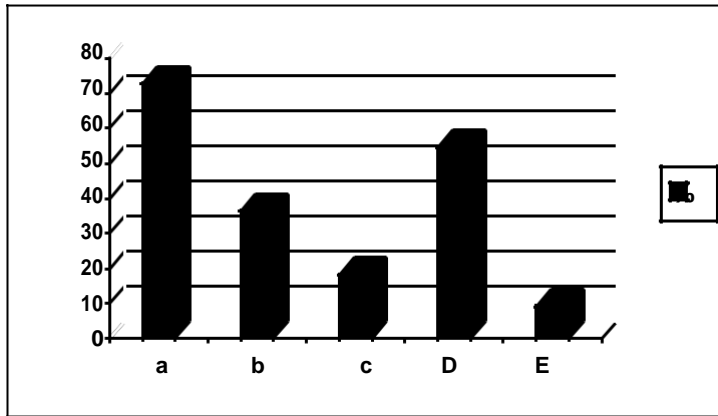


Figure 30: Students' Most Speaking Problems

The common shared idea between the majority of teachers (72.72%) is that students have the problems of inhibition because of shyness, anxiety and stress. On the other hand (54.54%) of them confirm that students still use their mother tongue in second language classroom and especially in OE. Other teachers (36.36%) state that some students have nothing to say about the chosen topic. Some other teachers (18.18%) choose the option “c”, that is to say low participation problem. The remaining (9.10%) state other problems.

Only one teacher who mentioned a further problem which is the authoritative teachers

14-If your students say anything wrong during interaction, do

you: a- Interrupt them to correct them

b-Correct them later

c-Ask students to correct each other

d-Do not correct at all

Option	N	%
A	3	27.27
B	8	72.72
C	7	63.63
D	1	9.10
Total	11	100

Table 29: Teachers' Attitudes towards Correcting Students

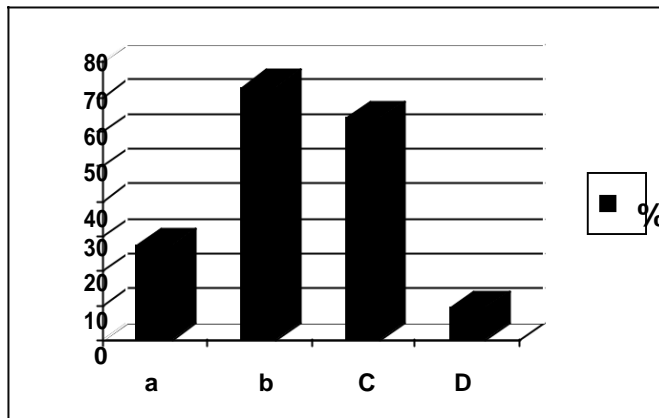


Figure 31: Teachers' Attitudes towards Correcting Students

It is obvious from the table above that most of the teachers (72.72%) prefer to correct their students later. Some others (63.63%) ask other students to correct each other, however, (27.27%) of the teachers state that they interrupt their students to correct them. The remaining of the teachers (9.10%) do not correct at all their students.

15- When you give corrective feedback to your students, do you

a-Tell them about the form of their mistakes (explicit feedback).

b- Reformulate what they said correctly (implicit feedback).

Option	N	%
A	8	72.72
B	3	27.28
Total	11	100

Table 30: Types of Feedback Given by Teachers

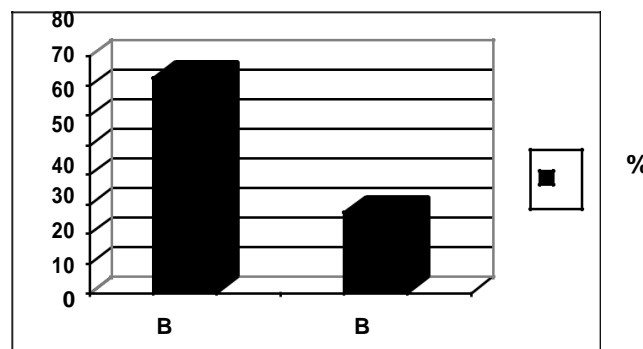


Figure 32: Types of Feedback Given by Teachers

While (8) teachers prefer to give their students explicit feedback, i.e. telling the learners about the form of mistakes they have done. Only (3) teachers state that they give implicit feedback, that is to say that, the teachers here reformulate what learners said correctly instead of mentioning the linguistic form of the mistakes and errors.

16-In classroom interaction, do speaking problems and mistakes

- a- Last
- b- Reduce progressively
- c- Disappear completely

Option	N	%
A	0	0
B	9	81.01
C	02	18.19
Total	11	100

Table 31: Interaction’s Effect on Speaking Problems and Mistakes

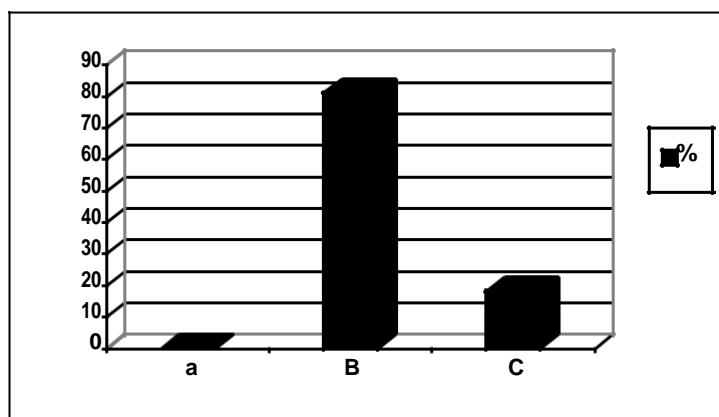


Figure 33: Interaction’s Effect on Speaking Problems and Mistakes

The vast majority of teachers (9) claim that speaking problems and mistakes may be reduced progressively in classroom interaction. And (2) teachers chose option “c”, i.e. these speaking problems and mistakes can disappear completely.

4.2.2 Interpretation of the Results

In background information, the teachers responses reveal that the chosen sample contains more females (54.54%) than males (45.46%). This may be due to the fact that women are more interested in teaching the OE than men (see Q1). Concerning (Q2), most who responded to our questionnaire

have MA (Master/ Magister) or PHD (Doctorate), this mainly means that the module of OE is of more importance. The results of (Q3) are interesting too because five teachers have a long experience in teaching OE since they have spent about 15 years. So, their responses will be of great importance in comparison with that of six teachers who have a few or short experience.

In classroom interaction, more than half teachers (54.54%) classified themselves as average talking and (18.18%) as less talking this may be because they give their students more chances to use the language in the classroom. However (27.28%) of the teachers state that they are talking, one can notice that such teachers are not aware of the students talking time in classroom interaction because they speak more than their students. Thus, compared to students' answer to a comparable question, both teachers and learners have approximately similar responses concerning the question who is talking most in the classroom. All the teachers state that they know about classroom interaction, they experienced it in their teaching and learning of SL, that is why they find it easy to specify some of its characteristics. They mentioned that it is learners'centered; this means that learners are supposed to talk more than teachers. Negotiation of meaning is another characteristic that teachers also have stated, i.e. if learners are not sure of the message they are communicating, then they move to negotiate meaning for a better comprehension. Classroom interaction also creates collaborative learning through the communicative processes that happen between learners.

Concerning the focus on interaction as a pedagogical strategy to teach the oral skills, all of the teachers state that they really encourage it as a mean to teach OE. They explained that learners need to speak and listen to natural language and then acquiring effective speaking techniques such as taking turns and interruptions. Moreover, in classroom interaction learners feel less inhibited and are able to develop argumentations, and finally as one teacher mentioned, classroom interaction is helpful to develop communicative competence. Compared to students responses, (81.81%) of teachers confirmed that they always invite their students to interact with each other (Q7), and the same percentage in (Q8) state that learners usually enjoy this type of interaction, i.e. (learner-learner interaction) because it is a stress-free situation where learners feel less inhibited. Besides, it creates a funny, friendly and relaxing atmosphere. Learner-learner interaction also provides

learners with self-confidence and self-evaluation. To encourage such interaction, the vast majority of teachers (72.72%) choose interesting topics to make silent learners interact, because the topic is a crucial factor to create a positive interaction in the classroom. Other teachers (63.63%) prefer to design groups and pairs where silent students find themselves in an obligation to speak with the other learners. (18.18%) of teachers add additional marks to encourage the interaction among learners. However, (27.27%) of teachers state that they use other means such as assigning tasks for individual learners who are supposed to present their contribution to other learners.

In teaching speaking, more than half of teachers (63.63%) focus on both accuracy and fluency when they teach OE. They argue that learners need to speak continuously and correctly at the same time to achieve a high level of interaction. So, fluency and accuracy are the main aspects of teachers' objectives behind encouraging classroom interaction. However, (27.27%) of teachers consider that fluency is the major aspect to be developed because it is important to get the communicative message, it is also primary in all learning stages, however, accuracy is secondary and would be more important in high levels. (9.10%) of teachers state that accuracy is the most important aspect and it has to become first because once students are able to speak in English correctly, they start working on fluency. This latter could be developed anywhere, however, accuracy needs much more of teachers' attention in the classroom. Concerning the speaking activities which create a successful interaction. All the teachers state that they focus on debates and discussions; this may be due to the fact that the learners in such activities speak more freely through giving or receiving others' opinions, here learners also can learn some of the speaking techniques of how to initiate, take turn, interrupt and close the topic. Other (5) teachers focus on presentations to give learners confidence in themselves. Moreover, (4) teachers focus on dialogues because they are also the best activities for interaction management. Only (2) teachers who choose role-play and simulations and other two teachers also focus on telling stories. This may be because advanced learners need to speak freely and deal with interesting topics rather than performing roles and telling stories. With regard to teachers responses in (Q12), (63.64%) of them confirm that it is possible to make all the students participate in the speaking activities, and this depends on the type of the activity. Some teachers oblige students to perform tasks individually to ensure that all of them will participate.

However, other teachers state that when the topics are interesting all of the students will engage in the activity by themselves. For (36.36%) of teachers it is impossible to make all the students participate in the classroom because the time is not enough and students are more than forty.

In addition to the attitudes of some learners who are not talking at all. Most second language learners have some problems in OE. (72.72%) of teachers claim that students have the problem of inhibition because of shyness, anxiety and stress, and this may be due to the ill development of communicative skills and the feeling of linguistic inferiority. Other (54.54%) of teachers complain that their students use their mother tongue when they interact in L2. This happens because learners do not still achieve automaticity in L2. Nothing to say about the chosen topic is another problem that learners most face; this may be because of the poor practice of the language and the limited knowledge of the learners. Few teachers say that learners do not participate too much in the classroom, and only one teacher who adds a further problem which is the authoritative teacher – according to him- this latter may affect the classroom interaction through his behaviour. (72.72%) of teachers insists on correcting students speaking mistakes later on, i.e. delaying the correction at the end of the activity. This shows that teachers are aware of the time of correction. Giving explicit corrective feedback is supported by (8) teachers, this may be because learners should know the form of their linguistic errors or mistakes, rather than implicit feedback where teachers reformulate correctly what students said incorrectly without calling student's attention to the form of errors. Almost all of the teachers (81.81%) agree that classroom interaction could reduce progressively the speaking problems and mistakes, (18.19%) of teachers consider that they could be disappeared completely. This means that, a regular interaction with the teacher or other learners lead to achieve speaking automaticity that is free of mistakes, since the interlocutors whom the learners interact with will contribute in giving feedback. So, learners will have the opportunity to notice the gap between the language they are using and the correct or target-like, and through interactions they seek to use the appropriate language that make them be understood by others.

Conclusion

The present study reveals that both learners and teachers know about classroom interaction, they consider that promoting it can have a positive impact on learners' speaking capacities. It primarily gives the opportunity to receive comprehensible input and feedback. So, through a regular interaction with others, learners can try new hypothesis about how English works and then increase the pace of their speaking.

Genral conclusion Conclusion

Enhancing the speaking skill of foreign or second language learners is a difficult task. It requires some experience and regular practice to produce the language accurately and encode the intended messages of other speakers. The best way to do that –according to many teachers- is to encourage verbal interactions inside the classroom, since learners do not use L2 frequently outside the classroom. The current study focuses on the learners’ production opportunities given by the teachers to acquire the characteristics of effective second language speakers. This is confirmed by the results obtained from the analysis of data gathered from Oral Expression teachers and Third year LMD students’ questionnaire. So, the ultimate aim of this study is to show whether it is possible to develop the speaking skill of learners through classroom interaction. We have shown that during regular interactions in the classroom, learners can reduce their speaking mistakes, produce new grammatical forms and words, thus strengthening their language ability. Moreover, they can test their hypothesis about language forms and receive immediate feedback from the teachers or other learners on whether or not their predictions are correct.

The analysis of students and teachers’ questionnaire showed that the learners are really given chances to use the language through engaging in interactions which prevent them merely from listening passively to the teacher. Even if there are some problems which learners still have as inhibition because of shyness, anxiety, and stress in addition to some other problems. However, the analysis showed that such problems can be reduced progressively or disappear completely. Teachers and learners showed a considerable awareness about the impact of classroom interaction on developing the learners speaking skill through teachers’ provision of comprehensible input which helps learners to understand and the spoken language accurately and then use it appropriately. Moreover, receiving corrective feedback especially the explicit one where learners can recognize their linguistic errors or mistakes. The analysis also revealed that learners must be forced to interact in order to master the art of talk which is difficult, since learners who keep always silent in the classroom will feel at a loss for words when they find themselves in situations that require talk for interaction.

Bibliography

- Allwright, R. (1984). *The Importance of Interaction in Classroom Language Learning*. AppliedLinguistic5:15671<[www.http://appliedjournals.org/cgi/pdf-extract/5/2/](http://appliedjournals.org/cgi/pdf-extract/5/2/)>
- Allwright, D. & Baily, K.M. (1991). *Focus on the Language Classroom*. Oxford: Oxford University Press.
- Baker, J. and Westrup. H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum International Publishing
- Bowman, B., Burkart, G., & Robson, B. (1989). *TEFL/ TESL: Teaching English as a Second Language*. USA: Centre of Applied Linguistics.
- Bygate, M.(1987). *Speaking*. Oxford: Oxford University Press.
- Celce-Murcia, M. (ed). (2001). *Teaching English as a Second or Foreign Language*, 3rd edition. Boston, MA: Heinle &Heinle.
- Coulthard, M. (1977). *An Introduction to Discourse Analysis*. London: Longman
- Echevarria, J.,Vogt, M.E. & Short, D.J. (2008). *Making Content Comprehensible for English Learners:The Siop Model*.New York:Pearson Education.
- Ellis,R. & Fotos,S. (1999). *Learning a Second Language through interation* . Oxford: Oxford University Press
- Ellis,R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press
- Ellis,R. & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press
- Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Ltd.
- Harmer, J. (2009). *How to Teach English*. London: Longman.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press
- Hughes, R. (2002). *Teaching and Researching Speaking*. New York: Pearson Education

Appendix I

The Students' Questionnaire

Dear students,

We are preparing a research on a classroom interaction as an educational strategy to enhance learners' speaking skill. We would be grateful if you could answer these questions to help us in our research. Please, use a cross (×) to indicate your chosen option, and specify your answer when needed.

May I thank you in advance for your collaboration

1- Specify your gender

a- Female

b- male

2- Is your level in English

a- good

b- average

c- less than average

d- I don't know

3- What type of relationship exists between you and your teacher?

a- Good

b- No relationship

4- Who does most of the talk in the classroom in Oral Expression?

a- Teacher

b- Students

5- How often the teacher gives you the opportunity to interact (give and take) with him?

a- Always

b- Sometimes

c- Never

6- Does your teacher always provide comprehensible input that is suitable to your level?

a. Yes

b. No

7- How often do you interact with your classmates inside the classroom?

a. Always

b. Sometimes

c. Never

8- Do you interact in English with your classmates outside the classroom?

a. Always

b. Sometimes

c. Never

Justify your answer

.....

.....

9- When you interact in the classroom. It is

a. You who wants

b. The teacher who asks you

10- Which of the four language skills you wish to master most?

a. Listening

b. Speaking

c. Reading

d. Writing

11- How do you judge your speaking ability as a result of classroom interaction? a. Very well

b. Well

c. Not so well

d. Bad

12- How often does your teacher interrupt you to correct your mistakes?

a. Very often

b. Sometimes

c. Rarely

d. Never

13- How do you react?

a. You like it

b. You do not like it

c. You are indifferent

14- Does regular interaction in classroom help you to reduce your speaking mistakes?

a. Yes

b. No

Justify your answer

.....

15- If you do not interact, it is because:

- a. You are not talkative
- b. The topic is not interesting
- c. The teacher does not motivate
- d. You fear to make mistakes

Appendix II

The Teachers' Questionnaire

Dear teachers,

This questionnaire is a data collection tool for a research work that aims to investigate **the Effectiveness Of Classroom Interaction In Improving Student's Speaking Skill**. I would very much appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work. Please, tick (✓) the choice that best represents your answer and give full answer where necessary.

Thank you very much in advance

Section One: Background Information

1- Specify your gender:

- a. Female
- b. Male

2- Degree (s) held:

- a. BA (Licence)
- b. MA (Master/ Magister)
- c. PHD (Doctorate)

3- How many years have you been teaching Oral Expression?

.....

Section Two: Classroom Interaction

4- In the classroom, are you

- a. Talking
- b. Average Talking
- c. Less Talking

5- Do you know about the value of classroom interaction?

- a. Yes
 - b. No
- If yes, could you specify some of its characteristics?

.....

6- Do you often apply it when teaching the oral skills?

- a. Yes
- b. No

Justify your answer

.....

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

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

8- Do students enjoy this type of interaction (Learner-Learner interaction)?

- a. Yes
- b. No
- c. Somehow

Please, explain

.....

9- What do you do to make silent students interact in the classroom?

- a. Design groups and pairs
- b. Choose interesting topics
- c. Add additional marks
- d. Use other means (please justify)

.....

Section three: Teaching Speaking

10- Which of these aspects do you focus on in classroom interaction?

- a. Fluency
- b. Accuracy
- c. Both

Please, explain why

.....

11- What are the speaking activities you focus on most to create a successful interaction?

- a. Dialogues
- b. Debates and discussions

- c. Presentations
- d. Role-plays and simulations
- e. Telling stories

12- Is it possible to make all the students participate in the speaking activities?

- a. Yes
- b. No

Please, explain

.....

.....

13- What is the speaking problems students most face in Oral Expression?

- a. Inhibition because of shyness, anxiety and stress
- b. Nothing to say about the chosen topic
- c. Low participation
- d. Mother tongue use
- e. Other problems (please justify)

.....

.....

14- If your students say anything wrong during interaction, do you:

- a. Interrupt them to correct them
- b. Correct them later
- c. Ask students to correct each other
- d. Do not correct at all

15- When you give corrective feedback to your students, do

you:

- a. Tell them about their mistakes (explicit feedback)
- b- Reformulate what they said correctly (implicit feedback)

16- In classroom interaction, do speaking mistakes and problems

- a. Last
- b. Reduce progressively
- c. Disappear completely

