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THE EFFECTIVENESS OF CLASSROOM INTERACTION IN DEVELOPING LEARNES SPEAKING SKILL

The case of second year master's students of English at Ibn Khaldoun University of TIARET

Dissertation submitted in Partial Fulfillment of the Requirements for Master Degree in didactic

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Declaration of originality

We hereby declare that this research is our own work and that is contains no material previously published or accepted for the qualification of any other degree or diploma of a university or any other institution. I also certify that the present work contains no plagiarism and is the result of our investigation expect where otherwise stared.

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Dedication

We would like to express our deep recognition to Allah, to give us determination and strength to finish this work.

We owe a debt of gratitude to our loving fathers for their understanding and endless love. For our parents who taught us the value of education and support us to achieve who we are today. For our mothers who are our source of encouragement and inspiration.

To all the members of families BOUGHARI, TRIKI and ABDI

To our adorable sisters and brothers each one with his/ her name

To our dearest friend NAIMA Soumaya

To my sister TRIKI Sabira

To my fiancé

To all our friends with whom we shared the university life

To all our teachers

To our closest friends

To all those who love us

Acknowledgements

Abstract

The present work attempts to discover the effectiveness of classroom interaction in developing students' English language speaking skill, since the purpose behind learning any language is to speak and communicate. Classroom interaction can be an appropriate pedagogical strategy to reach that goal. This study shed light on speaking skill and its importance and how it can be improved among students. It investigates how the classroom interaction can enhance the communicative exchanges between teachers and learners. The research main focus was to demonstrate that the classroom interaction is the best strategy used to develop learners' speaking skill; through the analysis of the students' questionnaire that was conducted with Master two English students of IBN KHALDOUN University of TIARET during the academic year 2019-2020, and the teachers' interview which is conducted with English teachers at IBN KHALDOUN university of TIARET. The findings of the results have revealed that both learners and teachers consider classroom interaction as an important strategy in improving the speaking skill.

Key words:

Speaking skill, classroom interaction, students, teachers, communicative, English language.

Résumé

Le présent travail tente de découvrir l'efficacité de l'interaction en classe dans le développement de la maîtrise de la langue anglaise des élèves, puisque le but de l'apprentissage de toute langue est de parler et de communiquer, l'interaction en classe peut donc être une stratégie pédagogique appropriée pour atteindre cet objectif. . Cette étude présente un aperçu général de la compétence orale et de son importance et comment elle peut être améliorée parmi les étudiants. Ensuite, il examine comment l'interaction en classe peut améliorer les échanges communicatifs entre les enseignants et les apprenants. L'objectif principal de la recherche est de démontrer que l'interaction en classe est la meilleure stratégie utilisée pour développer les compétences orales des apprenants; à travers l'analyse du questionnaire des étudiants qui est mené avec des étudiants en Master deux étudiants d'anglais de l'Université IBN KHALDOUN du TIARET au cours de l'année académique 2019-2020, et l'entretien des enseignants qui est mené avec des professeurs d'anglais de l'université IBN KHALDOUN du TIARET. Les conclusions du questionnaire des élèves et de l'entretien avec les enseignants ont révélé que tant les apprenants que les enseignants considèrent l'interaction en classe comme une stratégie importante pour améliorer la capacité de parler.

Mots clés:

Compétence orale, interaction en classe, étudiants, enseignants, communication, langue anglaise.

List of abbreviation

TEFL: Teaching English as a Foreign Language

EFL: English as a Foreign Language

CSs: Communicative strategies

EIL: English as an International Language

L1:   First Language

L2:   Second language

L3:   Third language

CS: Code switching

ST: Student

T: Teacher

FLINT: Foreign language interaction

TT: Teacher talk

ST: student talk

%:   percentage

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General introduction

1.1. General introduction

The history of language teaching has left many tools for teachers working in language classroom nowadays, it deals with how teacher, learner and knowledge interact and support one another. However, it is not easy to make learners able to use the language proficiently. The speaking skill regarded as the major skill to be developed because it is necessary for displaying the language proficiency and learners are going to be put in situation where communication in English is needed.

Classroom interaction plays an important role in the learning process; it gives the students opportunities to get feedback from the teacher or other students that lead to improve their language. Allwright (1984) *states "it is important to keep learners active in the classroom, which means reducing the amount of teacher talk in classroom and increasing the learners talk time"*. Also the interaction is considered as a key factor that lead to successful communication, so the teacher must apply classroom interaction as a way to improve the learners' speaking ability as Tsui (1995) express *"in the language classroom, be it first, second or foreign language, classroom language and interaction are even more important because language is at once the subject of study as well as the medium for learning"*.

The current work is purposefully done into three connected chapters; the first chapter is about literature review on the speaking skill. We shed the light on the components and the importance of speaking, some of the communication strategies, the connection between speaking and listening, communicative competence and difficulties that face EFL learners while speaking. The second chapter is also about literature review on the classroom interaction. We speak about the role and the importance of classroom interaction, types of classroom interaction also the categories of language acidities in classroom, some techniques of classroom interaction.

The third chapter is concerned with real opinions of master two students at IBN KHALDOUN university of TIARET regarding the classroom interaction as an effective pedagogical strategy to develop the EFL learners' speaking skill. It is the practical part of this research, it chapter seeks also to answer the research questions by confirming or disconfirming the research hypotheses, and then concludes with the research results.

Finally, some suggestions and recommendations are provided. Hopefully, this study will help educators better discover and better use speaking activities.

General introduction

1. Statement of problem

The primary aim of learning any foreign language is to use it in communication; in this research we focus to demonstrate that the classroom interaction can be an effective pedagogical strategy to develop the learners' speaking skill. The majority of students face problems in making conversation maybe because they live in non-English speaking setting. Therefore, the problem we are comforted within this research is the existing relationship between classroom interaction and developing the speaking skill. Does classroom interaction lead to a better achievement in speaking?

2. Aim of study

Through the present research, we aim at investigating how the production that arise in a classroom setting can improve the EFL learners speaking and we suggest some pedagogical recommendations for both students and teachers in order to create good classroom atmosphere during interaction.

3. Hypothesis

The classroom is the only setting where students learn English and get the opportunities for using language. It enables them to speak freely and show their oral capacities. This leads us to hypothesis if the classroom interaction works to enhance the students speaking skill or not.

4. Research methodology

In this study we want to investigate the effect of classroom interaction on developing students speaking skill. We will use both of qualitative and quantitative methods, quantitative method is for measuring and ranking generalization we will survey questionnaire to master students to know their opinion about this study and to produce general knowledge about this phenomenon. The qualitative method is for describing, interpreting and contextualizing, here we will interview teachers to produce contextual real-world knowledge and share us their experience and beliefs. Mixing this two methods allow us for a combination of numerical measurement and in-depth exploration.

5. Structure of the dissertation

The present dissertation consists of three main chapters, the first two chapters is a theoretical part and the third chapter is a practical part. The first chapter is devoted to the

speaking skill, its definitions, importance, components, the communication strategies, communicative competence and some difficulties that face learners while speaking classroom; however, the second chapter is concerned with connecting teaching speaking with classroom interaction by focusing on the classroom interaction's definitions, its types, categories of language activities in classroom and so on. The last chapter concerns the analysis of the collected data by means of the teachers' interview and the learners' questionnaires.

6. Research limitation

While conducting this research, we encountered many problems due to the Coronavirus. We faced many obstacles such as not having a face-to-face discussion with the supervisor. We have also changed the research planning, especially the practical part. There is no library open to searching for information. We have faced the lack of response among students as well as teachers for the questionnaire and the interview.

Chapter one

Speaking skill

Introduction

Teaching English as a foreign language (TEFL) is based on respective skills which include listening and reading and productive skills that involve speaking and writing. Since speaking skill is considered as an important and difficult skill, teacher must work to increase the speaking competence of their students in order to require an important place in the communication skills.

This chapter will be a general overview about speaking skill dealing with certain important related elements. First, we deal with a brief definition about speaking. Then we move to the speaking components, importance and communicative strategies. Also we describe the connection between speaking and listening

1. Speaking skill

For most people, the ability to speak is synonymous with knowing that language since speech is the most basic means of human communication (Celce-murcia 2001). Speaking is important skill in learning foreign language because it reflects people thoughts and feelings. Hedge (2000:261) stats *"a skill by which they [people] are judged while first impressions are being formed"*.

Byrne (1948:8) clarifies that speaking or oral communication is a two way process between speaker and listener and involves productive and receptive skill or understanding, speaker should use good sentences in order to make the listener understand the information that is going to be delivered. Hyams (2003:4) indicates that

> *"When you know a language, you can speak and be understood by others who know that language. This means we have capacity to produce sound that signifies certain meaning and to understand or interpret the sound*
> *Produced by others"*.

2. Components of speaking skill

Speaking is the most natural way to communicate, but it is not just by making sound; it is a complex art. To speak the language fluently and accurately, learners need to be able to know the components of speaking which are very important. According to Harris (1974) there are five components of speaking skill concerned with pronunciation, grammar, vocabulary, fluency and comprehension.

2.1.   Pronunciation

Pronunciation is the way learners produce language when they speak, they should be aware of the different sounds and their features and the way words are pronounced (made in the

mouth). "*English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow*". Gilbert (2008: 1)

In order to achieve the accuracy, students should pronounce in a correct way as Verchota (2007:104) mention "*Pronunciation means to say words in way that are generally accepted or understood*". It includes many aspects like the articulation, rhythm, intonation, phrasing and peripherally even gestures and the body language and eye contact.

2.2. Grammar

Grammar refers to range the appropriate use of learners' grammatical structure either in oral or written form. Nelson (2001:1) mentions that "*Grammar is the study of how words combine to form sentences*". There are nine parts of speech

- Verb and verb tenses: used to describe things or situations (past, present or future).
- Nouns: represent people, place or thing.
- Adjectives: words tell more about nouns.
- Adverb: tells more about verbs and adjectives.
- Determiners: words that start a noun phrase.
- Prepositions: express the relationship of a noun or pronoun to other words.
- Pronouns: sometime takes the place of the noun.
- Conjunctions: join two parts of sentences.
- Interjection: short exclamations with no real grammatical value.

Thornbury (2005) lists the following features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.
- Performance effects (hesitation, repeats, false starts, incompletion, syntactic blends).

2.3. Vocabulary

Vocabulary refers to the large amount of words and expression that people know and use correctly. According to Oxford dictionary vocabulary is *"1 (C.U) all the words that a person know or uses. 2 (C) all the words in a language. 3 (C.U) list of words with their meaning"*.

Vocabulary is also the appropriate selection of words either in written or oral form. For learners, knowing many vocabularies will be easier to express their ideas, feelings and thoughts especially those living in non-English speaking setting , thus learners inside the classroom need to know words, their meaning how to spell and how to pronounce it, because vocabulary is a based building of language learning.

2.4. Fluency

To achieve fluency, the teachers must allow students to express themselves freely without interruption. According to Hedge tricia (2000:54) defines fluency as *"The ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation"*. Fluency is one of the most important characteristics of the speaker performance, it is the ability to speak or write the language easier, well and quickly in a coherent way.

Students must know how to link words and phrases effectively, using stress, intonation and pronounce sound clearly i.e. doing all of this in fluent and accurately and it is the teachers' role to train learners to use their personal language freely.

2.5. Comprehension

Refers to the learners' understanding (the ability to understand quickly what they heard and say in a foreign language) learners should make sure that they understand everything clearly in each sentence in terms of pronunciation, vocabulary and grammar by the teachers' help; also the learner should listen carefully and try to repeat what they heard because without being able to repeat, the learners cannot understand it.

Some of the strategies used by teachers to encourage speaking comprehension for learners first is reading and give learners opportunities to speak and make mistakes and correct it for themselves, test them by asking comprehensive questions and train them to enhance their aural and oral capacities.

3. The importance of speaking skill

Mastering the speaking skills considered as the mastery of all the other skills according to Ur (2000:12) *"of all the 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"*. Speaking allows speakers to form a connection and convey their messages in a thoughtful manner where they should use grammar, vocabulary and pronunciation in a correct form and assure that they are not misunderstood. It is important to understand that the main purpose of integrating the four skills is developing real life communication.

The majority of classroom courses give more importance to the reading and writing skills and seek to develop them, forgetting how important speaking skill is, especially since the learner does not have the opportunity to practice the latter outside of school. Many traditional approaches of language learning and teaching like the grammar translation method fail to give the speaking skill its true value, and they emphasis only on reading and writing, Revel (1991:5) claim that *"theories of communicative competence imply that teachers must do more than just supply learners with a number of language structure to manipulate"* so it is better to create courses to integrate the language skills with communicative skills to improve the learners' communicative competence using accurate and fluent language.

To integrate the speaking skills in the teaching process, the teacher may used many effective approaches which aim ultimately to preserve accurately while the making use of authentic communicative activities for the learners like the PPP approach which stands for presentation, practice and production where the learners produce certain structure according to a certain real life situation. Also, when presenting and practicing new linguistics terms, the teacher should provide communicative activities to reinforce learners from controlled practice to free production. Speaking English fluently may influence the professional career of learners as Baker and Westrup (2003: 05) support *"A student who can speak English well may have greater chance for further education, of finding employment and gaining promotion"*.

Speaking skill is the active use of language to express meaning that's why many people give importance to speaking rather than anything in the language as Cecle-murcia (2001: 103) argues *"The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication."*

4. Communicative strategies

There are many EFL learners who learn English for many years and they still have not been able to speak English fluently due to the teachers focusing only on the form and the function of the language. To cope with this problem in speaking and to speak fluently, learners need to understand well about Communication Strategies. Selinker (1972) proposes the concept of communicative strategies (CSs) in his paper entitled interlanguage which explains about errors and mistakes made by learners of second language a recent interpretation by Maleki (2007) characterizes CSs *"...as an individual's attempt to find a way to fill the gap between their communication effort and immediate available linguistic resources"*.

Communication strategies are used by the learners to handle their problems during communication; Ellis (1994:16) states that communication strategies are *"process account for how the learners make use the existing knowledge to cope with communication difficulties"*. This means that the communication problems might cause by a limited knowledge of the L2. So, the aim behind the communication strategies is to help learners send messages and make listeners catch their ideas.

According to Dornyie (1995) there are three main types of communication strategies; avoidance or reduction strategies, achievement or compensatory strategies and, stalling or time gaining strategies.

4.1. Avoidance or reduction strategies

Avoidance is one of the common strategies employed by EFL learners when producing the target language when they have inadequate and incomplete knowledge about the grammatical rules and lexical items. Trone (1981:185_195) mentions that, language learners sometimes try to talk about a topic, but abandon the effort in mid-utterance after discovering that they lack the language resources needed to complete their massage. Avoidance or reduction strategies contain two main sub-strategies.

4.1.1. Message abandonment

It refers to leaving the message unfinished due to the lack of the grammatical structure and the lexical items. Dornyie (1995:55_58) define message abandonment as *"leaving message unfinished because of language difficulties"*.

For example

"S1: umm … why does the earth not have rings like Saturn?

S2: why … rings?

S1: yes, why does the earth not have rings like Saturn?

S2: Ah … I am not sure but … the ….maybe because …umm …. the earth have …. Ah …. I do not know how to explain"

4.1.2. Topic avoidance

When the learner avoids a linguistic form or has difficulty with one of the three linguistics levels phonology, morphology and grammar and reduce his/her communicative goal in order to avoid problem (Faerch and Kadper 1983:34).

Dornyie (1995:55_58) states topic avoidance is *"avoiding topic areas or concepts which pose language difficulties"*.

For example

"T: what is your opinion about using technology in developing the learners' capacities?

S: umm.. I think that … it is … ah .. good and ah ….actually, the European countries ..ah … are developing….ah Developed ah ….they … use applications umm….To study".

4.2. Achievement or compensatory strategies

Learners use the achievement strategies to fill in the gap the weakness of the target language by using a replacement words to convey their messages without losing or changing the meaning and reach the communication goal. According to Dornyie (1995:55_58) achievement strategies can be divided into this following categories.

4.2.1. Circumlocution

Circumlocution is a communicative strategy (CS) that allows learners express themselves even when there is a gap in their linguistic knowledge. It is defined by Hedge (2000) as *"knowing how to use different kinds of strategies... to express something when language resources are lacking"*.

Dornyie (1995:55_58) defines it *"describing or exemplifying the target object or the action"*. For example someone who do not speak English fluently, his stomach hurts him he must go to see the doctor how can he explain his feeling to the doctor when he cannot remember the words "stomach" or "hurts". He maybe explains his situation using the circumlocution for instance he says "something bad happened in the middle part of my body".

4.2.2. Approximation

Learners use the approximation in order to substitute items that they assume that it conveys the semantic meanings related to their intended goal. Dornyie (1995:55_58) defines approximation as *"Using an alternative term to express the meaning of the target lexical item as closely as possible"*. For example

S1: what is your father's work?

S2: my father is a president (principal) in the high school

4.2.3. Use of all purpose words

Use all purpose refer to things that have a lot of different uses in a lot of different situations, learners resort to use all purpose words in order to extend the general empty lexical items to contexts where specific words are lacking

4.2.4. Words coinage

The learners make up new words in order to communicate "a desired concept" (Torone 1978). Dornyei (1995:55_58) defines words coinage as *"creating a non-existing L2 word based on supposed rule"*.

4.2.5. Use of non-linguistic means

Non-linguistic is not related to the use of the language, its input provide deep meaningful context for word understanding and it is another way to memorizing. Dornyie (1995:55_58) defines the use of non linguistic means as *"mime, gesture, facial expression or sound imitation"*. In the book, Classroom Instruction (2nd edition, 2012) the authors point out five non-linguistic representation strategies that teachers can model and use to motivate learners, these five strategies have been shown to help learners create, store, and manipulate information these strategies are creating graphic organizers, making physical models/

manipulative, generating mental pictures, helping students refine their ability to create pictures, illustrations and pictographs and finally engage in kinesthetic activities.

EFL learners have used non-linguistic means strategies such as the hand movement, mimes, eyes contact and smiles in the conversations in order to help themselves to handle some speaking problems which caused by their limited mastery of linguistic elements such as lack of vocabulary and grammar.

4.2.6. Literal translation

The learner translates a word, a compound word or a structure from L1 to the L2 (Torone 1977, Faerch and Kasper 1984, Willems1987).

Munday (2001:5) states that translation refers to "*changing of original source text of one language in deferent language*". And Dornyie (1995:55_58) declares that *"translating literally a lexical item, an idiom, a compound word or structure from L1 to L2"*.

4.2.7. Foreignizing

Foreignization and domestication are the two opposite strategies that represent the two different approaches to translation. According to Myskja (2013:3) in the foreignizing translation, the translator "*intentionally disrupts the linguistic and genre expectation of the target language in order to make the otherness of the translated text*". And Dornyie (1995:55_58) defines the Foreignizing as *"using a L1 word by adjusting to L2 phonologically (e.g., with a L2 pronunciation) and or morphologically (e.g., adding to it L2 suffix)"*.

4.2.8. Code switching

Code switching (CS) occurs when the speaker alternative between two or more languages or varieties in a single conversation as Myers-scotton (1993:1) defines it as "*the use of two or more languages within the same conversation*". And it depend on the speaker and his degree of mastery the language and his flexibility between languages. According to Dornyie (1995:5_58) CS is *"using a L1 word with L2 pronunciation or L3 word with L3 pronunciation in L2"*.

Code switching is common used among the EFL learners by shifting between two codes to discuss a topic or express their feeling and attitude also to cover their vocabulary weakness

because it can take a place when the learner cannot find an equivalent word in the target language. For example

"Start the sentence in English y termino' en Espanol"

"Start the sentence in English and finish it in Spanish"

4.2.9 Appeal for help

Usually the speaker resort to appeal for help from his/her partner in the conversation either in a direct way by asking a direct questions (e.g., how do you call this) or in an indirect way (e.g.,. pause, eye contact, etc) Dornyie (1995:55_58) defines the strategy of appeal for help as *"turning to conversation partner for help either directly or indirectly"* .the learner ask his friend or the teacher for help because of the lack of vocabulary.

4.3. Stalling or time-gaining strategies

Stalling and time-gaining strategies are spontaneously used by learners such as the hesitation devices as gambits like the expressions "emm.. ah.. aaa.." in order to get more time to think or remember when they lost the words (torone1977, Faerch and Kasper 1984, Willems 1987).

4.3.1 Use of fillers and hesitation devises

All of the learners used fillers and hesitation devices in their communication such as repetition and short pause. It suggests that these kinds of communication strategies are the high frequency elements, and learners tend to resort to the strategies in numerous problem-situations in their discourse. (Gass and Selinker 1994).

5. The Connection between speaking and listening

Speaking skills and listening skills in integration can achieve effective communication and can never be occur in isolation of each other as Redmond and Vrchota (2007:120) stat *"speakers are at the mercy of listeners"*. That is mean each one relies on the other in order to form a successful conversation.

Listening and speaking are very important part in relation to the acquisition of English. These two skills should be improved and always kept in coordination with each other. However, most EFL learners do not pay more attention to them. Rivers (1966:196) claims

that *"speaking does not itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached"*. The limited exposure of the target language and the lack of opportunities to practice speaking and listening do not let the communicative abilities of learners fully develop.

Teaching listening and speaking skills in integration improves the oral communicative competence of the learner and exposes them to the authentic language, Davies and Pearse (2002:99) state that *"real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom"*.

6. Communicative competence

Language is used for verbal thinking, problem solving, expressing ideas, exchange knowledge and facts but it is used essentially for communication.

Communicative competence refers to the speaker's ability to use the language in the right context for the right purpose .understanding linguistics, sociolinguistics, semantics and socio-cultural aspects of certain language and the ability to handle linguistic variation and the various uses of language in the context can be the way for better communication and the right use of speaker's competence in using the language to express meaning and exchange ideas.

Communicative competence has to be recognized as the most significant component in the language user's way of speaking, way of writing, way of reading and above all, the way of using the language in the practical context. the language user must have the ability and competency to deliver his thoughts to the others in manner that they can understand his knowledge and message not only through communication by speaking but also by writing with an effective techniques that can help the reader understand what is he going to provide according to the situation where the language is used. It has been explained that the innate ability of using the language in the practical context can very well be decided only on the potentiality that the learner unconsciously acquires the language norms together with the societal norms.

using English language by non-native speakers to communicate is little bit difficult for them to express their thoughts effectively without doing any mistakes .The use of the language appropriately depends on the understanding of its structure, its aspects and understanding where and when to put each word in its right context for its right purpose to get

a clear idea about what the speaker wants to convey. However, the luck of competence and performance in the use of language while speakers communicate gives a wrong conceptualization about the idea of what is going to be mentioned by others who are well communicatively competent.

6.1.   Communication

Refers to acknowledging and   performing specific social functions and memberships, it is to know and use concrete technical devices for conveying specific social functions.

Communication is the natural aspect of man's life, it is the act of transferring the knowledge from one person or a group to another and it involves a sender, message and recipient through verbal and non verbal means including speech or oral communication, writing and graphical representations. More simply, communication is said to be "The creation and exchange of meaning."

Means of communication has developed through time to help human's to communicate and to convey their ideas and wants by using different materials depending on the situation and the time , for instance in this generation technology is spreading over the world and to communicate with other only social media is the best solution. According to Newnam and Sumer *"communication is exchange of facts, ideas, opinions or emotions by two or more persons"*. PETER characterised *that   "communication is the process by which information is transmitted between in individuals or organizations so that an understanding response result"*.   Louis A Allen claims tha*t "communication is the sum of all activities that one person does when he wants to create understanding in the mind of another. It is a bridge of meaning. It involves systematic process of telling, listening and understanding"*. However for an effective communication , competency must be an essential part However competency is the ability to do something or use a set of related knowledge, skills , and abilities required to successfully perform critical work functions.

6.2.   The development of the term "communicative competence"

The concept of Communicative competence has been explained and studied through years by many linguists such as Hymes, Chomsky and others. The term "communicative competence" was first   introduced by Hymes (1972) as a sociolinguistic concept in reaction to the concept of *"linguistic competence"* which was proposed by Chomsky (1965). Chomsky made clear distinction between competence and performance , he refers to competence as

the native speaker's (ideal speaker- listener's) knowledge of the linguistic system (grammar) of their language, such underlying principal enables a user of a language to produce and understand an infinite set of sentences out of a finite set of rules , while performance seen as the actual language use (Chomsky 2006). Dell Hymes reacted to Chomsky's conception of communicative competence because Hymes feels that Chomsky omitted almost everything about socio-cultural significance (p.280). Knowing how to form grammatically correct sentences is insufficient to have communicative competence, in his seminal article " On Communicative Competence " points out that when children acquire their mother tongue or learn a foreign language , they must learn how to construct and understand correct grammatical sentences and also to use these sentences appropriately with the social context they occur.

According to Hymes (1972) communicative competence is the use of language to convey a message to others and to understand others messages within specific context. It is also implies that the language learners ability to relate what is learnt in classroom to the outside world. HYMES explains his theory through four lenses necessary for communicative competence: possibility, feasibility, appropriateness, and occurrence.

1. Whether (and to what degree) something is formally possible
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available
3. Whether (and to what degree) something is appropriate (adequate , happy , successful) in relation to context in which it is used and evaluated
4. Whether (and to what degree) something is in fact done , actually performed , and what it's doing entails
5. This parameters need to be referred to in any investigation of the abilities of the language learner

Hymes (1972) claims that communicative competence is knowing how, where, and when to use the language appropriately rather than knowing how to produce the grammatical structure. Hymes ideas about "communicative competence" were later developed by Canal & Swain in 1980.Their concept of "communicative competence" refers to the relationship and interaction between grammatical competence, knowledge of the rules of grammar , and sociolinguistic competence, or knowledge of rules of language use (Canal & Swain). Their view of communicative competence is: *"a synthesis of knowledge of basic grammatical*

principles, knowledge of how language is used in social settings to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principles of discourse". First, grammatical competence   refers to the accurate knowledge of sentence formation and vocabulary; it is the acquisition of the phonological rules, morphological rules, syntactic rules and lexical items. Second , sociolinguistic competence refers to the learning of pragmatic aspect of various speech act , namely, the cultural values , norms , and understanding of the different social context in producing and understanding the language and finally, the strategic competence refers to the achievement of communicative goals and the effectiveness of communication (Canal &Swain,1980:28-31) such as recognizing discourse structure , activating background knowledge , contextual guessing , and tolerating ambiguity.

After three years in 1983 Canal introduced his new model of communicative competence, according to his opinion in communicative competence communication is*" the exchange and negotiation of information between at least two individuals through the use of verbal and non-verbal modes, and production and comprehension processes"*(p.7). Four components were mentioned by him; grammatical competence, sociolinguistic competence discourse competence and strategic competence.

Another development of the notion "communicative competence" was increased by Bachman in 1990 as "communicative language ability "who describes the term as "knowledge, or competence, and the capacity for implementing or executing that competence in appropriate contextualised communicative language use "(Bachman 1990:84). The former divided communicative language ability to three important components including "language competence, strategic competence and psychological mechanisms" (Bachman, 1990: 107).

Language competence includes organizational competence and pragmatic competence, organizational competence in turn includes grammatical and textual abilities which involve production and comprehension of the language. Textual competence is related to discourse competences which include dialogue and discussions. However, pragmatic competence according to Bachman (1990, p.89) concerned with *"the relationship between utterances and the acts or functions that speakers intend to perform through these utterances",* in other words, speakers must create a balance between the use of utterances and how to perform to clarify his information that he wants to convey .

Strategic competence is considered as the major component to Bachman. It is at the same level with language competence. He believed that strategic competence as *"an important part of all communicative language use, not just that in which language abilities are deficient and must be compensated for by other means"*.

In 1995 Celce-murcia, Dornyel and Thurrells claimed that their development of communicative competence is a continuation of Canal and Swain's model (1980) which includes five competencies; linguistic competence, strategic competence, sociocultural competence, actional competence and discourse competence.

Celce-murcia, Dornyel and Thurrells declared that their model is different from Canal and Swain's model so they made two changes; they declared that using "linguistic competence" includes lexis, phonology, morphology, and syntax is appropriate in use rather than "grammatical competence". First, they preferred to use "sociocultural competence" instead of "sociolinguistic competence" in order to differentiate it from "actional competence". For them "sociocultural competence" is understanding how to express messages and consider the cultural background by using it in appropriate way in social context for communication, that means speaker should consider pragmatic knowledge that mainly refers to know the language variation with reference to sociocultural norms of the target knowledge. Second, grammatical competence should be classified as linguistic competence to explicitly including sounds system, sentence patterns, lexical resources and phonological system.

Strategic competence defined according to them as to know how to use communication strategies; they focus more on them because they are most relevant to communication language use. Communication strategies included by (Celce-murcia et al.1995:26-29) as following; achievement, stalling or time gaining, self-monitoring and social strategies.

Their explanation for linguistic competence is that it consists of four types of knowledge and basic elements of communication; phonological knowledge such as vowels, consonants, and syllable, lexical knowledge includes (nouns, verbs adjectives...), morphological knowledge includes parts of speech and grammatical inflections and the last one is syntactic knowledge.

Discourse competence was described for them and as they comprises on some components as cohesion, coherence, conversational structure to achieve better spoken or written text by producing arrange words, sentences and utterances.

Interactional competence by Celce-murcia, Dornyel and Thurrells are mainly restricted by oral communication by understanding communicative intent relating to actions and linguistic form involving interaction such as interpersonal exchanges, expression of opinions and feelings, they divided it into two main components knowledge of language function and knowledge of speech act set.

Chomskey	Hymes	Canal and Swain	Canal	Celce- Murcia et
(1957,1965)	(1967,1972)	(1980)	(1983)	all.(1995)
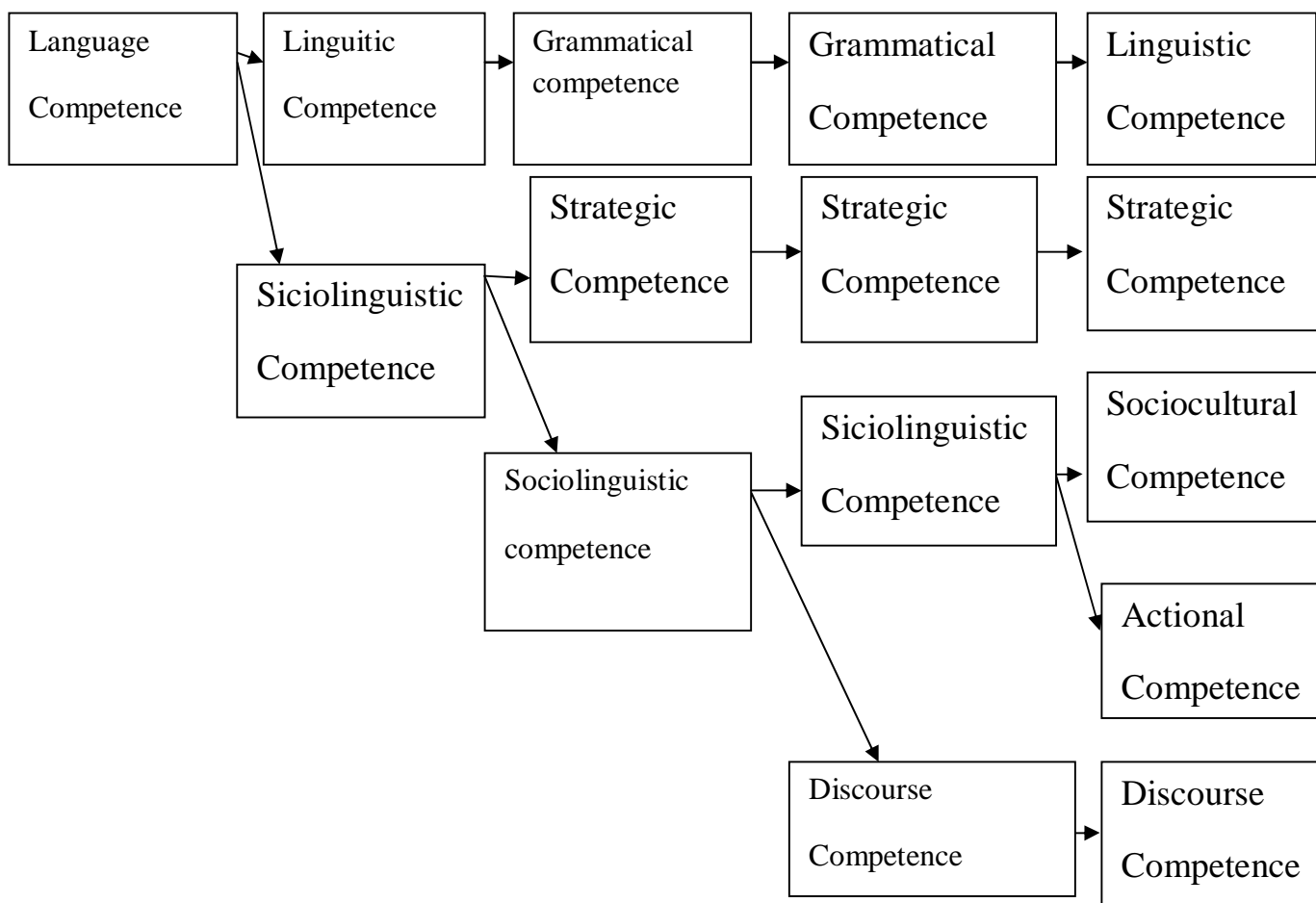
Figure 1: Chronological evolution of communicative competence (adapted from Murcia, 1995)

The most recent description of the term communicative competence was presented by Littlewood in (2011), he takes Canal and Swain model as the initial model and he started developing it by adding fifth components which are:

- Linguistic competence includes grammar, semantics, knowledge of vocabulary, phonology...

- Discourse competence refers to language use in social contexts where it enables the speaker to be able to arrange words, phrases and sentences including language cohesion and coherence.

- Pragmatic competence enables speakers to use language effectively in contextually appropriate manner to achieve a specific purpose.

- Sociolinguistic competence is the knowledge of how to use language appropriately in social situations which include some aspects such as, values, norms, beliefs and behavioural patterns of a culture.

- Sociocultural competence includes awareness of the cultural knowledge that affects the exchange of meanings and may lead to misunderstanding in intercultural communication.

6.3.   Communicative competence and English as an international language

English language is considered as an international language and a means of communication, using it effectively learners can express their feelings, opinion they can exchange ideas and information .Most likely, English language has become the primary language that is used for communication and widely used because of its political, military, scientific and technological power since it is the language of the world. By time it become the vehicle language that is used for communication across the whole world, mastering a foreign language is to speak it fluently and accurately. The concept of EIL was first proposed by Smith (1976), as English become an international language , it has developed as a research field and gained recognition in English education and related research fields. However, developing oral proficiency level of a foreign language has been the first concern of many learners and teachers in teaching and learning process which has been the priority for many FL learners. Although FL learner's avoid using a foreign language in their speech and daily life because of many factors that tend to act as a brake on the development process such as communication needs where the purpose of learning a second or a foreign language is communication, when learner's communication needs are not enough sufficient communication would be less used, cultural factors also plays a major role where the balance between linguistic and cultural role must be maintain, when the learner acquires the language he would know how to talk like a native speaker but he would not know how to behave like a native. Jenkins (2002) makes a distinction between EIL and EFL. EFL is to use English

language as a "foreigner" to communicate with native speakers, its purpose is to gain the near- native competence while, EIL is to use English as "international" speakers of language, its purpose is to use the English language for international communication.

Therefore, in this recent period of time teachers are focusing more on developing learners oral communication skill in classroom because it is the only solution for creating interaction as opposed to the previous time where only the teacher who can speak in classroom and control his learners, he was the only one how can share his ideas to learners and his learners has no opportunity to express their feelings and ideas. Widdowson (1997, 139_140) characterises EIL:

English as an international language is not distributed as a set of established Encoded forms, unchanged into different domains of use, but it is spread as Virtual language ...It is not a matter of actual language being distributed But of the virtual language being spread and in the process being variously Actualized. The distribution of the actual language implies adoption and Conformity. The spread of virtual language implies adaption and Nonconformity... It spreads, and as it does, it gets adapted as the virtual Language gets actualized in diverse ways, become subject to local Constrains and controls.

The development of teaching and learning process over the world during recent years in both state and commercial educational institution has created a new cadre of professionals; teachers of EFL. In many countries English is considered as a second language where it is used by citizens in their daily life, their institutions and their speech community but in other countries, English is a foreign language where it is taught in schools, but has no essential role in social life like our case in Algeria. However, the role of English in any nation is influenced by geographical, historical, cultural and political factors, not all which are immutable. It is mentioned that learners of English as a foreign language have a choice of language variety to a large extent than second language learners.

7. Difficulties that face learners in speaking the language

This study was conducted to find out the difficulties of teachers and learners in teaching and learning speaking skill in classroom such as anxiety, luck of vocabulary, inhibition, luck of motivation and confidence, etc. It is commonly known that English language is an international language which seems to be difficult to learn for non-native speakers especially when speaking and interacting.

Speaking is one of the four skills that students need so as to communicate effectively. It is a complex process that needs learner's ability to express themselves to convey their thoughts and opinions orally, coherently, fluently and appropriately in a given meaningful context.

When speaking the language, the learner must use the appropriate patterns and utterances in order to convey the message in right way, and to make the audience understand what the subject matter is about but with these difficulties the learner is unable to express what goes in his mind.

7.1. Anxiety

Anxiety is a composite variable which consist of uncertainty, embarrassment in speaking the English language in classroom, it is one of the remarkable obstacles that prevent students from learning different skills in a proficient, coherent manner and prevent them from expressing their thoughts ideas and their understandings.

Anxiety defined by means of Scovel (1978:134) *"as an apprehension and a vague fear. It is a complex phenomenon to describe since it arises from divers resources"*. Scovel (1991:18) further states that *"anxiety is a psychological construct, commonly described by psychologists as a state of that is vague fear apprehension, only indirectly associated with an object."* It also defined by Spielberg (1983) as *"the subjective feeling of tension, apprehension, nervousness, and worry associated with nervous of arousal and system."*

Anxiety is that feeling of worry ,nervousness about something, students find difficulties in their learning process, they worry when they participate, communicate and interact to each other, this kind of feeling makes the student unable to understand and learn the language in a better way. It makes them uncomfortable, always being shy when they interact to their classmates or even to their teacher. In order to overcome anxiety, teachers should be more careful about anxiety by finding some techniques that allow students to participate more in oral activities .In addition, providing students with positive reinforcement, motivating them and creating an easy environment in class .

7.2. Luck of multimedia project teaching and learning system

Multimedia is now permeating the educational system as a tool for effective teaching and learning process, it is consider as being an effective instructional medium for delivering information. Multimedia in education is an effective manner for teaching individuals a wide

range subjects. It changes the way learners communicates with each other , the way they send and receive messages in a more effectively done and better comprehended.

Multimedia is defined as the combination of various digital media types such as Text, images, sound and video into an integrated multi-sensory interactive application or presentation to convey a message to an audience. Multimedia means *"an individual or a small group using a computer to interact with information that is represented in several media, by repeatedly selecting what to see and hear next"* (Agnew, Kellerman and Meyer, 1996).

Multimedia could be as a combination of data carriers, such as video, CD-ROM, floppy disks, internet and software in which the possibility for an interactive approach is offered (Sneets, 1996; Jager and Lokman, 1996).

For this new generation everything has been changed in the educational system , education nowadays is basically based on using the internet and technology rather than using books as previous generations .using networks such as Face book, Tweeter , Messenger is now the best solution for searching for information and exchange knowledge between learners. Television, internet, graphics, projector, computer and its accessories are the tools of teaching and learning process that has been used in this period of time.

7.3.   Luck of vocabulary

One of the most obstacles in learning any language is that the luck of vocabulary, it is the gap that the learner must know and search for it by using different methods and strategies to accomplish his understanding and to enhance his own learning. Vocabulary learning is the major challenge that the learner faces in learning a language. Therefore, learner must depend first on himself by searching for synonyms, opposite of a word in order to have a baggage and use these words in different situations. Second; he must depend on his teacher knowledge and ask him in order to get clear information about the word he wants to investigate.

7.3.1.   Vocabulary learning strategies

Language learning strategies are methods that students use to increase their own learning because they are device for active self- responsible learning and a helpful for developing academic competence. Learners must increase their vocabulary knowledge in order to convey meaning and to make their learning easier and more effective by using different learning vocabulary strategies such as consulting their dictionaries, put a certain amount of efforts for a

better vocabulary acquisition from taking notes, reviewing , observing and sometimes memorising.

7.4. Fear of mistakes

Many students try to participate in classroom but there are many factors stop them to do so. Students Fear from making mistakes when they speak especially in front of critical audience that makes them unable to express what they want to express in a correct way. AFTAT (2008) stated that this fear is linked to the issue of correction and negative evaluation. That is to say evaluation is an important process which gives the student a vision about his level. Therefore, teachers must convince their students that they can learn from their mistakes and without mistakes we can never learn.

Stress and shyness one of the most obstacles that learner can face when speaking and interacting in class because when he starts speaking he thinks that the use of language , his pronunciation , the use of correct structure of utterances are wrong which stop the learner from speaking freely and confidently in front of the whole class, this indicates that shyness could be a source of problem in student's learning activities in the classroom especially in the class of speaking.

Conclusion

In this chapter, we attempted to examine the importance of speaking skill in developing learners' communication abilities and to explain how far communication can lead learners to interact in classroom setting. Level of competency can be described in using the language effectively to perform in a particular situation either by verbal communication which is by speaking and introducing sounds and formulating sentences or by non verbal communication that is to say by using hand jesters and body language. In classroom setting learners have some difficulties when they want to share their ideas with their classmates because of the lack of communication between them which is a result many factors such as anxiety, lack of vocabulary and shyness.

Speaking skill is an important component in the teaching and learning process, it depends on learners' abilities in using language appropriately and by communicating and interacting in the classroom. The level of oral proficiency can be developed by the help of the teacher by using different methods and techniques that help learners overcome their shyness.

Many learners aim at achieving a good oral proficiency in the process of learning the second language, because now generation- learners use different social media that demands use of the language to communicate with native speakers in order to deliver the message, knowledge and also to make the other person understand the point.

Chapter two

Classroom interaction

Introduction

The term classroom interaction refers to the communicative exchanges between teachers and learners as well as the learners themselves who learn inside the classroom in order to receive input and produce output, in this sense Nunan (1991:51) states *"learning to speak in a second or a foreign language will be facilitated when learners actively engaged with attempting to communicate"*. In this chapter we will deal with classroom inreraction as an effective pidagogical strategy, starting with a brief difinition about classroom interaction. Then we explain the role, types and how the classroom management happen. Also the Categories of language activities in classroom

1. Classroom interaction

Classroom interaction plays a significant role in the process of teaching and learning a language especially when teachers can manage the interaction for practicing speaking skill.

"It is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development ". Hall and Verplaetse (2000:10*)*

According to the Oxford World English Dictionary, *interaction* is basically defined as *"reciprocal action or influence"* (n.d.). Nevertheless, the Cambridge Advanced Learner's Dictionary & Thesaurus provides a more thorough definition when illustrating interaction as *"an occasion when two or more people or things communicate with or react to each other."* In short, the learner should consider the ideas and verbs hereby expressed (action, influence, communicate and react) and extrapolate them to the light of everyday EFL classrooms.

2. The importance of classroom interaction

Classroom interaction plays an important role in developing the learning process since it is considered as the medium of communication between learners. It has also a significant role in second language learning because it is considered as a method of motivation for learners to do their best when they speak in the classroom setting and using   their non – native language. Many researchers focused on the importance of the interaction in second language learning.

The learner cannot master the L2 language unless he acquires his target language, as Nunan (1991) states that language is acquired to communicate between learners through understanding their target language first then using the second language to communicate.

Classroom interaction has several objectives to achieve including:

- Classroom interaction helps learners to develop their learning and communication skill.
- It helps them to communicate easily without facing any obstacles or difficulties in using the language.
- Classroom interaction helps learners to get off from their shyness and fear and give them self confidence.
- Their abilities and capacities will be approved whether it is spoken or written one.
- Teachers will depend on the learner's capacity by giving them the chance to explain an activity to themselves using their understanding.
- It helps the teacher know his learner's weaknesses and evaluate their level by providing them with a feedback.
- It gives more chances and opportunities for learners to participate and to deliver their knowledge and information.

Two important skills can be developed more through interaction which are speaking and listening. Learners will be competent enough, think critically and they will be able to share their thinking and views easily to their peers. In addition, their oral proficiency and listening skill will be approved by producing meaningful sentences and give learners the opportunity to hear what others say carefully. According to Hedge (2000, p.13) *"interaction pushes learners to produce more accurate and appropriate language, which itself provides input for other student. This is one reason why pair work and group work have become common features of contemporary classroom"*. Providing accurate appropriate language leads to create interaction where the learner can produce the language to others that he depends on to convey his thought either by himself or while work in a groups.

3. The role of classroom interaction

Interaction is defined as the fundamental and successful pedagogy that involves the appropriate management of the classroom interaction, it was referred to as *"The fundamental*

fact of pedagogy", also *"Successful pedagogy involves the successful management of the classroom interaction"* Alwright (1984:156) (as sited in Ellis, 1997 p173).

> *"Through interaction, students can increase their language store as they   listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language-all they have learned or casually absorbed-in real life exchanges".* Rivers (1987:4_5)

The interaction may help the learners to express their ideas, thoughts and feelings by making comments, speaking in the class, asking and answering questions, talking about real life and taking part in discussion either in oral or written form.

 According to Brown (1994), speaking is an interactive process of constructing meaning; it gives learners opportunities to get feedback, which involves producing, receiving and processing information. For Hedge (2000) classroom interaction makes learners able to cover their weakness and their lack of knowledge in the language, for instance, students speaking slowly, repeating or clarifying their ideas while talking together which aimed at making the output more comprehensible.

In addition, Tsui (1995:12) says that *"In the language classroom, be it first, second or foreign language, classroom language and interaction are even more important because language is at once the subject of study as well as medium of learning"*. For EFL learners, classroom interaction is essential to enrich foreign language communication because it works to enhance their oral fluency and accuracy.

4. Types of classroom interaction

In the communicative approach of language teaching and learning, classroom interaction occurs either between learners and the teacher or between the learners themselves. Arnold (1999) mentions that during the learning event, the teacher and the learner are mutually acting, affecting each other to evoke an experience, a meaning or relationship.

According to Van Lier (1996) there are two main types of classroom interaction, teacher-learner interaction and learner-learner interaction. (As cited in Luu and Nguyen, 2010).

4.1. **Teacher-learner interaction**

It happens between the teacher and learners, according to HAMER (1998) language is a skill that is shared between the teacher and learners since the teacher rely on the students' understanding of the input that is lead learners respond to their teacher and interact with him by asking questions or clarification. He adds that the way teacher interact with learners is considered as an important skill used by the teacher in the learning and the teaching process.

According to Kundu (1993:13) in the classroom, learners sometimes ask questions or ask for clarification and teacher responds to them since he/ she is considered as the central part in the classroom interaction.

> *"Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive*". (As quoted in Lynch, 1996 p 109).

Scrinvener (2005:85) made the following diagram to clarify how the teacher-learner interaction happens.
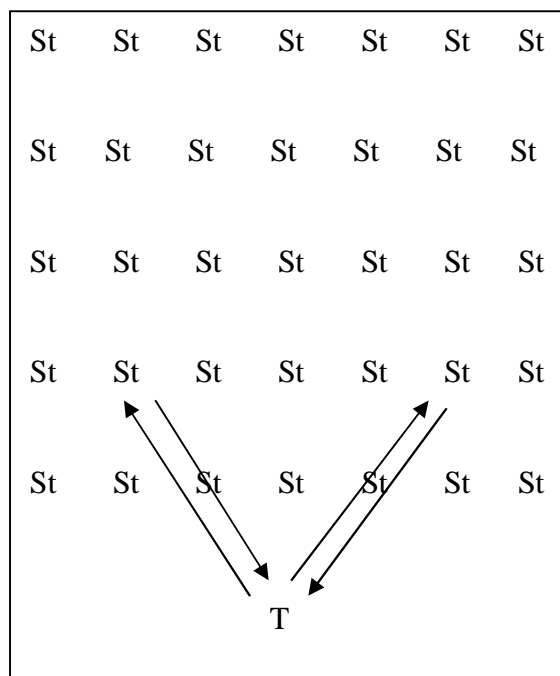
Figure2: interaction between teacher and students (Scrinvener 2005)

Key:

↗   Teacher interaction with student

↙   Student interaction with teacher

St   Student

T   Teacher

4.2. Student-student interaction

Learner-learner interaction occurs among learners, according to Taun and Nhu (2010) in the student-student interaction, the teacher plays the role of monitor and the learners are the participants. In this case learners interact among themselves and become active participants; they receive feedback by correcting their mistakes by themselves.

Student-student interaction works to develop the learners' capacities through the collaborative exchanges of thoughts and ideas between learners.

> "*Student-student interaction in foreign language classrooms can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self-select when to participate, control the topic of discussion, and, most importantly, it draws on their own prior knowledge and interactional competencies to actively communicate with others*". Johnson (1995:189)

That means that student-student interaction works to develop the learners' capacities through the collaborative exchanges of thoughts and ideas between learners.

The diagram bellow made by Scrinvener (2005:86) shows the interaction between learners.
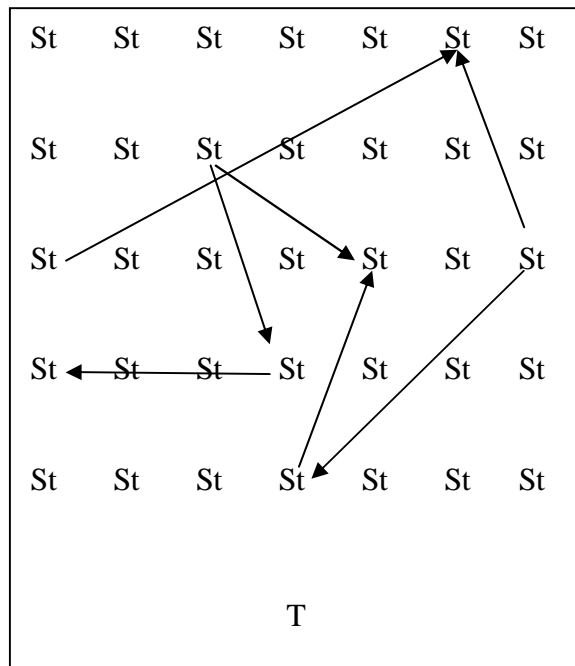
Figure 3: interaction between students (Scrinvener 2005)

<u>**Key**</u>

   ↗   Student-student interaction

St   Student

T   Teacher

5. Classroom management

In order to make learners interact more and practice the speaking skill effectively, the teacher must use some techniques and activities. According to scholars, pair-work, group-work, discussion, simulation and role plays are the most common techniques that can enhance the learners' interaction inside the classroom. Besides the teacher should introduce variation in the interactions pattern, some of this is listed by Tiwari (2009) bellow.

Teacher	→	Class
Teacher	→	Sub-group
Teacher	→	Individual pupil
Pupil	→	Pupil
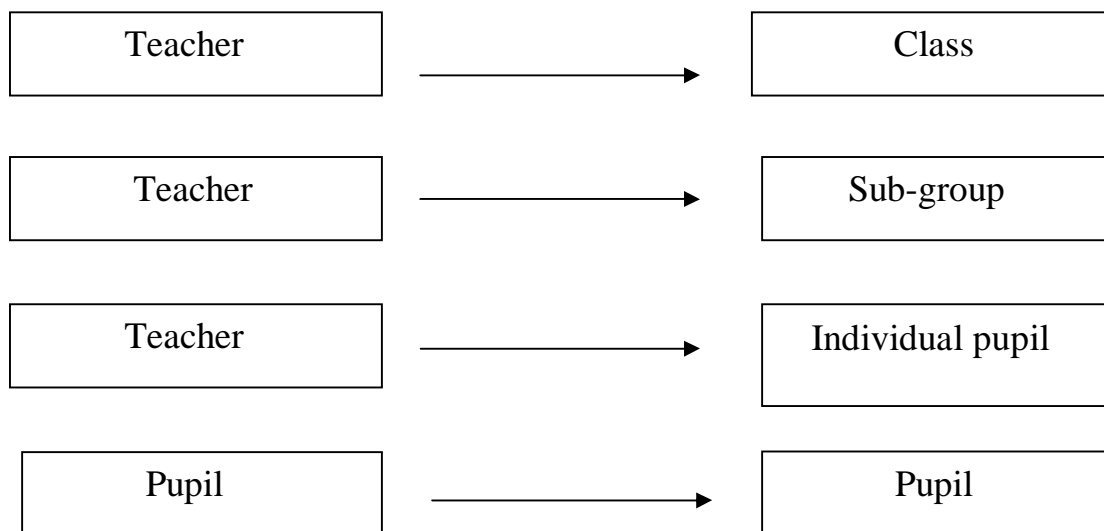
Figure 4: classroom management (Tiwari 2009)

5.1. Pair-work

Pair-work occurs when two students (i.e. pair) practice the language together. Hamer (2001) states that the pair-work increase the learners' talking time without teacher's guidance, it is considered as one of the effective strategies for classroom interaction.

5.2. Group-work

Unlike the pair-work, the group-work occurs when group of students practice the language together. According to Richards and Lockart (1996) the group-work creates sense of learning in community that reduces learners' isolation, besides help learners to exchange different ideas and opinions. Ur (2000:121) in his book a course in language teaching writes that *"Group work increases the sheer amount of learner talk going in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class"*. It means that group-work reduces the difficulties that face learners when they interact inside the classroom like anxiety, inhabitations and shyness and increases the amount of learners' speak.

5.3. Discussion

Discussion or the whole class interaction occurs when all the students participate, interact and discuss a particular topic either with themselves or with their teacher (Hamer 2000). According to Hamer (2001) in order to reduce the inhabitation of speaking in front of people, the teacher must help learners to avoid such difficulties like using the buzz group: where the students have a chance for quick discussion in small group before speaking in public. In

addition, discussion in foreign language classroom is one of the appropriate ways for developing the students speaking fluency, and overcomes their inhabitation.

5.4. Simulation and Role Play

Role play is to select a dialogue, give roles to learners and get them read the parts aloud with the teachers help for correction (Gaudart 1990). It was referred to as *"Role-plays are often set up practice particular language functions highly controlled context and are relatively simple and short"*. Simulation is often a problem solving activity in which learners bring their own experiences and knowledge *"Students are given takes to perform a problem to solve together with the necessary background information and in environment in which to do it"*. Hyland (1993:16)

6. Categories of language activities in classroom

According to the communicative approach, interaction between teacher and learners is needed in the classroom activities because it helps teaching and learning process to run smoothly and the gap between the teacher and learners will disappear. Brown (2005) states that interaction is the bases of L2 learning, through which learners participate both in enhancing their communicative abilities and in socially, constructing their identities through collaboration and negotiation.

Teaching is interactive act, while interaction is a communication between a teacher and students that works continuously as response acts. Tiskoo (2009) stated that in classroom interaction and classroom activities, a productive class hour can be described as follows:

7. The teacher interacts with the whole class.
8. The teacher interacts with a group, a pair or an individual pupil.
9. Pupils interact with each other: in groups, in pairs, as individuals or as a class.
10. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

Flanders and Moskowitz in the foreign language interaction (FLINT) model (cited in Brown, 2001 p 170) categorized the language activities in the classroom into two categories, namely teacher-talk and student-talk.

6.1. Teacher talk

For EFL learners, classroom is the main place where they are frequently exposed to the target language. The language used by the teacher in the classroom is known as the teacher talk (TT). Richards (1992:471) defines teacher talk as

"That variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners"

According to the pedagogical theory teacher talk is practically important to language teaching and learning, because language that teachers use in classroom determines to a greater degree whether the class will succeed or not. As Nunan (1991:189) points out.

"Teacher talk is of crucial important, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in their implementing their teaching plans. In terms of acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learners is likely to receive."

According to Flanders and Moskowitz teacher talk divided into direct and indirect influence (cited in Brown 2001 p 170) as it is shows in the table bellow.

Indirect influence	Direct influence
1. Deals with feelings: in a non-threatening way, accepting, discussing, refereeing to or communicating understanding of past, present or future feelings of students. **2. Praises or encourages:** praising, complimenting, telling students why, what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that their answers are correct. **2. a. jokes:** intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone expense. (unintentional humor is not included in this category) **3. Uses ideas of students:** clarifying, using	**1. Gives information**: giving information facts, own opinion or ideas: lecturing or asking rhetorical questions. **1. a. correct without rejection**: telling students who have made a mistake the correct response without using words or intonations which communicate criticism. **2. Give direction**: giving directions, requests or commands that the students are expected to follow; directing various drills; facilitating whole class and small group activity. **3. Criticizes student behavior**: rejecting the behavior of the student; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.

interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being students' contributions. **3.a. repeats students response verbatim:** Repeating the exact words of students after they participate. **4. Asks questions**: asking questions to which the answer is anticipated (rhetorical questions are not included in this category)	**3. a**. telling the students his or her response is not corrector acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonations.

Table 1: Language interaction analysis (FLINT) system (adapted from Moskowitz 1971)

6.2. Student talk

According to Nunan (1999:241) the active use of the target language by students is considered to be an integral part of the language acquisition process. Therefore the teacher should provide an environment in which students can contribute to learning activities and maximize their use of the language (Van Lier, 2001:103).

According to Gebhard (2006), at least five factors should take in to account in making classroom interaction interactive

1. Reduce the central position of the teacher

2. Appreciate the uniqueness of individuals

3. Provide chances for students to express themselves in meaningful ways

4. Give opportunities for students to negotiate meaning with each other and the teacher

5. Give students choices as to what they want to say, to whom they want to say it, and how they want to say it

The table bellow explains the students talk while the classroom interaction Flanders and Moskowitz (cited in Brown 2001 p 170).

Students talk
- Student response, specific: responding to the teacher within a specific a limited range of available or previously practiced answers. Reading aloud, dictation, and drills.   - Student response, open-ended or student-initiated: responding to the teacher with students' own ideas, opinions, and feeling. Giving none form among many possible answers that have been previously practiced but from among many possible answers that have been previously practiced but from which students must now make a selection. initiating the participation
- Silence: pauses in the interaction. Periods of quite during which there is no verbal interaction.   A. silence-A V: silence in the interaction during which a piece of audio visual equipment, e.g. tape recorder, filmstrip projector, record player, etc., is being used to communicate.   - Confusion, work-oriented: more than more one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond,, concerned with the task at hand   A. confusion, non-work-oriented: more than one person at a time talking so the interaction cannot be recorded. Student out of order, not behaving as the teacher wishes, not concerned with the task at hand.
- Laughter: laughing and giggling by the class, individuals and/or the teacher.   - Use the native language: use of the native language by the teacher or the students. This category is always combined with one of the categories from 1 to Nonverbal: gestures or facial expressions by the teacher or the student that communicate without the use of words. This category is always combined with one of the categories of the teacher or students behavior.

Table 2: Foreign language interaction analysis (FLINT) system (adapted from

Moskowitz 1971)

7. Techniques of classroom interaction

Classroom interaction refers to the interaction between the learner and the teacher or between the learners themselves by exchanging ideas and providing information and knowledge for beneficial reasons. Interaction showed up with the aim of evaluating the effectiveness of interaction in language acquisition. Using the language in the right context for the right purpose by respecting its rules, grammar and structure create interaction. According to Brown (2001) *"interaction is at the heart of communicative competence"* when a learner interacts with other learner or with a teacher by participating or criticising, it will create an active communication in classroom either when doing oral activities or written ones. Nunan (1991) states that *"language is acquired as learners actively engage and interacts with each others to communicate in target language"* When using the target language to communicate in classroom with objectives and goals of conveying a specific knowledge or

information or expressing an idea, teacher should use some effective techniques to achieve this communication and to create interaction in classroom which leads to better understanding and developing learners abilities in using the language and their capacities to participate in a way that makes them confident and comfortable in their classroom.

One the influential strategies in creating classroom interaction is questioning technique, where the role of the teacher is to ask questions either directly or indirectly to learners in order to evaluate their level and to have a clear idea about their weaknesses , their wants and their needs and the learners response the questions depending on their understanding and their previous knowledge .The operation of questioning and answering questions in classroom generally develops teaching and learning process and increases the educational system between learners and teachers. Aliponga (2003) states that *" where foreign language learners do not have a great number of tools for initiating and maintaining language , encouraging them to formulate or answer questions can provide stepping stones for continued interaction"*. His role of questioning also can increase learners thinking and their entertainment, to use questions and answer them easily without any difficulties in real communication setting, it also creates a pleasant atmosphere for learning to take place, and it encourages students to become more proficient communicators than they used to be. The second strategy is modification which is widely used as negotiation of meaning. Negotiation of meaning has been defined by PICA (1994) as restructuring of interaction that occurs when a communication problem arises. Modification helps the learner to solve the miscommunication problem without using their mother tongue. The third strategy that is related to interaction is cooperative learning which is opposed to individualistic learning. Cooperative learning requires learners to work together in groups to achieve a common goal, it is consider as an effective method for leaning which makes learners have more opportunities to acquire the knowledge in a way that they can memorize all what they have seen together with a meaningful input and output in a supportive environment. Cooperative learning creates an environment where learners can exchange ideas between them which lead to learner-learner centered approaches. Also, using pictures, videos or video games in the classroom while explaining the lesson can help to attract learners' attention and they will unconsciously communicate without feeling shy or being nervous from responding and interacting.

Through carefully designed classroom activities that the teacher must provide to his learners , learners can become more skilled , successful and have the ability to communicate,

participate and have their own views which leads to create interaction in classroom, doing activities arises learners level, correcting their misunderstanding, they will be able to provide their own thinking and express their own attitudes to their classmates, activate the learners in a way as to get them to engage with the material to be practised, their oral or written skill will be developed through activities and tasks given by the teacher, tasks related to language skills (listening, speaking, reading, and writing) for proficiency. Teacher's explanation of concepts, vocabulary and grammatical rules through activities to the learners will give them the ability to recognize their weaknesses and search for correction by themselves if they are mistaken, also it makes them depend on themselves and use their own thoughts and understanding which make their personality stronger and they rely on their own experience in learning.

8. Role of interactive teaching: Teacher/student interaction

Broadly speaking, teachers are known for their role of educating learners and facilitating the learning process. Every learner has a different ability while learning; some of them learn easily, others find difficulties which could lead to losing interest. In order to teach learners successfully, teachers must play different roles in classroom and supposed not only to educate, but also to create a suitable environment for learners. A good teacher must have some characteristics in order to achieve best learning process while interacting in classroom among students. Therefore, he must be the controller, facilitator, guider, leader and the main part in classroom

8.1. The Role of interactive teacher

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➢ **Teacher as a controller**

The role of teachers is to determine their learner's knowledge and providing them with all what they want and need. They should enable their learners to engage in real life communicative event. They are in charge of the class, what learners do, what they say and what to do in classroom.

➢ **Teacher as a facilitator**

In classroom, teachers are the center of focus, their job is to make the learning process more easier to help learners during their studies by giving them simple exercises which are acceptable to be practised , facilitate their understanding when communicating with other's by avoiding complex expressions , help them to increase their level in grammar and vocabulary in written context. Also, they should stand in front of the class, talk to students and give instructions, might be the common role of a teacher. The responsibility of the teacher is to educate learners by introducing the target language, giving tasks, use different techniques according to the different types of learners.

➢ **Teacher as a resource**

All what learners need comes first from the teacher knowledge and his ability, he is available for an advice and wisdom when a learner is in need for them. He/she can guide learners to use available resources such as the internet by searching for different available websites.

8.2. Role of the interactive learner

It is learner center of focus; learner plays an active role in learning and teaching process and in classroom setting. He is considered not only as a receiver of input from the teacher but also the one who engages actively in classroom setting by starting discussion and interaction with the teacher or with their peers. When the interaction takes place, learners can use all what have learned through real life exchange.

9. The relationship between classroom interaction and speaking skill

It is commonly known that the interaction inside the classroom is very helpful and enables learners to achieve the target language; the interaction is to communicate by using words either spoken or written (Hardjana, 2003). Richards and Schmidt (2010) defines classroom

interaction as the patterns of verbal and non–verbal communication and the types of social relationships which occur within classrooms. Ellis (1990) argues that teaching and learning process in classroom should be conducted as interaction to get language model and facility since its quality can influence level of acquisition.

According to Brown (1994), speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Clark and Clark (1977) state that speaking is fundamentally an instrumental act. Speakers talk in order to have some effects on their listeners. They assert things to change their state of knowledge. This means that interaction work to exchange information between learners and can develop their abilities since it offers opportunities to practice and manage the learners' speaking skills. The importance of classroom interaction based on the belief that the EFL classroom should provide learners with maximum exposure to the target language to enhance their learning and develop the speaking skill (Hamer 2007).

Through interaction, learners not only know how to produce specific chunks of language such as grammar, pronunciation and vocabulary but also entails when, why and how the language is used. As Littlewood (1981:32) states *"the goal of foreign language teaching is that of extending the range of communication situation in which the learner can perform with focus and meaning without being hindered by the attention he must pay to linguistic form"*. Communication in the classroom promoting interactive and realistic activities in order to help students increase confidence and motivation.

In short, communicative strategies are useful tool which helps to promote interaction and help students improve their language development in supportive and encouraging way; also the environment where the learning and teaching process take place and all activities in the classroom setting involving communication (Ellis 1990 cited in Johnson 1995).

10. Classroom activities to enhance speaking skill

Many learners in non-native English speakers find difficulties in acquiring the oral English language since most problems are caused by different elements found between the two languages (Ramelan 1992:5). Brown (2001: 271-272) states that in teaching oral communication, teachers need to show the details of how to convey and negotiate the ever elusive meaning of language. The table bellow shows the micro skills of oral communication.

1. Produce chucks of language of different length.

2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and into national contours.

4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) in order to accomplish pragmatic process.

6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devises, pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc) system (e.g. tense, agreement, and pluralism), word order, patterns, rules, and elliptical forms.

9. Produce speech in natural constituents-in appropriate phrase, pause, groups, breath groups, and sentences.

10. Express a particular meaning in different grammatical forms.

11. Use cohesive devises in spoken discourse.

12. Accomplish appropriately communicate functions according to situations, participants, and goals.

13. Use appropriate registers, implicates, pragmatic, conventions, and other sociolinguistics features in face to face conversation.

14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language and other non-verbal along with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Table 3: Microskills of oral communication (Brown 2001)

Based on the curriculum of KTSP Depdiknas (2006), the purpose of teaching speaking is to encourage the students by using the genre-based approach for example the teachers use different kinds of texts, like narratives, descriptive and expository texts, in their teaching practice to develop students' communicative competence, including linguistic, sociolinguistic,

strategic and discourse competences. Harmer (2007) states there are eight techniques in speaking, those are:

1. Information-gap activities: In this activity one student has picture which they must not to show their partners. All partners has to draw the picture without looking at the original, so the one with the picture will give instructions and descriptions

2. Telling stories: it encourages the students to retell stories which they read in their books or found in newspapers or the Internet

3. Favorite objects: students are asked to talk about their favorite object; they think about when and why they got them and what they do with them.

4. Meeting and greeting such as students role-play a formal/business social occasion where they meet a number of people and introduce themselves.

5. Surveys: it can be used to get students interviewing each other.

6. Famous people: here students think of five famous people; the students have to decide on the perfect gift for each person. The students also can makes group to decide on which five famous people (living or dead) they would most like to invite for dinner, what they would talk about and what food they give them.

7. Student's presentation: the students talk and discuss something related to the topic.

8. Moral dilemmas: students are presented with a "moral dilemma" and asked to come with a decision about how to resolve it.

11. Verbal interaction

   Teachers and learners must create interaction in classroom to develop speaking skill and other abilities, verbal interaction which is based on using words to communicate either in form of speaking or written is successful method to use.

   Verbal interaction is a way that people use in their daily life, it is considered as a way for delivering knowledge, opinions, and attitudes to others in order to convey a message or exchange an idea. Thus, that enables learners to inform about their needs, wants and misunderstanding. Communication activities that are used among learners to increase different abilities specially speaking consider as a helpful technique for developing verbal communication either in format of speaking or written one.

11.1. Spoken communication

Communicating orally is one of the effective techniques that enhance speaking skill because it is more clear, concise, correct and concrete, speaker can deliver his message directly that the learner will have a clear clarification about his ideas.

Spoken communication can be either private or public, in groups or individually, that is to say speaker can communicate to others either by using presentations, speeches, conversations and other formats by using words, symbols, numbers and sounds in order to construct dialogues for audiences.

11.2. Written communication

Written communication is generally based on the knowledge of how to combine words in order to produce meaningful sentences to use it in a particular language, learners can express their opinions not only by using speaking skill but also by written one, he/she must consider phonological rules of the language to form a meaningful sentences, semantic rules to organize and manage meaning, syntactic rules and pragmatic ones

Essay, paragraphs, letter, books, articles are a means of communication that learner uses in his professional life to convey a message. Written form based on how to formulate sentences paragraphs to give an opinion or to create connection with others in order to convey specific knowledge and attitude.

11.3. Styles of verbal interaction

11.3.1. Expressive Style of communication

It refers to the ability to communicate by using verbal and non- verbal language such as gestures and facial expression to convey meaning and message to others, it is important in daily life to express wants, ideas

11.3.2. Aggressive style of communication

This type concerns the ones who express their feelings and opinions in a way that violates the rights of others, it can be shown in speaker manners either by speaking in loud and demanding voice, blaming or by attacking others. It demands authority or passing a judgment while using this style of speaking.

11.3.3. Passive style of communication

This type concerns speakers that usually fail when they want to express their feeling, opinion which can lead to misunderstanding, they refuse any kind of confrontations or explanations, generally their personality is linked to their manners (passive personality), they often use limited body language.

11.3.4. Passive-aggressive style of communication

The passive-aggressive style of communication is a style of speakers that appear passive on the surface, but within themselves they feel powerless, they use facial expressions and communicate with body language with others, they may appear cooperative but silently they do the opposite.
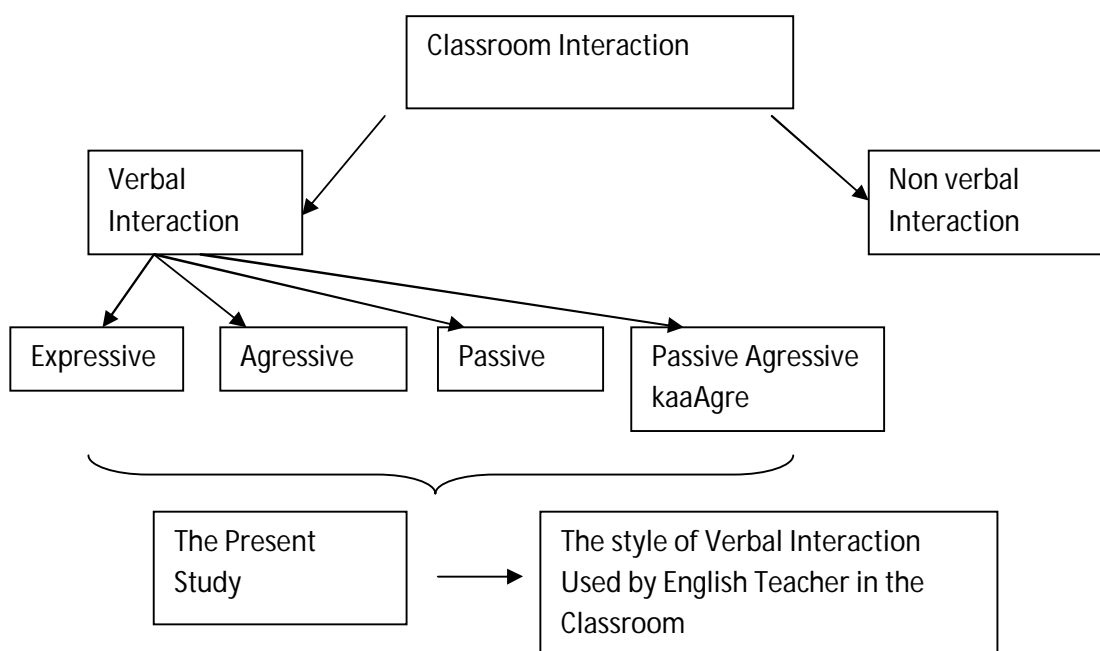
Figure 5: Verbal interaction styles (adopted from Wiguna 2017)

11.4. The aspects of classroom interaction

11.4.1. Feedback

Feedback is consider as an important part in learning process since it has many benefits for learners acquisition, it can be described as the most effective source of enhancement in acquiring knowledge. According to Mackey (as cited in Boukhari 2014) "an important source of interactional benefits is feedback- that is the reactive information that learners receive regarding the linguistic and communicative success of failure of their utterance". That is to say, feedback plays an integral role because it provides learners with the needed information.

Hedge (2000,p .13) stated that "getting feedback from teachers and from other students in the class enables learners to test hypothesis and refine their developing knowledge of the language system" . In other words, feedback has positive effect on students to overcome their difficulties and develop their skills and performance.

11.4.2. Negotiation of meaning

Refers to learners ability to communicate and interact clearly when exchange ideas and information. Thus, it help learners modify their understanding and develop their level in expressing and sharing a specific knowledge specially in acquiring L2 by using negotiation strategies such as; repetition, clarification request, confirmation and checks   learners will be able to produce a clear output and understand the input from others which basically a good method to enhance understanding.

11.4.3. Questioning

Is a strategy used by teachers in classroom by which they engage learners attention and assess students improvement, questions play an important role in facilitating interaction process, they meant to be as a process that specify the topic that should be discussed among learners. In addition, they give students immediate feedback about their comprehension and learners will have opportunities to produce the language in comfortable way.

11.5.Advantages of verbal interaction

Communication is an activity that plays a major role in human life where they can set up a sense of trust and opinions between them. It is regarded as how to convey and communicate of various issues of interest either orally such as conversations, dialogues by using words and sounds or written such as articles and debates. Verbal communication is considered as the most used in classroom interaction. The advantages of verbal interaction can be classified as following:

➢ Verbal interaction saves time, energy and money; it provides you the facility to send your message quickly. Thus, a person always prefers to communicate orally in quick way.

➢ Verbal interaction is easy to be understood, it clarifies the understanding, it is to say that the receiver can quickly get a feedback from the sender which means message goes directly to the point.

➢ Verbal interaction considered as the most convenient method that person depends on because it clarifies the misunderstanding and provides missing information.

➢ Verbal interaction can be expressed, speaker must use his body language to convey a specific message in order to make the audience comfortable and make it easy for him/her to understand the message.

➢ Verbal interaction consider as the most reliable method of communication, and effective for all.

For an effective learning process, teachers should enhance their student's communicative abilities by developing their oral and written skills.

Conclusion

In this chapter , we discussed the main objectives and goals of classroom interaction , we mentioned the most important point which is learner centered in learning process and techniques that should be used to better interaction in classroom setting .

Classroom interaction plays an important role in teaching and learning process especially in the process of learning ESL and EFL , by discussion and participation which is done by the learners themselves and by the learners and the teacher in classroom setting , interaction be increased and learners skill can be developed and approved. The main objective of classroom interaction is improving learners' communication abilities through developing their speaking skill. However, to achieve communication process teachers should play different roles when explaining and providing the information to his learners , he must bring different methods and techniques in delivering his knowledge because there are different types of learners and each learner understand with a specific method so teacher must pay attention when explaining the lesson how his learners understand and require the knowledge and see if there is a reaction and interaction toward the learners.

For an effective communication process and better interaction teacher must take into consideration his learners needs and try to achieve their wants because interaction base on the learners understanding which allows them to communicate and express their feeling, ideas without any anxiety or any shyness that it to say, when learner knows what is he talking about and have enough information about the subject matter he will communicate and interact spontaneously and effectively.

Chapter Three

Analysis of students' questionnaire and teachers' interview

Introduction

This chapter is devoted for the practical part of this research work; it describes the research methodology and followed by a full description of the date collection (the students' questionnaire and teachers' interview). It shed the light on whither students and teachers at IBN KHALDOUN University of TIARET work to enhance the speaking skill through classroom interaction, their views and opinions are very crucial to test the stated hypothesis.

1. Students questionnaire

1.1.   Students' profile

The participants in this study were master two LMD students at the English department of IBN KHALDOUN university of TIARET. The students were chosen randomly, they were sixty (60) students (male and female) since the variable of sex is not taken into account in this research. Their ages, approximately, varied from about twenty one (21) and more. The reason behind choosing master students is that to get an idea about the importance of classroom interaction to enhance speaking skill and use it in the future since they are supposed to graduate.

1.2.   Description of questionnaire

The questionnaire consists of sixteen (16) questions which are arranged in a logical way. They are either closed questions or to pick up the appropriate answer or open questions. The questionnaire is divided into three main rubrics; the first one is about the students' profile (background information), the second one is about the speaking skill and the last one is about the classroom interaction.

> ➢ **Rubric one : Students' profile (Q1)**

Question in rubric one aim at gathering personal information about the target sample, students were asked to specify their gender.

Rubric two: Speaking Skill (Q2-Q7)

The second rubric was concerned by the speaking skill. In question (2) students were asked to rate their spoken English level they were asked to choose between four given options. Later in question (3), they were asked about their feeling when the teacher asked them a question also they asked to choose between four given choices. Question (4) was about

where students make mistakes more; it was followed by three given choices or to add other thing that are not mentioned.

Next, question (5) was addressed to students about the kind of difficulties they face while speaking; they were asked to choose between three given options, and then add other problems that are not mentioned. Question (6) was to give suggestions about what are the appropriate activities to enhance students' speaking skill; the suggestions were three or to add other activities are not mentioned.

Then, question (7) was closed question about if they are satisfied about the time devoted to practice speaking skill. The last question in this rubric was what the students do when teacher asked them to have a group discussion.

> **Rubric three: Classroom interaction (Q9-Q16)**

The third rubric consists of eight (8) questions in order to investigate students' perception concerning classroom interaction. Question (9) is meant to ask students about their attitudes when they have question in mind; they were asked to choose between four giving options. Later in question (10) was about the methods that are common used by teachers in classroom management; also they asked to choose between four options. The aim of question (11) is to find out if the teacher supports their learners to interact or not; it was yes/ no question by justifying their answer.

Students in question (12) were asked to pick up who is the most talkative in the classroom either the teacher or the learners. Next in the question (13), students were asked about their preferable type of interaction by choosing between two options. While question (14) was put in order to recognize the difficulties that face students during interaction.

Question (15) was to determine students' views concerning the importance of classroom interaction and see if it is helpful way to reduce speaking mistakes. The last question (16) was about providing some suggestions to improve speaking skill in classroom setting; students were kindly request to give their option and attitude.

1.3.   Analysis of Students' questionnaire

Rubric one: students' profile

Q1: specify your gender

Option	Number	Percentage %
A	23	38,3
B	37	61,6
Total	60	100

Table 04: students' gender
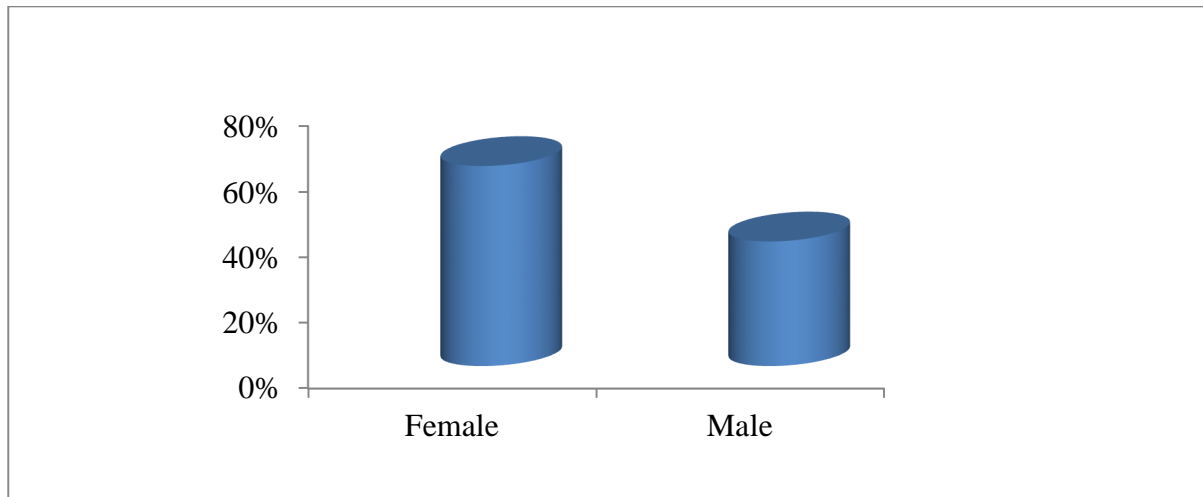
Figure 6: students' gender

From the table and the figure above we noticed that the target population consists of 23 male students presented with the percentage of (38%), and 37 female students presented with the percentage of (61%).

Rubric two: Speaking Skill

Q2: How do you rate your spoken English level?

Option	Number	Percentage %
Advanced	9	15
Intermediate	15	25
Basic	22	36
I cannot communicate	14	23
Total	60	100

Table 6: Students' spoken English level
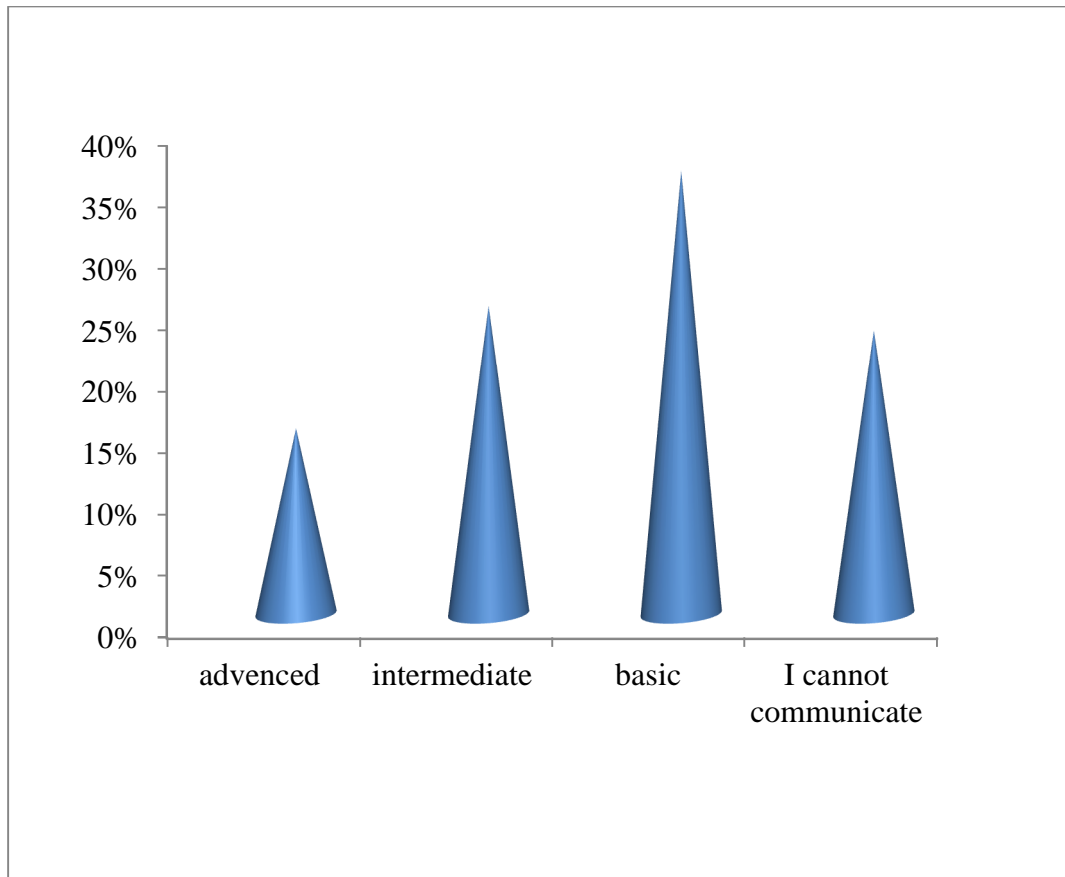
Figure 7: Students' spoken English level

From the histogram and the table above, the majority of students rate their spoken English level as a basic presented with the percentage of (36%). Then (25%) from them choose intermediate. Whereas, (23%) of the students said that they cannot communicate and the rest of students rate their level as advanced (15%).

Q3: the teacher asks you a question, how do you feel?

Option	Number	Percentage %
Completely uncomfortable	25	41
A little comfortable	18	30
Comfortable	11	18
Very comfortable	6	10
Total	60	100

Table 6: Students' feeling toward teacher questions
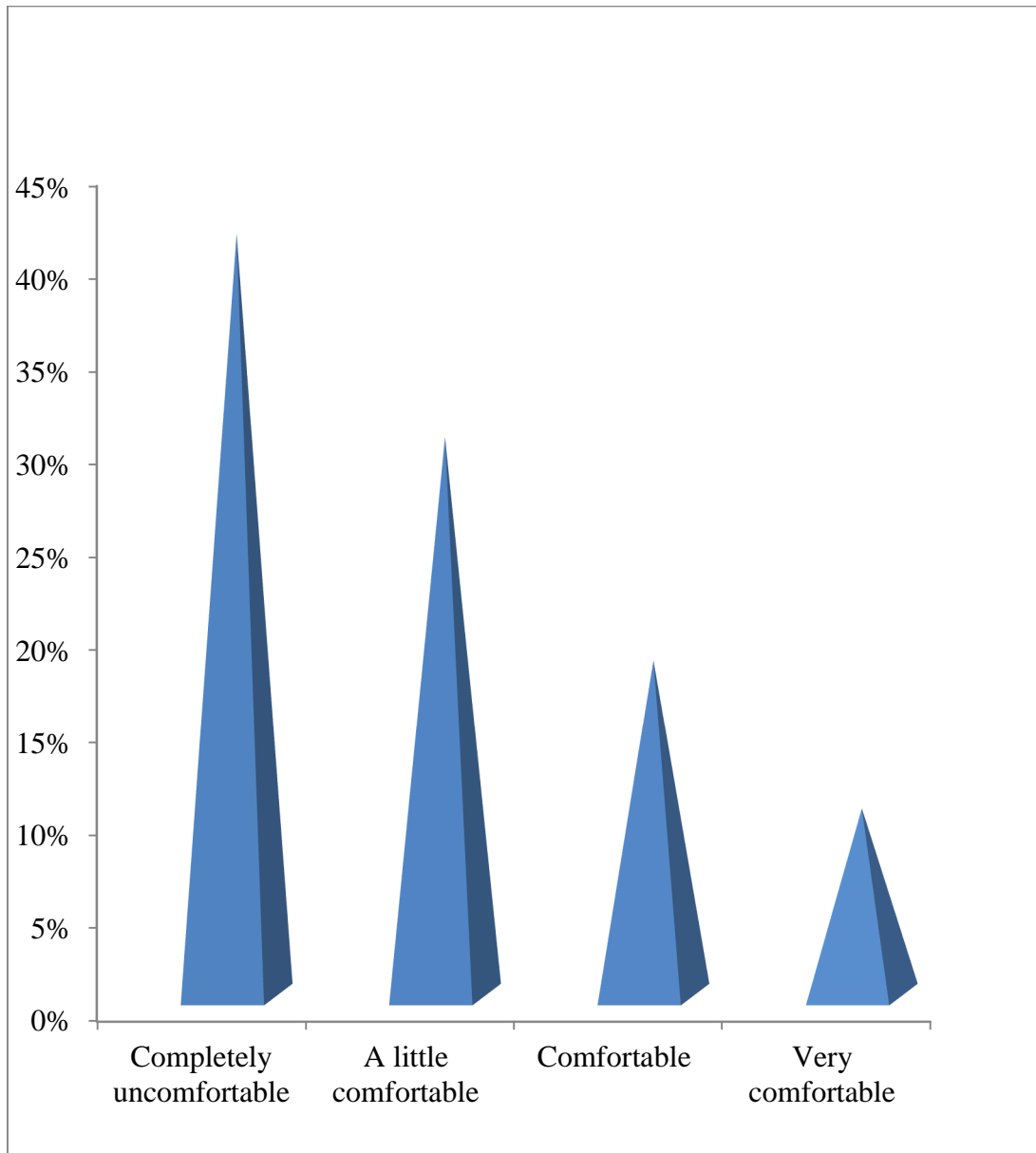
Figure 8: Students' feeling toward teacher questions

We can notice that the highest percentage of students (41%) feel completely uncomfortable when talking to the teacher. Others (30%) claimed that they feel a little comfortable. However (18%) feel comfortable and the rest (10%) feel very comfortable.

Q4: Most of my mistakes are in...

Option	Number	Percentage %
Grammar	23	38
Vocabulary	19	31
Spelling	15	25
Others	3	5
Total	60	100

Table 7: Students' mistakes
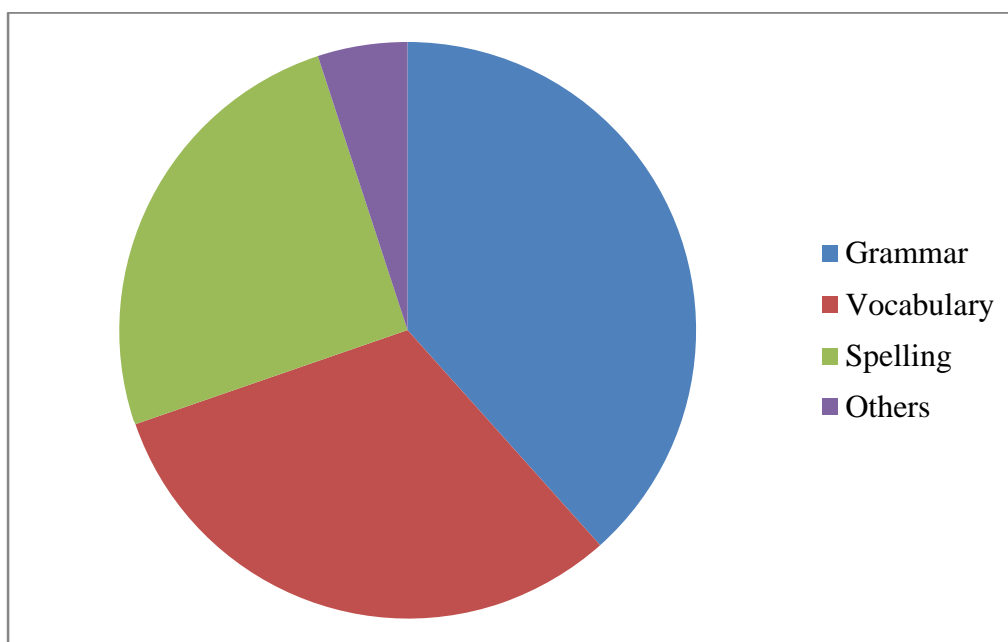
Figure 9: Students' mistakes

The results show that the majority of students make mistakes in grammar with presented percentage of (38%). Then vocabulary mistakes with percentage of (31%). Also (25%) from students make mistakes more in spelling. However (5%) claimed that they made mistakes more either in pronunciation or in comprehending what is said or in the fluency.

Q5: what kind of difficulties you face while speaking?

Option	Number	Percentage %
Anxiety	22	36
Inhabitation	21	35
Lack of vocabulary	16	26
Other	1	1
Total	60	100

Table 8: Difficulties that face students while speaking
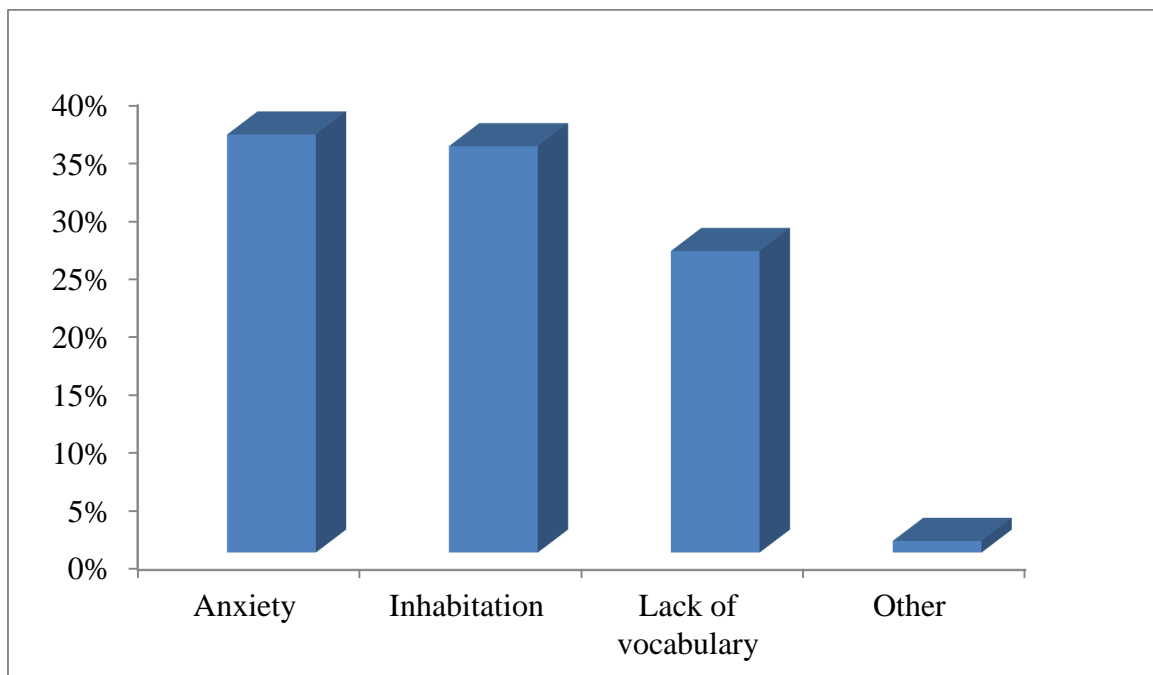
Figure 10: Difficulties that face students while speaking

Regarding students answers, (35%) said that they suffer from the anxiety when they speak, while (33%) from students stated that inhabitation is their big difficulty, Also lack of vocabulary is problem of (25%) from students. The remaining (1%) of students respond that the lack of confidence.

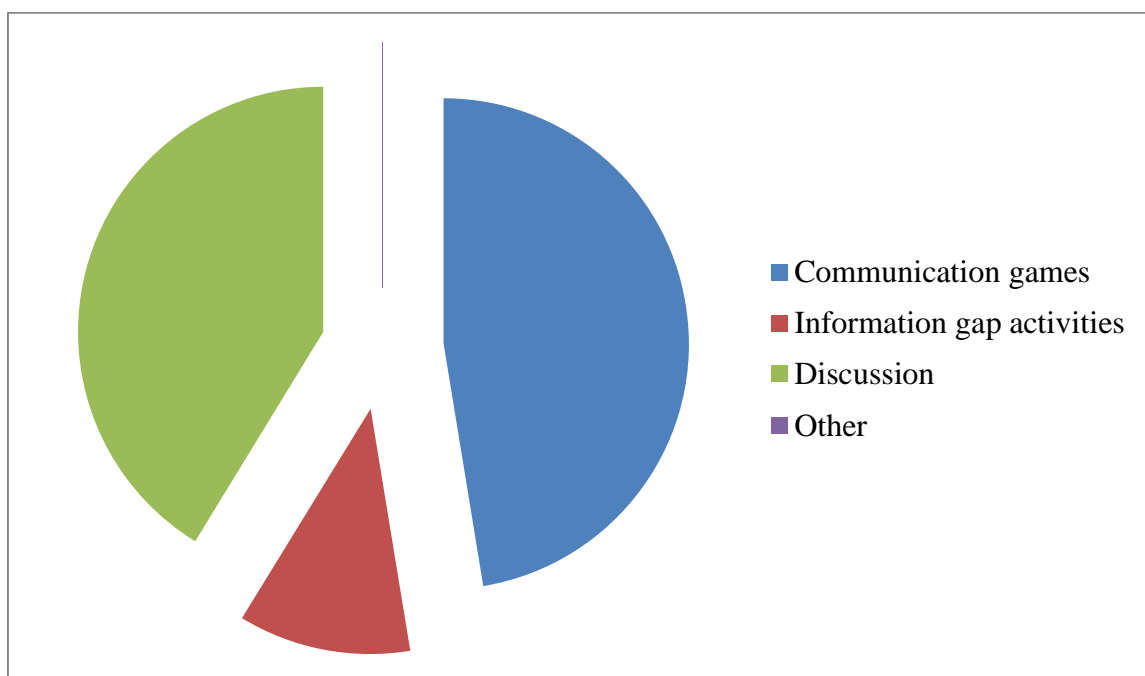**Q6: what do you suggest as appropriate activities to enhance your speaking skill?**

Option	Number	Percentage %
Communication games	28	46
Information gap activities	7	11
Discussion	25	41
Other	0	0
Total	60	100

Table 9: Activities to enhance the speaking skill

Figure 11: Activities to enhance the speaking skill

The common shared reaction between the majorities of students (46%) is that they prefer the communication games. Whereas (40%) of students stated that they choose discussion as a better activity to enhance speaking skill. However the remaining (11%) claimed that information gap activities are more appropriate.

Q7: Are you satisfied about the time devoted to practice speaking skill?

Option	Number	Percentage
Yes	40	66 %
No	20	33 %
Total	60	100%

Table 10: student's attitude toward the time of practicing speaking skill
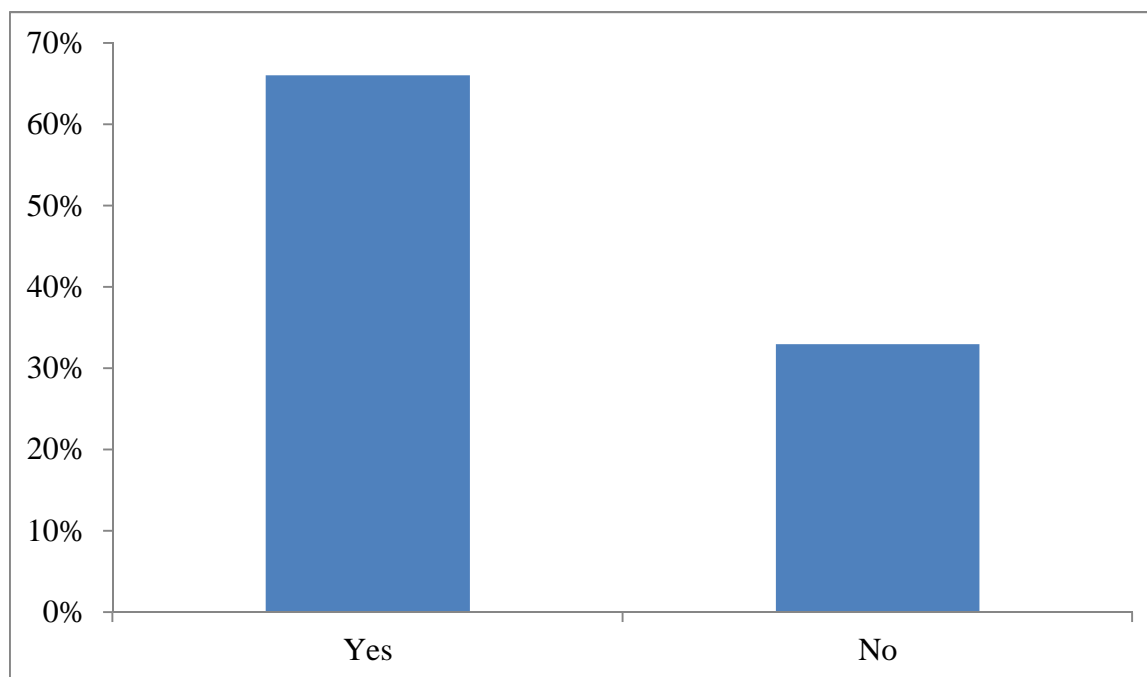
Figure12: Student's attitude toward the time to practice speaking skill

From the table and figure above, we observed that students answered yes/no question, most of them about 40 students answered with (yes) which explained that they are satisfied about the time giving for them to practice speaking skill with the percentage of (66,6%) while 20 of them answered with (no) with the percentage of (33,3%).

Q8. The teacher asks you to have a group discussion, you

Option	Number	Percentage
Corner yourself	10	16,6%
Occasionally talk	15	25%
Talk as much as possible	20	33,3%
Talk and lead the discussion	15	25%
Total	60	100%

Table11: Student's opinions about making group discussion
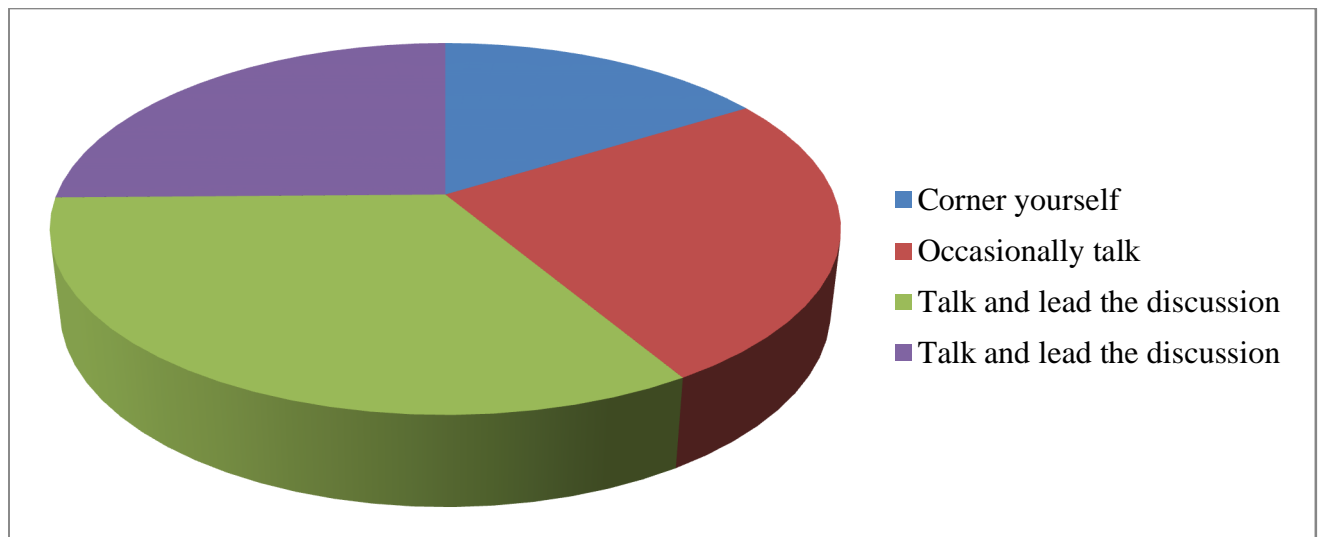
Figure 13: student's opinions about making group discussion

According to the table and figure above, we can notice that students answered four options, each option consist of specific number of students.10 of our students choose the first option(a) with the percentage of (16,6%),which is was to corner themselves . However, 15 students choose to talk in the second option (b) with the percentage of (25%), the third option(c) picked by 20 students and their answer is that they talk as much as possible with the percentage of (33,3%) and 15 students choose the last option (d) which is talk and lead the discussion with the percentage of (25%).

Rubric three: Classroom interaction

Q9: you have a question in mind, you...

Option	Number	Percentage
Avoid asking it	30	50%
Ask your friend to ask it	10	16,6%
Ask with hesitation	10	16,6%
Immediately ask it and discuss it	10	16,6%
Total	60	100%

Table12: student's attitudes toward asking questions
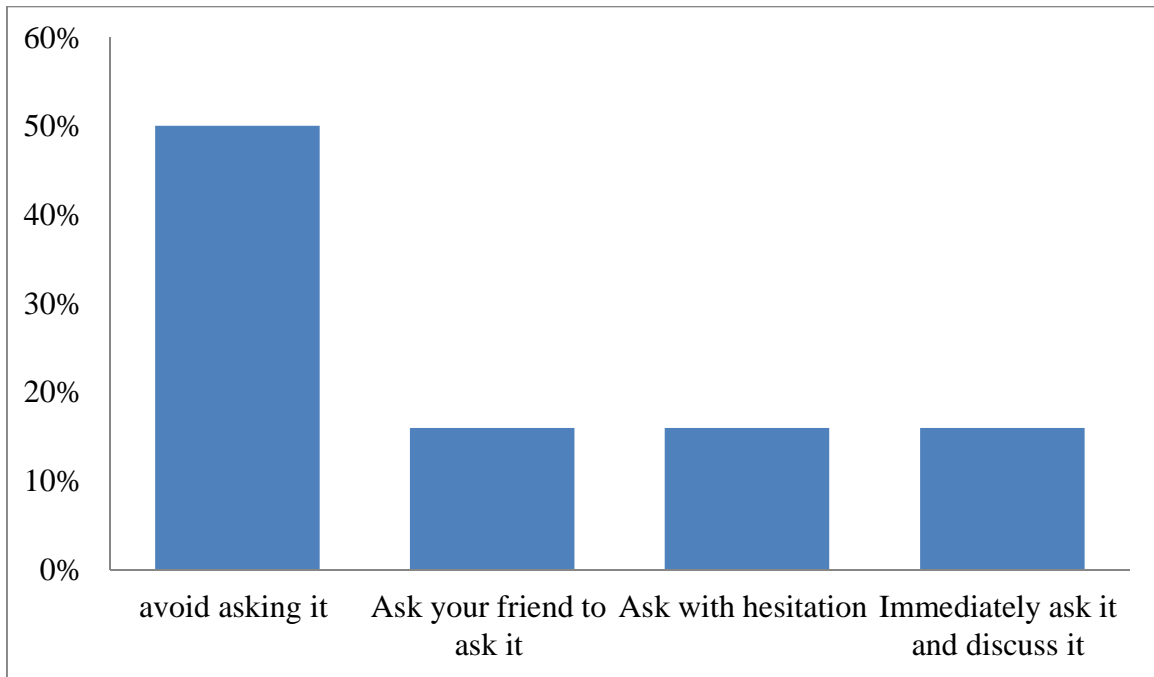
Figure 14: Student's attitudes toward asking questions

We noticed from the table and figure above that students had four options, 30 of students choose the first option (a) which is avoid asking the question with the percentage of(16,6 %), the second (b), the third(c)and the last options were equal to students all of them their percentage is about (16,6%).As a result, we see that most of our students are afraid from asking questions in classroom among their classmates which leads after too many problems.

Q10: What method is your teacher depending more in the classroom management?

Option	Number	Percentage
Pair work	20	33%
Group work	20	33%
Discussion	15	25%
Simulation and role play	5	8%
Total	60	100%

Table 13: methods used by teachers in classroom
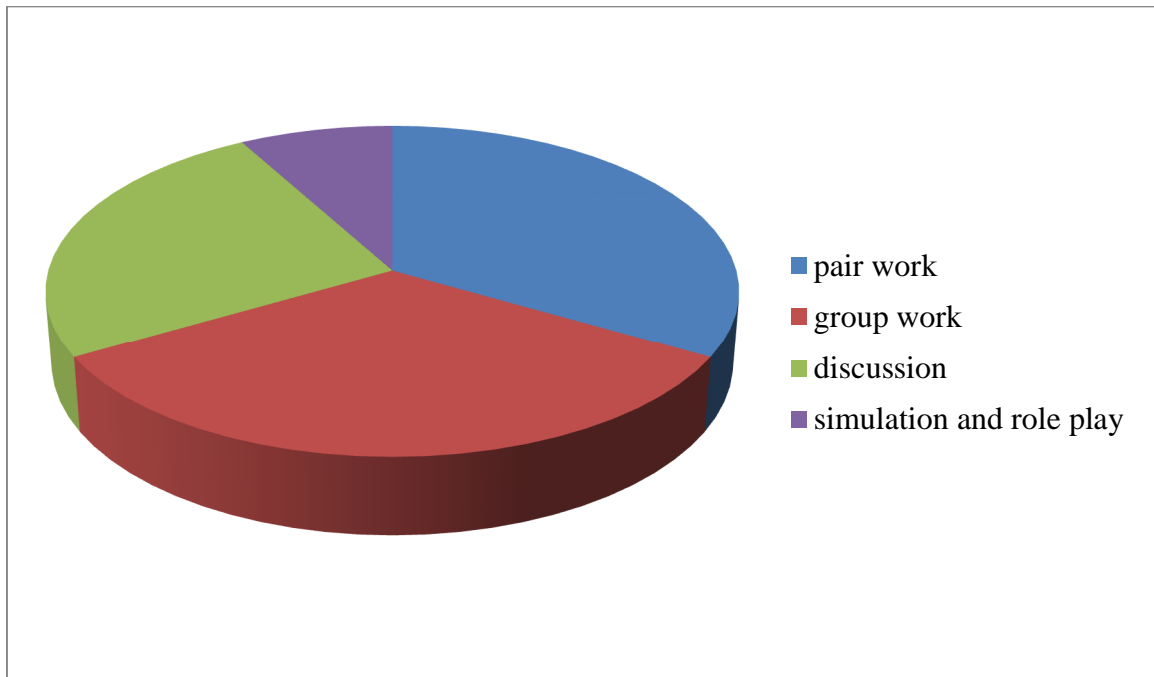
Figure 15: Methods used by teachers in classroom

The table shows four options, the students were asked to answer a multiple choice question, the first and the second options (a) and (b) were equal, students choose group and pair work equally with the same percentage of (33%) and same number of students 20 students for each question, the third option concern discussion choose by 15 students with the percentage of (25%) while the last one picked by 5 students with the percentage of (8,3 %). As a result, we conclude that the easiest method is in classroom management is group work and pair work.

Q11: Does your teacher support learners to interact? How?

Option	Number	Percentage
Yes	50	83,3
No	10	16,6
Total	60	100

Table 14: Teacher support to interact
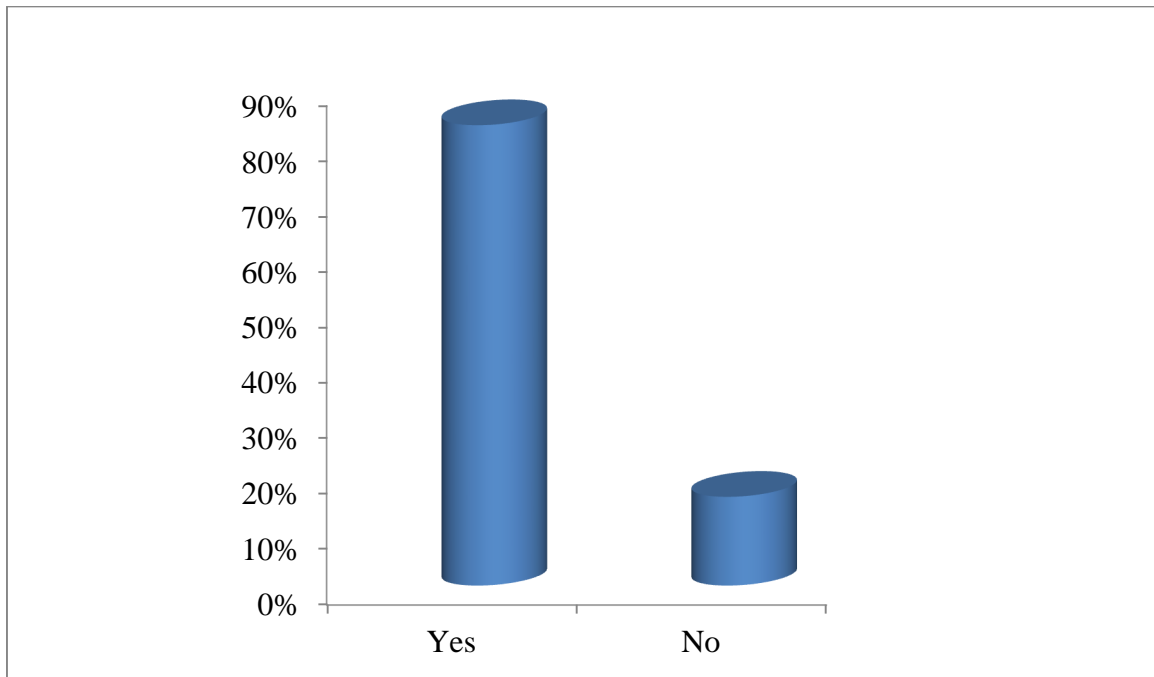
Figure16: Teacher support to interact

The results shows that teachers support their students to interact in classroom because most of them about 50 with a percentage of (83,3 %) choose yes by providing us with different methods that teacher depends on to create interaction while 10 of them choose No with the percentage of (16,6 %).

Q12: Who talk more inside the classroom?

Option	Number	Percentage %
Teacher	55	91,6%
Learner	5	8,3%
Total	60	100%

Table 15: The talkative person in classroom
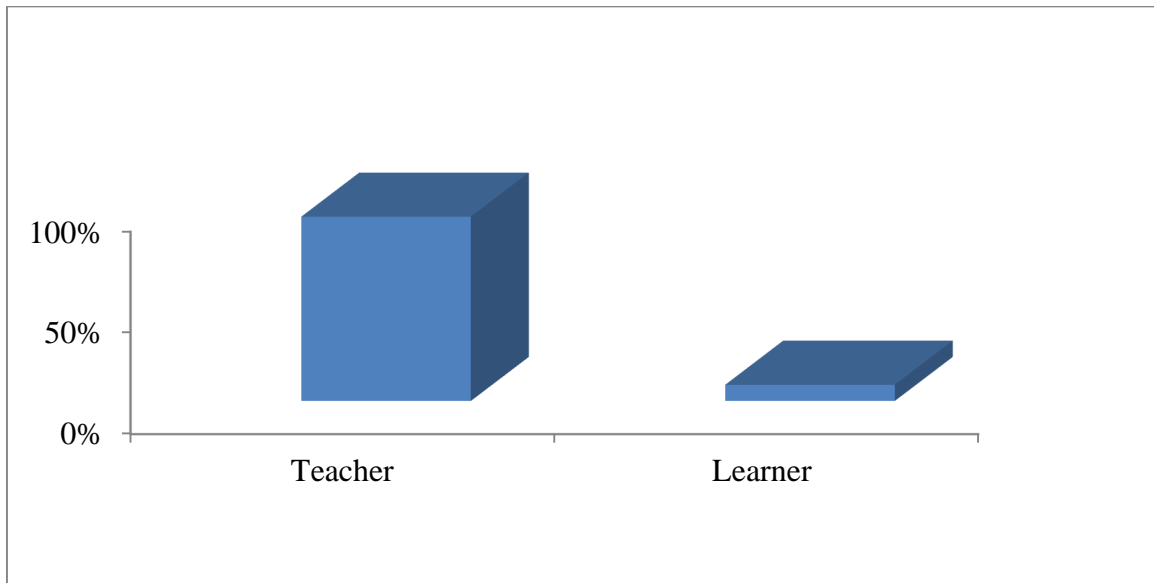
Figure 17: The talkative person in classroom

From the table and figure below, we explain that the teacher is more talkative one rather than learner, 55 students picked the first option about (91,6 %) while 5 students choose the second option with percentage of (8,3%).

Q13: Which type of interaction do you prefer and enjoy more?

Option	Number	Percentage %
Student-student interaction	30	50%
Student-teacher interaction	30	50%
Total	60	100%

Table 16: Most preferred type of interaction to students
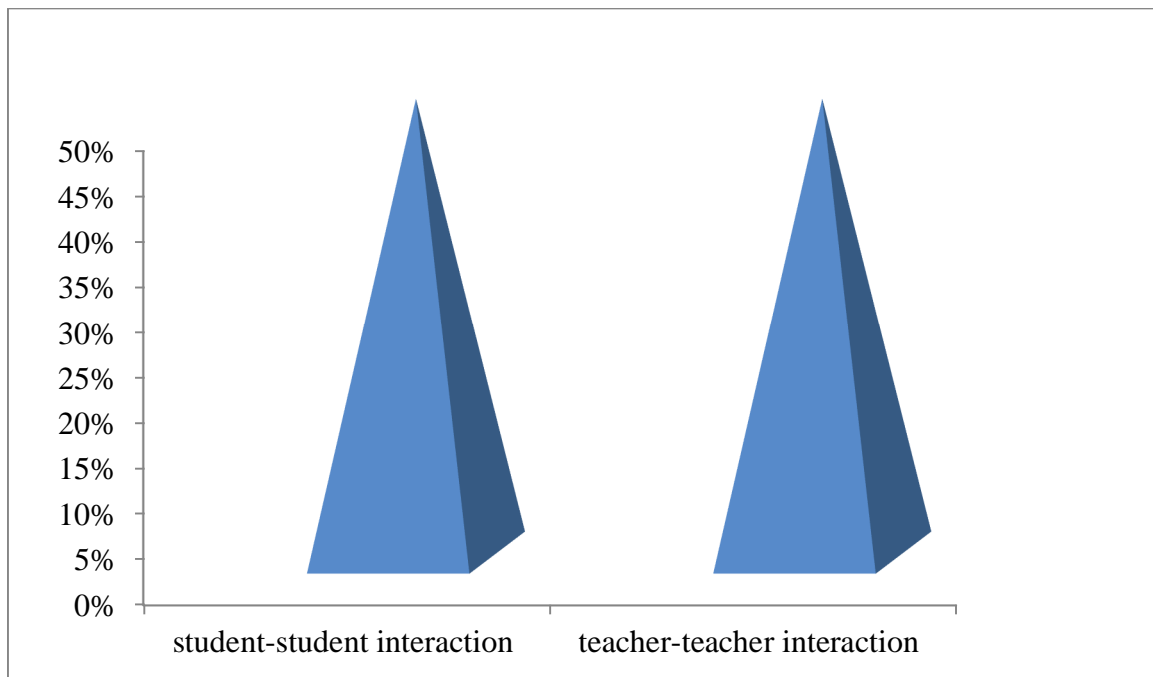
Figure 18: Most preferred type of interaction to students

As it is noticed from the table and the figure, the two options are equal to students half of them choose the first option with the percentage of (50%) and half of them choose the second option with percentage of (50%). However, their answers were explained with examples and explanations and by giving us their opinions and attitudes toward each type.

Q14: If you face difficulties during interaction, what do you do?

Option	Number	Percentage %
Keep silent	10	16,6%
Use L1	25	41,6%
Ask teacher for help	15	25%
Other	10	16,6%
Total	60	100%

Table 17: Difficulties that face students during interaction
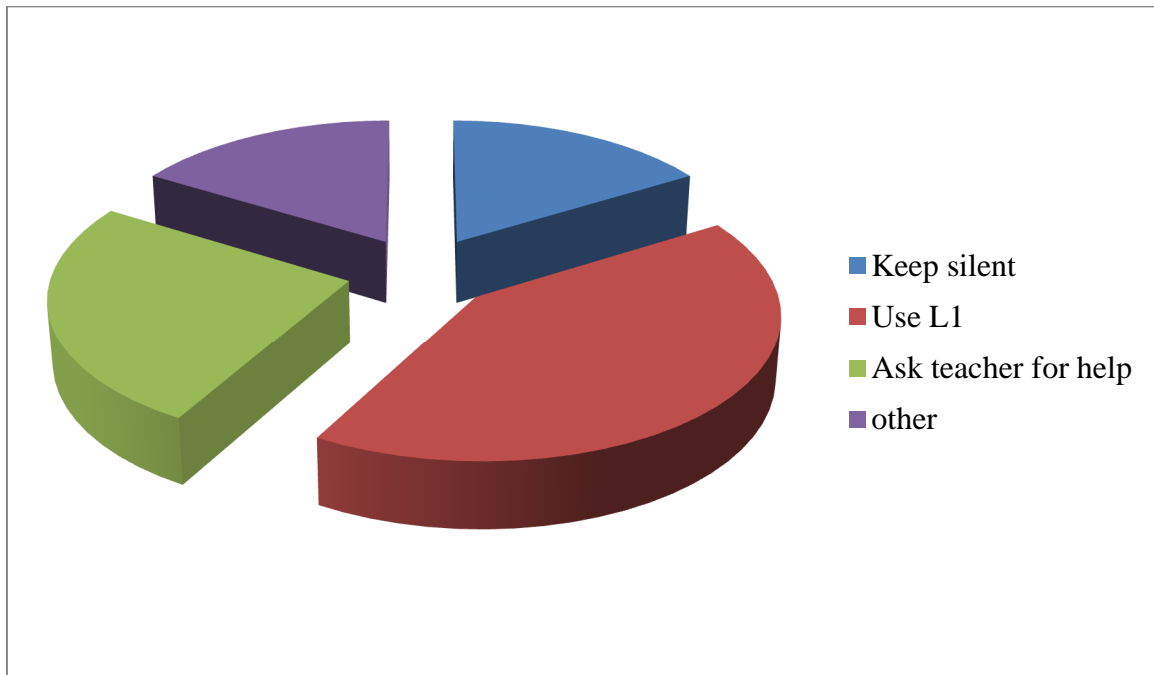
Figure 19: Difficulties that face students during interaction

As a result and depending on the table and figure above, the majority of students use L1 during interaction , it was picked by 25 students with the percentage of (41,6%). Keeping silent were the option of 10 students with the percentage of (16,6 %) while 15 of them choose to ask for help of the teacher with the percentage of 25% and the others 10 gave other suggestion with the percentage of (16,6%).

Q15: Do you find classroom interaction helpful to reduce the speaking mistakes?

Option	Number	Percentage %
Yes	50	83,3 %
No	10	16,6 %
Total	60	100 %

Table 18: The importance of classroom interaction in reducing speaking mistakes
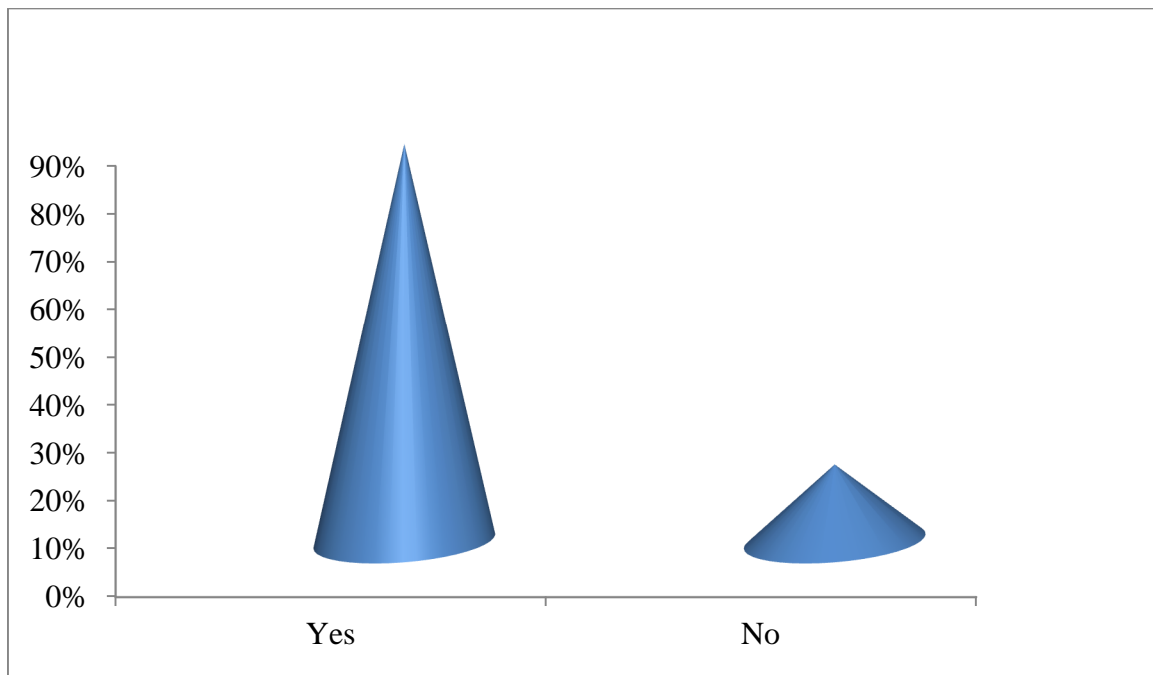
Figure 20: The importance of classroom interaction in reducing speaking mistakes

According to the table and figure above we can notice that students answered on yes/ no question, the highest percentage of students (83,3%) choose yes for classroom interaction as a helpful way to reduce speaking mistakes while only 10 students choose no with the percentage of (16,6%).

Q16: Could you please provide some suggestions to improve the speaking skill in classroom?

Option	Number	Percentage %
Specify half an hour for reading and speaking	30	50%
Making dialogues in class with classmates	15	25%
Interacting with classmates	15	25%
Total	60	100%

Table 19: students' suggestions to improve the speaking skill in classroom
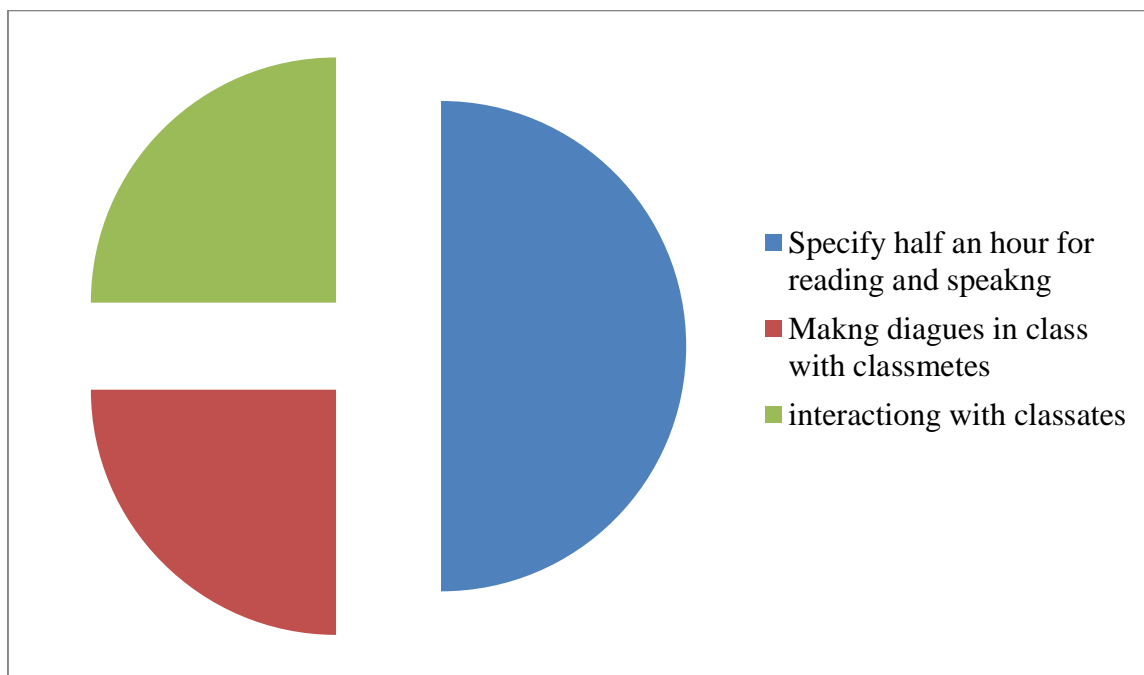
Figure 21: Students' suggestions to improve the speaking skill in classroom

We noticed from the table and figure below that our students gave us other suggestions that are helpful to improve speaking skill in classroom. The majority of our students claimed that giving a half hour for them to read is enough to master the speaking skill and interacting with the percentage of (50%), while   making dialogues and interacting with classmates was the suggestion of other students with the percentage of (25%).

1.3. Discussion of students' questionnaire result

From the questionnaire above; we can noticed that the majority of students at IBN KHALDOUN university of TIARET consider that classroom interaction can have a positive impact on learners' speaking capacities. It encourages the students' participation, promotes confidence, and prepares students for real life communication. Also it showed that the learners are really given chances to use the language through engaging in interactions which prevent them merely form listening passively to the teacher.

2. Teachers' interview

2.1 Teachers' profile

The participants of this study were English teachers at the English department of IBN KHALDOUN university of TIARET. Teachers were chosen randomly to answer the interview in order to provide us with their experience about the importance of classroom interaction to enhance students speaking skill. This interview took place online.

2.2 Description of the interview

This section consist of eight questions, it seeks for personal information about teachers experiences and attitudes toward speaking skill and classroom interaction, we mainly asked 5 teachers of university of IBN KHALDOUN to give their opinions. Questions are about knowing students level in classroom setting and the role of the teacher to enhance those skills.

2.3. Analysis of interview

Q1: **For how many years have you been teaching English?**

Teacher 1: 13 years

Teacher 2: 15 years

Teacher 3: 9 years

Teacher 4: 5 years

Teacher 5: 10 years

This question aims at investigating teachers' experience in teaching English language. The majority of teachers are highly experienced since they have Magister degree and Doctorate degree .So; this shows that the majority of our teachers have enough experience to teach the English language.

Q2: which one of the four skills needs to be developed?

 a. Listening

 b. Speaking

 c. Reading

 d. writing

Teacher 1: speaking

Teacher 2: writing and speaking

Teacher 3: speaking

Teacher 4: speaking

Teacher 5: speaking

From the results above, we can confirm that the majority of teachers support their students to master only two skills writing and speaking. However, speaking skill is more demand than the other one because of its importance; all of our teachers choose speaking skill while only one teacher preferred to choose writing skill.

Q3: Do you give a chance to you students to speak inside classroom?

a. Yes

b. No

Teacher 1: yes, always

Teacher 2: yes

Teacher 3: yes, sure I do

Teacher 4: of course, because it is the main objective

Teacher 5: yes, of course

All teachers argued that speaking skill is very important in classroom for the benefit of their students.

Q4: what are the activities that must the teacher provide to their learners?

Teacher 1: group work, open discussions

Teacher 2: up to date topics, play-role, dialogues

Teacher 3: games, dialogues, debates

Teacher 4: group work

Teacher 5: dialogues

This question aims at investigating the different activities practiced by learners to create interaction in classroom. Each teacher provided his opinion about the activities that should be practised in classroom setting, some of them claimed that group work and making dialogues

are efficient for better interaction while others choose up to date topics, playing games, they claim that it creates a good mood between learners.

Q5: what is the importance of communicative activities in EFL learning process?

Teacher 1: to raise student's level

Teacher 2: to create interaction and help students to better communicate and exchange ideas and opinions

Teacher 3: help learners to acquire vocabulary and avoid shyness

Teacher 4: to develop learner's knowledge

Teacher 5: give opportunities for learners to be more motivated

This question aims at investigating information about the importance of communicative activities in EFL process, teachers gave their opinion , they claimed that their level will be developed, opportunities will be given to learners in order to exchange their ideas and opinions , they will be able to enhance their speaking skill and be able to acquire vocabulary and avoid shyness.

Q6: Do you evaluate your students speaking skill?

Teacher 1: sometimes, when they do grammatical or spelling mistakes

Teacher 2: yes, I do

Teacher 3: yes, most of the time

Teacher 4: of course I do

Teacher 5: yes

According to the results, all our interviewees evaluate their students speaking skill, when they do grammatical mistakes or spelling one.

Q7: What do you do to make quiet students interact in the classroom?

Teacher 1: I ask them to join their friends in group work and assign them certain activities to do on the board.

Teacher 2: I always pushes them to talk and participate so that they feel comfortable.

Teacher 3: ask them direct questions and give them specific tasks and homework. Mix between group work and individual wok.

Teacher 4: ask them to join their friends and make a group work in order to work together.

Teacher 5: give them a chance to speak and interact with making them feel uncomfortable with their friend, treat them equally as I do with other learners.

From the result above, we can notice that all the teachers provide their student's chances to prove themselves with their classmates by making them feel comfortable, treating them equally as their friends, and making a group work to help them to participate and interact freely.

Q8: How do you motivate your learners to interact inside the classroom?

Teacher 1: I always use humour and examples for their real life.

Teacher 2: I give them activities in which they will all participate or give their opinions.

Teacher 3: mainly by using humours, awards and points.

Teacher 4: let them talk about themselves and their experiences in speaking class.

Teacher 5: give them the chance to participate without any fear.

Teachers gave their opinion on how to motivate their students, some of them motivate their students by using humours and examples from their real life, others provide them with different activities in order to participate and give their opinions, and others evaluate their level with giving them notes and points to develop their learning.

1.4. Discussion of teachers' interview result

The interview above revealed that teachers of IBN KHALDOUN university of TIARET consider classroom interaction as an effective method to enhance students speaking skill. The majority of teachers claimed that speaking skill is the most important skill that should be taught because it can develop students opportunities in better communication so they will be able to express their opinions freely and effectively, they claimed that without speaking skill

students cannot deliver what they think, they propose to teach learners all skills but speaking should be at first place.

Conclusion

To sum up, classroom interaction is regarded as a factor that plays an important role for developing students speaking skill and has demonstrated that also plays a significant role in the process of L2 learning since it gives students the chance to communicate and participate in real communication setting. That is to say, classroom interaction is considered as an effective technique to improve students speaking skill level.

Via the questionnaire and, the interview and, according to their analysis, and according to teachers and learners point of views, we conclude that classroom interaction regarded as an efficient, effective technique for their benefit to improve their speaking skill. Furthermore, they affirm that students will have more opportunities to receive comprehensible input.

General Conclusion

General Conclusion

Developing learner's speaking skill level has been the concern of many teachers especially for second language teachers who might have some difficulties to teach non_ native speakers. Therefore, there are different methods and techniques that teachers must use in classroom to develop the learning process where the learner will have the chance to speak accurately and fluently. Classroom interaction is considered as the most useful strategy in developing the learning process where learners can express themselves classmates in classroom.

Learners find some obstacles in acquiring the knowledge because of the deficiency in real use of language at the level of oral performance, that is to say interaction can easily reduces speaking difficulties.

This current work was motivated by our personal desire to investigate how can classroom interaction be an effective technique for learning process. Thus, our ultimate goal was investigating the role of classroom interaction to enhance student speaking skill. We shed the light on the importance of using communicative activities as a tool to improve English speaking skill in classroom setting.

The work has been registered in three chapters, the first chapter was about the literature review of speaking skill that we mentioned its definition, components and its importance, whereas the second chapter was also a literature review about classroom interaction which we have mentioned the definition, techniques, its relationship to speak skill and also its importance. The last chapter was the practical part, it mainly based on using questionnaire which was directed to learners of IBN KHALDOUN University, in addition to the online interview which was basically directed to teachers of the latter institution.

The field research of the last chapter which is considered as the practical part embodies sample of questions that focus on students point of view and attitudes toward how can classroom interaction be a helpful method to enhance their speaking skill level and the importance of communicative abilities that should be used to improve learning process. Thus, questions were analyzed to discover the different opinions about learners. The online interview directed to teachers focused more on their personal experience in teaching and their opinion toward the importance of interaction and communication among learners and how can they play a significant role to develop speaking skill level and oral proficiency.

General Conclusion

According to the data we have collected and different methodologies we have used, quantitative and qualitative (questionnaire and online interview) to improve whether our hypothesis are efficient or not, we came out with the result that classroom interaction plays an important role to enhance students' speaking skill and oral proficiency level. We mentioned different opinions from teachers and learners and they all affirm that without interaction, learners cannot enhance their speaking skill level. Therefore, the result of the study reveal one outcome: classroom interaction has an important role in enhancing students speaking skill level due to its efficiency to make students able to discuss and exchange their opinions and sharing their knowledge.

Finally, we end this dissertation with the idea that communication reduces learners mistakes while speaking which can lead them to interact with an effective way, teachers are the basic element in teaching and learning process so they should play the role of guiders, researchers, facilitators in order to motivate their learners to use their abilities among their classmates without being fear or shy.

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Appendices

APPENDIX ONE

The Students' Questionnaire

Dear students,

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. It is done in order to know the effectiveness of classroom interaction in developing the English language 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.

Thank you in advance for your cooperation

Rubric one: Students Profile

Q1: Specify your gender

- a- Male
- b- Female

Rubric two: Speaking Skill

Q2: How do you rate your spoken English level?

- a- Advanced
- b- Intermediate
- c- Basic
- d- I cannot communicate

Q3: The teacher asks you a question, how do you feel?

- a- Completely uncomfortable
- b- A little uncomfortable
- c- comfortable
- d- very comfortable

Q4: Most of my mistakes are in?

- a- Grammar
- b- Vocabulary
- c- Spelling

d- Other……………………………………………………………………………….

Q5: What kind of difficulties you face while speaking? While speaking, I have

a- Anxiety

b- Inhabitation

c- Luck of vocabulary

d- Other …………………………………………………………………………….

Q6: What do you suggest as appropriate activities to enhance your speaking skill?

a- Communication games

b- Information gap activities

c- Discussion

d- Other …………………………………………………………………………

Q7: Are you satisfied about the time devoted to practice the speaking skill?

a- Yes

b- No

Q8: The teacher asks you to have a group discussion, you

a- Corner yourself and don't talk

b- Occasionally talk

c- Talk as much as possible

d- Talk and lead of the discussion

Rubric three: Classroom Interaction

Q9: you have a question in mind, you

a- Avoid asking it

b- Ask your friends to ask it

c- Ask with hesitation

d- Immediately ask it and discuss it

Q10: What method is your teacher depending more in the classroom management?

a- Pair work

b- Group work

c- Discussion

d- Simulation and role play

Q11: Does your teacher support learners to interact? How?

a- Yes

b- No

If yes how …………………………………......................................…

……………………………………………………………………………

Q12: Who talk more inside the classroom?

a- Teacher

b- Learners

Q13: Which type of interaction do you prefer and enjoy more?

a- Student-student interaction

b- Student-teacher interaction

Explain why ……………………………………………….................

…………………………………………………………………………

Q14: During the interaction when you face difficulties what do you do?

a- Keep silent

b- Use L1

c- Ask teacher for help

d- Other ………………………………………………………………..

Q15: Do you find classroom interaction helpful to reduce the speaking mistakes?

a- Yes

b- No

Justify your answer ………………………………………………………

……………………………………………………………………………

Appendices

Q16: Could you please provide some suggestions to improve the speaking skill in classroom?

…………………………………………………75……………………………………………………
………
……………………………………………………………………

Thank you for your collaboration.

Appendices

APPENDIX TWO

Teachers' Interview

Dear teachers,

This interview is an investigation tool for gathering data required for the fulfillment of a master dissertation. It is done in order to know the effectiveness of classroom interaction in developing the English language speaking skill. We would be grateful if you could share your experience and answer these questions. Your answers are very important and will be helpful to complete this work. Thank you in advance for your collaboration.

Questions

1. For how many years have you been teaching?
2. In your opinion, which one of the four skills needs to be developed more in order to improve students' English?
3. Do you give opportunities to learners to speak inside the classroom?
4. What kind of activities do you prefer in order to make learners interact?
5. What is the importance of communicative activities in EFL learning process?
6. Do you evaluate your students speaking skill?
7. What do you do to make quiet students interact in the classroom?
8. How do you motivate your learners to interact inside the classroom?

Thank you for your help