

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
AHMED SALHI UNIVERSITY CENTRE OF NAAMA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGE
SECTION ENGLISH**



**Difficulties Reducing Student's Interaction in
Classroom**

**The Case Study of First Year LMD Students at Ahmed SALHI University
Centre of Naama**

Extended Essay Submitted to the Department of English in Candidacy
For the Master Degree in Linguistics

Submitted by

Ms. Nacera CHABIRA

Supervisor:

Ms. Nadjia BOUSSEBHA

Board of examiners:

President: Ms BERRAHOUI Hanane

Supervisor: Ms BOUSSEBHA Nadjia

Examiner: Ms MERINE Asma

Academic Year 2018-2019

Dedications

I dedicate this work to: sympathetic father and thoughtful mother whose love always strengthens my will.

To my lovely sisters Fatima Zahra, Naima, and to my brothers Tayeb, Azzedine, Boujemaa and Salah Addine who fit my needs and requirements.

To my dearest nephew: Soulimane.

To my shiny and pretty nieces: Hadjer and Ritadj Nour Elyaquine.

To my best friends: Djihane, Hadjer, Hafsa, Mokhetaria, Somia, Assia for sharing with me hard moments.

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

To all those who believe in me and pray for me.

Acknowledgements

First of all, I would like to express my cordial gratitude to the Almighty Allah for giving me the strength and to finish this research work.

I would like to express my sincere gratitude and deep sense of indebtedness to my supervisor **Miss BOUSSEBHA Nadjia** for being kind enough to accept directing this work with all her academic engagements and for the accurate advice she puts forward and for her patience throughout this work.

My special thanks go also to the board of examiners: **Ms MERINE Asma** and **Ms BERRAHOUI Hanane** for their effort they dedicated for reviewing my work and providing their professional guidance and precious advice too.

I gratefully wish to thank the first Year LMD students of the Department of English for their help and seriousness in completing the questionnaire.

I would also like to thank all my colleagues for the nice times that we spent together helping each other.

Abstract

When teaching a foreign language, the teacher deals with the four skills with much emphasis on the productive skills primary speaking in order to facilitate the task of communication by using the English language. English language learners are generally facing difficulties to use English to express their thoughts effectively. The idea that interaction could and should take place in the classroom becomes more and more popular especially in English language classroom. Today, many researchers argue that through classroom interaction knowledge can be constructed and speaking skill can be developed. Accordingly, the current research work aims fundamentally at investigating the importance of English students' classroom interaction. It also highlights the impact of classroom interaction in helping the first year (LMD) English language students at Naama University Center to develop their speaking skill. Through the use of a set of research instruments; mainly, questionnaire and interview, these data have been discussed and analyzed quantitatively and qualitatively. From the analysis, it has been hypothesized that the majority of students give an importance to classroom interaction; it affects positively on second language (L2) teaching and learning. Classroom interaction may help them to develop their speaking skill, to communicate easily with each other, and to exchange ideas as well.

Table of Contents

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
Table of Contents.....	IV
List of Tables.....	VII
List of Figures.....	VIII
List of Acronyms and Abbreviations.....	IX
General Introduction.....	1
Chapter One: Literature Review	
1.1 Introduction.....	5
1.2 Communicative Approach.....	5
1.3 Communicative Competence.....	6
1.4 Classroom Interaction.....	6
1.5 Aspects of Classroom Interaction.....	7
1.5.1 Negotiation of Meaning.....	7
1.5.2 The Role of Feedback.....	8
1.6 Types of Classroom Interaction.....	9
1.6.1 Teacher-Learner Interaction.....	10
1.6.2 Learner-Learner Interaction.....	12
1.7 Difficulties facing Students' Interaction.....	13

1.7.1 Inhibition.....	13
1.7.2 Nothing To Say.....	14
1.7.3 Low or Uneven Participation.....	14
1.7.4 Mother Tongue Use.....	14
1.8 Lack of Vocabulary.....	14
1.8.1 Lack of Pronunciation.....	15
1.9 Conclusion.....	15
Chapter Two: Research Methodology and Data Analysis	
2.1 Introduction.....	17
2.2 Sample Population.....	17
2.3 Research Instruments.....	17
2.3.1 The Questionnaire Description.....	18
2.3.2 The Interview Description.....	18
2.4 Analysis and Interpretation of the Results.....	18
2.4.1 Analysis of the Questionnaire Results.....	18
2.4.2 Interpretation of the Questionnaire Results.....	32
2.4.3 Analysis of Interview Results.....	33
2.4.4 Interpretation of the Interview Results.....	35
2.5 Conclusion.....	35
General Conclusion.....	37
Bibliography.....	38
Appendices.....	39

Appendix A: Questionnaire.....	40
Appendix B: Interview.....	45

List of Tables

Table 2.1: Students' Gender.....	19
Table 2.2: Students' level in English.....	19
Table 2.3: Students' attitudes toward English language.....	20
Table 2.4: Students and teacher Relationship.....	21
Table 2.5: Students and teachers amount of talking.....	22
Table 2.6: Frequency of Teacher-Learner Interaction.....	22
Table 2.7: Frequency of Learner-Learner Interaction.....	23
Table 2.8: Students' Enjoyment of Interaction.....	24
Table 2.9: Students' opportunity towards Interaction with their teacher.....	25
Table 2.10: Students' attitudes toward their difficulties when they speaking in Oral Expression.....	26
Table 2.11: The different difficulties which the students face when they speaking.....	27
Table 2.12: Teacher's Frequency to give Feedback during his learner's Oral performance.....	28
Table 2.13: Student's attitudes toward the situations when they are provided by feedback.....	29
Table 2.14: The mistakes that the teacher concentrates during his corrections.....	30
Table 2.15: Students' reaction toward receiving feedback.....	31

List of Figures

Figure 1.1: A modal of interaction.....	9
Figure 1.2: Interaction between teacher and students.....	11
Figure 1.3: Interaction between students.....	12
Figure 2.1: Students' Gender.....	19
Figure 2.2: Students' level in English.....	20
Figure 2.3: Students' attitudes toward English language.....	20
Figure 2.4: Students and the teacher Relationship.....	21
Figure 2.5: Students and teacher amount of talking.....	22
Figure 2.6: Frequency of Teacher-Learner Interaction.....	23
Figure 2.7: Frequency of Learner-Learner Interaction.....	24
Figure 2.8: Students' Enjoyment of Interaction.....	25
Figure 2.9: Students' opportunity towards interaction with their teacher.....	26
Figure 2.10: Students' attitudes toward their difficulties when they speaking in Oral Expression.....	27
Figure 2.11: The different difficulties which the students face when speaking....	28
Figure 2.12: Teacher's frequency to give feedback during his learner's Oral performance.....	29
Figure 2.13: Student's attitudes toward the situations when they are providing by feedback.....	30
Figure 2.14: The mistakes that the teacher concentrates during his corrections....	31
Figure 2.15: Students' reaction towards receiving feedback.....	32

List of Abbreviations and Acronyms

CLT : Communicative Language Teaching

EFL : English Foreign Language

FL : Foreign Language

LMD : Licence. Master. Doctorate

L2 : Second Language

OE : Oral Expression

SLT : Second Language Acquisition



**General
Introduction**

General introduction

Along the history of foreign language teaching and learning, speaking as a productive skill is very important skill which the learner should acquire. In this respect, many attempts have been providing the perfect atmosphere for learners. To develop such a skill in classroom situations.

For learners who are studying English in non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of foreign language communication. Classroom interaction then, is necessary and useful as an educational strategy to enhance learning.

The term of classroom interaction plays an important role in the second language learning. In fact the considerable interest in the role of interaction in the context of learning becomes an important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills. The speaking skill considered as an important part of teaching of English as foreign language, as well as it is commonly apparent that the academic speaking with its development is designed for students at University level. Students at this level are supposed to learn how to speak inside the classroom. In oral expression module, students try to express their ideas but they overlook the grammatical rules, the difference between the first language and second language, and the pronunciation rules.

Therefore, the current study aims at showing how classroom interaction plays a significant role and seek for the most popular types of classroom interaction. The current study attempts to answer the following questions:

1- Is classroom interaction important for first Year LMD students of English at Center University of Naama?

2- What is the relationship between interaction and communication?

3- Are the students of first Year LMD of English at Center University of Naama able to develop their speaking skill through interacting inside classroom?


From these questions, the following hypotheses have been raised:

1- Classroom interaction takes an important place in developing student's skills.

2- Since interaction is in the heart of communication in an era of communicative language teaching, communication makes the classroom interaction successful.

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

The present work consists of two main chapters. The first chapter is theoretical part which constitutes the literature review of classroom interaction; the main focus of this chapter is on its main types, aspects and principles. The second chapter is the practical part of this study which concerns the analysis of the collect data by means of the students' questionnaire and teachers' interview. Then, these data have been discussed and analyzed quantitatively and qualitatively.



Chapter one :
Literature Review

Chapter One Outline

Chapter One: Literature Review

1.1 Introduction.....	5
1.2 Communicative Approach.....	5
1.3 Communicative Competence.....	6
1.4 Classroom Interaction.....	6
1.5 Aspects of Classroom Interaction.....	7
1.5.1 Negotiation of Meaning.....	7
1.5.2 The Role of Feedback.....	8
1.6 Types of Classroom Interaction.....	9
1.6.1 Teacher-Learner Interaction.....	10
1.6.2 Learner-Learner Interaction.....	12
1.7 Difficulties facing Students' Interaction.....	13
1.7.1 Inhibition.....	13
1.7.2 Nothing to Say.....	14
1.7.3 Low or Uneven Participation.....	14
1.7.4 Mother Tongue Use.....	14
1.8 Lack of Vocabulary.....	14
1.8.1 Lack of Pronunciation.....	15
1.9 Conclusion.....	15

1.1. Introduction

In the field of Second Language Acquisition, interaction has been considered important in language learning. It requires in the process of second language learning the presence of two or more learners who collaborate in achieving communication.

In this chapter we shall deal with the notion of interaction as a strategy that takes place in classrooms, starting with a brief view about communicative language teaching (CLT), then, we will explain the main aspects, types of interaction. Finally, it highlights the difficulties facing students' interaction in oral classroom.

1.2. Communicative Approach

With the importance of English in today's world, the communicative approach or communicative language teaching (CLT) is considered as the best approach of teaching in the classroom and learning language in general. Therefore, a deep understanding of CLT implications for classroom practice is very important for both learners and teachers. This method has wide influence, speaking was given more importance in this approach because learners are exposed to interact with their classmates, teachers or materials.

A deep understanding of CLT theory and its implications for classroom practice is significant for both learners and teachers. Because it aims at helping learners to use the target language for communication. Harmer also makes the important point that learners are always in need to be exposed to language and be given opportunities to use this language in order to develop their knowledge and skills (2001:70).

1.3. Communicative Competence

The communicative approach is mainly based on the theory of communicative competence that includes grammatical, sociolinguistic discourse and strategic competence. According to Hedge who has been explaining these as:

sociolinguistic competence or pragmatic competence refers to the social rules of language use which includes a better understanding of social context where communication takes place like the shared knowledge of participants; it is also called the illocutionary competence discourse competence deals with the ability to understand individual messages and to recognize all the discourse features.

In the communicative approach, most researchers agree on the need for the communicative competence to support learning and make the classroom interaction successful. Johnson (1995:161) claims that **“classroom communicative competence is essential in order for the second language students to participate in and learn from their classroom experience.”**

1.4. Classroom Interaction

Classroom interaction is a practice that enhances the development of language skills. Interaction in the classroom it is an essential part of teaching, learning process. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. This action may be verbal or non verbal.

According to Allwright (1984), classroom interaction involving productive teaching technique manages the classroom language learning. Crystal (2003) claims that interaction is face-to face communication with particular prosody, facial expression, silence, and rhythmical patterns of behavior between the participants.

The concept of classroom interaction has significant importance in the classroom; it is an essential part of learning and teaching processes. Allwright and Baily (1991), holds that interaction is something people can do together, i.e. collectively and obviously. Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting.

Jack C. Richards, John Platt and Heidi Pallat, (1992) defined classroom interaction in these words:

“The patterns of verbal and non- verbal communication and the types of social relationships which occur within classroom.”

The study of classroom interaction may be a part of studies of classroom discourse, teacher talk and second language acquisition. It points to how the teacher and the students interact and how students interact amongst themselves, all of which affect language learning.

1.5. Aspects of classroom Interaction

Classroom Interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, and then we cannot speak of a successful learning through interaction. Ellis and Foto (1999:09) say, **“Interaction contributes to acquisition through the provision of negative evidence and opportunities for modified output.”**

Interaction is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

1.5.1. Negotiation of meaning

Negotiation has a direct connection with second language learning and it takes place during interaction. Gass and Selinker have mentioned that when a non-native speaker negotiates meaning, the interaction takes place and result in the development of second language. According to Pica’s (1994:493) work,

“Negotiation contributes to conditions, processes, and outcomes of second language learning by facilitating learners’ comprehension and structural segmentation of L2 input.”

Ellis and Barkhuizen (2005) define negotiation of meaning is the verbal exchanges that occur when the speakers seek to prevent the breakdown of

communication. The learners in the classroom then should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction. However, if there is a lack comprehension different processes can be focused on to repair the interaction.

1.5.2. The Role of feedback

According to Mackey (2007:30) **“through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification.”** In order to develop the speaking skill, learners must notice the errors and recognize them for correction. Feedback may occur from learners, i.e. learners are able to correct and call each other’s attention to the errors.

Mackey (2007) suggests two forms of feedback, an explicit and implicit feedback. Explicit feedback is defined as any feedback that states overtly that learners do not use the second language correctly in their speech; it is called also metalinguistic feedback because teachers provide the learners with the linguistic form of their errors. However, implicit feedback refers to the corrective feedback that in clues requests for clarification or recasts, in other words, teachers rephrase the learner’s utterance by changing one or more sentence component.

Many researchers have shown that the explicit feedback is more effective than the implicit feedback i.e. that in explicit feedback, the teacher draws the students’ attention directly to the errors so that students do not use them again. Whereas, in implicit feedback, the teacher asks students to reformulate their output to be understood and this is an indirect corrective feedback since the teacher does not point the errors directly. In brief, the feedback role of interaction is of crucial importance. Students want to know how they are doing in relation to their peers. However, teachers should not deal with all oral production of the students and during all time.

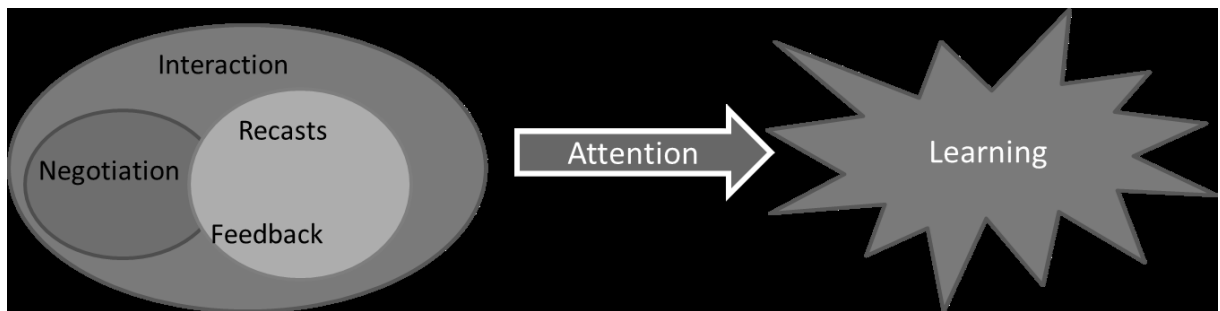


Figure1.1: A model of interaction (Gass & Mackey 2008, p.331).

Figure1.1 lists negotiation, reacts and feedback as major components' in the interaction cycle.

1.6 Types of Classroom Interaction

Thurmond (2003) defines interaction as:

“The learners’ engagement with the course content, other learners, the instructor and the technological medium used in the course. True the interactions with other learners, the instructor and technology result in reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment.”

From this quote we understand that are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. We must focus in this study only on two main types.

1.6.1. Teacher-Learner Interaction

The interaction between teacher and student is called teacher-student interaction. It can be called as teacher-student interaction if there is a communication between each other, from teacher to student, and it can be one student or more. That is to say a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students’ ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the

experience of their teachers on how well to interact in the manner that is most effective. Scrinvener (2005:85) made the following diagram to show clearly how the interaction happens between the teacher and students.

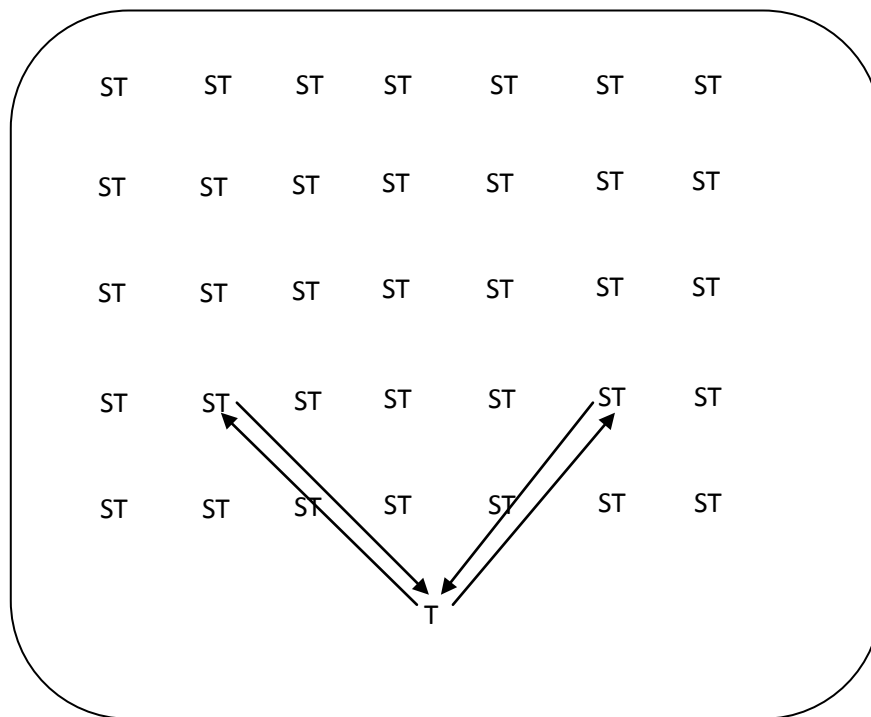


Figure1.2: Interaction between teacher and students

- Key:
- ↗ Teacher interacts with students
 - ↘ Student interacts with teacher
 - ST Student
 - T Teacher

According to Harmer (2009) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify ways in which they will speak such as the voice, tone and intonation.

1.6.2. Learner-Learner Interaction

According to Johnson (1995) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of: cognitive development, educational achievement of student and emerging social competencies and develop the learners' capacities through collaborative works. Many theories of learning maintain that knowledge is actively constructed and skills improved through interactions between learners as it is shown in the diagram in figure 1.2 done by Scrinvener (2005:86).

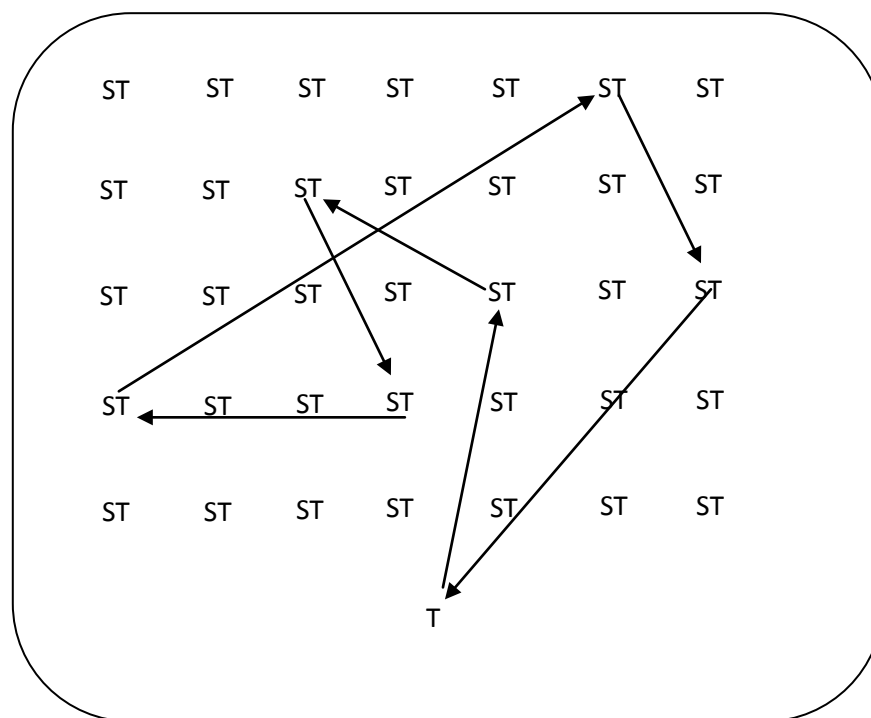


Figure1.3: Interaction between students

Key:

↗ Student-Student interaction

ST Student

T Teacher

So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom.

Naegle Paul (2002:128) adds also that:

“Talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned.”

The teachers then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

1.7. Difficulties facing student’s interaction in classroom

EFL learners often facing some obstacles while dealing with such a difficult skill, even those who have a clear idea about the language system face the same problems. According to Ur (2000), there are four main problems.

1.7.1. Inhibition

When students want to participate in the classroom, many of them experience inhibition which is caused by many issues as shyness and fear of making mistakes. In this perspective Ur (2000:111) states that:

“Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.”

Bowman et al (1989) agree on this view and argue that when the teacher deals with speaking, he might ask his students to express themselves in front of their classmates.

1.7.2. “Nothing to say”

When students are obliged to share their thoughts and talk about a given topic, most of them prefer to keep silent while others might say “I have no idea” or “No comment”. These expressions are due to the lack of motivation in expressing themselves on the chosen topic. (Rivers 1968).

1.7.3 Low or Uneven Participation

Participation has been defined as **“the number of unsolicited responses volunteered.”** (Burchfield & Sappington 1999:290); and low participation is about and the amount of each student’s time of talking. There are some of them tend to be dominant and take the place of others who choose to keep silent or they are uncertain whether what they will say is correct or not and the situation will worst.

1.7.4. Mother-Tongue Use

According to Baker and Westrup (2003:12) **“barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.”**

Thus, the learners will find it difficult to use the target language correctly if they keep on borrowing words and terms from their mother tongue which is a result of target language vocabulary lacks.

1.8. Lack of Vocabulary

Students often face some difficulties when they want to convey a message and they misused the words like in the case of synonyms that do not have the same meaning in all contexts.

According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances, so, students should be able to use words and expressions accurately.

1.8.1. Lack of pronunciation

Students find also problems in pronouncing words, if the pronunciation is incorrect, the learners will not be understood and the message will not be conveyed in an appropriate way and therefore accuracy is not achieved.

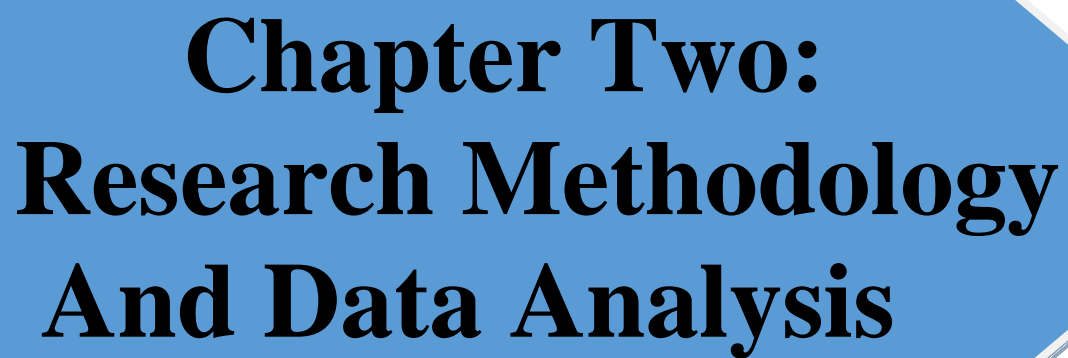
Redmond and Vrchota (2007:104) argue that:

“It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.”

So, learners should be aware of different sounds with their features and this may help them in developing their speaking skill.

1.9. Conclusion

Interaction is at the heart of the current theories of communicative competence. It involves learners in face-to face or teacher-learners encounters in the classrooms. It gives the learners practice in community and negotiation of meanings. In addition, the teachers’ talking should increase their talking time. This chapter has given a clear insight about classroom interaction and communication by identifying the key concepts related to the difficulties reducing student’s interaction in classroom. The coming chapter will investigate the importance of classroom interaction of first year (LMD) English language students Naama University Center and their attitudes to develop their speaking skill in the classroom.



**Chapter Two:
Research Methodology
And Data Analysis**

Chapter Two Outline

2.1 Introduction.....	17
2.2 Sample Population.....	17
2.3 Research Instruments.....	17
2.3.1 The Questionnaire Description.....	18
2.3.2 The Interview Description.....	18
2.4 Analysis and Interpretation of the Results.....	18
2.4.1 Analysis of Questionnaire Results.....	18
2.4.2 Interpretation of Questionnaire Results.....	32
2.4.3 Analysis of Interview Results.....	33
2.4.4 Interpretation of Interview of the Results.....	35
2.5 Conclusion.....	35

2.1. Introduction

The present chapter is aimed at collecting data about the difficulties of classroom interaction in developing speaking skill, since the learners are the main variables of this study. Their views and opinions are very crucial to test the state hypothesis, and the most appropriate tool to investigate that is through addressing a questionnaire to learners, and interview to the teachers.

Therefore, this chapter is divided into two main parts. The first part is devoted to research methodology. The second part is assigned for the analysis and the interpretation of the data collected from the informants.

2.2. Sample Population

The thirty three (33) students were selected randomly from the whole population to answer the research tool addressed to them. They were first year L.M.D students of English at Naama University Centre, and four EFL teachers. They were OE teachers in department of English at University Centre of Naama.

2.3. Research Instruments

The research instruments that were addressed to the participants are a questionnaire, and interview.

The first part of the investigation is carried out with the use of one questionnaire

Brehob (2001:2, cited by Petter & Davis, 2002) defines a questionnaire to be: "**a form that people fill out used to obtain demographic information and views and interests of those questioned.**"

Kirakowski (1998 :2 , cited by Petter & David, 2002) defines a questionnaire in a more structural way as a "**method for the elicitation, and recording and collecting information.**" (Petter & David, 2002:2).

The second part of our investigation, which is the main part, is carried out another type of data collection procedure which is interview. It is also the means through which we verify our research hypotheses, and try to answer our research questions.

“An interview is a conversation that has a structure and a purpose. It goes beyond the spontaneous exchange of view as in everyday conversation and become a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge”. (Kvale 1996:6).

2.3.1 The Questionnaire Description

Questionnaire is a research instrument used in this work. The questionnaire is designed to collect data related to student’s points of view about the development of their speaking skill through interacting inside classroom. It used in order to investigate the research questions and hypotheses.

The questionnaire consists of fifteen (15) questions which are arranged in logical way. They are either closed questions requiring from the students to choose yes or no answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them. The questionnaire includes two sections the first section devoted general and back ground information, whereas, the second section presented an overview on the classroom interaction and the difficulties that face students in when they speak.

2.3.2. The Interview Description

The interview is designed to four teachers. It aimed at identifying the problems faced by first year EFL students while speaking and to provide suggestions to improve students speaking performance. It is a combination of six opened and closed questions.

2.4. Analysis and Interpretation of the Results

The data collected from participants would be analyzed quantitatively, and qualitatively.

2.4.1. Analysis of Questionnaire Results:

Since the questionnaire consists of both opened and closed questions, the results will be analyzed both quantitatively and qualitatively.

Section one: General Information

In the question 1 participants are asked to specify their gender, it has been found that the informants are of different gender. From the table below, it is clear that the highest majority of students are females.

Gender	Male	Female	Total
Students	6	27	33
Percentage(%)	18,18%	81,82%	100%

Table 2.1: Students' Gender

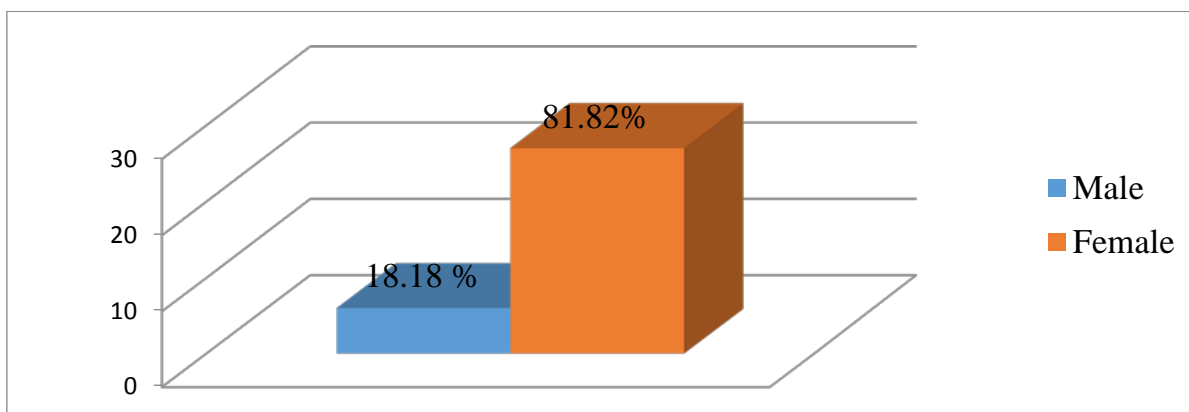


Figure2.1: Student's Gender.

We have recorded six males making up (18.18%), whereas the rest is of a female gender that is (81.81%).

Q2) Your level in English is:

Options	Subjects	Percentage (%)
Good	14	42,42%
Average	8	24,24%
Lessthanaverage	4	12,12%
I don't know	7	21,21%
Total	33	100%

Table 2.2: Students' level in English.

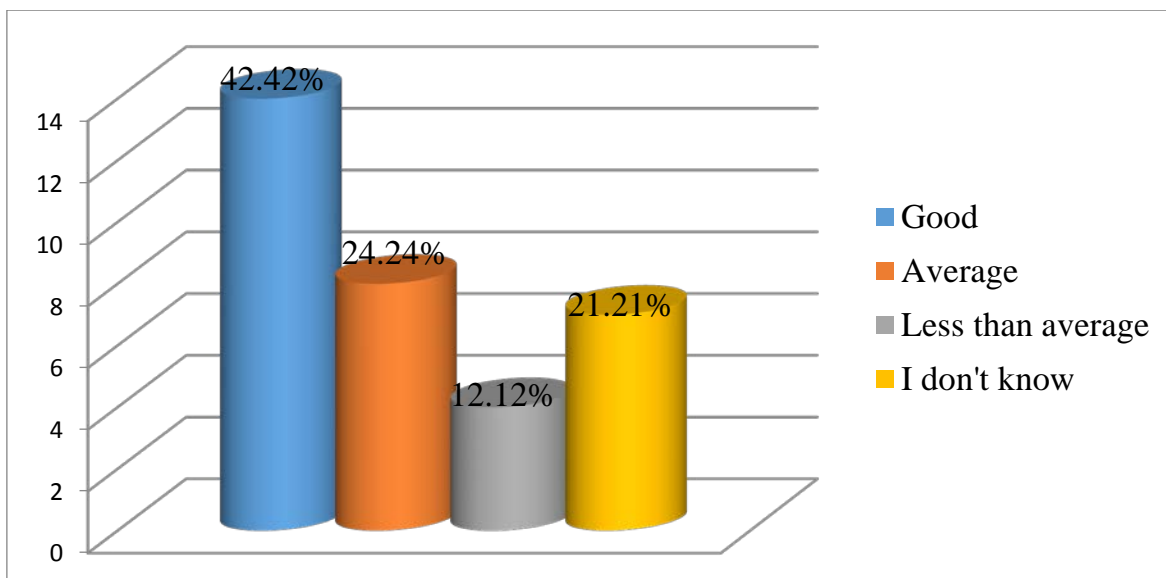


Figure 2.2: Students’ level in English.

(42.42%) state that their level is good, whereas (24.25%) state that their level is average. (21.21%), state that they don’t know. We have (12.12%), who assume that their level is less than average.

Q 3) Do you like English language

Options	Subjects	Percentage(%)
Yes	27	81,82%
No	6	18,18%
Total	33	100%

Table 2.3: Students’ attitudes toward English language.

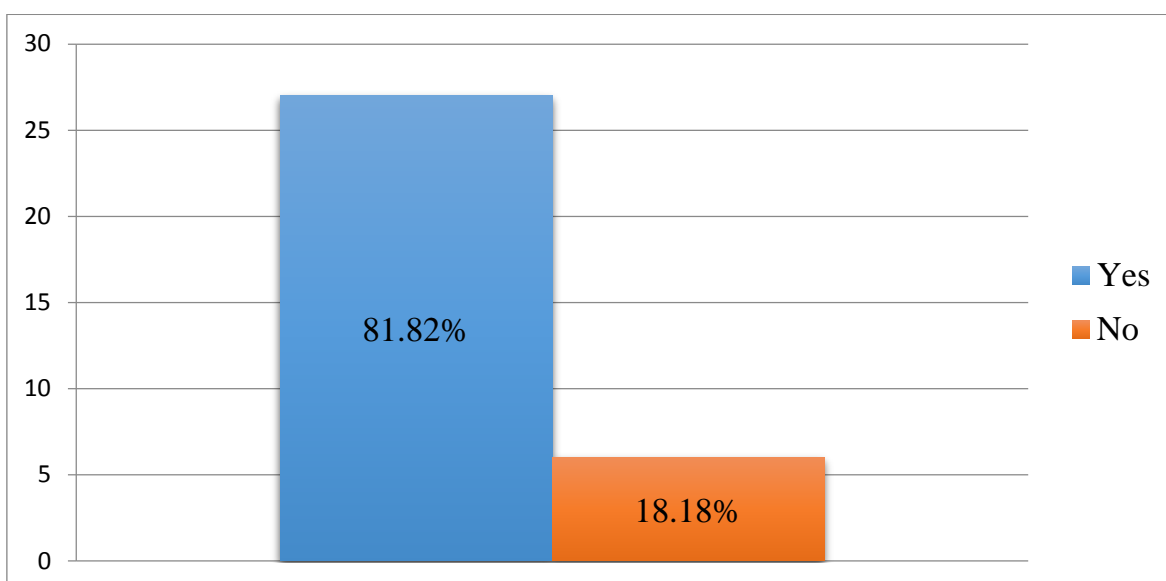


Figure 2.3: Students’ attitudes toward English language

The majority of the students (81.82%) affirmed that they like English language very much. While the other (18.18%), confessed that they do not like English much; this explains lack of interest and thus, lack of interaction.

Section two

Q4) what type of relationship exists between you and your teacher of oral expression?

Options	Subjects	Percentage(%)
Good	25	75,76%
No Relationship	8	24,24%
Total	33	100%

Table 2.4: Students and the teacher Relationship.

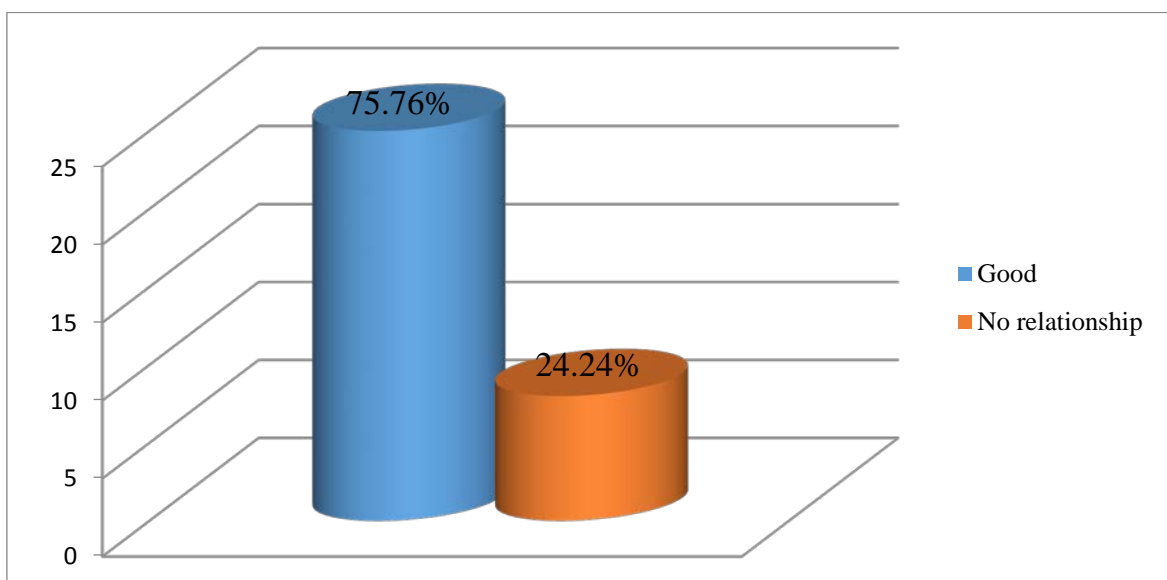


Figure 2.4: Students and the teacher Relationship.

Table (4) shows that all of the students have a good relationship between them and their teacher of oral expression. However, (24.24%) say that they have no relationship with teacher of oral expression.

Q5) Who does most of the talk in the classroom in oral expression?

Options	Subjects	Percentage (%)
Teacher	6	18,18%
Students	27	81,82%
Total	33	100%

Table 2.5: Students and teacher's Amount of talking.

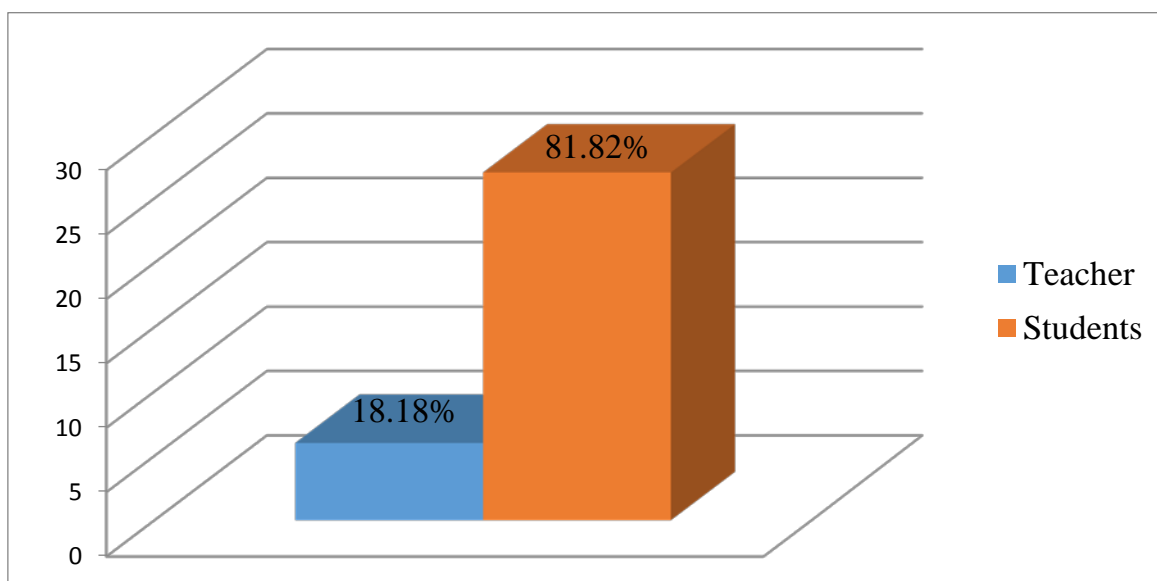


Figure 2.5: Students and teacher's Amount of talking.

The results obtained denote that (81.82%), of the students state that it is the student who does most of the talk in oral expression. On the other hand, (18.18%), of the students state that the teacher who does most of talk in the classroom.

Q6) How often does the teacher give you the opportunity to interact (give and take) with him?

Options	Subjects	Percentage (%)
Always	7	21,21%
Sometimes	25	75,76%
Never	1	3,03%
Total	33	100%

Table 2.6: Frequency of Teacher-Learner Interaction.

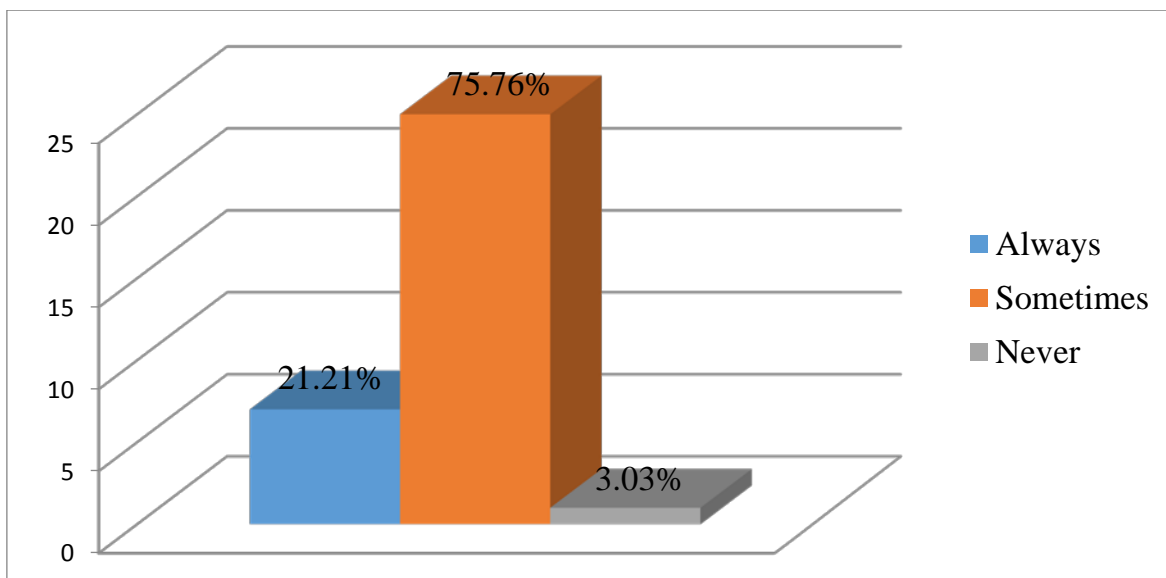


Figure 2.6: Frequency of Teacher-Learner Interaction.

The majority of the students (75.76%) state that they are sometimes given the opportunity to interact with their teachers, and those who say always are (21.21%) of the students. One student states that teachers never give him the opportunity to interact with them.

Q7) How often do you interact with your classmates inside the classroom?

Options	Subjects	Percentage (%)
Always	14	42,42%
Sometimes	15	45,46%
Never	4	12,12%
Total	33	100%

Table 2.7: Frequency of Learner-Learner Interaction.

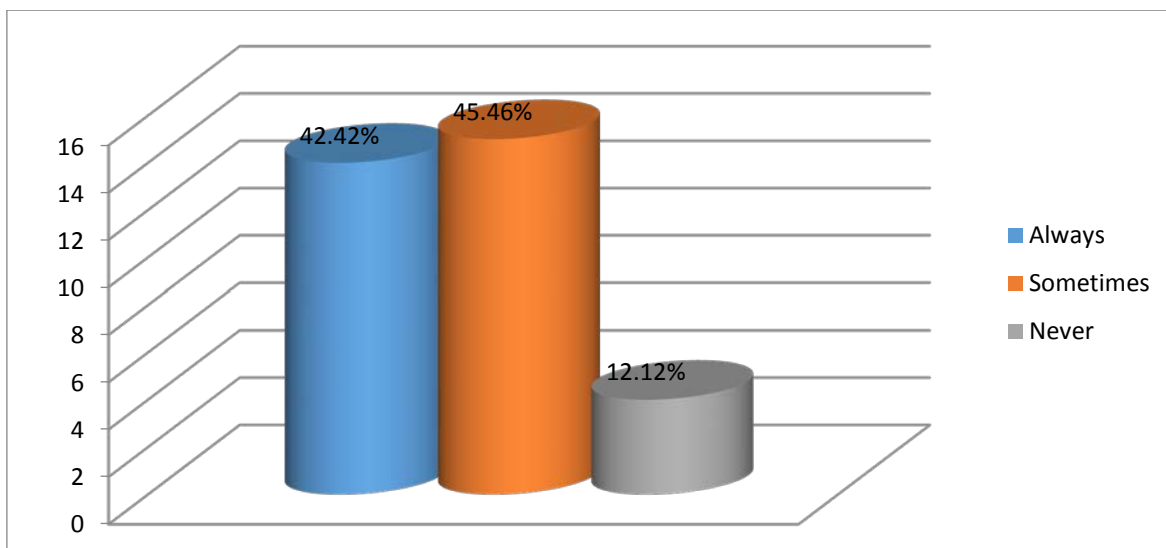


Figure 2.7: Frequency of Learner-Learner Interaction.

The table above shows that (15) students say that they sometimes interact with other learners in the classroom, others (14) students state they always do that. However, those who say never are (4) students.

Q 8) Which types of interaction do you like/enjoy more?

Options	Subjects	Percentage %
Learner-Learner interaction	13	39,39%
Teacher-Learner interaction	20	60,61%
Total	33	100%

Table2.8: Students' Enjoyment of interaction.

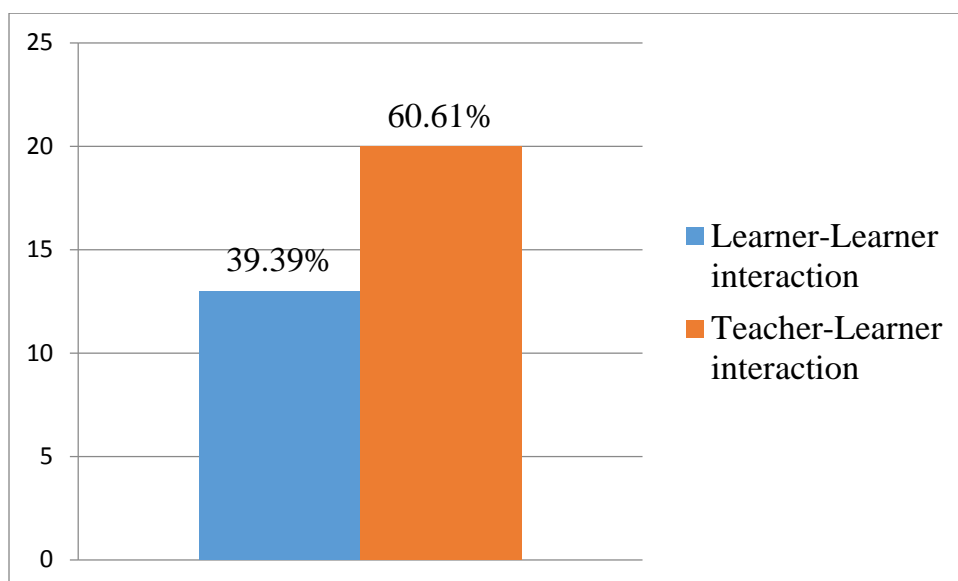


Figure 2.8: Students’ Enjoyment of interaction.

The table indicates that (20) respondents (60.61%) prefer to interact with their teachers, whereas (13) respondents (39.39%) they said they like to interact with their classmates.

Explain why:

Students who said that they like to interact with their teacher (teacher-learner interaction) because:

- Teachers have more experience, and they can learn from them.
- Share information and knowledge with each other.
- Teachers correct our mistakes.
- Build a good relationship between teachers and students.

Others who said that they like interact with their classmates (learner-Learner interaction) because:

- They can speak freely.
- Share ideas and information.
- It is a good way to communicate with each others.

Q 9) Do your teacher give the opportunity to all of the students to interact with him in classroom?

Options	Subjects	Percentage (%)
Yes	31	93,94%
No	2	6,06%
Total	33	100%

Table 2.9: Students’ opportunity towards interaction with their teacher.

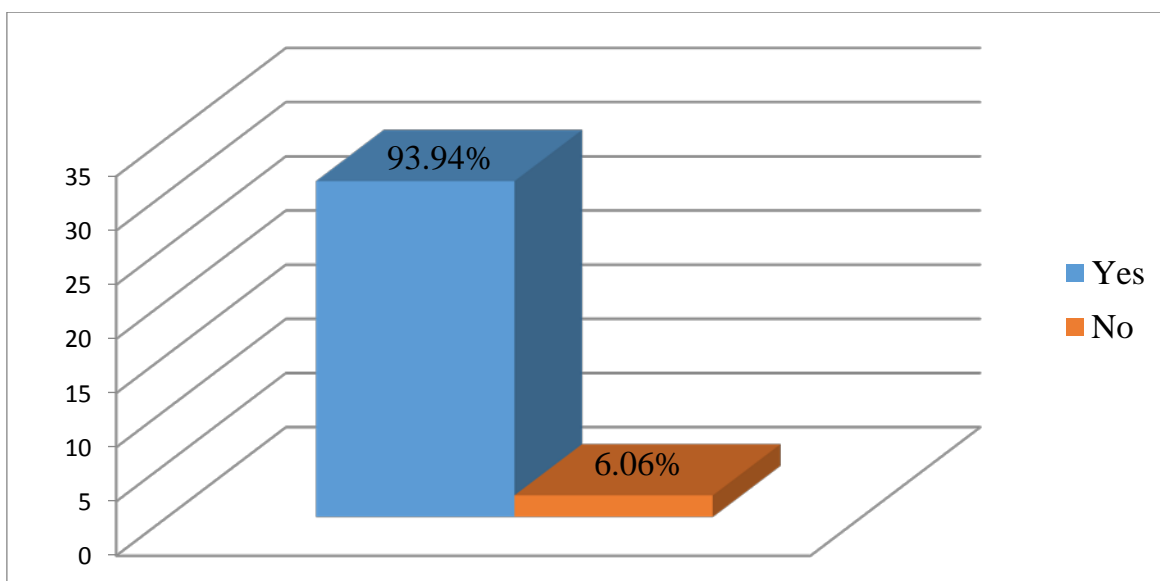


Figure2.9: Students' opportunity towards interaction with their teacher.

The majority of students (93.94%) state teacher give opportunity to all of the students to interact with him in classroom. However, (6.06%) of students said that the teacher does not give opportunity to all of the students to interact with him in classroom.

Q10) Do you find difficulties when speaking in oral expression?

Options	Subjects	Percentage(%)
Yes	18	54,55%
No	15	45,45%
Total	33	100%

Table 2.10: Students' attitudes toward their difficulties when speaking in oral expression.

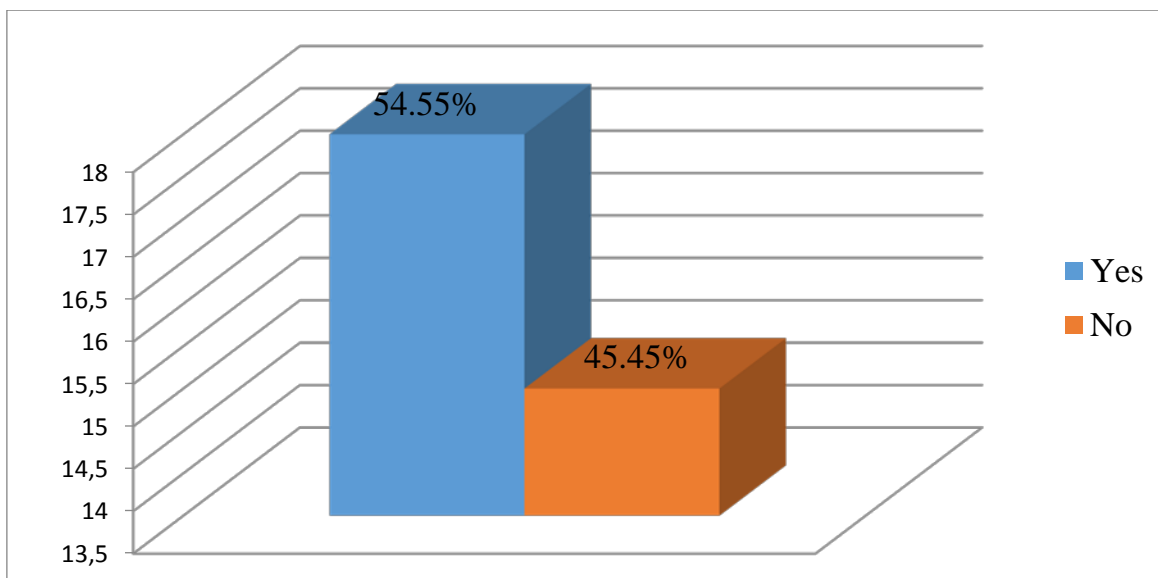


Figure2.10: Students' attitudes toward their difficulties when speaking in oral expression.

From the repliers to this question, we find (54.55%) from our sample face difficulties in their speaking in oral expression. Whereas (45.45%) of the students show that they do not face difficulties when speaking because they may master the English language.

If yes, what are they?

Options	Subjects	Percentage (%)
Mispronunciation	6	18,18%
Problems in grammar rules	10	30,30%
Lack of vocabulary	11	33,32%
Others	6	18,18%
Total	33	100%

Table2.11: The different difficulties which the students encounter when speaking.

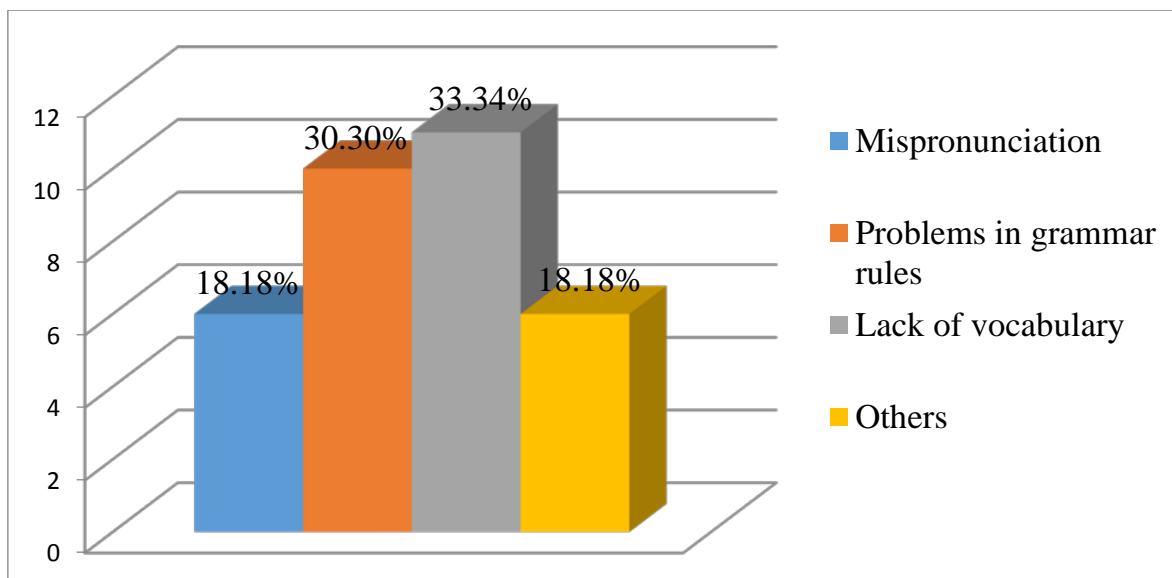


Figure 2.11: The different difficulties which the students encounter when speaking.

According to the students' views, (33.34%) of the students declared that the big problem they faced when speaking is lack of vocabulary, (30.30%) students stated that they face problems in grammar mistakes. While (18.18%) of students stated that they faced mispronunciation when speaking, (18.18%) students mentioned other difficulties during their oral expression among them:

- They feel shy.
- They do not have the habit of speaking in their daily life.
- They have stress when they want to speak.

Q11) Does your teacher gives you feedback during your speaking tasks?

Options	Subjects	Percentage(%)
Always	20	60,61%
Sometimes	10	30,30%
Never	3	9,09%
Total	33	100%

Table 2.12: Teacher's frequency to give feedback during his learner's oral performance.

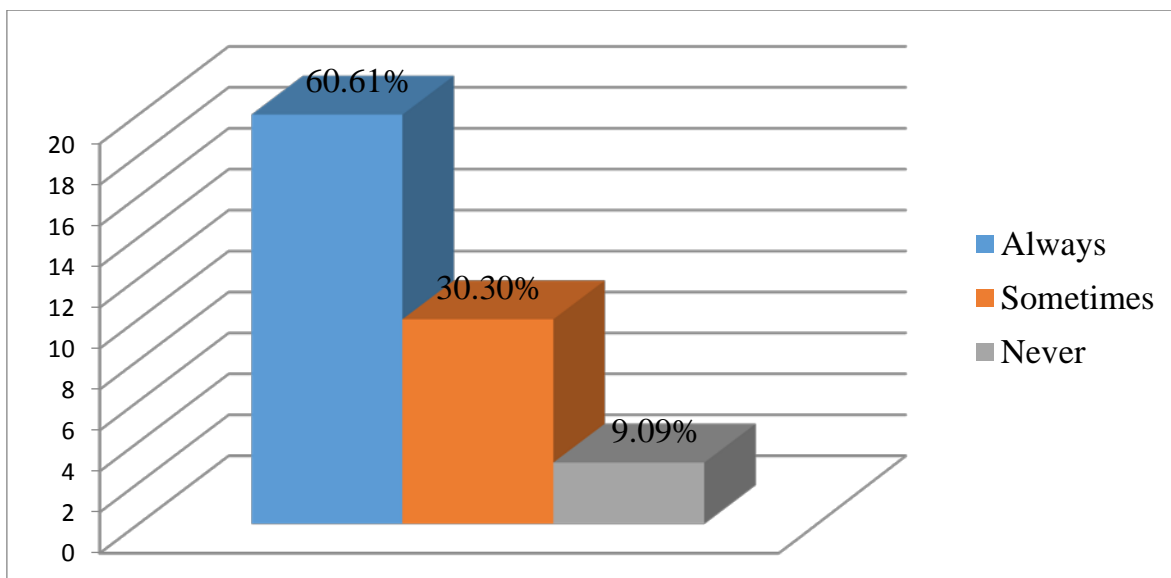


Figure 2.12: Teacher’s frequency to give feedback during his learner’s oral performance.

The majority of the respondents (60.61%) confirmed that the teacher always gives feedback to his students. Only few of them (30.30%) stated that teacher sometimes gives them feedback. The last percentage (9.09%) is devoted for the third answer which stated that the teacher never gives feedback, which refers that the teacher does not give importance to his student’s errors.

Q12) He gives feedback?

Options	Subjects	Percentage (%)
When you commit grammar mistakes	12	36,37%
When you commit pronunciations	11	33,33%
When you commit poor vocabulary	10	30,30%
Others	0	0,00%
Total	33	100%

Table 2.13: Student’s attitudes toward the situation when they are provided by feedback.

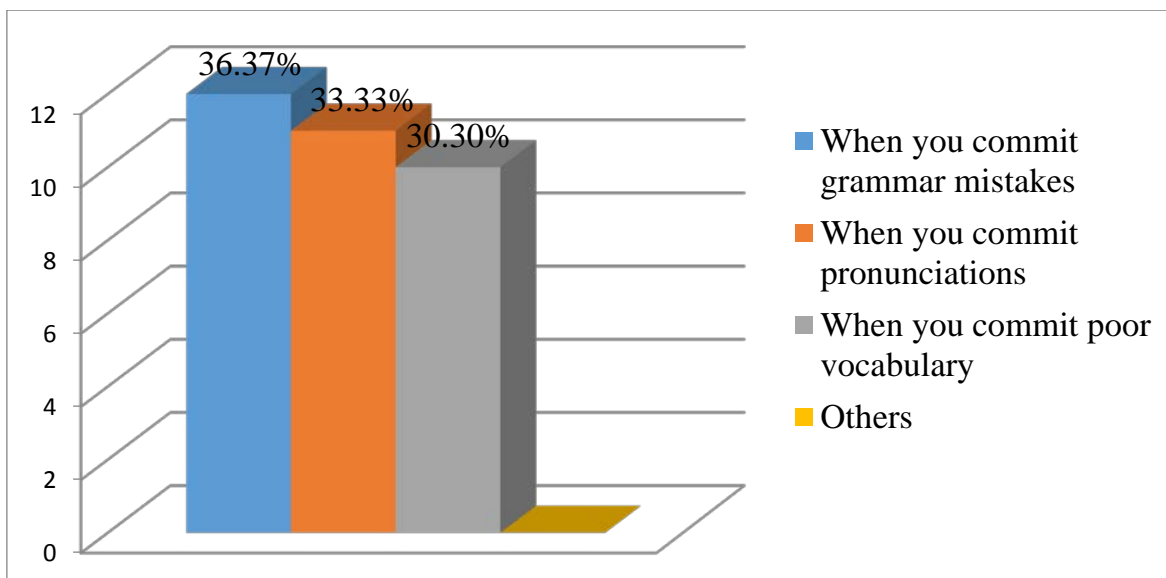


Figure 2.13: Student’s attitudes toward the situations when they are provided by feedback.

According to the figure 13, the percentage of the students teacher given feedback was arranged as follow: (36.37%) of our sample declare that their teacher gives feedback when they commit grammar mistakes, (33.33%) of our sample pointed out that their teacher gives feedback when they commit pronunciation mistakes, (30.30%) of our sample stated that their teacher gives feedback when they lack vocabularies.

Q13) Your teacher of oral expression:

Options	Subjects	Percentage (%)
Corrects all kind of mistakes	20	60,61%
Concentrates on the mistakes which are repeated every time	13	39,39%
Total	33	100%

Table2.14: The mistakes that the teacher concentrates during his corrections.

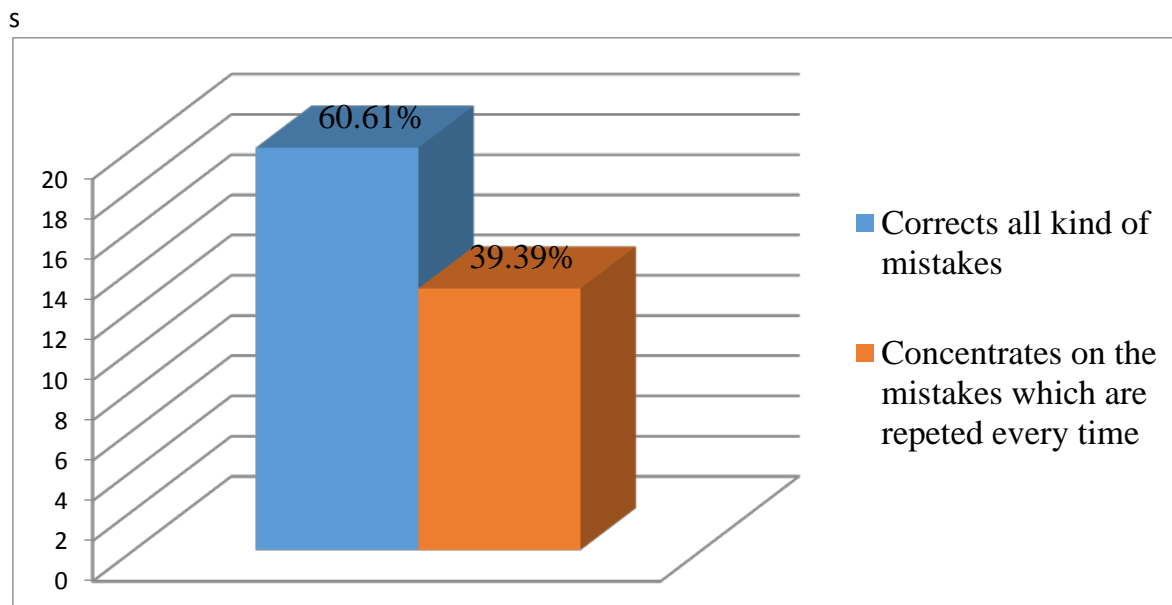


Figure 2.14: The mistakes that the teacher concentrates during his correction.

According to the results shown in the above table, 20 students stated that their teacher of oral expression correct all kind of mistakes in order to make the learners aware of all what they speak; they feel controlled and check all kinds of mistakes through the teacher’s correction. Whereas, 13 students stated that their teacher of oral expression concentrates on the repeated mistakes to correct them in order to make them speak fluently and avoid those errors.

Q14) Do you feel bothered when you receive feedback?

Options	Subjects	Percentage (%)
Yes	3	9,09%
No	30	90,91%
Total	33	100%

Table 2.15: Students’ reaction towards receiving feedback.

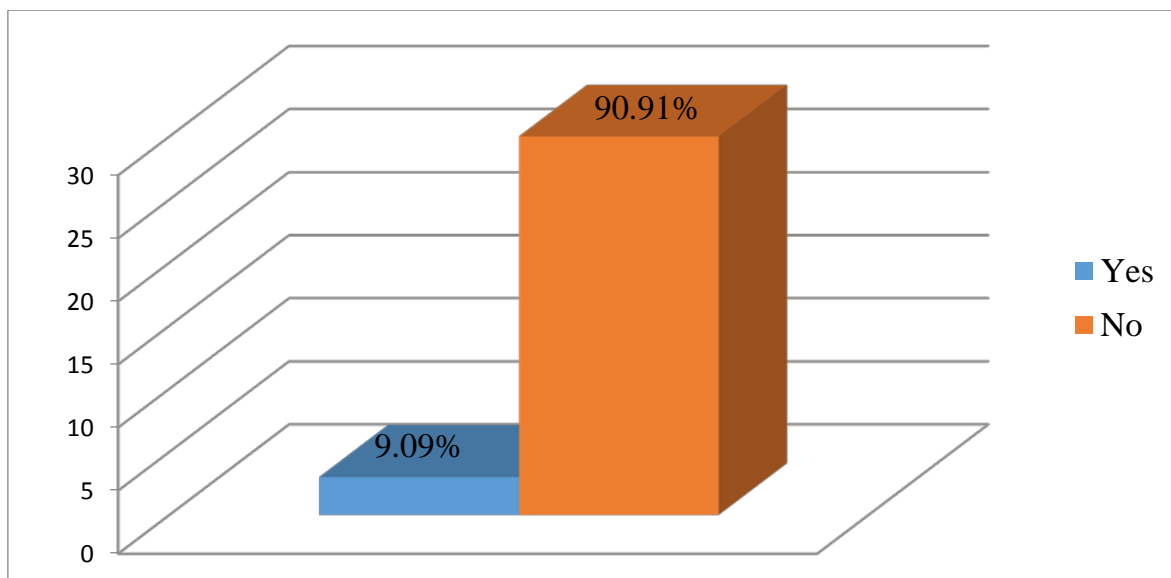


Figure 2.15: Students' reaction towards receiving feedback.

We notice from the table 15, thirty (90.91%) students said that they responded positively towards receiving feedback and they did not feel bothered when they receive it. Three (9.09%), students argue that they feel bothered when they receive feedback. They give some justifications among them:

- Because it creates certain stress for them in front of their classmates.
- They feel bothered when the feedback provided to them more than once for the same mistakes.
- If it is provided in inappropriate situation or in hard way.

Q15) In your opinion, what are the difficulties reducing students' interaction in classroom?

The student's answers to this open ended question vary to include the followings:

- Students have lack of vocabulary to produce ideas.
- They cannot answer to questions because; they have stress when they want to speak.
- They find nothing to say due to the lack of motivation.

Students inhibit when they try to participate, they have feeling of shyness and fear of making mistakes.

2.4.2. Interpretation of the Questionnaire Results

After analyzing the student's questionnaire, we find that they like practicing speaking through their preferred oral expression which makes them motivated to improve their speaking performance. But they find some difficulties and obstacles

during their speech; they are bothered about them. So, they need a help from their teacher when they commit several mistakes which hinder their speech. This can be done by providing a feedback through different forms.

According to students, their teacher of oral expression gives them the opportunity to interact with them; they prefer Teacher-Learner interaction because teacher always interrupts his students. So, too much interruption for correcting the mistakes will affect the students' fluency and participation. They like when the teacher corrects them because receiving feedback from the teacher is essential part in learning.

2.4.3 Analysis of Interview Results

Q1) How long have you been teaching Oral Expression module at University?

This question aims at knowing the experience of EFL teachers at the University Centre of Naama. The average of teaching is between 5 to 3 years.

Q2) Could your students develop their speaking skill through interaction inside classroom?

In this question, all teachers had the same answer which is their students could develop their speaking skill through interaction inside classroom.

Q3) What are the common issues that students face while speaking?

All teachers claimed almost the same issues that their students face while speaking:

- Shyness.
- Lack of Vocabulary.
- Lack of knowledge about the topic.
- They keep silent.
- Answer with "I don't know."
- Fear of making mistakes, fear of being corrected by classmates.
- Fail to construct sentences.

Q4) The difficulties are due to what ?

The questioned teachers gave many reasons for their students' difficulties which can be summarized as follows :

- Don't have the habit to speak in class in high school, shyness.
- They rely on only on the teacher's lessons.
- They don't prefer to talk in class, they want to listen not to talk.
- Lack of courage to speak freely.
- Fear to their friend's opinion.

Q5) What procedures do you use to help your students to help your students to overcome their mistakes?

The questioned teachers have different strategies to help their students overcoming their mistakes. The following are the main ones :

- Encouragement, motivation by introducing, interesting topics about their daily life.
- Give chance to everyone to express their feelings and thoughts.
- Make everyone participate in class, prepare exercise for homework.
- Talk about recent topics tackled in the social media.
- Homework to revise and improve their speaking skill, oral presentations of students.
- Talk about topics of their interest.
- Praise their efforts to participate in class, use clear instructions to introduce the activities.

Q6) As a teacher, how can you help your students to improve their level in OE module ?

For this question, teachers provide several suggestions to improve the students' level in OE :

- Encouragement and motivation.
- Listen to students' problems and obstacles in OE module.
- Prepare lessons according to their needs.

- Talk slowly to make everyone understand and the instruction oral presentation to be done individually, in pairs, or groups.
- Suggest activities and listen to their opinions.

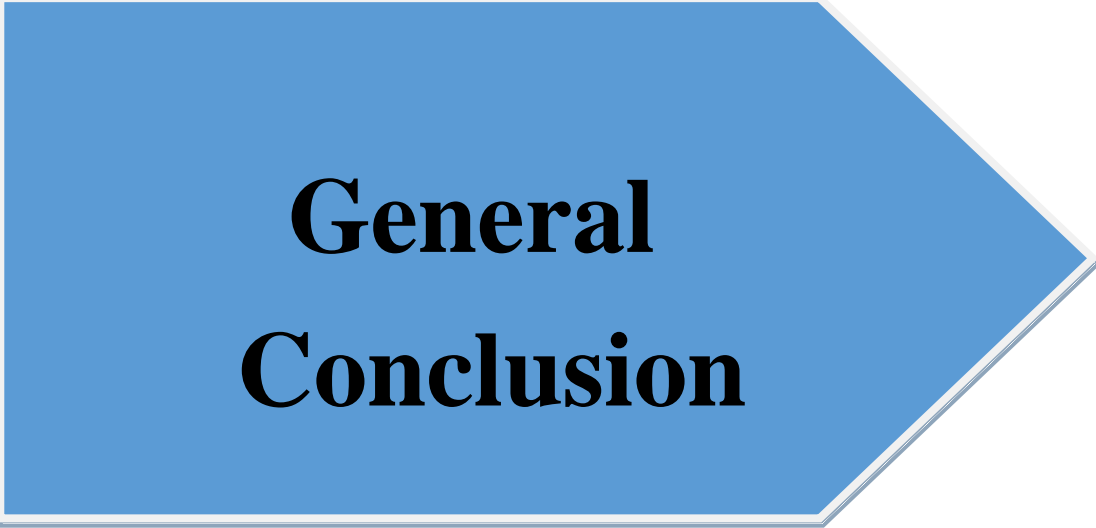
Interpretation of the Interview Results

As a research instrument, the interview was purposely presented to answer the research questions. The analysis of teacher's interview demonstrates that all teachers have the same answer concerning the idea that their students could develop their speaking skill through interaction inside classroom. However, teachers are asked about the speaking problems that the students face. In this question, teachers have the same points of view about these issues such as lack of vocabulary, lack of knowledge about the topic and they, shyness and they keep silent. From the analysis of the outcomes, it is clear that the informants share the same issues are due to fear of making mistakes since students are not well prepared, lack of practice in high school, lack of courage to speak fearly, they don't like to talk in class, they want to listen not to talk and shyness. Moreover, teachers follow some strategies to help their students to overcome their mistakes like encouragment, give chance to everyone to express their feelings and thoughts, oral presentation of students and talk about topics of their interest. Teachers help their students to improve their level in Oral Expression by listing to students' problems and obstacles, talk slowly to make everyone understand, students present their work in class and suggest activities and listen their opinions.

Conclusion

The present chapter reveals that both learners and teachers know about classroom interaction, they consider that promoting it can have a positive impact on learners' speaking capacities. It represents the empirical phase of this study. In addition, it gives a clear ideas about the research tools and procedure used by the researcher to collect data focusing on the sample. Moreover, the data have been

gathered from the informants through a questionnaire and an interview qualitatively and qualitatively.



**General
Conclusion**

General Conclusion

Enhancing the speaking skill of foreign or second language learners is a difficult task. It requires some experience and regular practice to produce the language accurately and encode intended messages of other speakers. The best way to do that, according to many teachers, is to encourage verbal interactions inside the classroom.

This study departed from three main hypotheses. The first hypothesis clarified since the main findings show that classroom interaction is important for students in developing their skills. The second hypothesis was proved by the answers of learners who believe that communication makes classroom successful. The third hypothesis was exemplified when EFL teachers and learners believe that student could develop their speaking skill through interaction. It has shown that during regular interaction in the classroom, learners can reduce their speaking mistakes, produce new grammatical forms and words, thus strengthening their language ability.

The analysis of students' questionnaire and teacher's interview showed that the learners are really given chances to use the language through engaging in interactions. Even if there are some problems, which learners still have as inhibition because of shyness and stress some other problems exist, too. However, the analysis showed that such problems can be reduced progressively or disappear completely. Teacher and learners showed that a considerable awareness about the impact of classroom interaction on developing the learners speaking skill.

To conclude, one may say that speaking skill is complex skill and difficult to teach. However, learning English through interaction can be helpful to develop the level of first year EFL students. It is hoped that future research will be conducted on how faster teaching and learning the skills in English language with much more emphasize on speaking skill, since it can be used to enhance English language.



Bibliography

Bibliography

Allwright, R. (1984). *The Importance of Interaction in Classroom Language Learning*.

Allwright, D. & Baily, K. M. (1991). *Focus on the Language Classroom*. Oxford : Oxford University Press.

Bowman, B., Burkart, G., & Robson, (B). (1989). *TEFL/TESL : Teaching English as a Second Language*. USA : Centre of Applied Linguistics.

Baker, J. & Westrup. H. (2003). *Essential Speaking Skills : A Handbook for English Language Teachers*. London. Continuum International Publishing.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics : Quantitative, Qualitative & Mixed Methodologies*. Oxford : Oxford University Press.

Ellis, R. & Fotos, S. (1999). *Learning a Second Language through interaction*. Oxford : Oxford University Press.

Ellis, R. (2003). *Task-Based Language Learning & Teaching*. Oxford University Press.

Ellis, R. & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford University Press.

Gass, M.G. & Selinker, L. (2008). *Second Language Acquisition : An introductory course*. New York : Rontledge.

Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow : Pearson Education Ltd.

Harmer, J. (2009). *How to Teach English*. London : Longman.

Hedge, T. (2000). *Teaching and Learning in Language Classroom*. Oxford University Press.

Johnson, K. E. (1995). *Understanding Communication in Second Language Class*. Cambridge : University Press.

Mackey, A. (2007). *The Conversational Interaction in Second Language Acquisition*. Oxford : Oxford University Press.

Mahmoud Elsayed Hamed Ibrahim (March 2012). *Classroom Interaction in Second Language Teaching and Learning in Vocational Education Development Centre (VEDC)*.

Naegle. P. (2002). *The New Teacher's Complete Source book*. USA : Scholastic Professional Book.

Petter, S., David, A (2002). *Quantitative Research Methods*.

Redmond. M. V & Vrchota, D. (2007). *Everyday Public Speaking*. England : Pearson Education.

Richards, J. C. & Lockhart, C. (1996). *Reflective Teaching in Second Language Teaching Classrooms*. Cambridge : Cambridge University Press.

Rivers, W. (1968). *Teaching Foreign Language Skills*. Chicago : University of Chicago Press.

Scrivener. J. (2005). *Learning Teaching*. UK : Macmillan Education.

Thurmond, V. & Wamback, K. (2004-2006). *Understanding Interaction in Distance Education : A Review of The Literature*.

UR, P. (2000). *A Course in Language Teaching : Practice and Theory*. Cambridge : Cambridge University Press.



Appendices

The Students' Questionnaire

Dear students,

This questionnaire is divided to collect information about the difficulties Reducing students' interaction in classroom. We would be grateful if you could answer these questions to help us in our research for the Master's degree in Linguistics. Please, use a cross(x) to indicate your chosen option answer, and specify your opinion when needed.

Thank you for your collaboration.

Section One: General information

1-specify your gender

A-female

B-male

2-Is your level in English

A-good

B-average

C-less than average

d-I don't know

3-Do you like English language?

a-Yes

b-No

Section Two

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

a-good

b-No relationship

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

a-Teacher

b-Student

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

a-Always

b-Sometimes

c-Never

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

a-Always

b-Sometimes

c-Never

8-Which types of interaction do you like/enjoy more? Why?

a-Learner-learner interaction

b-Teacher-learner interaction

Explain Why?

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

9-Do your teacher give the opportunity to all of the students to interact with them in classroom?

a-Yes

b-No

10-Do you find difficulties when speaking in Oral Expression?

a-Yes

b-No

If yes, what are they?

a-Mispronunciation

b-Problems in grammar rules

c-Lack of vocabulary

d-Others

If others mention them.....

.....
.....

11-Does your teacher gives you feedback during you speaking task?

a-Always

b-Sometimes

c-Never

12-He gives feedback

a-When you commit grammar mistakes

b-When you commit pronunciation mistakes

c-When you commit poor vocabulary

d-Other

If others mention them.....

.....

.....

13-Your teacher of Oral Expression

a-Corrects all kind mistakes

b-Concentrates on the mistakes which are repeated every time

14-Do you feel bothered when you receive feedback?

a-Yes

b-No

If yes, why.....

.....

.....

15-In your opinion, what are the difficulties reducing students' interaction in classroom?

.....

.....

.....

.....

Teacher's Interview

The present interview is an attempt to collect information about the development of speaking skill through interaction inside classroom and to identify the problems encountered by first year EFL students while dealing with speaking skill. Thus, the teacher are kindly requested to answer the following questions.

1- How long have you been teaching Oral Expression module at University ?

.....
.....

2- Could your students develop their speaking skill through interaction inside classroom ?

a- Yes

b- No

3- What are the common issues that students face while speaking ?

.....
.....

4- The difficulties are due to what ?

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

5- What procedures do you use to help your students to overcome their mistakes ?

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

6- As a teacher, how can you help your students to improve their level in OE ?

.....

.....

.....