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# THE EFFECT OF CLASSROOM INTERACTION IN ENHANCING EFL LEARNERS' SPEAKING SKILLS

Case Study: Third Year Students of Enghlish, Djilali Bounaama University-Khemis Miliana

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## Declaration

I hereby declare that the substance of this dissertation is the result of my investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

Amina Dib

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DEDICATION

This work is dedicated to:

To the best parents I would ever ask for, for everything.

To my dear brothers, my lovely nephew "sabouchi".

To my aunts Ghania & Karima, my uncle Brahim, and my best friends.

AMINA

To my beloved parents, who have been my source of inspiration and gave us strength when we thought of giving up, who continually provide their, moral, spiritual, emotional and financial support.

To my sisters, brothers, relatives and friends who shared their words of advice and encouragements to finish this study.

HAKIMA

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THE EFFECT OF CLASSROOM INTERACTION IN ENHANCING EFL LEARNERS'
SPEAKING SKILLS

**Abstract**

Classroom interaction is indeed an important concept in the process of learning a foreign language. The present study aims to investigate the effect of classroom interaction in enhancing the speaking skills of EFL learners among third-year undergraduate students at Djilali Bounaama University. Because of the difficulties students face to develop this ability, many researchers argue that classroom interaction is an important aspect that has to be taken into account to promote real communication in the classroom in order to enable learners to practice speaking and overcome their fears. The goal of the current thesis is to shed light on the impact of classroom interaction on improving speaking skills. In this case, a questionnaire is conducted to 50 students at the Department of English, to investigate their opinions on the effect of classroom interaction in helping them improve their speaking proficiency. The researchers hypothesize that if students are provided with more opportunities for interaction in the classroom, their speaking skills will improve. Early results indicated the high need to create a friendly atmosphere that encourages students to freely express themselves. Moreover, to provide interesting interactive tasks to maximize interactive opportunities.

*Keywords:* recommended fonts: Classroom Intteracttion, Speaking Skills, EFL Learners

THE EFFECT OF CLASSROOM INTERACTION IN ENHANCING EFL LEARNERS'
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**Résumé**

L'interaction en classe est en effet un concept important dans le processus d'apprentissage
d'une langue étrangère. La présente étude vise à étudier l'effet de l'interaction en classe sur
l'amélioration des compétences orales d'ALE des étudiants de troisième année de premier
cycle à l'université Djilali Bounaama. Cependant, les difficultés rencontrées par les étudiants
pour développer cette capacité, de nombreux chercheurs affirment que l'interaction en classe
est un aspect important qui doit être pris en compte pour promouvoir une communication
réelle en classe afin de permettre aux apprenants de s'exercer à parler et de surmonter leurs
peurs. Ce qui a toujours été un défi pour les apprenants d'ALE. Le but de la thèse actuelle est
de faire la lumière sur l'impact de l'interaction en classe dans l'amélioration des compétences
orales. À cette fin, un questionnaire a été distribué aux étudiants de troisième année d'anglais
(50 étudiants), afin d'identifier leurs opinions sur l'effet de l'interaction en classe pour les
aider à améliorer leur maîtrise de l'expression orale. Les réaserchers émettent l'hypothèse
que si les étudiants bénéficient de plus de possibilités d'interaction en classe, leurs
compétences d'expression orale s'amélioreront. Les premiers résultats ont indiqué le besoin
élevé de créer une atmosphère amicale qui encourage les étudiants à s'exprimer librement. De
plus, fournir des tâches interactives appropriées et intéressantes pour maximiser les
possibilités interactives.

## ملخص

التفاعل فالقسم هو مفهوم مهم في عملية التدريس و التعليم ، لذلك الدراسة الحالية تهدف إلى دراسة تأثير التفاعل داخل القسم على تطوير مهارة التحدث لطلاب اللغة الانجليزية كلغة أجنبية , بالتحديد طلاب السنة ثالثة إنجليزي بجامعة الجيلالي بونعامة بجامعة خميس مليانة .الكثير من الباحثين يرون أن تعلم اللغات هو نتيجة التفاعل فالقسم بين كل من الطلاب، و الطلاب و الأستاذ.القضية الرئيسية لهذه الدراسة هي معاناة الطلاب لإتقان و تطوير مهارات التحدث لديهم والذي لطالما كان تحدي لهم. الهدف من هذا البحث هو تسليط الضوء على تأثير التفاعل فالقسم في تطوير مهارات التحدث عل الرغم من الصعوبات . التفاعل فالقسم مفهوم مهم يجب أخذه بعين الاعتبار كوسيلة لتشجيع التواصل داخل القسم من أجل دفع الطلاب إلى ممارسة التحدث الفعلي .لهذا الهدف تم توزيع إستبيان على طلاب السنة ثالثة إنجليزي (50طالب ) لمعرفة أرائهم حول تأثير التفاعل فالقسم على تطوير مهاراتهم في تحدث اللغة الإنجليزية. يفترض الباحثون أن التفاعل داخل القسم مهم جدا في تطوير هذه المهارة .أظهرت النتائج أن عن أهمية تعزيز التفاعل في القسم و توفير جو ملائم لذلك ليشعر الطلاب بالراحة فالتعبير عن أنفسهم.

## List of Acronyms

EFL: English as a foreign language

L1: first language

L2: second language

SLA: second language acquisition

PBL: problem-based learning

**List of Abbreviations**

SS: Speaking skills

EXP: experimental

Q: Question

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# Chapter One

# Introduction

THE EFFECT OF CLASSROOM INTERACTION IN ENHANCING EFL LEARNERS' SPEAKING SKILLS

## 1. Background of the Study

Language is a communication tool that enables us to communicate with others. It is the ability to articulate our thoughts and ideas, as well as to understand the thoughts of others. Speaking has traditionally been regarded the most important ability to master in the history of foreign language education and learning for various reasons. It is at the heart of learning a foreign language. Consequently, a special attention must be given to this major skill for efficient communication in the process of learning and teaching EFL.

There are a variety of aspects relating to speaking skills to be considered for effective speaking performance. Providing learners with a variety of situations and frequent interactive tasks play a significant role in the improvement of students' speaking skills. Learners of English as a Foreign Language rarely have opportunity to speak English outside of the classroom, and for many of them, the classroom is their only contact with the language. As a result, one of the most important functions of teaching and learning in EFL is to help students improve their speaking skills and converse spontaneously in the foreign language. Learning a foreign language is all about learning how to properly communicate and connect with other. This crucial life skill can only be developed via interaction with others.

Therefore, classroom interaction is one of the primaries means of learning EFL that reinforce the EFL learner's speaking ability by encouraging them to communicate freely through the use of effective interactive tasks and exercises. Thus, classroom engagement is critical to the learning process. On the one hand, theorists were mostly concerned with the best way to encourage classroom interaction. They proposed numerous strategies for making the teaching and learning of foreign languages easier. Many scholars, on the other hand, have highlighted the concept of classroom engagement, believing that it increases student knowledge and allows for collaborative learning because when it comes to improving your English-speaking abilities, practice makes perfect. As a result, using classroom interaction as a teaching method helps students improve their oral production while also minimizing their challenges.

## 2. Statement of the Problem

One of the most challenging components of language learning is developing speaking skills. Many EFL learners struggle to communicate verbally. They frequently have difficulties properly expressing themselves in a new language. Some linguists, such as Hymes, Campbell, and Wales, believed interaction to be the core of communication, arguing that it contributes to the development of the students' speaking proficiency. This makes up to the problem of the existing link between classroom interaction and the development of speaking skills. Therefore, the goal of this study is to investigate to what extent it is possible for students to improve their speaking skills by interacting inside the classroom, and what are the best interactive activities that contribute involved the learners in classroom interaction.

## 3. Rationale of the Study

The findings of this study have a number of benefits, the most important of which is the improvement of learners' speaking skills. As a result, this research is intended to be a valuable source of information for both students and teachers. Students will recognize the value of classroom interaction and will be motivated to participate in the teaching learning process in order to improve their speaking skills. For the teachers, this research shows the learners' preferences for interactive activities and their attitudes toward various sorts. Thus, this study is expected to be a useful source of information for both learners and teachers about the subject. Moreover, it facilitates teaching and learning and can help students improve their communication skills. It defines how students interact with one another, the teacher, and the rest of the class.

## 4. Aim of the Study

The overall goal of this work is investigating the relationship between the opportunities for oral production that occur in a classroom setting and its input in the development of speaking skills. Thus, one of the major aims of this work is to examine how and to what extent interaction in the classroom could help the third year LMD students at Djilali Bounaama university to improve their speaking skills; we seek as well to provide a comprehensive overview about the type of both interaction and interactive activities that learners prefer and approve as advantageous.

## 5. Research Questions

Research on classroom interactions has grown tremendously in the past decade. It reveals important insights for speaking improvement. As a result, aims to answer the following questions, this study seeks to look at the impact of classroom interaction on EFL learners' speaking abilities.

➢ Does classroom interaction help EFL Learner's to improve their speaking proficiency?

➢ What interactive activities better contributes in enhancing EFL Learner's Speaking skills?

➢ How does the lack of interaction in the classroom setting effects the development of SS?

## 6. Hypothesis (ses)

when students engage in a classroom interactive activity, they might feel motivated to communicate further. This practice is useful to build Learner's Speaking skills.

In the light of the research questions, it is hypothesized that If students interact more with both their teacher and with each other in the classroom , their speaking skills will improve.

## 7. Research Methodology and Tools

The present thesis took place at Djilali Bounaama university, Khemis Miliana, with third-year students of English. To explore the effect of classroom interaction in enhancing the EFL learners' speaking skills. The researchers used quantitative methods for collecting data: The data will be collected through student's questionnaire, which was designed for the purpose of exploring the selected topic. The reason behind choosing third-year students was to consider their opinion, concerning the function of interaction and the preferred interactive activities inside the classroom in developing a better SS.

## 8. Definition of Key Terminology

On one hand, one of the main terms in the current research is the word "classroom interaction" which refers to the interaction in the classroom between the teacher and the students, as well as among the students. Previous research on second language (L2) classroom interaction centered on the interaction and its effects, as well as psychological aspects of second and foreign language learning. On the other hand, the term "Speaking abilities", the abilities that allow us to communicate successfully. They enable us to communicate information vocally in a way that the listener can comprehend.

### 9. Structure of the Dissertation

The dissertation is organized into four major sections. Chapter one is devoted to the general introduction. The second chapter is devoted to a broad overview of the literature on the subject. The research methodology is the subject of the third chapter. The last chapter deals with the results and findings. The first chapter presents the background, aims, research questions and Hypotheses, as well as the research methodology and structure. The classroom engagement and speaking abilities are the subject of the second chapter. This chapter's objective is to provide a general review of speaking abilities. The chapter then goes over numerous definitions of classroom interaction and speaking, as well as the essential forms and qualities of each. It also addresses the many interactive activities. There are also various educational approaches for improving speaking skills. The researchers discuss how the study is designed and why certain design choices are made in the third chapter. The fourth chapter is all about data analysis, including questionnaire analysis and significant discoveries. The final chapter is dedicated to the interpretation of the findings. also, it gives some recommendations for policy and practices, and for future research as well.

## Chapter Two, Literature Review

**Introduction**

The improvement of speaking skills through classroom interaction is a well-established goal in EFL. According to Goh (2018), learning speaking cannot be distinguished from practicing speaking. Hence, classroom interaction is a way to reach this target. The first chapter is an attempt to present a general overview about speaking skills. First, this chapter elucidate the meaning and importance of speaking skills as a main component of the study. Then it clears out its various aspects and characteristics. It sheds light next on the difficulties that foreign language learners face in speaking. Last, some teaching techniques, to improve speaking abilities, are mentioned. Moreover, this chapter gives a review about another fundamental concept in this research, which is classroom interaction, starting with its definition and its importance. Moving later to listing its main types and highlight its different techniques. It emphasizes then the essential role teacher plays in this concept. Finally, this chapter lists the aspects that maximize interaction in the classroom

**An Overview of Previous Studies**

Several previous studies have been done about classroom interaction, some of them are as follows:

Belabdoun Sihem (2019/2020), conducted research about the impact of classroom interaction in enhancing learning in EFL classes. The subject of the study was the second-year secondary school pupils of Mohamed Ben Ahmed Abd Ellighany in Mostaganem. the purposes of this research were to reveal the different patterns of classroom interaction, its impact in enhancing learning in EFL classes, and how can the teacher encourage classroom interaction. The results indicated that classroom interaction patterns influence positively pupil's learning. Moreover, the findings revealed that the patterns and techniques of

classroom interaction helped the pupils work in a collaboration and share their thoughts and opinions effectively.

Joan Kelly and Meghan Walsh (2002) in "Teacher-Student Interaction and Language Learning " Cambridge University, USA, investigated the recent developments in Teacher-Student interaction and language learning to investigate the specific means used in the mentioned type to promote language learning. The results revealed the significant role of Teacher-Student Interaction to improve first, second, and foreign language learning.

Kouicem Khadidja (2009/ 2010), conducted research about the effect of classroom interaction on developing the learners' speaking skills, a case study of third year LMD of English at Constantine University. Aimed at showing that classroom interaction is the best pedagogical strategy to develop the learners' speaking skills and foster their capacity to generate new language. The results revealed that through regular interaction with others, learners can try new hypothesis about how English works and increases their speaking.

## 1.1. Classroom Interaction

The importance of classroom interaction in the teaching and learning of a foreign language cannot be overstated. It refers to the interaction in the classroom between the teacher and the students, as well as among the students, in which language is utilized in genuine communication. Classroom interaction is defined by Jack C. Richards, John Platt, and Heidi Platt (1992) as "the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms" (p. 52).

Hence, in their interaction, teachers and students, create the intellectual and practical activities that shape both the form and content of the target language as well as the development of their outcomes (Hall, Verplaetse 2000: 10). therefore, learning a foreign language is the result of the cooperative efforts of two main components, teachers and students.

## 1.2.The Importance of Classroom Interaction

Classroom interaction has a crucial role in the learning and teaching processes, especially in a foreign language class. Brown (2001, p.165), stated that "interaction is, in fact, the heart of communication, it is what communication is all about". Allwright believes that involving students and keeping them active in the classroom by increasing their talking time rather than the teacher is critical to getting them to communicate, which entails practicing and

applying language knowledge. Furthermore, Allwright argues that a lesson cannot be considered complete if no one-on-one interaction occurs in the classroom. Brown (2015) stated that interaction is the foundation of L2 learning, in which learners are involved in both improving their own communicative talents and learning from others.

Through interaction, teachers and students not only construct a common body of knowledge, but they understand their roles and create reciprocal relationship. In which they create a pleasant atmosphere to communicate in the FL, since encouraging student to becomes effective communicators in the FL is a main implication of an effective classroom interaction. According to Ellis (1990) interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns.

### 1.3.Teacher Role in Classroom Interaction

Nowadays, teachers are seen as the creators of productive classroom environments, in which students can develop the skills they might need at present or in future. It is the teacher's role to turn a class into an interactive one, involve the students, and encourage them to freely express themselves. Rivers (1983) believes that "Real interaction in a classroom requires the teacher to step out of the limelight, to cede a full role to the student in developing and carrying through activities, to accept all kinds of opinions, and be tolerant of errors the student makes while attempting to communicate". Hedge Tricia (2000, p.20) highlighted the top roles a teacher must fill to function effectively in the classroom.

*"As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work". (p. 26)*

**Controller:** In this case, the teacher is mostly the center of focus, they introduce new language knowledge and transmit it to their students.

**Assessor:** the teacher evaluates students' performance and gives Feedback and correction.

**Corrector:** correcting learners' pronunciation mistakes is an integral part of teacher's role to help students in their language learning process.

**Organizer:** organizing the classroom, is one more important role teacher plays. It requires organizing students in pairs or groups, setting up activities, and time management to enable learners to function and interact effectively together.

**Promoter**: in order to improve their speaking abilities, students are encouraged to think creatively and be self-sufficient. However, the teacher might assist them when they forget or don not know certain terms, due to the lack of vocabulary.

**Resource:** It is mainly the teacher, who students resort to as a source of information to answer their questions. According to Harmer (2007, p.60) "when we are acting as a resource, we will want to be helpful and available, but at the same time, we have to resist the urge to spoon-feed our students so that they become over-reliant on us".

### 1.4.Types of Classroom Interaction

In a classroom setting, teacher and learner, are the two main elements required for classroom interaction to occurs. However, there are variety of types, teacher-learner interaction and learners-learner interaction are the most common types of classroom interaction.

#### 1.4.1.  Teacher-Learner Interaction

Interaction between the teacher and students is a major type of EFL learning in a classroom setting since it promotes real efficient use of the foreign language. For this sort of interaction, teachers play key role, they set the stage for an interactional environment, involve and motivate the learners, also ask questions and give directions Coulthard (1977).

#### 1.4.2.  Learner-Learner Interaction

The significance of interaction among learners in foreign language classroom, has increased over the past few years. Learner-learner interaction appears in a collaboration of pairs or groups of learners. In this type, learners are more comfortable to speak on the contrary within whole-class discussion (Davis ,1997) .it also exceed learner's speaking time.

### 1.5.Classroom Interaction Techniques

The attention of using collaborative tasks in foreign language classroom has increased, since it promotes successfully practice language. Harmer (2001) lists a number of classrooms speaking activities that focus on language function rather than vocabulary and grammar, such as group work, discussion, and simulation and role play.

### 1.5.1. Pair and Group Work

Many researchers believe that that pair and group work can significantly help learners improve their speaking skills. This type, allows students use the acquired knowledge to interact with their classmates. Richards and Lockhart (1996, p. 152)

> *"Through interacting with other students in pairs or groups, students can be given the opportunity to draw on their linguistic resources in a nonthreatening situation and use them to complete different Kinds of talks. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed."*

Moreover, Brown (2001) argues that students are less anxious and more comfortable when Interacting during Pairs and group activities. In addition, working together, contribute to increase each learner speaking time, as well as to develop their negotiation of meaning, problem solving, decision making, and communication skills.

### 1.5.2. Simulation and Role Play

One of the most effective ways of learning a language is to use interactive activities. Therefore, simulation, "a group activities, which imitates situations, usually those which are likely to arise in one's real-life professional activities " (Wallace, 1991, p.46) and role play are among the best strategies to put learners into practice. These techniques allow students to engage in active learning in the classroom, imitating realistic or imaginary life scenarios. Learners benefit from role play and simulation because they are able to examine many views in a demanding scenario, as they try to solve given problems.

These interactive activities help students develop creativity and critical thinking. According to Stevens (2015) simulation and role play aid in improving interpersonal communication skills, as well as encouraging creative expression. Although their advantages in increasing students' engagement, understanding, and participation, Worthington stated that they are time consuming.

### 1.5.3. Discussion

Classroom discussion is a typical teaching strategy that involves teachers and students exchanging verbal information. Students are more likely to become builders and owners of their knowledge when they are encouraged to ask critical questions, give introspective

responses, and challenge each other with reasoned arguments during classroom discussions. Indeed, students' participation, reasoning, and understanding of knowledge across academic core areas tend to be sparked by constructive classroom debates. Harmer (2007) considered discussion as a whole-class interaction in which all, students or students-teacher, participate in and discuss a certain topic.

Discussion is widely regarded as the most effective and engaging form of oral practice in the classroom in order to improve communicative ability in the target language. According to Lindsay and Knight, learners are expected to express their points of view or receive other learners' opinions in these types of activities; they can also speak freely without being asked to do so; they are only told what to talk about and given enough time to practice and organize what they want to say.

### 1.6. Aspects of Classroom Interaction

In classroom interactional activities, negotiating meaning and receiving feedback are two important things to consider (CIA). These two factors must be present for learning through interaction to be successful."Interaction contributes to learning through the provision of negative evidence and through opportunities for modified output" (Ellis & Foto,1999, p. 9). As a result, if contact is rich in meaning negotiation, students may accept feedback from their interlocutors (other students).

### 1.6.1. Negotiation of Meaning

The negotiation of meaning, which clearly has a beneficial impact on enabling comprehension and contributing to successful communication, is one of the most important parts of classroom interaction. It is valuable in terms of facilitating EFL input understanding and addressing communication gaps.

According to Mackey (2007) "through processes of repetition, segmentation, and rewording, interaction can serve to draw students' attention to form meaning relationship and provide them with additional time to focus on encoding meaning" (p. 12-3). Therefore, learners use a set of prompts such as "clarification requests," "confirmation checks," and responses such as repetition, simplification, and elaboration when they are engaged in a communication. In other words, they ask questions to try to figure out what the other person is trying to say with a word, phrase, or idea.

According to Ellis and Barkhuizen (2005), negotiation of meaning refers to the linguistic exchanges that take place when speakers are attempting to avoid communication breakdown. Negotiating meaning importance and significance lies in allowing learners to get intelligible material, which aids comprehension, giving feedback on how to use the foreign language when engaging in meaning negotiation, as well as, encouraging learners to manipulate, adjust, and modify their outputs through meaning negotiation.

### 1.6.2. The Role of Oral Feedback

Oral feedback is an information given to students about their performance, either by the teacher or by their peers, with the goal of improving their knowledge of the target language. Mackey (2007: 30) believes that "through interaction that involves feedback, the attention of the learners is paid to the form of errors and are pushed to create modification." Accordingly, its goal is to motivate students and assist them in recognizing and improving their problems. It is usually offered with the goal of providing knowledge or incentive. Effective feedback emphasizes both positives and suggestions for growth and focuses on the learner's performance, which speed up the language acquisition process.

There two forms of feedback, according to Mackey (2007), explicit and implicit feedback. Depending on the class activities, teachers should provide either explicit or implicit correction: the former is a detailed direct correction, while the latter is an indirect correction in which teachers indicate the presence of errors and facilitate some sort of clues aimed at peer or self-correction.

Harmer (2004:59) states that one of the things that students look for from their teacher is confirmation that they are speaking correctly. This is where we must take on the role of assessor, providing feedback and correction. They also want complete rather than selective repair. Moreover, many studies have recently demonstrated that explicit feedback is more effective than implicit input.

On the other side, peer feedback is another strategy that has grown in popularity among students and is highly recognized as a teaching tool in educational settings. Peer correction lays the foundation for increased learner autonomy and involvement. It has the emotive advantage over teacher correction in that it is less threatening, less authoritarian, and more supporting; when a teacher corrects a student, it emphasizes the teacher's authority. This method promotes learner autonomy, is student-centered, and requires active student participation in the learning process. It may also help learners become more aware of their

own strengths and weaknesses. As a result, it shifts the typical teaching classroom from a teacher-centered to a learner-centered environment, lowering fear and enhancing confidence among students.

### 1.7. Practicing Speaking Using Interactive Activities

When teachers see that their students are mute and unresponsive in the classroom, they must consider useful activities. They must also encourage their students to successfully practice language. Both the teacher and the learner must participate in classroom activities while using interactive language. Better communication can be simply achieved this way. As a result, every teacher should consider appropriate classroom activities (presentations, role play, games, disputed subjects, etc.) to help EFL students improve their communication skills.

Communicative activities are any interactive learning activity that involves learners practicing a second language or a foreign language. The latter is intended to assist learners in combining linguistic and communicative competence, motivating them to use the second or foreign language, and giving them opportunities to produce and utilize the language. Harmer (2001) lists a number of classrooms speaking exercises that focus on language function rather than vocabulary and grammar, including: acting from a script, communication games, debate, prepared lectures, simulation and role play.

### 1.7.1.  Acting from a Script

This is a learning and language-productive exercise in which students are asked by their teachers to act out scenes from plays or conversations that they have written themselves. According to Harmer (2001), in these types of events, professors select students to perform in front of the class, provide a supportive environment, and allow them time to practice their conversation before delivering it. Teachers must, however, avoid selecting the shyest kids to perform in front of their classmates initially.

### 1.7.2.  Communication Games

Teachers created these games to encourage and involve students in verbal engagement, such as solving a puzzle (game), putting objects in the correct order (explain and arrange), drawing a picture (describe and draw), or finding similarities and differences between photos. For example, in "explain and arrange," a learner can describe a building made up of many objects, and other learners might arrange and organize it in an orderly manner without consulting the original image.

### 1.7.3. Discussion Activities

These activities are frequently employed with advanced language learners and can serve as the foundation for spontaneous engagement. A discussion, according to Harmer (2001), is a speaking task that is regarded as the most effective and interesting form of oral practice in the classroom because it allows students to express their opinions, talk about their experiences, and exchange viewpoints in order to improve their communicative ability when dealing with the target language. According to Lindsay and Knight, learners are required to express their points of view or hear other learners' perspectives in these types of activities; they can also speak freely without being prompted to do so; they are just told what to talk about.

### 1.7.4. Prepared Talks

Prepared presentations, in which a student (or students) discusses a topic or an oral work of their choice in front of their peers, are one of the best and most popular activities for increasing learners' self-confidence. This type of discussion is more "writing-like" than a casual, spontaneous dialogue. Prepared lectures are a valuable speaking style that, if well-organized, can be engaging for both the speaker and the audience.

### 1.7.5. Simulation and Role Play

Simulation and role-playing are quite beneficial to many students. In these activities, students act out a real-life situation (such as a flight, a business meeting, or an interview) as if they were doing it in the actual world. Simulation and role-playing are used to place students in specific circumstances and train them, especially if they are studying English for specific purposes (ESP) or to promote oral fluency in the classroom. Ken Jones (1982) added certain characteristics to the simulation that must be included. First and foremost, students must consider themselves real participants rather than students (the reality of function). Second, the teacher needs to introduce the classroom as a simulated environment such as an airport check-in area. Finally, students must be given the necessary information to continue the simulationeffectively.

There are three distinct advantages to simulation and role-playing. First and foremost, they both provide joy and motivation to the classroom. Second, because they are not held accountable for what they say, children participating in these activities are more open-hearted and honest in their thoughts and actions. Third, they allow students to use as much vocabulary as possible as well as a much broader spectrum of language in the classroom.

## 2.1. Definition of Speaking Skills

There are numerous definitions of the word "speaking" proposed by language learning scholars. Speaking, according to Webster New World Dictionary, is to say words orally, to communicate as though by talking, to make a request, and to make a speech (Nunan, 1995). Speaking, according to Chaney (1998), is the process of creating and sharing meaning via the use of verbal and nonverbal symbols in various circumstances. Brown (1994) and Burns and Joyce (1997) described speaking as an interactive process of meaning creation that comprises information production, reception, and processing. Bygate (1987) defined speaking as the generation of auditory signals in order to elicit a variety of verbal replies from listeners. It is thought to systematically combine sounds to make meaningful phrases.

Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined Speaking as a two–way process that involves true sharing of thoughts, information, or emotions. This top-down perspective sees spoken texts as the result of collaboration between two or more people in a shared time and space.

Speaking is a multifaceted construct. This intricacy, according to Thornbury and Slade (2006), stems from the fact that speaking is so prevalent in our daily language usage (p. 5). In other words, speaking is difficult to describe since it is so entangled with daily encounters. Speaking has also been influenced by numerous fields of study such as linguistics, psychology, anthropology, and sociology. (Gumperz, p. 98, 1999). As a result, compiling a short yet complete definition of speaking becomes more difficult. The best we can do is define speech in terms of its characteristics, functions, and circumstances. Speaking can be defined as a social, multimodal speech event with an unpredictable topic, based on its feature. Speaking is social in the sense that it builds rapport and mutual understanding, preserves and modifies social identity, and requires interpersonal skills (Thornbury and Slade, 2006, p. 17). This social element manifests itself in the form of wishes, sentiments, attitudes, opinions, and judgments, which can collide with the formal nature of the classroom while teaching speaking. Speaking is collectively produced, according to Gumperz (1999), and is built on contributions, assumptions, expectations, and interpretations of the participants' utterances (p. 101). It becomes a negotiated, self-regulated process (Nunan, 1999, p. 226; Sayer, 2005, p. 17) that is segmentally constructed through short, frequent turns consisting of phrases and clauses (Nunan, 1999, p. 226; Sayer, 2005, p. 17). Interactive rules and routines (Dornyei and Thurrell, 1994, p. 42) control how silence, loudness, intonation,

conventional language, information, and interaction standards are employed to organize speech in this cooperative discourse.

Because conversational practices are applied differently in different nations, this arrangement is culturally bound (Richards, 1980, p. 419). Conversational routines include openings and closings, turn-taking mechanisms, and adjacency pairs such as greetings and apologies, according to Dornyei and Thurrell (1994). Because it involves paralinguistic aspects such as eye contact, facial emotions, body language, tempo, pauses, voice quality variations, and pitch modulation (Thornbury, 2005, p. 9), speaking is also a multi-sensory activity.

## 2.2. The Importance of Speaking

Speaking English is difficult because speakers must be proficient in many areas, including pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should be able to communicate with others simply and effectively if they have a good command of the English language. Rivers (1981) looked at how people use language outside of the classroom and discovered that they speak twice as much as they read and write. Listening and speaking are linguistic strategies for learners, according to Brown (1994). Speaking is of tremendous importance for people contact, according to Efrizal (2012) and Pourhosein Gilakjani (2016), who stated that people speak everywhere and every day. Oral communication of ideas and messages is known as speaking. We should utilize the language in genuine communication and advise pupils to do the same if we wish to encourage them to speak in English. According to Richards and Rodgers (2001), the speaking skill was disregarded in traditional approaches in classrooms where the emphasis was on reading and writing skills. Reading and writing, for example, were the most critical abilities in The Grammar-Translation technique, while speaking and listening skills were not as crucial. According to Ur (2000), speaking is the most significant of the four language skills of listening, speaking, reading, and writing, and it is particularly vital for efficient communication. With the integration of the other language abilities, the importance of speaking is demonstrated. Speaking helps students improve their vocabulary and grammar skills, which in turn helps them improve their writing ability. Students can express their feelings and ideas, tell stories, make requests, and talk about, debate, and demonstrate the various functions of language. Outside of the classroom, speaking is crucial. As a result, language speakers have a greater chance of finding work in various organizations and

businesses. Baker and Westrup (2003) backed up these claims, stating that students who speak English effectively had a better probability of acquiring a better education, finding good jobs, and getting promoted

According to previous studies, a person cannot learn a language without a lot of opportunities for meaningful repetition. Oral language contacts and the opportunity to generate the language in meaningful tasks provide the necessary practice for internalization. Asher (2003) supports the notion that learners like to imitate what is spoken shortly after teachers demonstrate it. The relationship between listening and speaking skills was investigated by Krashen (1988). When students talk, he claims, they are demonstrating that they have learned the language. As a result of this concept, several teachers transitioned quickly from speaking to reading and writing classes. Speaking is important for students learning English since it helps them apply the language. Speaking skill enables individuals to produce sentences for the real communication, in other words they actually like to communicate in language to get specific objectives (McDonough & Shaw, 1993).

## 2.3. Aspects of Speaking:

Aspects of the speaking ability must be analyzed and taken into account. these elements present some obstacles in identifying some criteria for understanding this skill and, as a result, designing instructional activities to enable learners to communicate successfully in real-life circumstances.

### 2.3.1. Speaking is Face to Face

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. "Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet &Carter, 2001: 16). Thus, oral communication offers several advantages, such as facial emotions, gestures, and even body movements. The majority of the time, speaking occurs in contexts when participants or interlocutors are present. Such factors facilitate communication (El Fayoumy, 1997: 10, Widdowson, 1998 & Burns, 1998).

### 2.3.2. Speaking is Interactive

Whether we are talking to one person or a small group, the wheels of conversation normally turn smoothly, with everyone contributing at the appropriate times, with no undue

gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27) Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough & Mackey, 2000: 84).

### 2.3.3. Speaking Happens in Real Time

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000: 368). These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001: 27). This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties.

### 2.4. Characteristics of Speaking Performance

The fundamental qualities of the communicative method are fluency and accuracy. They are viewed as complementary in the completion of a specific task. Although Richards and Rodgers (2001, p. 157) state that "fluency and acceptable language is the key goal: Accuracy is rated not in the abstract but in context," this is a self-evident statement given the emphasis on communicative language. Hedge (2000, p.61) emphasizes that "the communicative approach somehow excuses teachers and learners from considering how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary." learners should then develop communicative competence through classroom practice while also understanding how the language system works correctly and appropriately.

### 2.4.1. Fluency

The ability to "create […] spoken words with ease" is referred to as fluency". This means that fluency is related to the use of language spontaneously and without any difficulty while speaking with others. Moreover, interlocutors produce language without making a lot

of stops and without paying much attention to the errors when communicating messages and in expressing their thoughts, views and ideas)　. We have to mention that thanks to the emergence of CA that fluency becomes a　paramount aspect in speaking (Richards, 2008 ( Hedge( 2000, p.54) adds also that: "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation".

Doing all of these quickly. According to Hughes (2002), fluency and coherence refer to the ability to communicate with a normal degree of consistency, rate, and effort, as well as the ability to put ideas together in a coherent manner.

Speech rate and speech continuity are the key indicators of coherence. Thornbury (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers must also pause from time to time to allow their interlocutors to absorb what they have said. Pausing frequently, on the other hand, indicates that the speaker is having difficulty speaking. Thornbury recommends "tricks" or production tactics in such instances, i.e., the ability to fill the pauses. "Uh" and "um," as well as ambiguous statements like "short of" and "I mean," are the most prevalent pause fillers. When there is a pause, another technique for filling it is to repeat one word.

Oral fluency is the most important aspect of a speaker's performance. According to (Hughes,2002) fluency is the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise, communication will break down because listeners will lose their interest. Hedge (2000, p.54) adds also that: "The term fluency relates to the production and it is normally reserved for speech".

Speaking fluency is 'the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation'. (Hedge 2000) The speech of non-fluent English learners tends to be characterized by 'frequent pauses, repetitions and self-corrections' (Hedge 1993) Developing speaking fluency, therefore, entails developing the ability to speak without frequent pauses, repetitions and self-corrections. Fluency is a speech language term that means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly.

Informally, language fluency refers to a high level of language proficiency in which language use is smooth and flowing rather than slow and halting. Fluency in more than one

language is desirable, but it is not required for communication to take place. Even if you only have a rudimentary understanding of English, you can connect with a native speaker, but being really fluent in the language has numerous advantages.

### 2.4.2. Accuracy

Accuracy is defined as the "ability to construct grammatically correct phrases." This means that it is tied to the correct application of grammatical rules. According to Harmer (2001), correctness entails using proper language, vocabulary, and pronunciation. In summary, accuracy is related to correctness and the generation of non-misleading statements. To be accurate and understandable, learners must pay attention to the correct usage of grammatical structures and know the grammatical rules (tense, word order, etc.). Although the majority of people consider accuracy to be a simple trait to cultivate, it is the most difficult to achieve since it takes time. Speakers will not be understood if their speech is not structured correctly, and their interlocutors will lose interest if they repeat improper statements.

Accuracy refers to how well learners use the language system, including grammar, pronunciation, and grammar. In other words, correctness includes, among other things, the accurate use of tenses, verb forms, collocations, and colloquialisms. Accuracy activities are those that focus on the details of language creation to guarantee that the language item is created correctly – for example, grammar exercises, gap fills, drilling, or observing activities. These typically occur during the controlled practice section of the lesson. There isn't much variance in these activities because there is a right and a wrong way to do things.

### 2.4.3. Grammar

Grammatical accuracy, according to (IELTS, 2001, p. 15) (quoted in Hughes, 2002), relates to the variety and proper usage of the learners' grammatical structure, which includes the length and complexity of the utterances, as well as the capacity to use subordinating clauses.

Speech grammar differs from writing grammar. Thornbury (2005) identifies the following characteristics of spoken grammar:

- Clause is the basic unit of spoken grammar.
- Clauses are usually added (co-ordinate).

- Head + body + tail construction.

- Direct speech favored.

- A lot of ellipsis.

- Many questions tag.

- Performance effects (hesitation, repeats, false starts, incompletion, syntactic blends).

### 2.4.4. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

### 2.4.5. Pronunciation

English language has been long considered by either native speakers or non-native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should de stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond and Vrchota (2007, p. 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". However, if the pronunciation is not correct, the speakers then will not be understood. Therefore, accuracy is not achieved.

### 2.5. Speaking Difficulties

By speaking challenges, we imply the variables that contribute to the students' lack of communication skills. Previous research has indicated that students had difficulty speaking in a variety of areas of knowledge.

Al-Lawati (1995), for example, discovered that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) is the most challenging. According to Al-Abri (2008), the lack of oral activity in the learning textbook, which sometimes becomes the reason for the students' lack of speaking talent, is incorrect. Students can learn to talk from a variety of sources, including songs, TV shows, and other media. He is implying that the students (and professors) had unrealistic expectations of the textbook. They did not use the accessible sources for the spoken materials.

One of the most crucial causes producing speaking difficulties, according to Ur (1996), is their psychology. They are concerned about making mistakes (low self-confidence). They sometimes don't have anything to say (lack of ideas), which causes students to withdraw from the speaking learning process. This eventually leads to the learner s' inability to talk in real-life situations. It can be summarized that the students' speaking issues can be separated into three major categories: linguistic, psychological, and social. Linguistically, students' lack of knowledge about the language system might cause difficulty speaking. This includes not only speaking ability, but also listening and pronunciation ability. Students must use all available learning and material resources to build their skills, rather than just the textbook. Students' speaking issues can be attributed to a lack of ideas and self-confidence.

### 2.6 Factors Affecting Speaking:

Factors such as performance conditions, effective factors, listening skill and feedback during speaking tasks all have an impact on learners' speaking performance (Tuan& Mai,2015).  The first component is relevant to operating conditions. Learners engage in a speaking task under varying situations. Performance conditions have an impact on speaking performance, and these variables include time constraints, planning, performance quality, and the level of assistance (Nation & Newton, 2009). The second aspect has to do with affective ones. According to Oxford (1990), one of the most significant components in language learning is the emotive side of students. The third aspect is listening skills. According to Doff (1998), learners cannot enhance their speaking skill until they develop their listening capacity. To have an effective discussion, learners must understand what is said to them. Shumin (1997) demonstrated that when students speak, the other pupils respond by listening. Speakers serve as both listeners and speakers. It can be concluded that students are unable to respond if they do not understand what is being spoken. That is to say, speaking and listening

are inextricably linked. The fourth aspect is topical expertise. It is defined by Bachman and Palmer (1996) as the knowledge structures in long-term memory. In other words, topical knowledge is the speakers' understanding of connected topical material. It allows students to adapt language to the reality in which they live. According to Bachman and Palmer (1996), topical knowledge has a significant impact on learners' speaking performance.

The sixth aspect is feedback Received during speaking exercises. Many students expect their teachers to provide them with constructive criticism on their speaking abilities. According to Harmer (1991), the judgments that instructors make about their students' performance are influenced by the stages of the lesson, the assignments, and the types of errors they make. Harmer (1991) went on to say that if instructors correct their students' mistakes directly, the flow of the discussion and the purpose of the speaking exercise will be ruined. According to Mahripah (2014), several linguistic components of language such as phonology, syntax, vocabulary, and semantics, as well as psychological aspects such as motivation and personality, influence EFL learners' speaking ability.

## 2.7. Classroom Speaking Activities

The exercises employed by the teacher to promote speaking can be highlighted in conversations after the session, where they can assist learners in expressing their viewpoints. In addition to teaching a class about life and using visuals to locate hidden words. Furthermore, other activities such as true or false games, story telling, and homework help pupils express themselves more effectively. Teachers can also make some different tasks, quizzes and tests to keep their classes interesting and make their students pay their attention all the time as the fact of incorporating mystery into their lessons by giving each time a new clue each day up until the last day before the start of the lesson as well as the repetition's avoidance of the same classroom materiel by using a funny way and different from the precedent one. Creation of classroom games is also considered to be another technique used by teachers because playing games can be funny and interesting at the same time in making the learners using their energy in the right way. Teachers can also make some different tasks, quizzes, and tests to keep their classes interesting and make their students pay attention all the time, such as incorporating mystery into their lessons by giving a new clue each day up until the last day before the start of the lesson, as well as the repetition's avoidance of the same classroom materiel in a funny and different way from the precedent one. Another strategy employed by teachers is the creation of classroom games since playing games can be both

entertaining and interesting in terms of getting students to use their energy in the proper way. Furthermore, the teachers' choice of different activities contributes to assisting pupils focus on the activity that was chosen by them and then offer their best to answer it. Furthermore, it is worth noting that the use of technology contributes to attracting students' attention because it plays a significant role in making lessons more interesting by using a smart board with an interactive display, as well as the avoidance of seriousness at all times when giving lessons and the use of some funny expressions to create a funny and vital environment that is far from boringness.

**Conclusion**

Speaking is one of the most important skills in the process of learning a foreign language. This chapter covered a review of related literature to this study. It attempts to provide information about "speaking skills" and "classroom interaction", the two essential forms of language practice. Undoubtedly, classroom interaction has a significant impact on the improvement of speaking proficiency since it helps learners to share ideas, and communicate successfully using the foreign language. Therefore, the present study emphasizes that a pleasant atmosphere in the classroom is required to push students to interact freely with both the teacher and their classmates without being afraid of making mistakes. Students need to be provided with interactive activities according to their needs and interests to make active use of the language.

## Chapter Three, Methodology

### Introduction:

This chapter is devoted to describe the methodology used in this research in order to investigate classroom interaction effect in enhancing EFL learner's speaking skills. It focuses on the data collection methods, the subjects of the study and the setting. Firstly, it provides a full description of the method used to conduct the present study, Then the setting of the study and the sample population. The second chapter represents a detailed description of all questions of the questionnaire which is used as an instrument in this study to obtain data.

### 1. Research Question

Early studies as well as current work focus on interaction as an important factor in producing comprehensible output because it allows students to practice speaking in the classroom. Therefore, the current study sets out to answer the following questions aims to investigate the effect of classroom interaction in enhancing EFL Learner's Speaking skills

Does classroom interaction help EFL Learner's to improve their speaking proficiency?

What interactive activities better contributes in enhancing EFL Learner's Speaking skills?

How does the lack of interaction in the classroom setting effects the development of SS?

### 2. Data Analysis

shifting, organizing, summarizing and synthesizing gathered data is known as the process of data analysis. It is one of the main steps of the research process. At this point the researcher moves from guessing the Hypotheses into the act of analyzing, cleansing, manipulating, and modeling data in order to find relevant information, draw conclusions, and aid decision-making.

In this case, and on the basis of understanding the effect of classroom interaction in enhancing EFL Learner's Speaking skills a questionnaire was designed for the third-year undergraduate students at Djilali Bounaama university as a mean to collect data. Collected

data from the questionnaire was coded into percentages, tables, and figures so as to simplify the understanding.

## 3. Research   Design

Data collection, documentation of crucial information, and analysis and interpretation of that data/information in accordance with appropriate processes are all part of the research process. Research can be thought of as a sequence of interconnected actions that take place from start to finish. A research process can be characterized in this context as the process of gathering information in order to launch, amend, or discontinue a single investment or group of investments.

Furthermore, a research design, like any other research framework, has procedures, and the objective of a research design is to create a clear strategy of the research, based on independent and dependent variables .and to consider the cause and effect evoked by these variables. Methods that constitute research design can include; observations, surveys, interviews, experiments, working with archives and other methods

In any research, it is critical for the researcher to use a variety of data collection techniques, one of which is the quantitative method.

## 4. Research Methodology

The nature of the study had an impact on the method employed. Accordingly, and in order to meet the dissertation's objectives (how much classroom interaction affects learner speaking skills improvement), a quantitative approach is thought to be an effective technique to convey clarity.

Quantitative research method relies on data to make broad conclusions about a phenomenon. They stress the use of computational approaches to analyze numerical data. The numbers employed in statistical analysis come from variables, which are objective measuring scales of units of analysis. Its characteristics set it apart from the qualitative technique. Quantitative procedures, for example, entail measuring variables and presenting data using standardized research equipment.

For example, quantitative methods involve measuring variables and using standardized research instruments to present data in tables, graphs or figures. This can help

predict outcomes and also use measuring devices. Quantitative methods can achieve higher sample sizes, gather information quickly when using quantitative research, or focus on facts or a range of information. A quantitative study concerned with numbers, logic, and an objective point of view.

### 5.data Collection

Data collection is an important component of research and is generally seen as a challenging task. Various data collection tools are available, such as observation, tests, interviews and questionnaires.

O'Leary (2004) stated: "Collecting reliable data is a challenging task, and it is worth noting that one method is not inherently better than the other. That is why whichever method of data collection will be used will depend on the objectives of the research, and the advantages, in terms of the disadvantages of each method." (P.150).

Questionnaire is the research tool used in this study. The setting and profile of the participant (sample – population) participating in the study will then be characterized in detail below.  Collection of data was undertaken in order to obtain important information, and to get a good understanding of the impact of classroom interaction on speaking performance.

### 6. Setting

The study was conducted at the University of Khemis Miliana, Faculty of Foreign Languages, with (L3) students of the English Department. This research looks at EFL students as sample participants during the academic year 2021/2022, and aims to improve speaking skills and fluency through interaction in the classroom and trying to find ways to overcome the difficulties student's face while practicing   speaking during oral sessions.

### 7. Participant's Profile(population)

The population of interest in this study are the students of the English Department of Khemis Miliana University. The present study takes place at Djilali Bounaama University, and fifty students from third-year English were selected as participants. This sample was chosen based on the assumption that third-year English students at Khemis Miliana are already experiencing speaking difficulties, and they are capable of expressing their opinions very well.

## 8. Research Instruments

The term "research instrument" refers to any tool used by scientists to obtain, measure, and analyze data derived from subjects included in a research experiment and focused on that topic.

The tool used in this study was the student's questionnaire.

### 8.1. Questionnaire

The questionnaire is a research tool consisting of a set of standardized questions to collect statistically useful information on some subject from one or more respondents. This is a relatively fast and efficient way to collect large amounts of data.

Brown (2001, p.6) defines the questionnaire as: "Any written tool that presents to respondents a number of questions or allegations to which they are required to respond, either by writing their answers or by choosing from existing answers ".

When a researcher conducts a questionnaire, he/she can collect a great deal of information over a limited period of time, and indeed the main objective of the questionnaire which is, in this case, to study the impact of interaction in the classroom on improving the speaking skill; it is crucial to gather students' opinions and views about its implementation in EFL classes to develop language learning.

### 8.2. The description of the Questionnaire

The student's questionnaire consists of (13) questions, classified into three sections, each section focuses on specific aspect, the first one is about background information (student's gender), second section is about speaking skill and the third part is about classroom interaction.

Most of the questions are a closed questions require students to answer by ticking one answer from a set of options, also open –ended questions are slightly used in one or two questions are addressed to students to state their point of views.

### Section One: Student's Profile (Q1)

Students were asked to specify their gender to see who is the dominant gender among participants.

## Section Two: Speaking Skill (Q2-Q7)

The second section was concerned about the speaking skill and the difficulties that could face students in oral session's class.

In Q2 , students were asked to describe and rate  their level in speaking from  bad to very good .then Q03 , participants were asked to choose a yes or no about their satisfaction with their speaking skills .then question 04 was addressed to students about the difficulties they face in oral expression courses .they were asked to choose between three given options ,and then add other difficulties that are not mentioned in the question .later in question 05 : students were asked about the evaluation of their teacher , and how many times did he/she evaluate them .Question 06 about who is the most talking in the classroom the teacher or the students. Last question in this section Q 07 is asked to know to what extent do the oral expression help students to improve their speaking skills and the options are as follow; very much, somewhat, not very much, not at all.

## Section Three: Classroom Interaction:

The second section was devoted for the classroom interaction and its implementation in developing EFL's learners speaking skills. In one hand, in the question (8) students were asked about the frequency of interacting with their teacher in the classroom, intending to know whether they are encouraged and motivated to speak in English or not. On the other hand, in question (9) students were asked about the frequency of interacting with their classmates; this question aimed to know if students are given opportunities to express their ideas and practice speaking in a given context.  Furthermore, for the purpose of exploring which out of interacting with the teacher or with classmates, learners feel more comfortable in, question (10) was put. Then, they were required to justify their answers, the researcher wanted to know student's attitude toward learner-learner interaction and teachers-learner interaction through their justifications. Then, in question (11) students were asked, the reasons behind, if they do not interact in the classroom; in an attempt to know the inhibitions that prevent them from participating and interacting in the classroom. Later, in question (12) subjects were asked about which type between, interacting with Teacher or Pairs and group work, that they have more time to speak. The aim behind this question was to know about the chances of student's interacting and using the English language in the classroom. Finally, the last question (question 13) students were asked about the interactive activities that they do the most in the classroom; this question aimed to find out the strategies used by the teachers for

the sake of the enhancement of classroom interaction. The participants were also asked to mention the tasks they prefer.

### 8.3. Administration of the Questionnaire

The questionnaire was administrated to EFL students in the departments of English, it has been administrated during the month of march, the target participants of the current piece of research consists of (50) students of English at Djilali Bounaama university of Khemis Miliana. The questionnaire was handed to the students they were so helpful.

### Conclusion

The present research is an attempt to explore the importance of promoting classroom interaction at Djilali Bounaama's university, English department so as to improve speaking abilities, using a questionnaire as a research tool. In general, this study sheds light on a few key aspects that might help students improve their speaking skills and foreign language mastery, such as interaction, interactive activities, and so on. As a result, the next chapter will be devoted to a discussion of the data collection findings, as well as research limitations and some suggestions and recommendations that are intended in the development of students' speaking skills by the enhancement of classroom interaction.

## Chapter Four, Findings

### Introduction

In the following section, the analysis of the collected data concerning the subject of the study, the effect of classroom interaction in enhancing EFL Learner's Speaking skills, is reported. It entails interpreting the questionnaire in order to identify solutions to this issue. Furthermore, the present chapter presents the key findings as well as the discussion of the findings.

### Data Collection

For the present dissertation, a questionnaire was used as a procedure for data collection. A set of 13 questions was directed to investigate the effect of classroom interaction in enhancing EFL Learner's speaking skills, from the perspective of the third-year undergraduate students at Djilali Bounaama university, English department in khemis Miliana. This method was chosen due to the type of data, quantitative data, the participants were given a close-ended questions to choose from the given options. Moreover, for the need to collect data from a large population, so as to study in depth the current subject.

### Analysis of the Questionnaire

### Question 1 : specify your gender

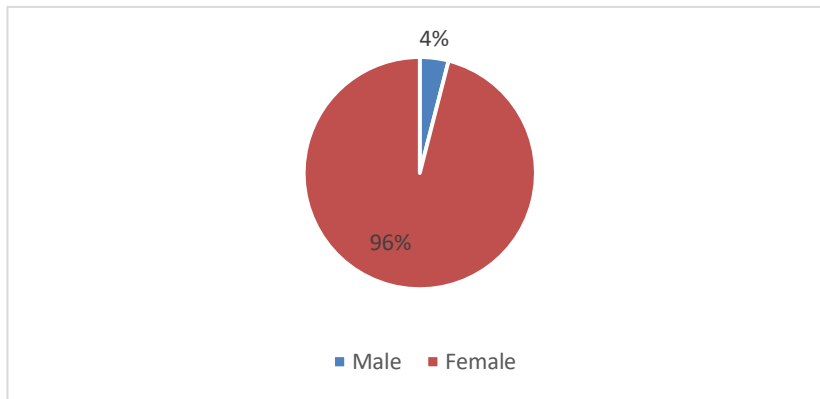| Options | Numbers | Percentages % |
|---------|---------|---------------|
| Male | 2 | 4% |
| Female | 48 | 96% |
| Total | 50 | 100% |

Table 1: students' gender

Figure 1: students' gender

As shown in the table, the majority of the population are females (48) versus a
minority of males (2).

**Question 2 : How would you describe your level in speaking**

| Option | Very good | Good | Average | Bad | Total |
|---|---|---|---|---|---|
| Numbers | 2 | 18 | 29 | 1 | 50 |
| Percentages | 4% | 36% | 58% | 2% | 100% |

Table2: students' level in speaking
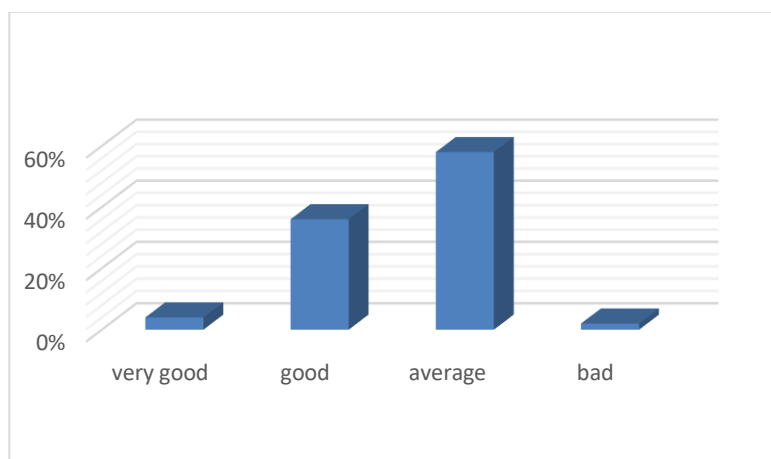


Figure 2: students' level in speaking

We notice that 58% of students have choose "average" to describe their level in speaking which is the biggest category. 36% of them choose the option "good", 4% of students choose "very good" and finally "bad" with only 1%.

**Question 3: are you satisfied with your speaking skills**

| Options | Numbers | Percentages |
|---------|---------|-------------|
| Yes | 21 | 42% |
| No | 29 | 58% |
| Total | 50 | 100% |

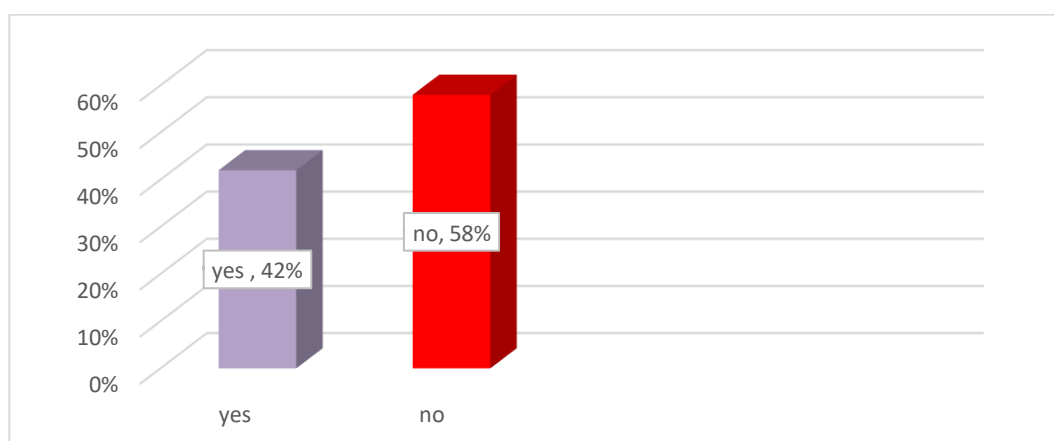Table 3: students' satisfaction with their speaking skills



Figure 3: student' satisfaction with their speaking skills

The Figure demonstrates that 58% of the participants are not satisfied with their speaking proficiency, while 42% of them claimed that they are satisfied.

**Question 04: what are the difficulties you face in oral session's class**

| Options | Numbers | Percentages |
|---------|---------|-------------|
| A | 26 | 52% |
| B | 2 | 4% |
| C | 21 | 42% |
| No answer | 1 | 2% |
| TOTAL | 50 | 100% |

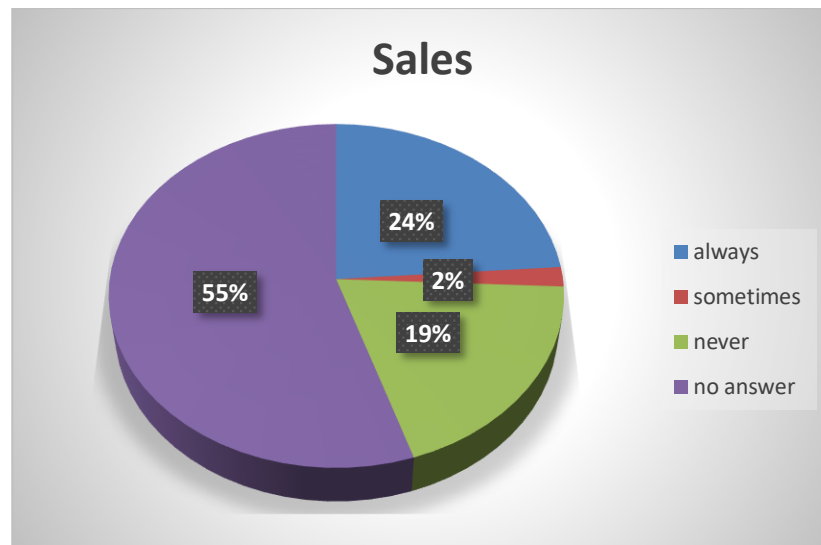Table 4: the difficulties participants face in oral session's class



Figure 4: the difficulties participants face in oral session's class

The purpose of this question is to identify the difficulties learners face in oral session's class.52% of the respondents chose Speaking anxiety as the most challenging thing.42%respond with the lack of vocabulary. Lowest percentage goes to Inhibitions with 4% only. And 2% with no answer.

**Question 5: how often your teacher evaluates your speaking**

| Options | Always | Sometimes | Never | Total |
|---|---|---|---|---|
| Numbers | 33 | 7 | 10 | 50 |
| Percentages | 66% | 14% | 20% | 100% |

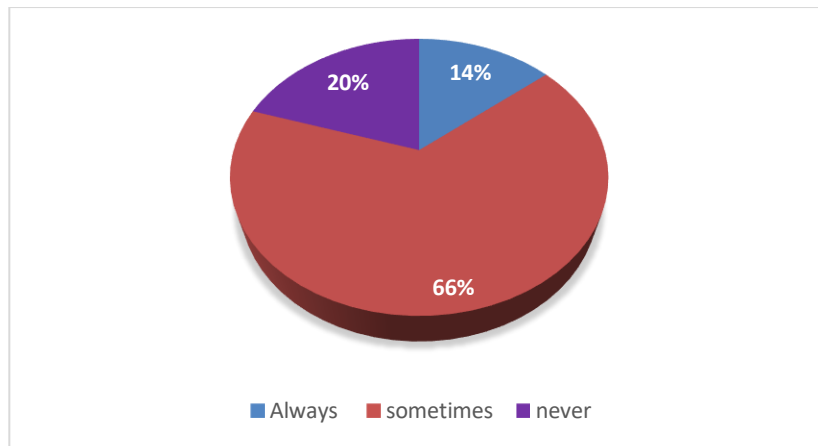Table 5: teacher evaluation of learners' speaking skills frequency

Figure 5: teacher evaluation of learners' speaking skills frequency

Among the 50 participants, 66% said that they sometimes receive evaluation from their
tfreque.14% claimed that they always receive evaluation while 20% stated that they never
receive evaluation.

**Question 6: who do the most speaking in the classroom**

| OPTIONS | Teacher | Students | Total |
|---|---|---|---|
| Numbers | 46 | 4 | 50 |
| Percentages | 92% | 8% | 100% |

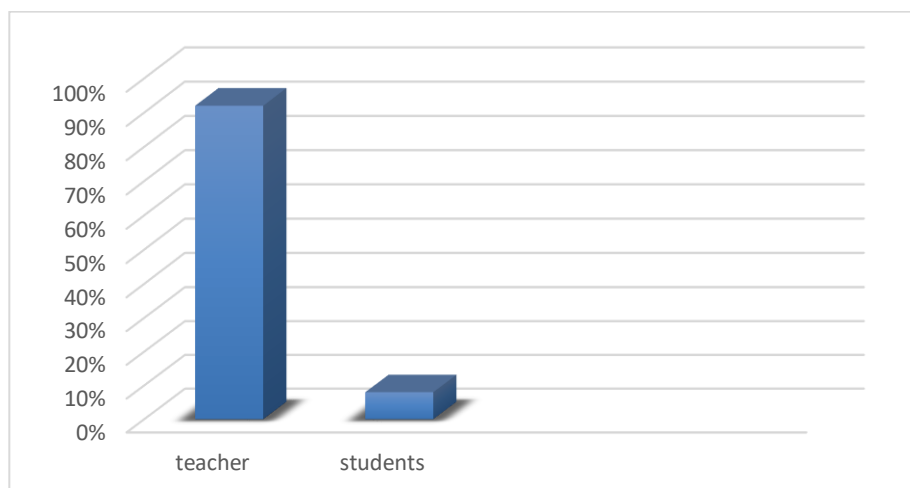Table 6**:** learner' opportunities for speaking in the classroom



Figure 6: learner' opportunities for speaking in the classroom

As far as this question is concerned, learners are asked to say who among teacher and
students do speak most of the time in the classroom. The findings plainly demonstrate that it

35

is the teacher with 92% rating. And only 8% students for the students, which indicate that it is a teacher-centered classes.

**Question 7:to what extent do oral expression help you to improve your speaking skills**

| Options | Very much | Some what | Not very much | Not at all | No answer | Total |
|---|---|---|---|---|---|---|
| Numbers | 22 | 19 | 7 | 0 | 2 | 50 |
| percentages | 44% | 38% | 14% | 0% | 4% | 100% |

Table 7: oral sessions contribution in the improvement of learner' speaking
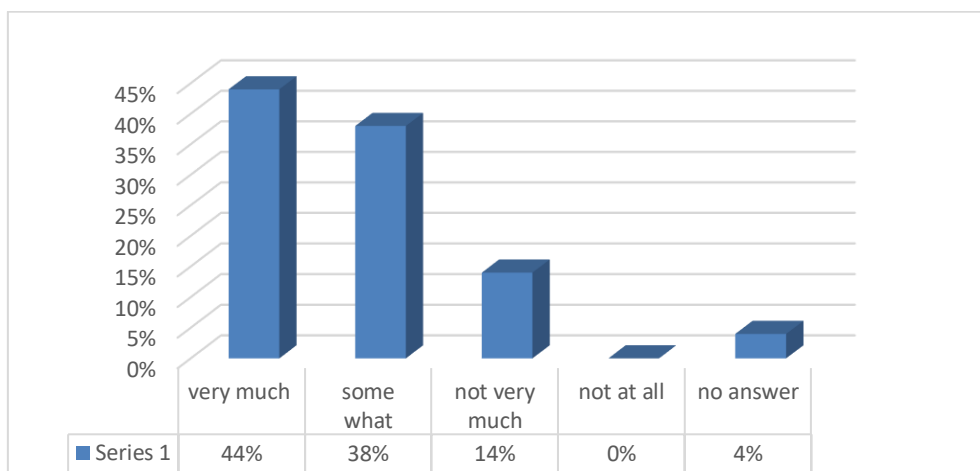


Figuer 7: oral sessions contribution in the improvement of learner' speaking

The last question in this section investigates learner's opinions about the efficiency of oral expression in helping them to improve speaking abilities. The vast majority (44%) said that it is very helpful, and (38%) saw that it is some what helpful. However, (14%) indicated that it is not very much effective. (4%) did not answer.

**Section 2 (Classroom Interaction)**

**Question 8: how often do you interact with your teacher**

| Options | Always | Sometimes | Never | Total |
|---------|--------|-----------|-------|-------|
| Numbers | 6 | 42 | 2 | 50 |
| Percentages | 12% | 84% | 4% | 100% |

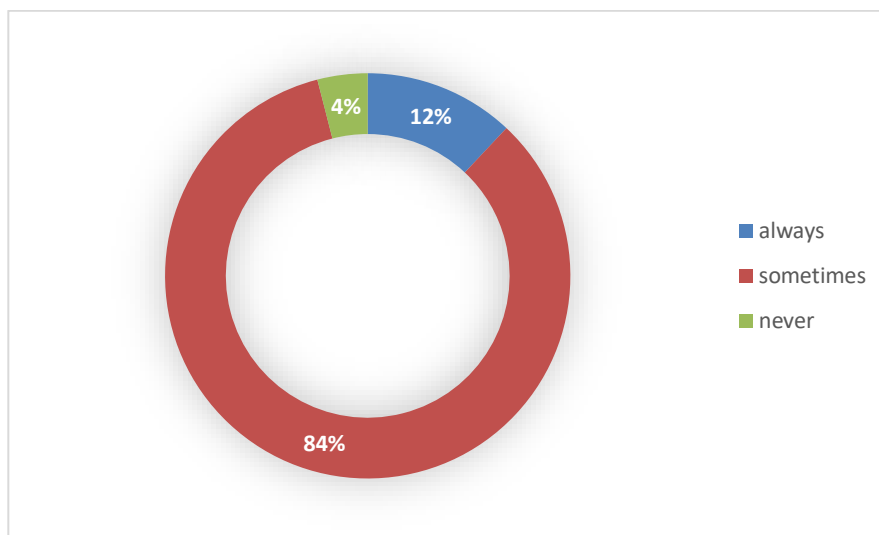Table 8: learner-teacher interaction



Figure 8: learner-teacher interaction

This question is intended to demonstrate how frequently students interact with the teacher during an oral expression session. As can be seen from the graph, 84 percent of students, or the majority, engage with the teacher in the classroom on a regular basis. It is followed by 12% of students who say they always interact with the teacher. In contrast, 4% of students assume that they rarely interact with the teacher.

**Question 9**: **how often do you interact with your classmates**

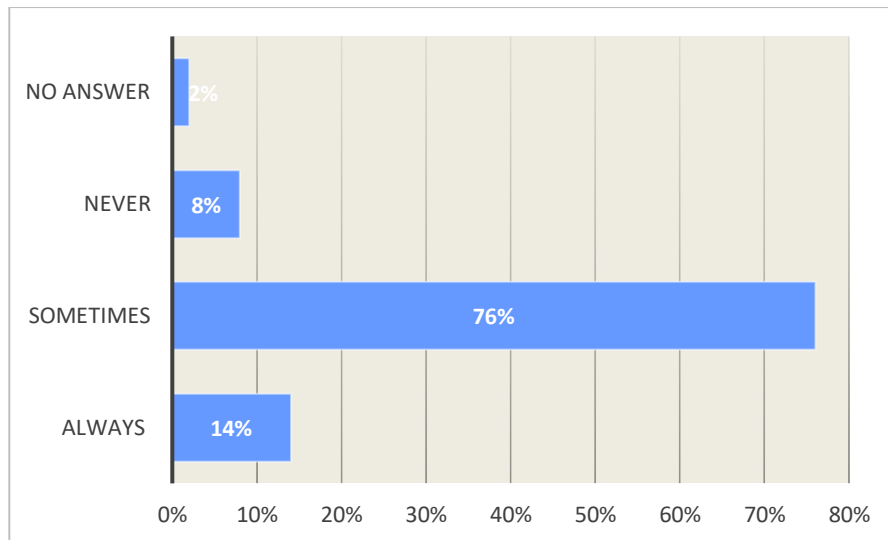| Options | Always | Sometimes | Never | No answer | Total |
|---------|--------|-----------|-------|-----------|-------|
| Numbers | 7 | 38 | 4 | 1 | 50 |
| Percentages | 14% | 76% | 8% | 2% | 100% |

Table 9: learner-learner interaction

Figure 9: learner-learner interaction

The figure demonstrates that 76% of the students do sometimes interact with their classmates in the classroom. While, it is shown that 14% of the students do always interact with their fellow in the classroom. 8% of students answer that they never participate in the classroom, and 2% with no answer.

**Question 10: in which you feel more comfortable, interacting with:**

| OPTIONS | TEACHER | CLASSMATES | TOTAL |
|---|---|---|---|
| NUMBERRS | 18 | 32 | 50 |
| PERCENTAGES | 36% | 64% | 100% |

Table 10: learner' preferable type of interaction
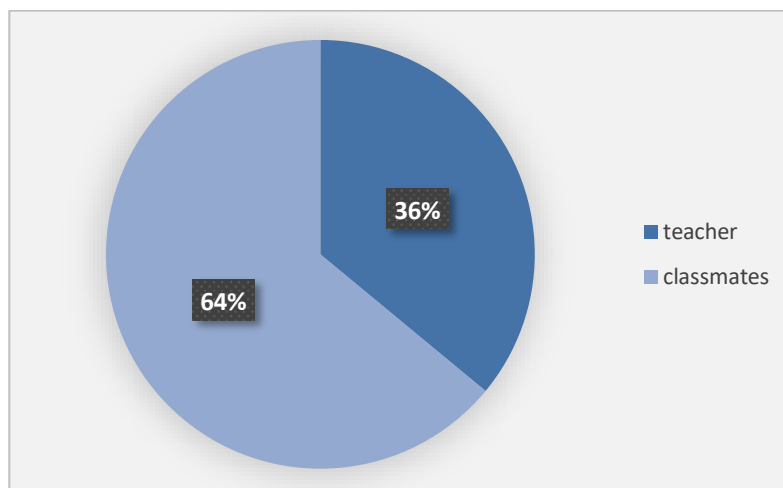
Figure 10: learner' preferable type of interaction

This question aims at investigating our hypothesis about students' feelings on whether they feel more at ease interacting with the teacher or their classmates. 64% of students feel more comfortable when interacting with their friends, 36% of them prefer interacting with the teacher.

Justifications:

Participants are asked to justify the reasons behind choosing the type of interaction they feel more comfortable with. Some of their answers are as follows:

Interaction with the teacher:

- Teacher can help me improve my speaking.
- I feel less stressed interacting with the Teacher.
- Teacher knows more.
- Teacher can correct my mistakes.
- Make me confident.
- No judgment.
- Teacher helps me while speaking.

Interaction with classmates:

- Interacting with my classmates is less stressful.
- We do have the same level.
- It is easier.
- No anxiety.
- I can speak freely.
- It is comfortable to make mistakes

**Question 11: if you do not interact, it is because:**

| Options | Numbers | percentages |
|---|---|---|
| You are not talkative/ shy | 20 | 40% |
| Topics are not interesting | 6 | 12% |
| Lack of motivation | 6 | 12% |
| Fears of making mistakes | 18 | 36% |
| Total | 50 | 100% |

Table 11: reasons behind the lack of interaction
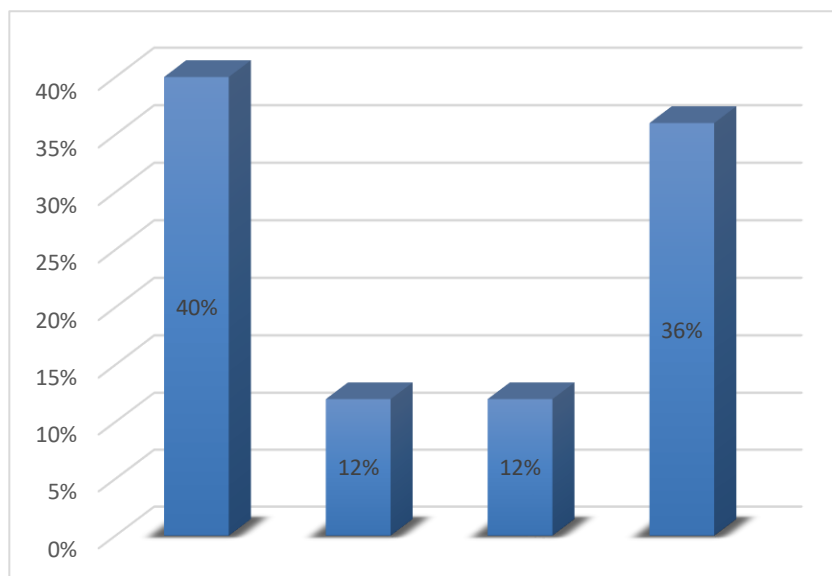


Figure 11: reasons behind the lack of interaction

As the figure shows (40%) of respondents do not interact in the classroom because they are not talkative and shy. Others (36%) due to the fear of making mistakes. And reasons with the least percentages are uninteresting topics and lack of motivation with (12%) for each.

**Question 12: you do have more time to speak when:**

| OPTIONS | Interacting with teacherr | Pairs and group work | No answer | Total |
|---|---|---|---|---|
| Numbers | 7 | 42 | 1 | 50 |
| Percentages | 14% | 84% | 2% | 100% |

Table 12**:** type of leaning based classroom
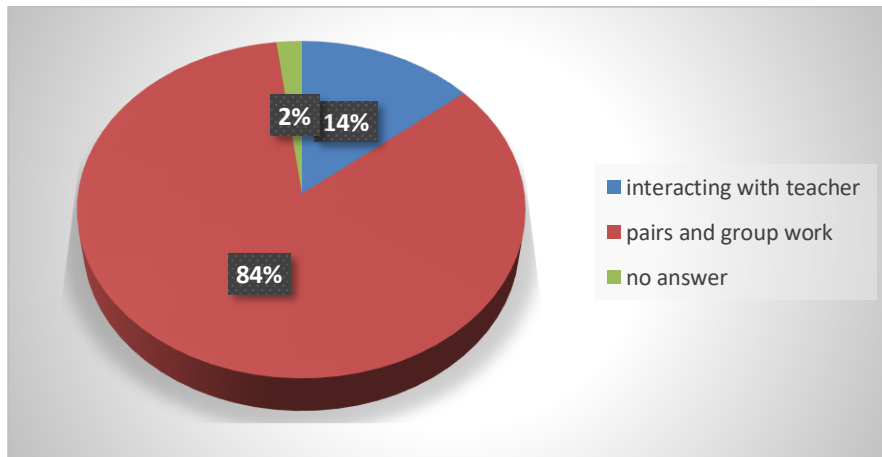


Figure 12: type of leaning based classroom

As far as this question is concerned, the vast majority (84%) says that they do speak and interact more during pairs and group work. However, only (14%) indicates that interacting with the teacher give them more time to speak. (2%) with no answer.

**Question 13: which activity you do the most in the classroom**

| Options | a | b | c | d | Total |
|---|---|---|---|---|---|
| Numbers | 29 | 14 | 1 | 5 | 50 |
| Percentages | 58% | 28% | 2% | 10% | 100% |

Table 13**:** the kind of highest used activities

Figure 13: the kind of highest used activities

The last question is concerned with the activities that teachers rely on the most in the classroom. The majority of the respondents (58%) choose pairs and group work, (28%) respond by discussion 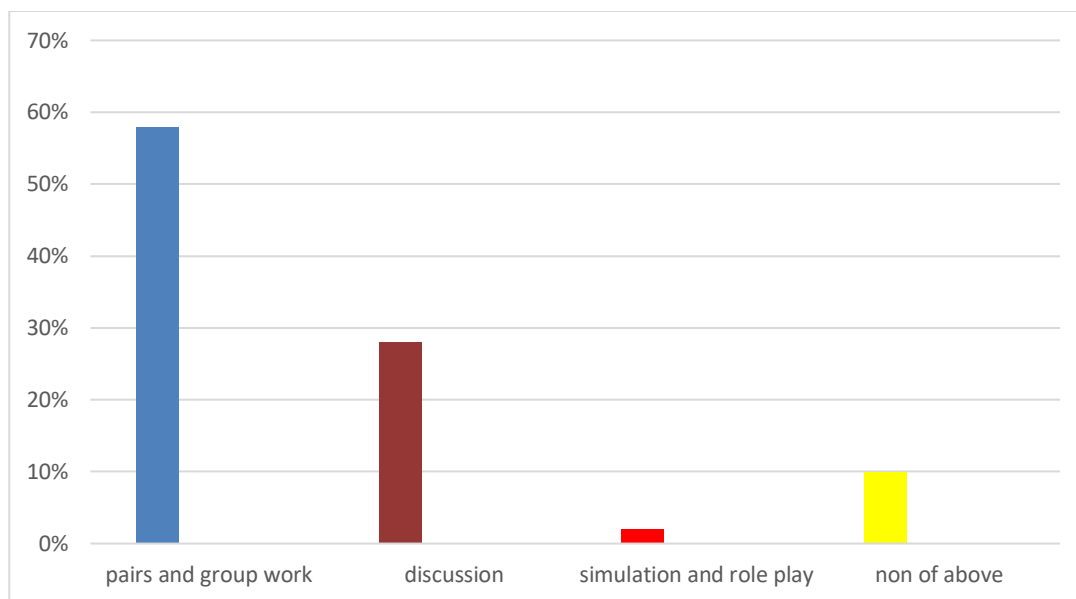while only (2%) choose simulation and role play. However (10%) of the participants claim that none of above options are ever used.

**Discussion**

From the analysis of the collected data of the questionnaire above, which describe the results of the effect of classroom interaction in enhancing EFL Learner's speaking skills, key findings emerge. From the results, concerning the participants background, it is clear that the vast majority of the population are females (96%) which indicate that females are more interested in studying foreign languages then males, the English language, in particular, for this case.

Our findings on the level of the learner's level in speaking reveals that they are between average (58%) and good (36%), which hint that they are able to speak somehow fluently and carry on a conversation in the classroom. However, their deferent abilities according to the results, they all can participate to communicate and share their ideas with the teacher or with classmates.

Concerning the learner's satisfaction with their speaking skills, and in order to investigate their awareness to develop their speaking proficiency, most of them claimed that

they are not satisfied. This demonstrates that they are conscious of the importance of speaking as a crucial skill in the learning of a foreign language, and further classroom interaction.

Moreover, for the purpose of identifying the difficulties that inhibit the 3rd year student of English from participating in the classroom, the results show that speaking anxiety and the lack of vocabulary the main reason behind, these two factors have correlation to affect each other in speaking. which is a significance for a low self-esteem and that they rarely practice speaking in the classroom

From the results of question 6, it is clear that the teacher does the most speaking in the classroom. This demonstrates that it is a teacher-centered classroom, in which educator does almost all the talking while students remain silent and listen.

However, the paramount importance of oral expression session in language classes for students to develop their abilities, less than half of the population (44%) reported that it does not help them to improve their speaking skills. This might be an indication that the topics are not related, or not interesting.

Moreover, large proportion of students agreed on the choice of (interaction with the teacher) when selecting which type of interaction they prefer. That was mostly due to, according to their justifications, the capacity of the teacher to help them to correct and overcome their mistakes, and develop their speaking abilities. When it comes to the reasons behind the lack of interaction, among the following options: the lack of motivation, topics are not interesting, you are not talkative and fear of making mistakes, (40%) of the respondents said that it is due to the nature of their personality as being not talkative and shy. while others confirmed that it goes back to the fear of making mistakes. Which may indicate the discouraging atmosphere of the classroom.

Furthermore, in contrast with the findings of previous the results that indicates that the teacher does the most speaking in the classroom, concerning the type of interaction provides more opportunities for them, the vast majority of learners believe that they have more chances for participating when interacting with their classmates during pairs and group work unlike through interaction with the teacher.

**Conclusion**

In this chapter, the researchers presented the data analysis and discussion of the learner's questionnaire concerning the effect of classroom interaction in enhancing EFL Learner's speaking skills. The questionnaire was used for the purpose of exploring the subjects of the study point of view about the importance of classroom interaction, also the types of interaction and their preferable interactive tasks to improve their speaking abilities. In short, the results reveal that classroom interaction plays a significant role in EFL classes, type of interaction they prefer such as learner-learner interaction and teacher-learner interaction, and favorite interactive activities such as pairs and group work and discussion. All in all, the findings are meant to contribute in the promotion of classroom interaction use in EFL teaching learning process.

## Chapter Five, Summary, Conclusion and Recommendations

### Introduction

This chapter is devoted to the interpretation of the main findings and results of the questionnaire. The present study reveals that classroom interaction has a significant role in enhancing EFL learners speaking skills. Also, activities such as peers and group work, and discussion are the best way to increase interaction among students. Moreover, this chapter comprises the interpretation of the questionnaire recommendations for policy and practices, and some recommendations for future research.

### Overview of Key Findings

An overview of the key findings of the present study concerning the effect of classroom interaction in enhancing EFL Learner's speaking skills are as follows:

To improve student participation in the classroom, sufficient time must be devoted to interactive tasks such as pairs and group work, and discussion

To create an environment in which all participants have the opportunity to speak freely and express their thoughts and opinions. A positive climate in which students feel respected and supported to speak without being judged on their mistakes.

Individual learning preferences must be also taken into consideration to enhance learners benefits in the classroom. In other words, teachers have to adapt the different patterns of interaction that students feel more comfortable in.

The choose of relevant and interesting topics which students can relate to is very helpful to involve them to participate in the process of classroom interaction.

Increasing Students talk time is one of the main keys to develop their speaking abilities, also to increase their comfort to speak the English language.

### Key Findings

The deep analysis of the collected data reveals the following as the main findings concerning the effect of classroom interaction in enhancing EFL Learner's speaking skills

- The participants agree on the great importance that classroom interaction plays to improve their speaking proficiency.

- The role of positive classroom environment to reduce anxiety, and enhancing the learner's self-esteem, which can affect their motivation to participate and improve their speaking skills.

- The fear of making mistakes and a lack of self-confidence are the most significant detrimental effects of a lack of classroom engagement on the development of EFL learners' speaking skills.

- The results show that collaborative tasks such as pairs and group work and discussion, are very useful to create an interactive classroom in which all learners can thrive.

- Most learners agree on the crucial role of the teacher as useful source of information corrector, and motivator.

**Interpretation of Findings**

After the analysis of the questionnaire above concerning the effect of classroom interaction in enhancing EFL Learner's speaking skills; the following interpretations are the results of the obtained data.

The vast majority of the population are females (96%) which indicate that females are more interested in studying foreign languages then males. Our findings on the level of the learner's level in speaking reveals that they are between average (58%) and good (36%), which hint that they are able to speak somehow fluently and carry on a conversation in the classroom.

Concerning the learner's satisfaction with their speaking skills, and in order to investigate their awareness to develop their speaking proficiency, most of them claimed that they are not satisfied. This demonstrates that they are conscious of the importance of speaking as a crucial skill in the learning of a foreign language, and further classroom interaction.

Moreover, the results show that speaking anxiety and the lack of vocabulary the main difficulties participants suffer from, these two factors have correlation to affect each other in speaking. which is a significance for a low self-esteem and that they rarely practice speaking in the classroom.

The results also reveals that the teacher does the most speaking in the classroom. This demonstrates that it is a teacher-centered classroom, in which educator does almost all the

talking while students remain silent and listen. furthermore, large proportion of students agreed on the choice of (interaction with the teacher) when selecting which type of interaction they prefer. That was mostly due to, according to their justifications, the capacity of the teacher to help them to correct and overcome their mistakes, and develop their speaking abilities.

When it comes to the reasons behind the lack of interaction, (40%) of the respondents said that it is due to the nature of their personality as being not talkative and shy. while others confirmed that it goes back to the fear of making mistakes. Which may indicate the discouraging atmosphere of the classroom.

Furthermore, while a large population prefer interacting with their classmates during pairs and group work, the results indicates that the teacher do the most speaking in the classroom, the vast majority of learners believe that they have more chances for participating when interacting with their classmates during pairs and group work unlike through interaction with the teacher.

### Suggestions and Recommendations

The goal of this study was to shed light on the significance of classroom interaction in enhancing EFL students' speaking abilities. The outcomes acquired from this research Have verified that student's oral competencies (speaking) can be extended via the iimplementation of classroom interaction the fact that makes it very important, and confirms the research's hypothesis. Based on the findings of the existing research, it is really useful to advise these Recommendations to EFL students which can be succeeded

First of all, providing a real classroom atmosphere with the best learning environment will encourage student to speak and interact freely in the classroom.

The students have to be more conscious about the importance of practicing the oral skill since classroom interaction was regarded as the most suitable setting, where the students feel comfortable when using English.

Students should speak and interact in the classroom regularly as an attempt to get rid of their shyness and hesitation.

Teachers need to give much importance to the speaking skill by focusing on the discussion tasks, which should meet the student's needs.

Teachers also need to know how to create motivation among students to make them communicate frequently.

Implementing cooperative learning proposes that with cooperative learning activities, students work together in group from two to four members and the teacher encourages mutual helpfulness between them getting the active participation of all participants.

Teachers can also assign tasks such as presentations and projects to students, which they need to perform in groups.

Classroom interaction can successfully lead students to promote their speaking capacities, however this can happen through frequent interaction in the classroom with their classmates and their teacher because refraining classroom interaction and showing no interest will naturally affect the student's speaking ability.

### Conclusion

In this chapter, the researchers provided their interpretations of the key findings of the learners' questionnaires, in order to test the validity of the research hypothesis. The outcomes of students' questionnaire shows that the classroom interaction is very important in the EFL classes in the sense that it develop the students' skills, knowledge and the relation with the teacher and their peers. Also, this chapter attempted to provide some suggestions and recommendations about the techniques and the strategies that can help in the enhancement of learning through the encouragement of classroom interaction.

**General Conclusion**

Efficient speaking skills has always been a difficult task in foreign language learning. Most contemporary theories of foreign language learning lay a significant focus on the function of interaction as an efficient strategy to master the language in a formal language learning situation. This paper is an attempt to answer the research questions and to test validity of the main hypothesis mentioned in the introduction. The present study reveals that classroom interaction plays a vital role in the development of EFL students speaking skills.

Some concluding points can be set as follow:

Classroom interaction has a significant role in enhancing EFL student' speaking skills.

Good classroom interaction necessitates a positive and stimulating environment in which students feel comfortable communicating with both the teacher and one another.

Collective activities such as peers and group work, and discussion are the best way to increase interaction among students.

Lack of classroom interaction has a negative impact on the development of EFL learners' speaking skills, the most important of which is the fear of making mistakes and lack of self-confidence.

The encouragement and opportunities that the classroom context offers students to interact and express themselves in a natural and free way can help them improve their speaking skills. Discussions and debates can increase the success of interaction in the classroom, where the speaking process will be solved. This research hypothesized that if third-year LMD English students at the University of Djilali Bounaama Khemis Miliana are given adequate opportunities to communicate and speak freely in the classroom, they will be able to develop their speaking skills. We believe that the current application of classroom interaction in language learning is essential for the development of speaking as it creates a situation where students have to help each other, discuss and argue with each other and fill in the gaps in mutual understanding. This study focuses on the importance of interaction in building knowledge and improving skills, especially speaking, the research also explores the

possible ways of interacting in the classroom through the different communication activities offered by the teacher.

After analyzing the student questionnaire, we conclude that most learners are aware that classroom interaction is a crucial factor in speech development. The results of this study demonstrate that well-planned and organized collaborative group work is an effective technique for improving the speaking skills of EFL learners. Although there are still some problems that learners have such as inhibitions due to shyness, fear and stress, among other problems, the analysis has shown that these problems can be gradually reduced. Learners demonstrated considerable awareness of the impact of classroom interaction on the development of learners' speaking skills, with teachers providing comprehensible inputs that help learners understand and speak the language accurately and then use it appropriately. In addition, receiving corrective feedback, helps learners recognize their faults or errors in language.

This study was conducted for EFL students to improve their speaking skills and also shows the crucial role of effective classroom interaction and how it contributes to the teaching and learning process. Interaction in the classroom will be successfully achieved by motivating students to become more involved in the use of different conversation tasks and to help them overcome their difficulties in speaking, as a result, the student's fluency will be significantly improved.

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Appendix A

**Questionnaire**

This questionnaire is intended to investigate the effect of classroom interaction in enhancing EFL learner's speaking skills.

Dear 3rd year English students ,you are kindly asked to answer the following questions

1. Specify your gender
   a. Male ☐
   b. Female ☐

**Section one** (speaking skills)

2. How would you describe your level in speaking
   a. Very good ☐
   b. Good ☐
   c. Average ☐
   d. Bad ☐
3. Are you satisfied with your speaking skills
   a. Yes ☐
   b. No ☐
4. What are the difficulties you face in oral session's class
   a. Speaking anxiety ☐
   b. Inhibitions ☐
   c. Lack of vocabulary ☐
      **Others** …………………………………………
5. How often your teacher evaluate your speaking
   a. Always ☐
   b. Sometimes ☐
   c. Never ☐
6. Who do the most speaking in the classroom
   a. Teacher ☐
   b. Students ☐
7. To what extent do the oral expression help you to improve your speaking skills
   a. Very much ☐
   b. Some what ☐
   c. Not very much ☐
   d. Not at all ☐

**Section two (**classroom interaction**)**

8. How often do you interact with your teacher
   a. Always ☐
   b. Sometimes ☐

    **c.** Never ☐

9. How often do you interact with your classmates
    **a.** Always ☐
    **b.** Sometimes ☐
    **c.** Never ☐

10. In which you feel more comfortable , interacting with
    **a.** Teacher ☐
    **b.** Classmates ☐

    **Justify……………………………………………………………**

11. If you do not interact , it is because:
    **a.** You are not talkative/ shy ☐
    **b.** Topics are not interesting ☐
    **c.** Lack of motivation ☐
    **d.** Fear of making mistakes ☐

12. You have more time to speak when
    **a.** Interacting with Teacher ☐
    **b.** Pairs and group work ☐

13. Which activity you do the most in the classroom
    **a.** Pairs and group work ☐
    **b.** Discussion ☐
    **c.** Simulation and role play ☐
    **d.** None of above ☐

    **What do you prefer…………………………......**

                      **Thank you for your time and consideration.**