

Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research



Djillali Bounaama University, Khemis Miliana
Faculty of Letters and Foreign Languages
Department of Foreign Languages

**THE EFFECTS OF FACE TO FACE LEARNING INTERACTION ON
STUDENTS' SPEAKING SKILL AFTER THE EXPANSION OF COVID 19**

**A CASE STUDY OF THIRD YEAR FOREIGN LANGUAGES STUDENTS
AT HOUARI BOUMEDIANE HIGH SCHOOL**

Candidate:

Boudjella Kawther

Bensaid Nour El Houda

Miliani Fatima Zahra

Supervisor:

Mr.Bouziane Rahmani Ismail

Board of Examiners:

Dr.Zahhaf Fatima Zohra

president

Mr.Bouziane Rahmani Ismail

supervisor

Mr Nedjari Benhadj Ali Youssouf

Examiner

Academic year: 2021/2022

Declaration

We hereby declare that the dissertation in fulfillment of master degree in language and communication entitled « The effects of face to face learning interaction on learners speaking ability of third year foreign language students speaking ability » is our own work , and that it contains no materials that have been previously published or written by another person in any diploma or academic degree except what where others stated , this dissertation is entirely the result of our own investigation.

Author's name:

Boudjella kawther

Bensaid Nor El Houda

Miliani Fatima Zahra

Dedication

This paper is dedicated to:

My Sympathies father and thoughtful mother whose motivating me throughout my journey of this thesis and in the whole life

All my lovely sisters: Karima, Khedidja, Aicha, ChamesEl Houda.

All my brothers specially; Noureddine, Abderrehmane, Abderrazak

To all members of Family Boudjella.

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

To my teachers and close friends

To all those who love me.

Boudjella Kawther

In The Name of Allah, the Most Merciful, Powerful and Beneficial

Praise to Allah for providing me patient, strength, and courage and hope to achieve my goal.

This work dedicated to:

My sympathetic father and dearest mother who have been always beside me brightening my life

To my lovely brother Abdel Wahab and my gifted sisters meriem, houria and hadjer

To all my truthful friends

And to everyone knows Zahra Miliani

At first sight, I'm grateful to Allah for giving me every day a chance to live, and to reach this moment, to giving me Patience, power, and health to finish this work.

I would like to thank my family as whole from elders to children, then a special thank with a grateful heart and gratitude to my small family, my lovely parents, also my dearest brother Yacine for being always with me and by my side in my life overall and

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

mainly as a source of hope, love, right motivation and encouragement to do this research.

My sincere thanks to my sweet best friend kawther and Fatima Zahra who are taking place with me in this research we share this research with its light and shadows, besides I thank all my colleagues and friends , and to all those who love me .

Acknowledgments

We would like first to extend my thanks to our supervisor Bouziane Rahmani Semaine who guides us.

We also want to express our open- hearted gratitude to our co-supervisor Mr Kabbah Moussa for his uncountable support, help, motivation and patience

We gratefully wish to thank our English department of Djillali Bouaama University, to all teachers specially Mrs. Koran Aziza and all the students

We would like also to extend our thankful to all the participants of third year foreign languages at Houari Boumedian high school for helping as to complete our questionnaire.

Abstract

Speaking skill is considered an important element in language learning, mainly English. It becomes a priority for many second language (ESL) learners or foreign language (EFL) learners to master it and become efficient and proficient speakers and communicators; however, the learners struggle with many difficulties that hinder their oral production. Therefore, many researchers pretend that learners can improve their speaking ability and construct knowledge through face-to-face learning interaction. In this context, the current study investigates learners' attitudes toward face-to-face learning's role in enhancing their speaking skills. It also hypothesises the effectiveness of face-to-face interaction in developing speaking skill after the pandemic and the emergence of online learning. The research study adopted a mixed-method; data were collected through classroom observation and a questionnaire filled by 15 third-year foreign language students at Houari Boumediene high school. The results revealed that most of the students find face-to-face learning interaction as a significant way and remarkable progress to improve their oral ability.

Key words: Face-to-face interaction, speaking skill, third-year foreign language students

Résumé

La Compétence orale considérée comme un élément important dans l'apprentissage de toute langue, en particulier en anglais. Il est devenu la priorité de nombreux apprenants de langue seconde (ESL) ou d'apprenants de langues étrangères (EFL) de le maîtriser et d'essayer de devenir des locuteurs et des communicateurs efficaces et compétents, mais les apprenants rencontrent de nombreuses difficultés entravant leur production orale, par conséquent, de nombreux chercheurs prétendent que grâce à l'interaction d'apprentissage en face à face, les apprenants peuvent améliorer leur capacité d'expression orale ainsi que pour construire des connaissances, dans ce contexte de l'étude actuelle vise à enquêter sur les attitudes des apprenants envers le rôle d'apprentissage en face à face dans l'amélioration de leurs compétences en expression orale, il a également une hypothèse sur le efficacité de l'interaction en face à face dans les progrès de l'expression orale après la pandémie et l'émergence de l'apprentissage en ligne, la méthode de recherche adoptée pour cette étude est quantitative (descriptive) et qualitative, les données de cette recherche ont été recueillies par le biais d'un questionnaire qui est distribué à être occupé par 15 élèves de troisième année de langues étrangères au lycée Houari Boumediane , en plus de trois sections d'observation sur le même échantillon . Le résultat a révélé que la plupart des étudiants trouvent que l'interaction d'apprentissage en face à face est un moyen significatif et des progrès pour améliorer leur capacité orale.

Mots clés : compétence orale, interaction face à face, étudiants en langues étrangères en 3ème année

ملخص

تعتبر مهارة التحدث كعنصر مهم في تعلم اللغات عامة وفي اللغة الإنجليزية خاصة ، أصبح إتقان هذه المهارة أولوية للعديد من طلاب اللغة الثانية و طلاب اللغات الأجنبية ، و لا سيما محاولتهم أن يصبحوا ذوي كفاءة عالية و براعة في التواصل و التكلم ، مع ذلك يعاني المتعلمون من العديد من الصعوبات التي تعيق إنتاجهم الشفهي . زعم الكثير من الباحثين أنه من خلال الدراسة وجها لوجه أو بمعنى آخر الدراسة التقليدية يمكن للطلاب تطوير مهارة التكلم ، وفي هذا السياق هذه الدراسة الحالية تهدف إلى التحقيق لمعرفة موقف المتعلمون حول دور التعليم التقليدي في تعزيز إمكانية التكلم ، و أيضا معرفة فعالية هذا المنهج بعد ظهور فيروس كورونا و بروز الدراسة عن بعد ، أسلوب البحث المعتمد في هذه الدراسة كمي (وصفي) و نوعي ، و جمعت البيانات الخاصة بهذه الدراسة باستخدام وسيلة الاستبيان بالإضافة إلى ثلاث حصص من الملاحظة على نفس العينة . كشفت النتيجة أن معظم الطلاب اعتبروا أن الدراسة وجها لوجه كوسيلة مهمة لتطوير و تحسين قدراتهم الشفهية.

كلمات مفتاحية : التفاعل وجها لوجه ، مهارة التكلم ، طلاب السنة الثالثة لغات أجنبية.

List of abbreviations

EFL: English as a foreign language

L1: first language

L2: second language

F2F: Face to face

TL: target language

SPSS: Statistical Package of Social Science

EL: English language

QS: Question

List of Tables

Table 01: Student's Gender	52
Table02:Subject Preference.....	53
Table03: Skill Improvement.....	54
Table04: Level of Excellence	55
Table05: The Most Interactive Course.....	56
Table06: Learners' Opportunities to interact with peers	57
Table07: The Amount of Interaction in the English language	58
Table08: learners' judgment about speaking skill	59
Table09: Obstacles That Cause Difficulties in Speaking	60
Table10: The Barriers to Students' Interaction.....	61
Table11: The Motivating Activities That Encourage Speaking.....	61
Table12: The Most Talking Time.....	62
Table13: Face to face Evaluation In Improving Speaking Skill.....	63
Table14: Classroom Activities That Enhance Speaking Interaction.....	64
Table15: Students' Priorities in Interaction	65
Table16: Students' Preferable Type of Classroom Interaction.....	66
Table17:Students and Teacher Relationship.....	67
Table18: Teacher Encouragement to Perform.....	68
Table19: The Amount of Interaction with Teacher inside the Classroom	69
Table20: Teacher Judgment about Speaking Abilities of the Learners	70
Table21: The Evaluation of Speaking Explanation.....	71
Table22: Teacher's Re-Explanation of The Misunderstood Point	72
Table23: Learners' Dependence on Improving the English Speaking Skill.....	73
Table24: The Teacher Interrupts the Student to Correct his/her Mistakes.....	75

Table25:Student's Reaction to the Teacher Correction	75
Table 01: The Physical Environment.....	76
Table02: The Teacher Moves in the Class.....	77
Table 03: The Teacher's Course Target.....	77
Table 04: The Teacher's Control of Learner Behavior	78
Table05: The Learners' Classroom Interaction	78
Table06: The Students' Willingness to Interact in Class	79
Table07: The Students' Ideas in Class	79
Table 08: The Learners' Participation In Class.....	80
Table 09: Students' Feeling While Expressing Themselves.....	80
Table 10: Students' Enhancement of Their Oral Abilit.....	81
Table 11: The Students' Correction of Each Other's Errors	81
Table 12:The Students' Attitude to Working with Peers and Group	82
Table13: The Students' Opportunities to Interact In Class	82
Table14: Students' Amount of Talk in Oral Expression	83
Table15: The Teacher Comprehensible Input.....	83
Table16: The Teacher Speaking Test.....	84
Table17: Teacher's Correction Strategies.....	84
Table 18: Teacher's Words And Expression Motivation.....	85

List of Figures

Figure01: Students' Gender.....	52
----------------------------------------	-----------

Figure 02: Subject Preference	53
Figure 03: Skill Improvement.....	54
Figure 04: Level of Excellence	55
Figure 05: The Most Interactive Course.....	56
Figure 06: LEARNERS'OPPORTUNITY TO INTERACT IN PEERS.....	57
Figure 07: The Amount of Interaction in the English language.....	58
Figure 08: learners' Judgment about Speaking skill.....	59
Figure 09:Obstacles That Cause Difficulties in Speaking.....	60
Figure10: The Barriers to Students' Interaction	61
Figure 11: The Motivating Activities That Encourage Speaking.....	62
Figure 12: The Most Talking Time	63
Figure 13: Face to face Evaluation In Improving Speaking Skill	64
Figure 14: Classroom Activities That Enhance Speaking Interaction	65
Figure 15: Students' Priorities in Interaction	66
Figure 16: Students' Preferable Type of Classroom Interaction	67
Figure 17: Students and Teacher Relationship.....	68
Figure 18: Teacher Encouragement to Perform.....	69
Figure 19: The Amount of Interaction with Teacher inside the Classroom.....	70
Figure 20: Teacher Judgment about Speaking Abilities of the Learners.....	71
Figure 21: The Evaluation of Speaking Explanation	72
Figure 22: Teacher's Re-Explanation of The Misunderstood Point.....	73
Figure 23: Learners' Dependence on Improving the English Speaking Skill.....	74
Figure 24: The Teacher Interrupts the Student to Correct his/her Mistakes.....	75
Figure 25: Student's Reaction to the Teacher correction	76

Table of contents

Declaration.....	ii
Dedication.....	iii
Acknowledgments	v
Abstract.....	vi
Résumé	vii
ملخص	viii
List of abbreviations	ix
Table of content	xiii
Chapter One, Introduction	16
This chapter outlines the background, the statement of the problem, the rational and the aim of this study. It also presents the methodological tools that will be use, the key terms definitions and the research structure.	16
1.1. Background of the Study	16
1.2. Statement of the Problem	17
1.3. Rationale of the Study	18
1.4. Aims of the study	18
1.5. Research Questions	19
1.6. Hypotheses	19
1.7. Research Methodology and Tools	19
1.8. Definition of Key Terminology.....	20
1.8.1. COVID 19	20
1.8.2. Interaction	20
1.8.3. Speaking Skill	21
1.8.4. Face -to -face learning.....	21
1.8.5. Teaching and learning process	21
1.9. Structured of the research.....	21
Chapter Two, Literature Review	23
2.1. Section one: Face to Face Interaction.....	23
2.1.1. The Concept of Face-to-Face Learning	23
2.1.2. The development of face-to-face learning	24

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

2.1.3.	The importance of face-to-face	25
2.1.4.	Interaction in Face to face classroom.....	26
2.1.5.	Types of F2F interaction	27
2.1.6.	Shapes of Interaction in F2F Classroom	29
2.1.7.	The Objective of Creating Classroom Interaction	30
2.1.8.	The Roles of Interactive teacher and learner	31
2.1.9.	The Integration of Speaking and Listening Skills.....	33
2.2.	Section two: the Speaking Skill.....	34
2.2.1.	The concept of speaking	35
2.2.2.	The importance of speaking.....	36
2.2.3.	The two main characteristics of speaking	38
2.2.4.	Factors negatively affecting student's speaking ability	39
2.2.5.	Solutions to overcome some speaking difficulties.....	42
2.2.6.	Classroom speaking techniques	43
2.2.7.	Types of classroom speaking interaction	45
Chapter Three: methodology and data analysis.....		47
3.1.	Research method	47
3.2.	The sample of the study.....	47
3.3.	Data gathering tools.....	47
3.3.1.	Student's questionnaire	48
3.3.2.	Observation classroom.....	48
2.3.3.	Data Analysis Tools:	49
3.3.4.	Pilot Study:.....	50
4.2.	Questionnaires' Analyses.....	51
2.5.	The Analysis of Classroom Observation	76
2.6.	Discussion of The Questionnaire	85
2.7.	Discussion of the classroom observation results.....	89
Chapter Five, Conclusion		92
5.1.	Research Aims and Overall Findings	92
5.4.	Recommendations and Suggestions for future studies	93
•	Future studies should be done in a more extended time period to give results from many dimensions.....	94
Summary		94

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

References.....	96
Appendix A.....	99
Appendix B.....	104
Appendix C	107

Chapter One, Introduction

This chapter outlines the background, the statement of the problem, the rationale and the aim of this study. It also presents the methodological tools that will be used, the key terms definitions and the research structure.

1.1. Background of the Study

A language is acquired to communicate and convey messages, feelings and thoughts to others. Learning a second or foreign language has become a universal demand due to the huge expansion of technology worldwide, and touches all the life aspects. Recently, the English language has risen dramatically because it is considered a global language of science and technology, and it is used as a medium of interaction between people. The English language is based on its four language skills(reading, writing, listening and speaking)while it is learnt to be used. Brown (2015) stated "Interaction is the basis of L2 learning", that is to say that the purpose behind learning a language is to communicate and interact, whether in speaking or listening form.

Speaking is an important language skill and a complex process of sending and receiving information through symbols' verbal expression and non-verbal expression. As long as researchers deal with a different process to enhance speaking skill, learners still have problems in oral sessions. Interacting orally is an important aspect for learners to express their information and share their feelings to develop their level. The teacher in this phase plays a major role because he decides on the methods and techniques to encourage learners to overcome these difficulties. Face-to-face (F2F) learning is a traditional method used to teach learners.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

This learning method emphasises the daily attendance of students and teachers in synchronous in a physical learning environment way. It is also known as an in-person or traditional method where the learners are in live interaction with their instructor. In this type of learning, there is a fixed time and date for learners to conduct the session, and they are responsible for their development. The birth of the Communication Based Approach [CBA] makes a significant change in the face-to-face method where it puts the learner in the centre of the method than the teacher. Learners become more active, and they are provided with opportunities to interact. At the same time, the role of the teachers has been reduced to managing the development of the learner's levels and guiding them to fulfill their needs. A large number of researches done to investigate the validity of face-to-face learning in the advancement of the learners. For example, in Indonesian, where the English language is considered the first foreign language, a pre-experiment done there about the F2F method showed that it positively affects the student's speaking skills. It helps to draw an emotional connection between the learners and the teacher and raise their self-confidence to talk outside and inside the class (Husnah,Basri Jafar,Kisman Salija).

The unusual worldwide circumstances caused by the expansion of the covid19 pandemic, which affects the educational system, led to a temporary closure of schools and institutions to reduce the spread of this pandemic, and Algeria is not an exception. It is necessary to address face-to-face learning help Learners to develop especially speaking skills.

1.2. Statement of the Problem

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

Speaking is one of the language skills that any foreign language Learner must master; However, it is the most complex and difficult skill to master (Hinkel, 2005, cited in Nazara, 2001). In the Algerian schools teaching English starts from the middle school level to the university level respecting all the four language skills. It is still harder for EFL learners to communicate and interact in it. This could be due to the method usually used in the teaching-learning process. That has been observed in Houribomedian secondary school with third-year foreign language learners. Face-to-face learning is the most popular and traditional way of imparting and sharing knowledge in the classroom setting. It is an instruction method where the course content and learning materials are taught in-person to a group of students (Sustainability2021). This research will reinvestigate the development of the speaking skills under face-to-face learning after covid19 expansion.

1.3. Rationale of the Study

Few previous studies focused on face-to-face learning as a technique to enhance learners' speaking abilities in Algeria or overseas, which supported its use to accomplish the Learners' advancement. While the recent circumstances in the Algerian schools faced because of COVID19 pandemic expansion, all the schools were closed. Some of them moved to distance learning to encourage us to reinvestigate the effect of face-to-face learning on the students' speaking interaction in EFL classes.

1.4. Aims of the study

This study investigates the real relationship between the two terms, face-to-face learning and the learner's speaking interaction, especially after the spread of Covid19

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

pandemic in Houribomedian high school and helps the teacher know her students' opinions about this method of learning.

1.5. Research Questions

This research seeks to answer the following questions:

- * Can face to face learning be suitable to accomplish the learner's needs?
- * How face-to-face learning methods create oral interaction inside the classroom?
- * Does face-to-face learning have a positive effect on the learners' speaking skill?

1.6. Hypotheses

The present study predicts the following hypotheses:

- Face-to-face learning is the appropriate method for Learners to learn FL.
- The appropriate use of face-to-face learning helps learners interact and speak inside the class.
- Face to face learning interaction affects the learners 'speaking skill positively.

1.7. Research Methodology and Tools

To bridge the gap in this study, a descriptive research approach will be followed in which both quantitative and qualitative methods are used. A questionnaire was conducted on 15 foreign language students at Houriboumediene high school to gather their opinions about F2F learning and interaction. In addition, observation tools have been used to judge the real interaction in F2F by attending oral sessions. The SPSS program was used to analyse the qualitative data in this research. IBM developed a

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

statistical software suite for data management, advanced analytic multivariate analysis, business intelligence, and criminal investigation (java platform).

In contrast, content analysis is used to analyses the qualitative gathering information in this research not the quantitative data. Its analysis determines the meaning, purpose or effect of any type of communication as literature, or newspaper, by studying and evaluating the content's details and implications, recurrent themes, Etc. on 2022 "(DICHONARY.COM).

1.8. Definition of Key Terminology

1.8.1. COVID 19

It is an infectious disease caused by the SARS - COV-2 virus, was first emerged in Wuhan in China and then spread all over the world. This dangerous and destructive virus threatens the whole world; it is spread through droplets and virus particles released into the air when infected person breaths, talks, laughs, coughs, or sneezes. There are many victims due to this disease; most people who fall sick with this pandemic will experience wild to moderate symptoms to recover without special, while some will become seriously ill and require medical attention.

1.8.2. Interaction

It is an occasion when two or more people or things communicate with or react to each other (Cambridge dictionary). Interaction refers to an action that occurs as two or more objects affect them.

1.8.3. Speaking Skill

It is a productive skill, and one of the four language skills (listening, speaking, reading, and writing) is a means through which learners can communicate and interact to express their opinions, ideas, and thoughts by using verbal and nonverbal symbols.

1.8.4. Face -to -face learning

It is a technique used in the teaching-learning process where teacher and learner are in a direct contact sharing the verbal and the non-verbal exchanges; and the course content presented in a classroom setting in a limited and fixed time.

1.8.5. Teaching and learning process

It can be defined as a transformation process of knowledge from teachers to students when the instructor establishes the learning objectives, develops the teaching resources, and implements suitable strategies.

1.9. Structured of the research

The research organized in five chapters aimed to answer the questions presented in the study and to find out appropriate solutions to the learners difficulties in the speaking skills.

The first chapter is a general introduction to the whole study. It presents an overview to the readers

The second chapter designed for the literature review. It deals with the theoretical aspect of the study by create connection between the speaking skills and F2Flearning interaction.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

The third chapter is about the methodology and the data analysis. It will describe first both; questionnaire and observation, the purpose behind the use,

The four chapter show the finding result from the methodology as well as the discussion part.

The fifth chapter is concluding chapter. it provide a clear answers after the whole investigation of the issue. It could be a starting point for the others.

Summary

The introductory chapter has identified the basic dimensions of the study. It offers a clear overview about the whole research in general.

Chapter Two, Literature Review

This chapter presents review of literature concerning face –to-face learning interaction and the speaking skills of the learners. This chapter is divided into two sections which included each term in different aspects.

2.1. Section one: Face to Face Interaction

Years ago, the learning process was based on traditional methods, and the interaction between learners was somehow absent. Since the learning system has been developed through time and the approach of communicative language teaching (CLT) has been raised, face-to-face learning has changed; it focuses on the learner's needs only and puts him at the centre of the process where this method has taken a new form. The learners are not required to learn the language structures anymore, but they must learn how to use it effectively inside and outside the classes. The scope of F2F learning encourages interaction inside the class, but many students nowadays still have ambiguous views about interaction and feel shy to react and speak. Researchers in the field shed light on F2F learning ability to promote smooth class interaction to develop speaking skills. Thus, this section attempts to identify F2F learning for the reader and presents different aspects of interaction to understand the objectives of F2F learning in developing the learner's achievement in the process.

2.1.1. The Concept of Face-to-Face Learning

Face-to-Face learning was almost the only way implemented by all schools and institutions in the teaching-learning process for many years until the spread of technology in the world, which affects it in various ways. Many scholars defined it as "an instructional method where course contents and learning materials are taught in-

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

person to a group of students. In the same context, Begley defined it as: "the exchanging of information taught and feelings when the participants are in the same physical space", that is, the exchange of information, opinions, and ideas is presented in direct contact and collaborative way. Besides, Coffman was the first one who introduces the concept of face-to-face interaction into the academic discourse where he defined it as "the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact" (1955-1967)(Cited from Husnah, Basri Jafar ,Kisma, Salija). Face-to-face interaction can be considered a pedagogical tool that facilitates language learning. According to Little Wood William (1991), " face-to-face interaction technique is a teaching technique in giving opportunity for interaction each other in the foreign language classroom". Additionally, River (1987) stated that learners could enhance their languages to rethought the linguistic materials and using interaction; they practice all possess of language (cited from Brahim Nourdin 2019). In the same line, Ellis(1997) follows up that classroom interaction is the fundamental fact of pedagogy, and he added that "successful pedagogy involves the successful management of classroom interaction", which means that interaction in class gives learners the chance to get the right feedback either from the teacher or from their mates.

2.1.2. The development of face-to-face learning

The traditional method of learning or face-to-face learning is an ancient technique of the teaching-learning process. However, it is still used in schools nowadays, and many scholars have criticised it over time. Therefore, it has seen several changes and elaborated various approaches. In the mid of 19th century, The teaching-learning process in face-to-face learning was based on the teacher-centred approach, which relied on the teacher's input and assessment. Additionally to the Grammar-Translation method,

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

according to Brown, "this method is focused on isolated sentences by neglecting real-life communication" (1994). The direct method came as a reaction against this way of teaching that's put language learning in direct contact with the second language in meaningful situations. According to Lado," the direct method assumed that learning a foreign language is the same as learning the mother tongue, that is, that exposing the student directly to the foreign language impresses it perfectly upon his mind" (Lado, 1964, P. 5); this method was implemented in the Algerian schools in 1970 in the 20th century by the coming of Competence-Based Approach (CBA) as a continuity of the direct method which defined according to Richard and Schmidt "an approach to teaching that focuses on teaching the skills and behaviours needed to perform competences. The latter refers to the students' ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life" (2002, p.....). Face-to-face learning shifted from a teacher-centre approach to a learner-centre approach where the learner is the centre of the teaching-learning process. This strategy includes active learning where learners debate, solve problems, explain ideas, cooperative learning and inductive learning. So, face-to-face learning developed through time in terms of methodologies, approaches and techniques.

2.1.3. The importance of face-to-face

A successful learning process is based on face-to-face interaction where course content is presented by the teacher and received by the learners in an enjoyable atmosphere. Related to the importance of face-to-face interaction in language learning and foreign language lessons, Allrights(1984) claims that face to face is an "inherent in the very notion of classroom pedagogy itself" (p. 158); that means the enjoyable atmosphere helps students to be more active and creative. According to Widdowson F2F method is"

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

an act of communication through speaking is commonly performed in face-to-face interaction and occurs as part of a dialogue or other forms of verbal exchanges. «This learning method could help learners understand the verbal exchanges and non-verbal communication like gestures, body language and facial expressionetc. Furthermore, students can concentrate better through this type of learning because there will be less distraction than at home.

Moreover, face-to-face classes help improve learners' social skills such as self-confidence and encourage them to use the language and share it. According to an Asian social sciences journal(2008, p. 28), "classroom interaction in the target language can now be seen as not just offering language practice nor just learning opportunities, but as actually constructing the language development process itself"; this reveals that face-to-face interaction is an effective way for the language development. Another study in an Algerian university(2019-2020)found that face-to-face interaction obliged learners to deal with their lack of knowledge by repeating and clarifying

2.1.4. Interaction in Face to face classroom

Face to face learning recently depends on the success of the interaction inside the whole class; that is why a large number of Researches study interaction from different perspectives. It is an essential technique that helps develop the learning and teaching process. Brown Saw interaction as "a collaborative exchange of thoughts, feelings or ideas between two people or more that affects both." i.e. the ideas and the information shared in discussion between people could change each one of their views or expectations about any given topic. Inside the classroom, the teacher and the Learners create more use of the language when they interact. In this context, Dargan (2004, p.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

128) refers to interaction as a "two-way process between participants in the learning process. The teacher influences the learners and vice versa". Informal settings such as classroom interaction allow participants of the speech to convey their Messages and explain their views.

Communication does not indicate only sending or receiving information; it is all about interacting with others; in simple words, as Brown emphasises, interaction is the heart of communication. For researchers, the speaking skill would be enhanced during the interaction process and the listening ability. Because the learner needs to understand the input and then react to them, there is an integration between the two skills, enabling learners to become more competent, think critically and smoothly share his/her views. Interaction can set clearly the teacher's role, relationship, norms and the development of the Learners' engagement inside the class to be understandable for the teacher and the learners (Hal l& wash, 2002). The attachment before the interaction's perspective needs to be shed light on in this research in the following paragraphs.

2.1.5. Types of F2F interaction

When it comes to the types of interaction, there is no fixed number given by the researchers of the fields. As Malamah -Thomas (1987) assumed, there are four types of interaction: whole class, individual students- teacher, teacher-Individual student, and individual student- individual teacher. Thurmond (2003) also highlighted other four types of interaction: the learner's-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. Each one of them presents different four types according to their study focuses. At the same time, Vanier's (1988) findings show five Main patterns of interaction in the class: teacher/learner-

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

learner-teacher (T/L-L-T), teacher-(learner) (T-L), teacher-learner/learner (T/L/L), teacher-learner(T/L) and learner teacher (teacher(L-T(T)). Nevertheless, teacher-learner and learner interaction are the most discussed types of interaction in the classroom.

2.1.5.1. Teacher-Learner Interaction

A competent teacher in the class tries to provide the Learners with enough opportunities to interact. Harmer (1998) states that interaction with students inside the class is considered an important skill in the learning and teaching process. It is helpful to share the amount of learners' understanding for their teacher to test the level of comprehension. Even the physical movements encourage learners' interaction, especially those with low levels (pp. 3-4). That is to say, when the teacher promotes an interactive class, he will ensure a high level of understanding for the learners. Lynch (1996, p. 109) mentioned this type of interaction: "Most of the themes we talk about in class hardly ever give our students a chance to talk, except when we occasionally ask them questions. Even on such occasions, because we insist on answers in full sentences and penalise them for their mistakes, they are always on the defensive "(P. 13). It is about learners being put in situations to reinforce them to share their views, answer, discuss and interact with the teacher to develop their levels to foster the adaption of the second or the foreign language skills.

2.1.5.2. Learner-Learner Interaction

Learners learn better when they study with their peers rather than when the teacher explains to them. Paula(2002, p. 128) claimed that "talking to students with their peers about the content is a powerful way for them to reinforce what they have learnt"; that is,

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

learners, become active participants when they explain to their peers because they know the suitable way how to do it.

Learner-Learner interaction builds a cooperative learning process that focuses on the competition between learners; also, the feedback provided by each one of them is very helpful in fostering their communication achievement. Johnson (1995) argued that if Learner-Learner interaction is well structured and managed, it can be an important factor in cognitive development. It means that peer interaction must happen in a comfortable atmosphere and relaxed to fulfil the learner's lacks and needs. If the number of interactive learners is only two, the interaction is called pair work, while if the number of interactive learners is more than two, it becomes group work. The role of the teacher in both kinds is a consultant or adviser to the participants when it is necessary for them.

2.1.6. Shapes of Interaction in F2F Classroom

According to researchers, there are mainly three shapes of interaction: feedback, negotiation of meaning and questioning.

First of all, Mackey (2007, p. 30) states that "through interaction that involved feedback, the alternative of the learners are paid to form of errors and are pushed to create a modification". That learner releases on both their teacher and peers' feedback to correct their errors, which may be overcome explicitly or implicitly. In short, when the learner has not enough background about the foreign language structures and makes errors, the teacher corrects him/her explicitly. While when the errors are for clarification or recast, they are corrected implicitly. The development of the learner's background in the language relies most on the positive feedback in the class.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

Second, negotiation of meaning provides learners with feedback on how they use a second or foreign language correctly in a given situation. Ellis (1985) argued that negotiation of meaning makes the inputs more comprehensible and rises the learner's acquisition of any language. Furthermore, Mackey (2007) says, "when learners express a lack of comprehension, they may receive modified input, which can be better turned to their levels of understanding which development might be useful. When interlocutors lack comprehension, their clarification often requests prompt learners to modify their output until an acceptable level of understanding is reached"(p. 13). From Mackey's passage, the explanation of negotiation of meaning seems to be a significant factor in developing the learner's ability to acquire a rich linguistic background in the foreign language.

Finally, usually, the teachers question their learners to open a debate or create an interaction smoothly; it is used to get the learners' attention to the discussion. According to Brown (2001), there are various functions to accomplish by using questioning in an interactive class to allow students to participate, share their input, and build self-confidence. Nonetheless, Brown (ibid, p.170) states that questioning has a major role in the interaction inside the class, i.e., questioning techniques are the cornerstone of EFL class most of the time.

2.1.7. The Objective of Creating Classroom Interaction

Interaction inside the classroom led to the success of the method used in the process. It has an integral role in the learning and teaching process as mentioned(2000, found in w.w.w examine.com)by Gosh that the classroom interaction aims to achieve several objectives, which means that the use of interaction in face-to-face setting aims at:

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

- Helping the Learners to demonstrate the method use for learning.
- Guiding the Learners to communicate in peers or in groups.
- Helped the Learners to face all types of interaction inside the class.
- The aims of classroom interaction are to create a meaningful communication inside the classroom.
- It is helpful for the teacher to have more details about the Learners nature of study to motivate them.
- Learners become more confidence and active participant in the learning process.
- Ellis & Fotos(1999) saw that interaction facilitates language acquisition.

Verplaetse (2000) also argued that:

- Interaction helps the Learners to develop the two important skill which are speaking and listening.
- Interaction encourages Learners to interpret analysis and manipulate information.

2.1.8. The Roles of Interactive teacher and learner

2.1.8.1. The Roles of Interactive Teacher

From the twelve principles that mentioned by Brown2001 in the four chapters about the cultural and cognitive principles in encouraging communicative language. The teacher needs to apply automaticity, intrinsic motivation and strategic investment inside his class to offer opportunities for the learner to interact. According to Brown (2001.p.

167), the teacher cannot be satisfied only with one role and states that the teacher has several dynamic roles as follows:

2.1.8.1.1. A-Controller: The teacher decides about: topics talk about, the form of language use. He control even the atmosphere to accomplish the Learning process (Brown,op.cit)

2.1.8.1.2. B-Director: The teacher job here is to put the learners in real life communication situation and keep the process flowing smoothly to raise the positive effects on the learners.

2.1.8.1.3. C-Manager: The teacher plans the lessons, the courses and the activities to encourage the Learner to engage the parameters of learning process.(Brown,op.cit)

2.1.8.1.4. D-facilitator: This job based on the intrinsic motivation by permitting students to discover how to use the language rather than telling them about the language (Brown, op.cit).

2.1.8.1.5. E-Resource: The teachers are available when the Learners need their advice and counsel (Brown, op.cit).Harmer (2001) adds extra roles of the interactive teacher in his studies. As:

- **F-Assessor:** According to Harmer the teacher assesses the students by correcting or praising their errors. He tells them about their strengths and weakness to foster their development.
- **G-Corrector:** the students' pronunciation should correct by the teacher to

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

overcome the speaking mistakes.

- **H- Organizer:** it is the important job of the teacher according to Harmer(2001) he settle the activities, Organize the classroom setting, divide time to fulfill the Learners lacks.

The teacher could be distracting the student's attention, He could take notes about the Learners and he provides the learners with efficient feedback and finally, he judges their performance in the speaking classes.

2.1.8.2. The Roles of Interactive Learners

(As cited in Gagarin, 2004) Rivers argue that "students are not passive receivers of input». The learners have to do many roles to interact effectively in the classroom; they can listen to or read authentic linguistic materials, listen to their peers' ideas, and share the knowledge they learned to develop their language skills. The learners interact anytime without being interpreted by the teachers (as cited in Brown, 2001)

2.1.9. The Integration of Speaking and Listening Skills

Communicative competence can be acquired with two essential skills, which are the receptive and the productive skill. Sefero-Lu and Uzakgöre (2004) claim that "listening is usually an interactive process" (p. 2). The listeners do not always listen, but they also react to the speaker or ask questions for clarification. The students should understand what they are listening to, and they can give appropriate responses. As Lightbown and Spada (2006) suggest, "speaking in the target language requires more than one mental task at one time like choosing words, pronouncing them, and stringing them together

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

with the appropriate grammatical markers" (p. 39). That is to say that the teacher in the classroom interactively teaches both. Although the Learners may know how to listen in real life, they still find difficulties mainly because those skills are not used in integration inside the class. Byrne (1991) states that "one should keep in mind that these skills are normally integrated into real-life" (p. 21). Redmond and Vrchsta say, "Speakers are at the mercy of the listener" that the say listener involves different processes of perception, interpretation, evaluation, retaining, recalling, and then reacting to the speaker (ibid). A good speaker must master listening skills. A famous statement indicated that a person needs to listen a lot to improve his/ her speaking skill and read a lot to write well.

This section looked at what different researchers of the field said about face-to-face learning interaction through time in both terms of interaction and F2F learning; F2F development and its importance, in addition to the types of interaction, their shapes and their objectives; and it also presents the role of both the teacher and the learner.

Face to face learning interaction inside the class is closely related to speaking skills and is considered a crucial need for the learner. The following section will be dealt with the speaking skills from different views of researchers as well

2.2. Section two: the Speaking Skill

Language is a means of communication among the nations all over the world; when people want to say something, express their feelings, and opinions, as well as transmit information, they need the language and, particularly to speak, because, without speech, we cannot communicate .speaking is directly or indirectly concerned with communication in addition to the interaction as is reported by Richards and Renandya (2002, p. 210) "that speaking is very essential, and someone can express his or her

feelings, emotions and idea by". Speaking skills became an important part of the curriculum in language teaching (Luoma, 2009). One of the English skills that any foreign language learner must master is the ability to speak; however, this skill remains the most challenging skill to master and one of the thoughts issues in which most the learners face challenges, as stated by Zhang(2009).

2.2.1. The concept of speaking

According to different experts, speaking skill has been defined differently in various contexts. It is defined as the conduction of language through verbal expressions and non-verbal symbols such as gestures and facial expressions. As stated by Chaney and Burk1998, "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. In addition to (Brown 1994, Burn & Joyce, 1997) introduce speaking "as an interactive process of constructing meaning which involves producing, receiving and processing information". According to Quaintly(1990), speaking is the process of transmitting ideas and information orally in various situations; in other words, through speaking, people can express and share their thoughts, feelings, problems and share experience orally. We can understand ourselves beyond each other. In addition, Zuhriyah (2017, p. 122) claimed that "Speaking is the way people express something and communicate to other people orally". Based on the statement above, in daily life activities, people cannot break up with communication and interaction, and the first way to do that is by speaking. Besides, Leong and Ahmadi (2017, p. 34) state that " speaking is not only just saying a word through the mouth (utterance), but it means conveying a message through words". Speaking is also a social activity where individuals build and share meanings in a given context (Chaney, 1998). From this point of view, we can deduce that speaking skill is

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

not just seen as an expressive function but also as a communicative function. Further, Harmer (2007, p. 284) argues that "speaking is the ability to speak fluently and presupposes knowledge of language features and processing information and language on the spot". However, Nunan (in Kayi, 2006) presents speaking as the use of language Quickly and confidently with few unnatural pauses called fluency. Moreover, speaking is related to combining sounds systematically to create meaningful sentences; speakers and listeners share the message orally. According to Turkey (2006),

speaking is a way to produce the sound that creates signals to produce differential verbal responses in a listener. Harwood defines speaking as a unique form of communication which is the basis of all human relationships and the primary channel of, or the projection and development of, individual identity. In short, speaking is a tool for communication and interaction with other people in which they can share their ideas, feelings, and information.

2.2.2. The importance of speaking

Nowadays, speaking skills are considered more important than other language skills. Ur (2000, p. 12) claimed that "of all the four skills listening, speaking, reading and writing; speaking seems intuitively the most important. People who know a language are referred to as speakers of the language as if speaking included all other kinds of knowing". In addition to that, Nunan states that "speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language". From this statement, we can state that, at this time, speaking skills become the priority to the learners in learning because

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

when they master this skill, they are considered as they master the other skills. People select to learn a second or foreign language to master their speaking skills. The famous questions usually given to second language learners are « do you speak English? » « do you speak Spanish?» while « not do you write » and the main answers of most learners when they are asked which language skill they want to improve, they say speaking. Robert frost says, "I am a writer of books in retrospect to understand, I teach to learn undoubtedly the clarity in speech reflects clear thinking". It can be understood from this passage that Frost draws a clear relationship between different aspects to acquire different language skills; he wrote to understand, teach to learn and most importantly, speech to organise their thinking. Likewise, we could better understand ourselves when we speak to others. Furthermore, Celce-Murcia (2001, p. 103) argues that "for most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication". Most people consider speaking and knowing a language as synonyms; EFL learners need to be able to speak the language well so that they predict to use the speaking skill because speaking is language in use.

Baker and Westrup (2003, p. 5) assert that "a student who can speak English well may have a greater chance for further education of finding employment and gaining promotion". Speaking skills can enhance one's personal life and career success because speakers of foreign languages have more opportunities to get jobs. After all, many organisations and companies search for people who master speaking. Then, Chastain(2005) views speaking "as an important element in developing each language skill and conveying culture". Moreover, Ur (2009, p. 120) states that "speaking is the most important skill of all the four language skills because individuals who learn a

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

language are referred to as the speaker of that language". Speaking is not only knowing about grammar, vocabulary, and pronunciation; the learners need to know also about when, why, and which ways to produce language or apply the sociolinguistic competence, which makes it more important than the other skills.

According to Collies and Slater (1991), « speaking is important because it is the skill by which people are frequently judged, and it is the medium of contacting with a real-life situation ». That is to say that communication in real situations relies on the efficient use of speaking skills to convey the message and share the knowledge and culture.

2.2.3. The two main characteristics of speaking

Accuracy and Fluency:

Some experts define accuracy and fluency as features, others as components, but the most important is that these two interrelated elements are important factors that can assess the mastery of a given language, especially student speaking ability. Ur affirms the two aspects or components in the scales of oral testing criteria: fluency and accuracy; equally, weir argued that there are two components of speaking.

2.2.3.1. Fluency: is the ability to speak language easily and without effort without hesitation. Hogher (2002) defines fluency as expressing oneself in an intelligible, responsible and accurate way without too much hesitation.

Accuracy : Harmer (2001) assert that « accuracy involves the correct vocabulary , grammar , and pronunciation . », while , Richards (1992) claimed that accuracy refers to

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

the ability of producing grammatically correct sentences , in addition to Byne (1988) who find « accuracy as the use of correct forms which do not contain errors that may affect other features of language such as phonology , syntax , semantics or discourse».In short, " fluency means the capacity to use language in real-time, to emphasise meanings, possibly drawing lexicalized systems, and accuracy means the ability to avoid error in performance possibly reflecting higher levels of control in the language as well as a conservative orientation; that is, avoidance of challenging structures that might provide errors" (Ellis, 2009)

2.2.4. Factors negatively affecting student's speaking ability

Many students fail in communicating in a foreign language due to some factors which affect the progress of their speaking skill, such as shyness, fear of making mistakes, anxiety, lack of motivation, nothing to say, lack of confidence, mother tongue use, self-esteem, accuracy, and lack of vocabulary as is stated by Ur (1996) who said "there are many factors that cause difficulty in speaking and they are as follows inhibitions, students worried about making mistakes, fearfully and criticism or simply shy nothing to say, students have no motive to express themselves, low or uneven participation.

According to a research done at the English faculty of teacher training and education of Siyah Kuala University, the findings show that most problems faced in speaking were lack of confidence to speak, lack of vocabulary, not being used to talking in class and difficulties in finding words or sentences. However, the most crucial problem learners faced was being afraid of making errors.

Koichistato (2003) finds in his study that students of English are not highly competent because of their fear of making mistakes, in addition to the finding by Balland (1996, in

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

Jinyan-Lua, 2007), who finds that students fail to enter English discussion and speak well due to their vocabulary problems and fear of making mistakes.

Similarly, Lukitasami (2003), in his study on learners' strategies in overcoming their speaking problem, the study demonstrate that the difficulties faced by the learners are as follows; inhibition, nothing to say, low participation, and mother tongue use in their speaking class. Furthermore, Balland (1996 in Jinyan-Hua? 2007) finds that students fail to join the English discussion because they fear making mistakes resulting from their inability to speak English. This research sheds light on the following issues by briefly defining them to give more details.

-Fear of making mistakes : According to Al Nakalah (2016, p. 1), "fear of making mistakes becomes one of the main factors of learner's reluctance to speaking in the English classroom, the learner worries from his teacher and peers' evaluation when mistaken, maybe their friends laugh, and the teacher blames".

-Shyness: : is an emotional thing that many students suffer from time to time when they are obligated to speak in English; this refers that shyness could be a source of problems in student's learning activities in the classroom, especially in speaking class, thus paying attention to this aspect is also quite important to help students to do their best in their speaking performance in the classroom as is cited by (Gebhard, 2000)

-Anxiety : : is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz, 2001); he also believes that « anxiety about speaking a certain language can affect student performance, it can influence the quality of oral language production and make individuals appear less fluent than they really are".

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

-Lack of confidence: Nunan (1999) says that students who lack confidence about themselves and necessarily about their English suffer from communication apprehension. The important key to increasing speaking ability is self-confidence. When the students have considerable confidence, it will help them move and keep them trying and standing up.

-Lack of motivation: Nunan (1999) states "that motivation is important to notice in that it can affect student reluctance to speak in English". Zua (2008) further adds that « motivation is inner energy; she says that no matter what kinds of motivations the learners possess, it will enhance their study interest motivation influences the process of learning, especially in improving speaking.

-Nothing to say: the learners have nothing to express maybe because the teacher had chosen a topic that is not suitable for them or they know very little (Rivers, 1963). It is difficult for many learners to respond when the teacher asks them to say something in a foreign language because they may have few ideas about what to say, which vocabulary to use or how to use the grammar correctly (Tuna & Mai, 2015), and have no motives to express themselves beyond the guilty feelings that they should be speaking.

-Mother tongue used: they may tend to use it because it is much easier and because it feels unnatural to speak to one another in a foreign language because they feel less exposed if they are speaking their mother tongue (Ur, Op.cit).

-Low or Uneven Participation: this problem develops from the tendency of some learners to dominate; however, others speak very little or not at all.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

-Lack of Vocabulary : the limited vocabulary knowledge make the learners suffer a lot and face difficulties in speaking. Jahbell (2017, p. 244) states that "if learners want to have an excellent speaking performance, they should master the three elements of speaking: vocabulary, grammar, and pronunciation".

-Self-Esteem : Brown (2007, p. 154) states that "EFL students are young learners who are yet to reach a high fluency and accuracy level; therefore, speaking in a foreign language is still somewhat problematic for them because they cannot develop their self-esteem. Thus, students who struggle with low self-esteem frustrate interacting effectively in the classroom.

2.2.5. Solutions to overcome some speaking difficulties

In a research done by Al Nakalah, the reveals suggest and adopt solutions that may help overcome such difficulties.

- Students should practice English speaking to become more competent in communicating orally.
- Encourage students to speak fluently even with making errors and mistakes without criticising them cruelly to avoid anxiety. In addition, to let them avoid the fear of criticism of simply being shy by making them familiar with the person they are talking with.
- encourage students to avoid using the mother tongue language
- Students must have the notice to express themselves.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

-Encourage students to enhance their vocabulary and get a high quantity of knowledge by reading much more.

- Create a comfortable environment which may help the students in English speaking.

-Let the learners participate in discourse that may help which could help the students speak English.

- Raising the elements of self-confidence in the students. Ye Htme (2007) shares the strategy to build students' confidence. He asserts that "maximising students' exposure to English is a good way to build their confidence". In the same context, Kubo (2009) claims that "to build students the confidence to speak English, the teacher can provide regular opportunities to practise proper pronunciation and intonation and converse freely. The teacher should create a comfortable atmosphere where learners are encouraged to talk in English and paired for talking".

2.2.6. Classroom speaking techniques

According to Brown: "techniques are any exercises, activities, and tasks in the classroom to meet the objectives or goals of learning." (2001)(cited by Febriyanti, 2016). In the same context, Plats and Weber added that "the use of a variety of different tasks in language teaching is said to make language teaching more communicative (...)since it provides a purpose for classroom activity" (Cited from Mentor Univ, 1985).

UR divided the oral interaction techniques into three main types

Brainstorming: research done in this field found that learners can produce ideas in a limited time depending on the context. It contains guessing games and finding connections and interpretations (cited by the electronic journal of UIKA BOGOR

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

university IBNKHALDOUN), besides organising activities that compare and detect differences.

Compound activities: include debates, surveys and planning projects. However, Jeremy Harmer (1993) differentiates practice techniques from communicative techniques, starting with techniques containing oral drills based on group activities, information gaps and games. On the other hand, the communicative techniques consist of:

Discussion: : learners need to talk and interact with their mates and share information in group work; this technique helps them improve their fluency and grammar.

HARMER argued that: "the main thing to remember for discussion activities is that proper organisation can ensure their success. lack of it can provoke their failure."

(1993). In the same line, Littlewood added that "it provides learners with opportunities to express their own personality and experiences through the foreign language" (1981).

Harmer argued that "discussion as a speaking task can be seen as the most useful and interesting form of oral practice in the classroom; it offers students opportunities to exchange their opinions".

Communication Games: : asks students to describe and arrange, describe and draw and solve a puzzle; according to Harmer: "in describing and arranging, a learner may describe a structure that is made of some objects, and the other learner arrange it and organise it orderly without looking to the original picture, however, in find the difference two learners have the same picture, but one picture is different from the

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

other, they have to extract these differences without seeing each other picture." (2001)

in addition to role play that both Penny UR and HARME present.

Videos: Harmer states that: "a common technique when using video material is called; silent viewing; it is when the teacher plays silent video and let student guess and perform." (2001)

Dialogue: (CHEN.1996) found that dialogue allows students to assess their learning and develop a sense of community with other students; this sense of community can alleviate the problem of isolation often reported by distance students. Kirkup and Jones (1997) agreed and stated that "students need dialogue with their teachers and other students to consolidate and check on their own learning"(p. 278).

2.2.7. Types of classroom speaking interaction

3. Brown (2001, p. 272_274) indicates that "students can perform in different ways to carry out a conversation: initiative speaking, intensive speaking, responsive speaking, transaction dialogue, interpersonal dialogue, and extensive monologue".

1- Initiative Speaking: it deals with the language components rather than the objective behind real interaction. For example, when learners use drills, they listen and then repeat the language. It is helpful for them because it overcomes their grammar and linguistics problems as well.

2- Intensive Speaking: it is usually used to practice the grammatical and the phonological features of the language; it is two types of pair-work activity or can be a self-initiator.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

3-- Responsive Speaking: It may be in the form of short answers for the teacher or the learner's initiated questions. It is mainly about the learners' performance.

4- Transactional Dialogue: It is used to transmit the word's meaning and share a specific information genre; it expands responsive language communication. Indeed transactional dialogues include more negotiation than response language and are used for group work activities.

5- Interpersonal Dialogue: it is considered a problematic aspect for the learners because it is more complex such as; colloquial language, casual register, slang, ellipsis and emotional language. It is used for social purposes than only for exchanging information and facts.

6- Extensive (Monologue): According to Brown (2001), when the learners reach the advanced levels of performance, they are expected to produce oral reports, summaries and short speech in formal language.

Summary

This chapter has provided the literature review of the study. It has highlighted what other researchers have found based on F2F interaction and the learners 'speaking skill. The discussion between the researches helped this study to identify the available gap to fulfill throughout this study.

Chapter Three: Methodology and Data Analysis

This chapter will introduce the practical part of the study, and it will attempt to determine the different focus variables to reach the study's goals. It mainly contains six sections, which will deal with: the research method, the sample of the study, data gathering tools, the students' questionnaire and the classroom observation in order to clear the readers' view about this study.

3.1. Research method

The nature of the present study determines the research method to be followed, which are the qualitative and quantitative methods. This latter is based on a descriptive study to get facts about the situation under investigation and thus clarify that face-to-face learning can enhance the learners' speaking interaction.

3.2. The sample of the study

The sample chosen for this study is third-year foreign languages at Houari Boumedian high school. This choice was made because learners of this level had experienced more exposure to the English language than the other levels. They need to master speaking interaction for the common real-life experience. Students were conducted by purposive sampling technique based on their interaction in the class and the purpose of this research. According to John and Christian (2012), it is a non-random sampling procedure in which the researcher socialises a person with specific characteristics to participate in a research study.

3.3. Data gathering tools

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

A quantitative questionnaire and qualitative observation research instruments are used to collect data. The attendance in the classes aims to observe learners' speaking interaction with each other and their teacher. The questionnaire was conducted to find out students' opinions and how face to face learning affects their speaking interaction inside the classroom. According to Orodho(2004),in education and social sciences research,the most commonly used instruments are questionnaire, interview schedule and observation forms.

3.3.1. Student's questionnaire

A questionnaire is a research instrument that consists of a series of questions to gather information from respondents (Saul M.C.leod, 2018). the questionnaire contains 26 questions, divided into three sections; the first one for general information; gender, subject preference, skill improvement and level of excellence. Section two includes twelve questions about students' most interactive course, opportunities to interact with peers, the amount of interaction in English, their judgment about speaking skills, and obstacles that cause difficulties in speaking...Etc. Section three is about the teacher's role. It contains ten questions about the teacher's encouragement to perform, the amount of interaction with the teacher in class, and teacher judgment about learners speaking abilities...Etc.

3.3.2. Observation classroom

Observation is a method to describe the participants' behaviour in a study from an open, inductive and holistic perspective (Patton, 2002). It is a qualitative method chosen to identify the way learners interact inside the class with their mates and with their teacher and whether the teacher uses a relevant technique in doing oral activities or not. It was

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

done third-year foreign languages at Houari Boumediene high school; it was carried out during the 2nd semester of 2021-2022. It lasted for five sessions where oral expression.

It involves seven and a half hours, one hour for each to figure out learners' attitudes toward the oral activities give clear viewing about the whole class.

The classroom observation divided to three sections. The first one focuses on the classroom setting environment on general. The second section identify how learners interact inside the class and express their views and feelings with their peers through deep observation, However; the last section looks to the interaction between the teacher and the learners in the classroom during the oral sessions.

- **Section one: general observations of face to face classroom**

It includes 04 items to get an overview about the classroom setting environment, teacher's involvements and the lesson objectives.

- **Section two: General observation of face to face learners' interaction**

It involves 08 items, which aims to comprehend learners' interaction inside the classroom. Focusing on student's exchange of ideas and participation, their feeling in expressing themselves and interacting with others, weather they correct each other errors, and their attitude toward peer group task.

- **Section three: General observation of the teacher-learner interaction**

This section consist of six items, it investigates the teacher's involvement in the class to enhance the teacher-learner interaction. For instance, teacher provides interaction situation for their levels, teacher-learner speaking assessment, teacher's correction strategies and teacher's motivated expression.

2.3.3. Data Analysis Tools:

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

Data gathered from the study was analysis through the use of both methods of analysis qualitative as well as quantitative data analysis. The SPSS program transforms the information to statistics and graphs whereas, qualitative data analyze through content analysis by reporting and narration. Tables and graphs has been presented both quantitative and qualitative data.

3.3.4. Pilot Study:

First of all, the questionnaire was polite to collect feedback and test the amount of time-consuming to complete them and to know if they were clear for the learners or not and whether they rich the topic objectively. Second, during piloting the questionnaire, a high school teacher who guided the work asked us to make the questions clearly for the students to be understood; thus, they could respond easily and facilitate the interpretation of the study in the next phase.

The piloting showed some ambiguous words that need to be clarified for the learners. When they red the questionnaire some of them asked the teacher to helps them understand and to answer the open-ended question about the clarification of their choices.

The pilot study helped us prepare suitable questions for the level of the learners and make the necessary changes.

3.3.5. Ethical Consideration

The practical part of this research done after obtaining the permission from the principals of the school .The participants were consulted on the importance of the research from the beginning .No part from this study was copied from anther works

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

without mentioning their names in citations and quotations. Learners were not obliged to participate in the study and their identity kept anonymous.

Summary

The methodological chapter explained then discusses the proposes behind the use of the different variables in this study above, which will be used to examine the validity of the hypotheses.

Chapter Four, Findings and Discussion

This chapter will show the analysis of methodological tools used in this phase, which are the questionnaire and the observation. In addition, this chapter will cover the discussion of the study's results.

4.2. Questionnaires' Analyses

➤ Section one: General information:

Question 1: Specify your Gender

A- Female

B- Male

OPTION	NUMBER	PERCENTAGE
---------------	---------------	-------------------

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

A	11	73,3%
B	4	27%
TOTAL	15	100%

Table 01: Student's Gender

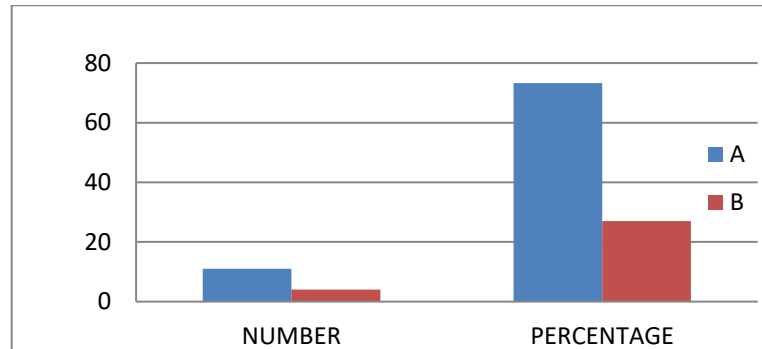


Figure01: Students' Gender

This graph shows that the majority of the participants are female (73,3%)while males number is only(27%)

Question 02: Which subject do you like most?

A-English

B-French

C-Arab

OPTION	NUMBER	PERCENTAGE
A	9	60%
B	3	20%
C	3	20%

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

TOTAL	15	100%
--------------	-----------	-------------

Table02: Subject Preference

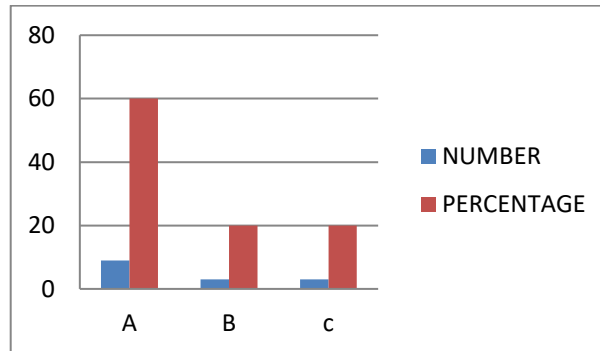


Figure 02: Subject Preference

From the table below, we notice that the highest percentage of students (60%) prefer English subjects, while (20%) of the students are engaging in French, and the rest (20%) picked Arabic.

Question 03: which language skill do you need to improve

A-Speaking

B-Listening

C-Reading

D-Writing

OPTION	NUMBER	PERCENTAGE
A	11	73,3%
B	4	26,7%
C	0	0%

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

D	0	0%
TOTAL	15	100%

Table03: Skill Improvement

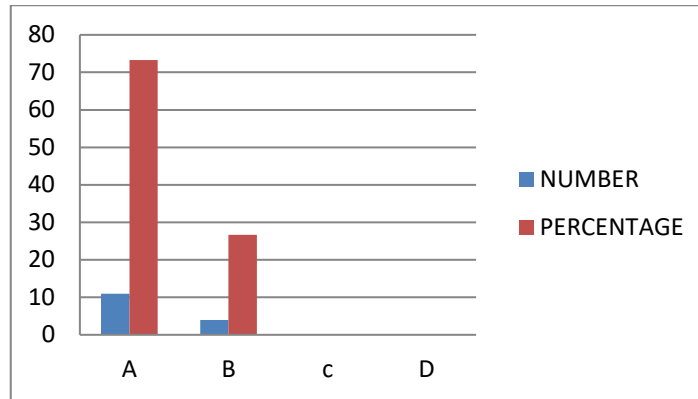


Figure 03: Skill Improvement

the statistics show that(73,3%)of the students chose to speak in the first place, followed by(26,7%) of the respondents who selected the listening skill in the second place; however, reading and writing have not been chosen.

Question04: how well do you speak English?

A-Below average

B-Average

C-Good

OPTION	NUMBER	PERCENTAGE
A	0	0%
B	13	86,67%
C	12	13,14%
TOTAL	15	100%

Table04: Level of Excellence

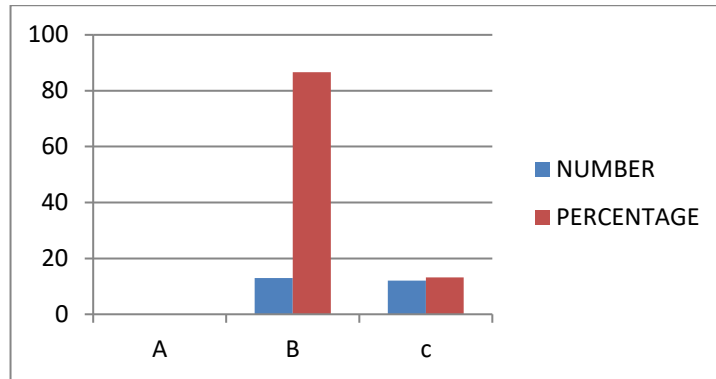


Figure 04: Level of Excellence

we have recorded(86,67%)of the students who answered by average, and(13,14%) chose good, whereas no one selected a below-average option.

• **Section two: students' speaking interaction**

Question05: Which course do you interact more in?

A-Oral expression

B-Written expression

OPTION	NUMBER	PERCENTAGE
A	15	100%
B	0	0%
TOTAL	15	100%

Table05: The Most Interactive Course

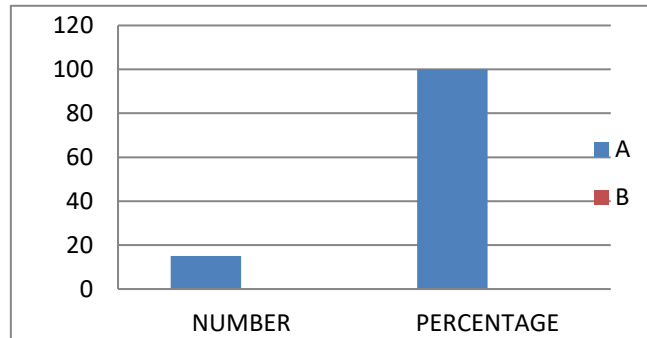


Figure 05: The Most Interactive Course

the table below shows that the whole number of the samples(100%) selected oral expression. They are satisfied with their answer justifying that they are better in oral classes than in written expression. Others say that oral session allows them to express their feelings and opinions, to be well-understand, and they want to speak English appropriately.

Question06: does your teacher allow you to interact in the classroom with your peers

A-Always

B-Sometimes

C-Never

OPTION	NUMBER	PERCENTAGE
A	8	53,33%

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

B	6	40%
C	1	6,67%
TOTAL	15	100%

Table06: Learners' Opportunities to interact with peers

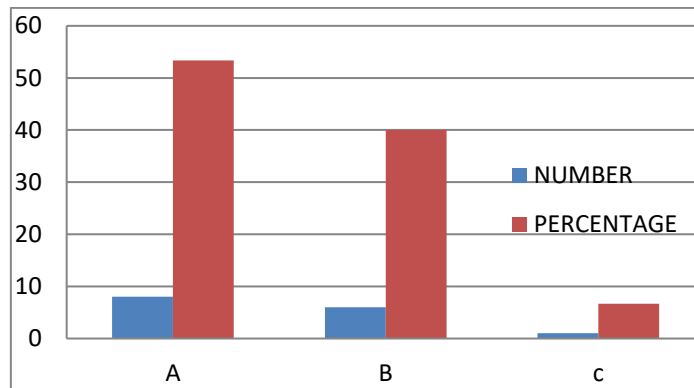


Figure 06: LEARNERS' OPPORTUNITY TO INTERACT IN PEERS

concerning the sixth question, the vast majority of learners(8) say that their teacher allows them to speak and interact with peers(53,33%), while six of them say "sometimes"(40%), and only one indicates that the teacher never allows them to do so (6,67%).

Question07: Do you interact with the English language in the class?

A-Always

B-Sometimes

C-Never

OPTION	NUMBER	PERCENTAGE
A	7	46,67%

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

B	7	46,67%
C	1	6,67%
TOTAL	15	100%

Table07: The Amount of Interaction in the English language

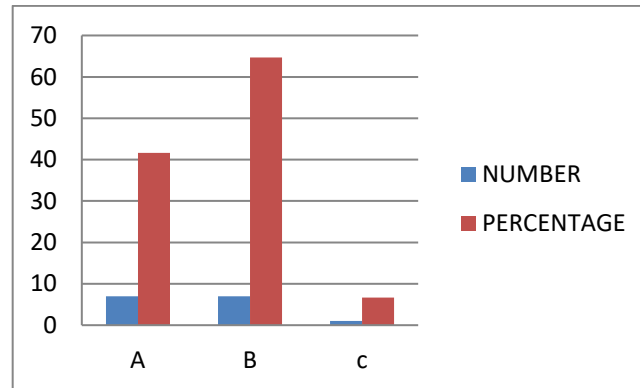


Figure 07: The Amount of Interaction in the English language

Students are asked if they interact in the English language in the class or not? The result gathered shows that both "always" and "sometimes" options are selected by most of the students, in the same percentage(46,67%), and only one chooses "never"(6,67%).

Question08: How do you find the speaking skill?

A-Easy

B-Medium

C-Difficult

OPTION	NUMBER	PERCENTAGE
A	1	6,67%
B	11	73,33%

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

C	3	20%
TOTAL	15	100%

Table08: learners' judgment about speaking skill

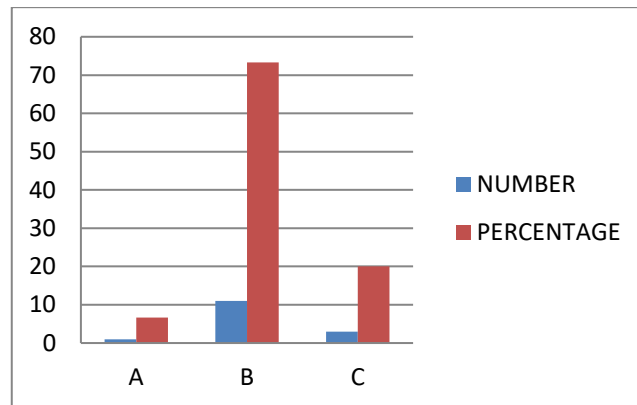


Figure 08: learners' Judgment about Speaking skill

the answer tabulated above reveals that (73,33%) of students state that speaking skill is medium. (20%) of students say that it is difficult. The remaining (6,67%) of students evaluate speaking as easy.

Question09: What are the obstacles that cause your difficulties in speaking?

A-Lack of vocabulary

B-Lack of motivation

C-Lack of confidence

OPTION	NUMBER	PERCENTAGE
A	13	86,67%
B	0	0%

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

C	2	13,33%
TOTAL	15	1005

Table09: Obstacles That Cause Difficulties in Speaking

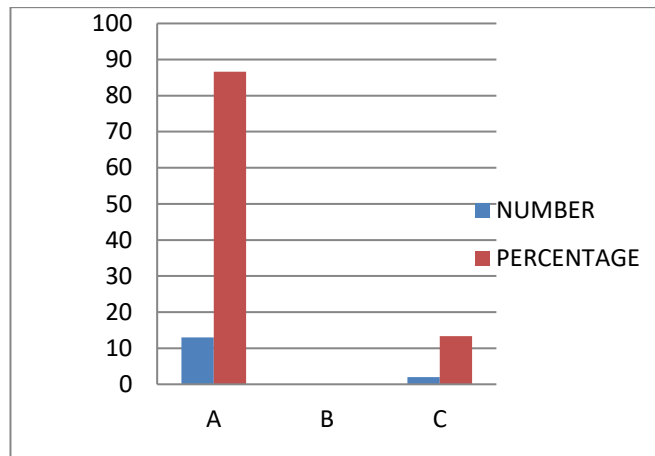


Figure 09:Obstacles That Cause Difficulties in Speaking

The table below shows that lack of vocabulary is considered the biggest obstacle to students' speaking abilities(86,67%), and(13,33%) show that they lack confidence. At the same time, no one finds a lack of motivation an obstacle.

Question10: You do not interact in class; because

A- The topic is not interesting

B-Feel shy

OPTION	NUMBER	PERCENTAGE
A	6	40%
B	9	60%
TOTAL	15	100%

Table10: The Barriers to Students' Interaction

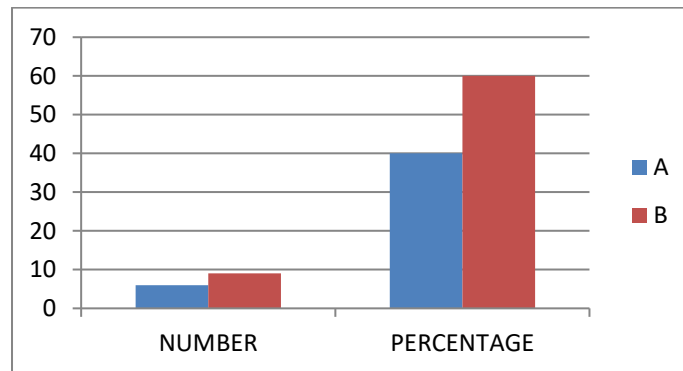


Figure10: The Barriers to Students' Interaction

Through the result of the above question, the answer "feel shy" has gained (60%) of students' responses, and (40%)of them choose "the topic is not interesting".

Question11: What motivating activities encourage you to speak in class?

A- Interviewing

B- Speaking from a picture

C- Completing stories

OPTION	NUMBER	PERCENTAGE
A	9	60%
B	3	20%
C	3	20%
TOTAL	15	100%

Table11: The Motivating Activities That Encourage Speaking

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

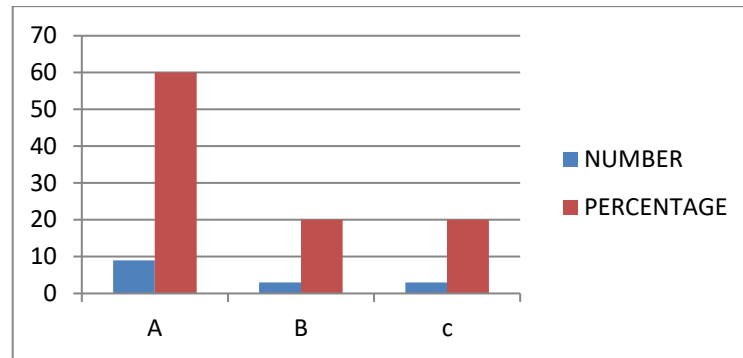


Figure 11: The Motivating Activities That Encourage Speaking

Around (60%) of students find interviewing a motivating activity that encourages speaking ability. (20%) of students state that speaking from pictures is a more helpful activity. Furthermore, (20%) picked completing stories.

Question12: while doing speaking skill activities, which talking time is more than the other?

A- Teacher talking time

B- Student talking time

OPTION	NUMBER	PERCENTAGE
A	13	86,67%
B	2	13,33%
TOTAL	15	100%

Table12: The Most Talking Time

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

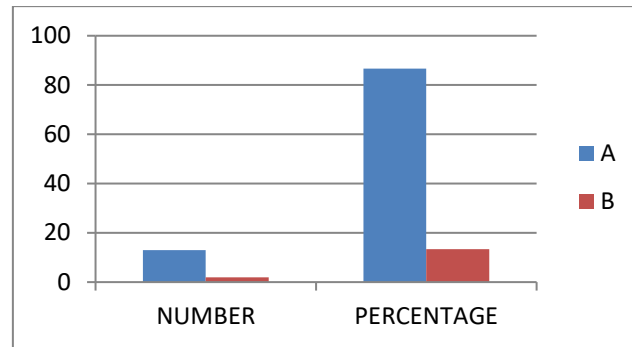


Figure 12: The Most Talking Time

The result obtained denotes that (86,67%) of students state that the teacher takes the most talking time while doing speaking activities. On the other hand, (13,33%) of students say learners take that.

Question13: how do you find a face-to-face interaction in improving your English level?

A- Beneficial

B- Not beneficial

OPTION	NUMBER	PERCENTAGE
A	14	93,33%
B	1	6,67%
TOTAL	15	100%

Table13: Face to face Evaluation In Improving Speaking Skill

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

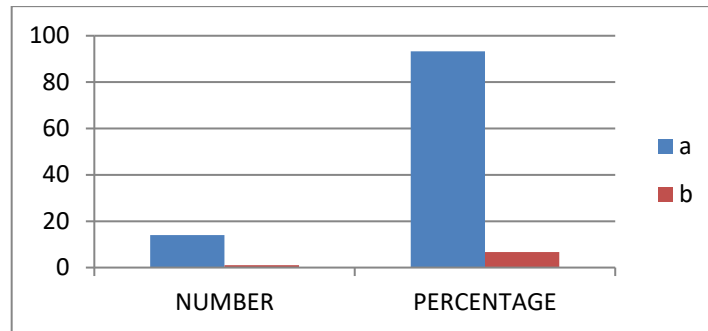


Figure 13: Face to face Evaluation In Improving Speaking Skill

From the table and the figure below, we can affirm that most of the participants (93,33%) agreed that face to face interaction is very beneficial in improving the speaking skill, and only one chose "not beneficial". They say it helps them improve their oral skill much more; others state that it makes them understand the teacher's explanations and helps them enhance their vocabulary and gain new words. Moreover, the other participants confirmed its effectiveness because it ameliorates their self-confidence, and some did not justify their answers.

Question14: what kind of classroom activities is helpful to improve your English speaking interaction?

A- Grammatical tasks

B- Vocabulary tasks

	NUMBER	PERCENTAGE
OPTION	5	33,33%
B	10	66,67%
TOTAL	15	100%

Table14: Classroom Activities That Enhance Speaking Interaction

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

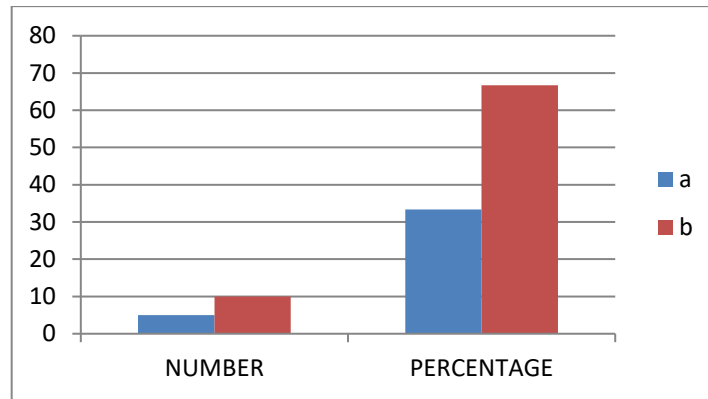


Figure 14: Classroom Activities That Enhance Speaking Interaction

Based on the result above(66,67%), the participants state that vocabulary tasks help improve their English speaking interaction, and(33,33%)of the participants have chosen grammatical tasks to improve their oral interaction.

Question15: When you interact with your peers in the classroom, you give priority to:

A- Understanding and responding

B- Select vocabulary to be fluent and stylish

C- Just conveying the message, whatever the language is

OPTION	NUMBER	PERCENTAGE
A	7	46,67%
B	4	26,67%
C	4	26,67%
TOTAL	15	100%

Table15: Students' Priorities in Interaction

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

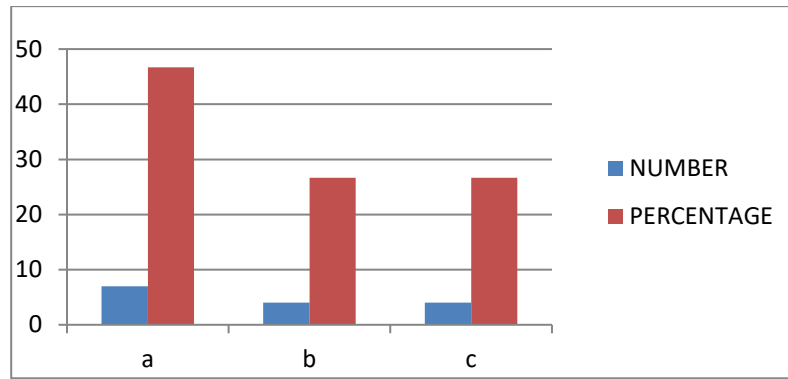


Figure 15: Students' Priorities in Interaction

The results show that seven students (46,67%) give priority to understanding and responding, and four of them (26,67%) say that they prefer to select vocabulary to be fluent and stylish; the other four students (26,67%) select just conveying the message whatever your language is.

Question16: which type of interaction do you prefer?

A- T-L interaction

B- L-L interaction

OPTION	NUMBER	PERCENTAGE
A	14	93,3%
B	1	6,67%
TOTAL	15	100%

Table16: Students' Preferable Type of Classroom Interaction

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

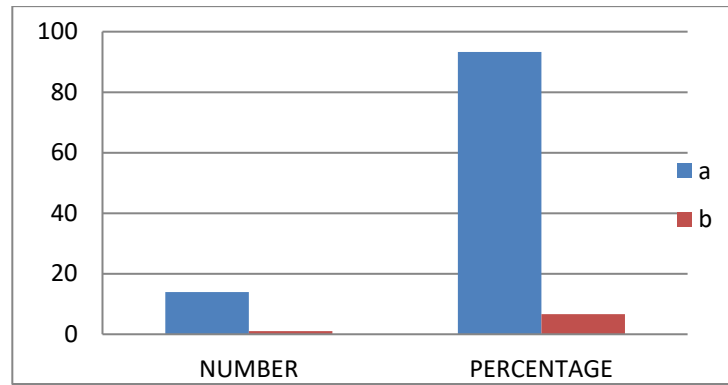


Figure 16: Students' Preferable Type of Classroom Interaction

We can notice that the result gained demonstrates that teacher-learner interaction is the most favourable and preferable type of interaction in the classroom (93%). However, (6,67%)for the learner-learner interaction option.

- **Section three: teacher's role**

Question 17: your relationship with your English teacher is :

A- Bad

B- Normal

C- Good

OPTION	NUMBER	PERCENTAGE
A	0	0%
B	1	6,67%
C	14	93,3%
TOTAL	15	100%

Table17:Students and Teacher Relationship

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

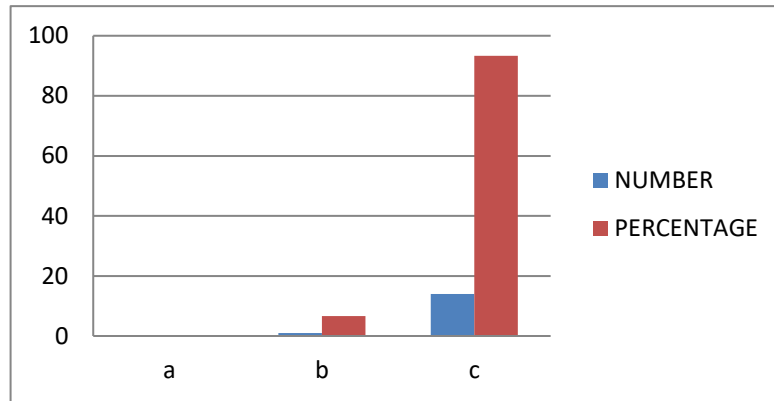


Figure 17: Students and Teacher Relationship

The table shows that 14(93,3%) of the students have a good relationship with their English teacher, and only one(6,67%) says a normal relationship.

Question 18: Does your teacher encourage you to perform in the class?

A- Always

B- Sometimes

C- Never

OPTION	NUMBER	PERCENTAGE
A	15	100%
B	0	0%
C	0	0%
TOTAL	15	100%

Table18: Teacher Encouragement to Perform

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

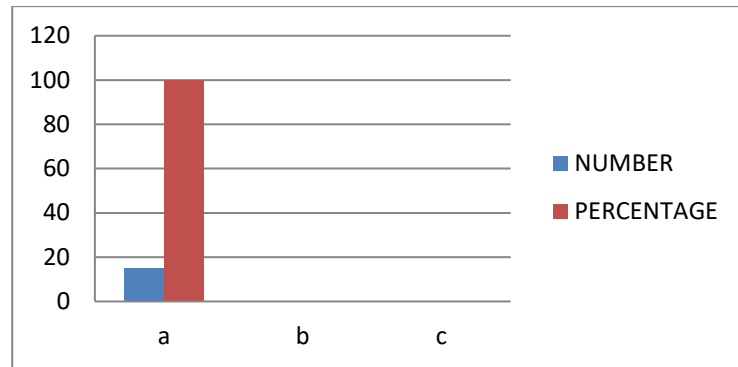


Figure 18: Teacher Encouragement to Perform

The whole number of the participants (100%) agreed that the teacher always encouraged them to perform in the class.

Question19: How often do you interact with your teacher inside the classroom?

A- Never

B- Sometimes

C- Always

OPTION	NUMBER	PERCENTAGE
A	1	6,67%
B	13	86,67%
C	1	6,67%
TOTAL	15	100%

Table19: The Amount of Interaction with Teacher inside the Classroom

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

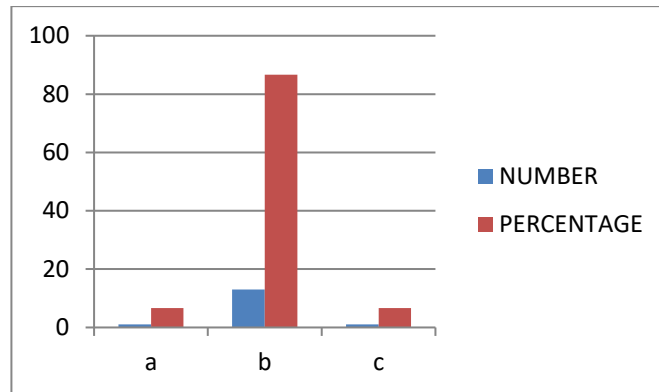


Figure 19: The Amount of Interaction with Teacher inside the Classroom

The result shows that 13 (86,67%) learners say they sometimes interact with their teacher and a common reaction among the students(6,67%) is that they "never" and "always" interact with their teacher inside the classroom.

Question 20: How does your teacher judge your speaking ability?

A- Bad

B- Good

C- Excellent

OPTION	NUMBER	PERCENTAGE
A	4	24,67%
B	8	53,33%
C	3	20%
TOTAL	15	100%

Table20: Teacher Judgment about Speaking Abilities of the Learners

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

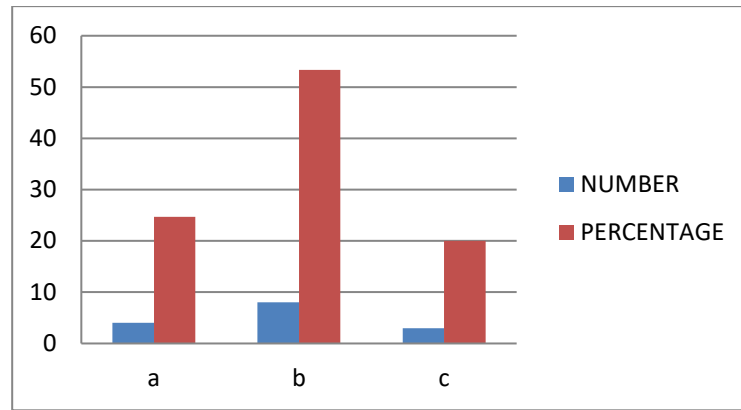


Figure 20: Teacher Judgment about Speaking Abilities of the Learners

The answer tabulated above reveals that (53,33%)of students say that teacher judge their speaking ability as "good". Also,(24,67%) of the state that teacher judge their speaking as "bad", while(20%) select "excellent".

Question 21: How do you find your teacher's explanation?

A- Clear

B- Ambiguous

OPTION	NUMBER	PERCENTAGE
A	15	100%
B	0	0%
TOTAL	15	100%

Table21: The Evaluation of Speaking Explanation

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

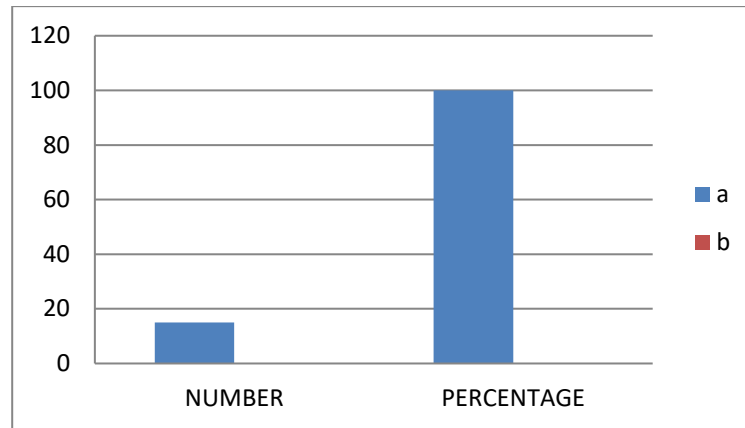


Figure 21: The Evaluation of Speaking Explanation

The result shown by the graph implies that the whole number of the participants (100%) find the teacher's explanation clear.

Question22: Does your teacher re-explain the point you have misunderstood?

A- Always

B- Sometimes

C- Never

OPTION	NUMBER	PERCENTAGE
A	12	80%
B	2	13,33%
C	1	6,67%
TOTAL	15	100%

Table22: Teacher's Re-Explanation of The Misunderstood Point

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

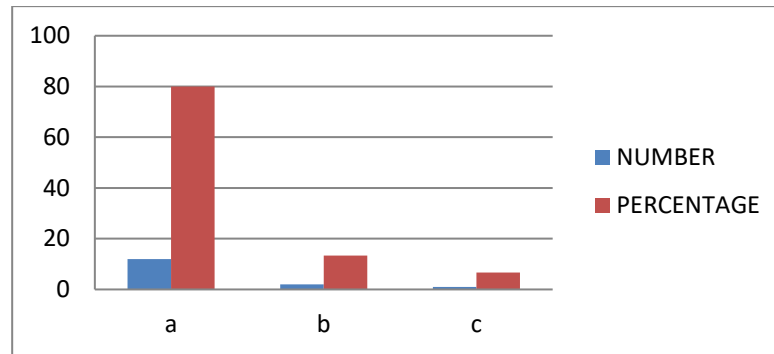


Figure 22: Teacher's Re-Explanation of The Misunderstood Point

The result below shows that the majority of the respondents(80%)affirm that teachers "always" re-explain the misunderstood points, whereas (13,33%) say "sometimes". However,(6,67%) say that the teacher "never" re-explains.

Question23: To improve your English speaking, you depend on:

A- Teacher

B- The surrounding environment

C- Both

OPTION	NUMBER	PERCENTAGE
A	5	33,33%
B	1	6,67%
C	9	60%
TOTAL	15	100%

Table23: Learners' Dependence on Improving the English Speaking Skill

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

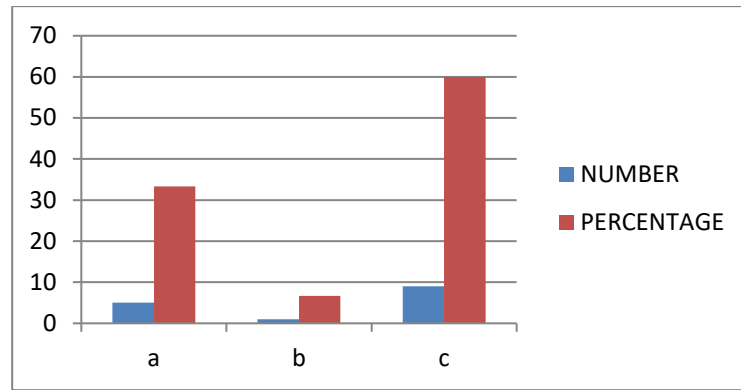


Figure 23: Learners' Dependence on Improving the English Speaking Skill

The graph shows that 9 participants (60%) depend on both teacher and the surrounding environment to improve their speaking ability, and 5 participants (33,33%) depend on the teacher only. However, 1 participant (6,67%) depends on the surrounding environment.

Question 24: How often does your teacher interrupt you to correct your mistakes?

A- Never

B- Rarely

C- Sometimes

D- Always

OPTION	NUMBER	PERCENTAGE
A	4	26,67%
B	9	60%
C	1	6,67%
D	1	6,675
TOTAL	15	100%

Table24: The Teacher Interrupts the Student to Correct his/her Mistakes

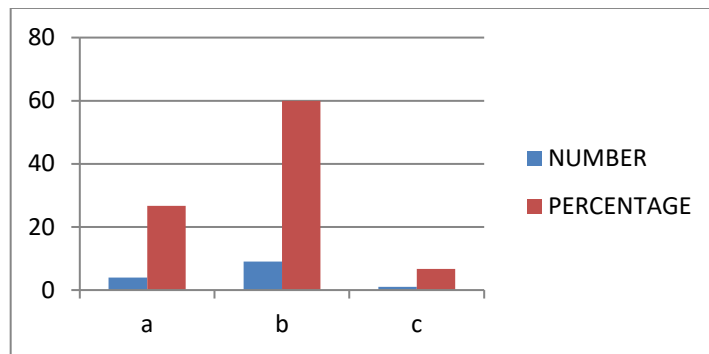


Figure 24: The Teacher Interrupts the Student to Correct his/her Mistakes

We can notice that the highest percentage of students (60%) claim that the teacher rarely interrupts them to correct when they interact; others (26,67%)show that the teacher never does so, and (6,67%)of the students say "sometimes".

- And how do you react?

A- You like it

B- You do not like it

OPTION	NUMBER	PERCENTAGE
A	13	86,67%
B	2	13,33%
TOTAL	15	100%

Table25:Student's Reaction to the Teacher Correction

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

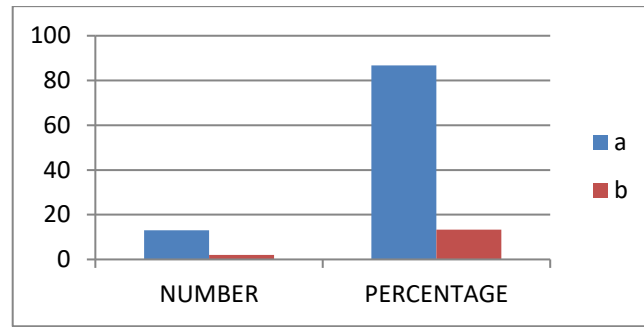


Figure 25: Student's Reaction to the Teacher correction

The common shared reaction among most learners (86,67%) is that they like to be corrected by the teacher, yet (13,33%) of them state they do not like being corrected.

2.5. The Analysis of Classroom Observation

- **Section one: General observation of the classroom management**

This section aims at investigating the effects of classroom management on student interaction.

Item 01: the physical setting is comfortable. Thus, the learner can interact with her/his mates.

RATING SCALES	ALWAYS	SOMETIMES	RARELY	NEVER
SESSIONS	3	2	0	0
PERCENTAGE	60%	40%	0%	0%

Table 01: The Physical Environment

In the first three sessions we have attended, the physical setting was clear, organised and comfortable since it was programmed in the morning; learners were active and

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

interacted comfortably with each other and with their teacher in oral expression besides the two following sessions programmed in the afternoon in which students were tired, and could not interact too much.

Item two: the teacher moves among learners to provide suggestions and check for comprehension.

RATING SCALES	ALWAYS	SOMETIMES	RARELY	NEVER
SESSIONS	5	0	0	0
PERCENTAGE	100%	0%	0%	0%

Table02: The Teacher Moves in the Class

In all five sessions, we observed that the teacher always moved around learners, asked them questions, and discussed with them to check for their comprehension. Therefore, we noticed the use of some relevant techniques such as eye contact while explaining to make them concentrated and more interested in the topic discussed. He can create a comfortable atmosphere and help students enjoy the session by making them smile and laugh from time to time.

Item three: the teacher units out the targets of the lesson

RATING SCALES	ALWAYS	SOMETIMES	RARELY	NEVER
SESSIONS	05	0	0	0
PERCENTAGE	100%	0%	0%	0%

Table 03: The Teacher's Course Target

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

The teacher began all sessions by setting out the objectives of the oral session to make learners aware of what they are going to tackle and the important points that should be concentrated on to reach the goal of the oral session.

Item four: the teacher guides learners' behaviours to avoid using L1.

Rating scales	Always	sometimes	Rarely	never
Sessions	0	2	3	0
percentage	0%	40%	60%	0%

Table 04: The Teacher's Control of Learner Behavior

As mentioned in the above table, we noticed in the first two sessions that learners rely on some Arabic words and expressions to interact in the classroom, either with their mates or with their teacher. Nevertheless, the teacher rarely advised them to avoid using L1; he only checked if they understood the lesson or not.

Section two: General observation of face to face learners' interaction

The current section attempts to investigate the way students interact in the class.

Item one: learners exchange ideas, provide suggestions, and give opinions either with their mates or with their teacher

RATING SCALES	ALWAYS	SOMETIMES	RARELY	NEVER
SESSIONS	0	5	0	0
PERCENTAGE	0%	100%	0%	0%

Table05: The Learners' Classroom Interaction

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

During all sessions, learners sometimes give their opinions to their teacher concerning the topic discussed and share ideas with him and with peers. Also, they suggest new topics for oral expression sessions when the teacher asks them.

Item two: in the topic discussion, learners are willing to interact in the classroom.

RATING SCALES	ALWAYS	SOMETIMES	RARELY	NEVER
SESSIONS	2	3	0	0
PERCENTAGE	40%	60%	0%	0%

Table06: The Students' Willingness to Interact in Class

We remarked that students showed a willingness to interact in class during the topic discussed in the two sessions. This is due to their awareness of the importance of classroom interaction methods to enhance their oral ability. Besides, in the three other sessions, learners' interactions decreased, which may be due to the depletion of the same topic that continued and must be finished.

Item three: learners express new ideas in the class.

RATING SCALES	ALWAYS	SOMETIMES	RARELY	NEVER
SESSIONS	0	2	3	0
PERCENTAGE	0%	40%	60%	0%

Table07: The Students' Ideas in Class

As shown in the table above, in the two sessions, we observed that the topic discussion chosen for the oral expression "child labour" learners gave the teacher some new ideas

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

about it and interacted with him .however, in the rest of the courses, they rarely speak.

Only a few numbers of students provide some ideas from time to time may be because the topic is not reached their interest and make them feel bored.

Item four: learners participate during the speaking sessions.

RATING SCALES	ALWAYS	SOMETIMES	RARELY	NEVER
SESSIONS	3	2	0	0
PERCENTAGE	60%	40%	0%	0%

Table 08: The Learners' Participation In Class

In the three sessions, we noticed that many students were allowed to participate and interact by answering the teacher's questions and giving comments by raising their hands freely without being asked. Moreover, sometimes the teacher obliges them to answer to make them concentrate and be active.

Item five: learners feel anxious to express themselves.

RATING SCALES	ALWAYS	SOMETIMES	RARELY	NEVER
SESSIONS	0	1	4	0
PERCENTAGE	0%	20%	80%	0%

Table 09: Students' Feeling While Expressing Themselves

During the first sessions, we observed that students suddenly hesitate and feel shy to express themselves when asked by the teacher; they start showing some body movements, which confirms that they are anxious. However, in the four other sessions, we noticed that most of the class expressed themselves usually without being shy when

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

the teacher gave them time to think and prepare themselves before expressing themselves.

Item six: students' oral competence is developed through classroom interaction progress

RATING SCALES	ALWAYS	SOMETIMES	RARELY	NEVER
SESSIONS	5	0	0	0
PERCENTAGE	100%	0%	0%	0%

Table 10: Students' Enhancement of Their Oral Ability

During all the sessions that we attended, the teacher always asked his learners to speak and interact inside the classroom with both him and their mates because he is aware of the effectiveness of the classroom interaction in improving learners' speaking skills. He tried to make them speak by asking questions and obliging them to answer when they did not want to since the interaction is the best way to improve their oral performance.

Item seven: students correct each other's errors

RATING SCALES	ALWAYS	SOMETIMES	RARELY	NEVER
SESSIONS	0	2	3	0
PERCENTAGE	0%	40%	60%	0%

Table 11: The Students' Correction of Each Other's Errors

In the oral sessions that we attended, we remarked that sometimes learners could pick out others' errors and try to correct them. However, most of the time, they do not

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

because they only care about their way of expressing themselves and try not to make errors and rely only on the teacher's correction.

Item08: learners feel motivated to work with peers or with a group.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	5	0	0	0
Percentage	100%	0%	0%	0%

Table 12: The Students' Attitude to Working with Peers and Group

Through the fifth session we attended, we observed that the students did not face problems working with peers or groups; instead, they were more comfortable doing that. The teacher also motivates the students at the end of each group work with positive comments and lets them choose the group they want to work with them next time. They show their strong relationship.

Section three: General observation of the teacher-student interaction in the classroom

This section aims to identify the real interaction between students and teachers

Item one: the teacher creates opportunities for the students to interact with him

Rating scales	Always	sometimes	Rarely	Never
Sessions	4	1	0	0
Percentage	80%	20%	0%	0%

Table13: The Students' Opportunities to Interact In Class

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

We have observed that the teacher always pushed students to interact with him about the course points. He encourages the students to simultaneously express their outputs and develop their speaking abilities.

Item two: The highest amount of talk during the oral expression course is taken by the teacher

Rating scales	Always	sometimes	Rarely	Never
Sessions	5	0	0	0
Percentage	100%	0%	0%	0%

Table14: Students' Amount of Talk in Oral Expression

From what we have observed in all the oral sessions, the teacher takes the highest amount of talk to explain the activities and how to deal with them clearly in four sessions. However, in the rest session, the teacher let the students talk and interact with him to discuss the ambiguous issues.

Item three: the teacher gives students equivalent input to their levels

Rating scales	Always	Sometimes	Rarely	Never
Sessions	5	0	0	0
Percentage	100%	0%	0%	0%

Table15: The Teacher Comprehensible Input

The teacher always provides learners with an appropriate output according to their levels to convey their message and be well understood. The explanation of the words has always been equivalence to their level.

Item Four: The teacher uses some speaking tests as an ongoing means to assess the speaking skill.

Rating scales	Always	Sometimes	Rarely	Never
Sessions	5	0	0	0
Percentage	100%	0%	0%	0%

Table16: The Teacher Speaking Test

The teacher always opens a discussion with his students to improve their speaking skills; also, he provides the students who have problems in speaking with appropriate feedback to overcome them.

Item five: the teacher uses different correction strategies types to adjust the learners' mistakes

Rating scales	Always	sometimes	Rarely	Never
Sessions	5	0	0	0
Percentage	100%	0%	0%	0%

Table17: Teacher's Correction Strategies

During all sessions we attend, we have observed that the teacher always helps the students to correct their speaking mistakes when they present or participate, and he provides them with feedback.

Item six: the teacher uses motivated expressions to encourage learners to speak as "good", "well done", and "great"

Rating scales	Always	Sometimes	Rarely	Never
---------------	--------	-----------	--------	-------

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

Sessions	5	0	0	0
Percentage	100%	0%	0%	0%

Table 18: Teacher's Words And Expression Motivation

We have observed that the teacher always uses motivating expressions such as good and well done to encourage the students. He shows whole great feelings for the student's participation.

2.6. Discussion of The Questionnaire

After submitting and analysing the questionnaire, the final result shows that foreign language learning is a process where students interact and exchange ideas and emotions using the TL. In this case, the English language uses to communicate effectively.

The first section of the research is about general information about our participants in the study. The result demonstrates that females are dominant over males; this may be because males are more interested in scientific studies, besides females who often choose to carry to study foreign languages, in addition to the subject preference for the majority of the learners in English. After all, it is the language of international communication, media, and the internet. When the students were asked which language skill they wanted to improve, their speaking skill was the most interesting of them, and their listening skill since those two skills are interrelated. The whole numbers of the students evaluate their level of speaking English between average and good students. Students' consideration of their level is usually related to their ability: how well or how bad they understand and produce the language oral or speaking.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

This second section was about students speaking interaction; twelve questions were proposed to our samples. To begin with, which course do they interact with more? The majority of them interact more in oral expression, and they justified their answers by saying that they are better at oral than writing expression. Others claim that oral sections allow them to express their feelings and opinions. Also, some others say that they are exposed more to the language during oral sections and participate as much as they can. Concerning students' opportunities to interact, the result above shows that the teacher provides enough opportunities for their students to interact with peers to enhance their communication skills. It was evident from the students' responses that some of them were always interacting, while others did that sometimes based on the chances given by the teacher to encourage interaction.

Regarding learners' opportunities to interact with peers, it was clear from the result that the teacher always gives them enough opportunities to interact with each other because learners can learn better when interacting with peers. Concerning the amount of interaction in the English language in the class, the participants indicate that they often interact in the English language in the class.

The majority of the participants (73, 33%) find speaking skills medium, while 20% find it difficult this may be due to some factors. When it comes to the obstacles that cause difficulties in speaking, the lack of vocabulary is considered the most significant obstacle most students face; the limited vocabulary knowledge makes learners suffer a lot and find difficulty when speaking. When it comes to learning English, vocabulary is probably the most important skill; without speech, we cannot speak, hear and even read. Moreover, students' reasons behind not interacting and then not participating are different; shyness is considered the first reason for the absence of interaction in the

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

class. According to (60%) of the participants, shy students are frequently hesitant to ask a question if they do not understand something or when they do not hear the teacher during the explanation and ask(him, her) to repeat, and also avoid sharing their ideas, suggestions, questions, and (40%) of students say that the topics are not interesting. The topics are crucial factors in creating a positive interaction in the classroom.

Most participants select interviewing as a motivating activity that encourages the learners to speak; this could be because the interview allows practising the language in a real situation. Concerning the talking time of both teachers and students in speaking sections, the most talking time is by the teacher who is the source of the language; teacher talk encourages students to ask, speak, and respond to instructions. However, the teacher needs to hear students talk to assess their understanding. Moreover, most of the participants find a face-to-face interaction beneficial in improving their English level because it helps them enhance their speaking skills. It affects their oral production much more positively; they say that their level is being developed each time through it.

From the result, we can deduce that most students prefer vocabulary tasks as a kind of classroom activity which help them to improve their English speaking interaction. In contrast, others prefer grammatical activities, which mean they need to enhance their use of grammar when manufacturing the language owing that grammar has great importance when using any language. The majority of the participants prioritise understanding and responding when they interact with their peers in the classroom. Therefore, many students prefer teacher-learner interaction, which indicates that the learners find it the preferable and easiest way to interact.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

In section three, which focuses on the teacher role, the first question was about students and teacher relationships. According to the results, a good relationship exists between them, which means that they do not have problems with the teacher, the students are polite, show respect, and maybe

are good students. Even the teacher is good, helpful, and values each student's individuality, each time asks about their questions, opinions, and suggestions to plan fun activities. This helps the students feel more comfortable and safe in the classroom environment, which leads them to participate actively and challenge themselves academically. However, when they have problems with their teacher, this will affect their learning process, especially their oral skills. The whole number of the participants argued that the teacher encouraged them to perform in the class. In question 19, a high percentage (86%) of participants state that they sometimes interact with their teacher inside the classroom.

As a result of classroom interaction (53,3%) of the participants claimed that the teacher judged their ability as "good", followed by (24,67) selecting "bad" as teacher judgment, while "excellent" is the last one with (20%).

Regarding the evaluation of the teacher's explanation, the whole number of the students (100%) agreed that the teacher's explanation was clear. Furthermore, (80%) of the respondents indicated that the teacher always asked to explain the misunderstood points. On the other hand, to improve their English speaking (33,33%) of students depend on the teacher, whereas (6,67%) of them depend on the surrounding environment, and (60%) on both of them.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

A small percentage (6,67%) states that the teacher "always" interrupts them to correct their speaking mistakes, and the same percentage (6,67) shows "sometimes". In comparison, those who say rarely and never are (86,67%) indicate the teacher knows when to interrupt his students because too much interruption will affect their interaction, fluency, and even not participating again. Usually, the learners have ideas in their minds; when interrupted by the teacher, they forget them, lose focus, and lose interaction in the activity.

From the previous answers of the learners in Qs (24), 13 students claimed that they like when the teacher interrupts them to correct mistakes since correction has a big impact on students learning process. However, the teacher should find the right time for this correction, whereas two others say they do not like it, which may be because their teacher often interrupts them.

2.7. Discussion of the classroom observation results

The gathering results from the classroom observation allow us to conclude the real implementation of F2F learning inside the class towards the development of the learner's speaking Interaction and their achievement in the related aspects.

The main interesting points here are that the learners are conscious of interaction and are interested in speaking and sharing their views with their peers more than with the teacher. On the Other Hand, the teacher is aware of interaction importance inside the class in the learning-teaching process. That is why he suggested suitable activities and a good atmosphere to interact with the learners. Due to that, learners were always active participants and looked for opportunities to interact and felt comfortable doing so.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

A competent teacher in the class can rich the goal of developing the student's abilities by inappropriately implementing the right method. F2F learning helps the learners interact and speak effectively when the strategies and techniques attract the learner.

The result of both questionnaire and classroom observation indicates that face to face learning has a significant effect on EFL learners because it enhances learners' speaking abilities and the process of teaching and learning in general. Using a questionnaire aims to set out some important points concerning learners' background in face-to-face learning and oral competence, the teacher's techniques and attitude in class, and their level of excellence in speaking English. The questionnaire analysis reveals that face to face learning is a key to improving learners' speaking capacities and both teachers and learners are aware of the importance of speaking skills. In addition, the result of the classroom observation shows that developing oral competence requires the engagement of both teacher-learner interaction and learner-learner interaction. On the one hand, teachers need to use effective techniques such as interviewing, asking questions, and communicative games. On the other hand, learners have to follow these strategies and interact with the teacher and their mates in class to improve their speaking ability; hence, both teacher and learner promote communicative competence.

Summary

This chapter designed to present the results of data analysis. It showed the effects of face-to-face learning of third-year foreign languages at Hourri Boumedaine high school. The chapter divided to tow main sections the description of the demographic information of the participants and the discussion of that results.

Chapter Five, Conclusion

The last chapter of this study presents the major findings, limitations and recommendation to further researches.

5.1. Research Aims and Overall Findings

Based on the data gathered in this study, we can state that face-to-face learning interaction positively affects the learners' speaking ability even after the emergence of online learning and covid-19 circumstances in our schools. They enjoyed the speaking sessions through real interaction with their peers or teachers. Although speaking is the most needed skill for high school learners most of the time, face to face learning is the suitable method to rich it. In addition, the F2F strategy helps learners build strong relationships with the teacher and increase their self-confidence to speak inside and outside the class.

The present study focused more on the effects of face-to-face learning on the learners' productive skill, especially foreign language learners in high school. It aimed to reinvestigate the validity of face-to-face interaction on the development of the learners 'speaking ability after the expansion of the pandemic, i.e. if it was still beneficial for the learners or not.

The analysis of the study showed that the learners took part in the learning process and achieved good results in the oral tests; that is to say, even after the health protocol procedures, face-to-face learning could not be eliminated or replaced by distance learning defiantly.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

These results stand with the previous theories presented in the literature review study. It confirmed the hypothesis that face-to-face learning positively affects the learners' speaking ability.

5.2. Limitations of the Study

This study has several limitations that the coming researchers should address. First, this study was conducted on a small number of students, "only 15 students", respecting the health protocol procedures and the students' absences at the end of the second semester. Second, the study was limited by the time that did not allow deeper investigation. Third, lack of new resources to support the literature review chapter. Fourth, it was our first experience with a research paper.

5.4. Recommendations and Suggestions for future studies

In the light of the findings and the literature review direction, the research makes the following recommendations to enhance students speaking skill, and it presents suggestions for future research in the same area.

- Although face-to-face learning interaction develops the learners' speaking ability, adding the ICTs could foster the learning process and break the routine from time to time. Thus, it will be better for the teacher to use audio-visual aids to keep the learners' attention and simultaneously develop speaking and listening skills.
- In this phase, the teachers have to be aware of the importance of interaction inside the classroom. Furthermore, they should know how to apply this learning method inside the class by providing opportunities to all learners to talk even in

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

a shorter time. For example, ask the learners about simple things to encourage them to discuss and share their views spontaneously or give them a pair of work or group work each time. In short, each learning process also has strategies and techniques and F2F learning.

- The curriculum developers have to consider the importance of learners' F2F interaction in developing their speaking skills by allowing sufficient time for the speaking classes.
- The researchers should conduct several studies on the topic in different high schools to generalise the results.
- They may examine the study's validity at a different level of education as in university or middle school.
- The different methodologies could bring out different results, such as a focus group or the pre-test to examine the advance in the speaking ability.
- Future studies should be done in a more extended time period to give results from many dimensions.

Summary

This chapter reviewed the limitations of this research paper and presented recommendations for the teachers to overcome the learners' speaking difficulties under the use of F2F learning interaction even after the difficult circumstances that touch the educational system. At the end, it dealt with opportunities that may help future researchers to close up the whole study.

References

- Baker, J. and Westrup. H. (2003). *Essential Speaking Skills: A Handbook for English Language*
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy.*
- Bygate, M.(1987). *Speaking.* Oxford: Oxford University Press.
- Celce-Murcia, M. (ed). (2001). *Teaching English as a Second or Foreign Language*, 3rd edition.
- Dagarin, M. (2004). *Classroom interaction and communication strategies in learning English as a foreign English Language Overseas Perspective and Enquiries*1(1-2) 127-139
- Dewita, Y., & Amri, Z. (2020, March). Techniques Used by the English Teachers in Teaching Speaking at SMAN 3 Padang. In 7th International Conference on *English Language and Teaching* (2019) (pp. 119-124). Atlantis Press.
- Dewita, Y., & Amri, Z. (2020, March). Techniques Used by the English Teachers in Teaching Speaking at SMAN 3 Padang. In 7th International Conference on English Language and Teaching (ICOELT 2019) (pp. 119-124). Press.
- <http://e-biblio.univ-mosta.dz/handle/123456789/17389>
- Taous, B. (2013). The role of classroom interaction in improving the students' speaking skill. Biskra University.
- Husnah, H., Jafar, B., & Salija, K. (2020). THE IMPLEMENTATION OF FACE TO FACE INTERACTION IN TEACHING SPEAKING AT EDUCATION OF PADJADJARAN (EOP) ENGLISH COURSE

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

PAREPARE (Doctoral dissertation, UNIVERSITAS NEGERI MAKASSAR).

<https://www.ummt0.dz/dspace/handle/ummt0/5153>

-Ellis, R. (1985). *Understanding second language acquisition*. Oxford: Oxford University Press.

Ghosh, A. (2000). *Classroom interaction (definition, objectives, types, teacher's role, and*

-Hall, J. , K. and Walsh, M. (2002). Teacher-Student interaction and language learning. Annual

-Harmer, J. (1998). How to Teach English. Pearson Education: Longman

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

Jack C. Richards. John Platt. Heidi Platt, *Longman Dictionary of Language Teaching and Applied Linguistics*(Edinburgh:Longman Group, 1999) p.135

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

Kathleen A. Begley, Loc.cit

Littlewood William, *Communicative Language Teaching*(Cambridge: Cambridge

-Lynch, T. (1996). Communication in the Language Classroom. Oxford: Oxford University Press

M Hendraswawi (2016) Chapter 2 Review of Related Literature <http://repo.iain-tulungagung.ac.id/4272/3/CHAPTER%20II>.

-Mackey, A. (2007). Conversational interaction in second language acquisition: A collection

-Macky, A. (2007). Conversational Interaction in Second Language Acquisition. Oxford: Oxford University Press

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

Malamah-Thomas, A. 1987. Classroom Interaction. In: Mingzhi.(2005). *Enhancing interaction in our EFL classroom.CELEA Journal*

merits). Retrieved on August 31, 2010, From www.examiner.com

Mrs Ishrat Aamer Qureshi THE IMPORTANCE OF SPEAKING SKILLS FOR EFL LEARNERS <http://dspace.univ-jijel.dz:8080/xmlui/bitstream/handle/123456789/5999/M%C3%A9moire%20Finale.pdf?sequence=3&isAllowed=y>.

New York: Longman.

of empirical studies. Oxford: Oxford University Press.

review of applied linguistics,(pp. 86-91). USA : Cambridge University Press

Review of the Literature. « www.itdl.org/journal/jan04/article02.htm»

RS Bouraoui 2016 Learners Attitudes toward Oral Presentation's Role in Enhancing the Speaking Skill in EFL Classes <http://dspace.univ-jijel.dz:8080/xmlui/bitstream/handle/123456789/5999/M%C3%A9moire%20Finale.pdf?sequence=3&isAllowed=y>

Teachers. London: Continuum International Publishing .

Thurmond, V. & Wambach, K. (2004-2006). Understanding Interaction in Distance Education: A

University Press, 1991) P. 62

Vol.28 No. 2, pp. 56-62.

HendraHenriansyah , Speaking Problems Faced By The English Department Students Of Siyah

Kuala University https://digilibadmin.unismuh.ac.id/upload/6320-Full_Text.pdf

Appendix A

DEAR STUDENTS,

This questionnaire is part of research work on the effect of face to face method on the students' speaking interaction. Your contribution will be of great help to gather data on this issue under investigation. Therefore, you are kindly required to answer this questionnaire by ticking in the appropriate box or by giving full answer whenever needed .

thank you in advance

SECTION ONE: GENERAL INFORMATION.

- 1- Your gender:
- A- female
- B- Male
- 2- Which subject do you like most ?
- A-Arabic
- B-French
- C-English
- 3- Which language skill you need to improve?
- A-Listening
- B-Speaking
- C-Reading
- D-Writing
- 4- How well do you speak English ?
- A-Below average

B-Average

C-Good

SECTION TWO : STUDENT'S SPEAKING INTERACTION

5- Which course do you interact more in :

A-Oral Expression

B-Written Expression

Justify your answer please,

.....
.....

6- Does your teacher give you the opportunity to interact in classroom with your peers?

A-Always

B-Sometimes

C-Never

7- Do you interact in English language in the class?

A-Never

B-Rarely

C-Always

8- How do you find speaking skill ?

A-Easy

B-Medium

C-Difficult

9- What are the obstacles that cause your difficulties in speaking ?

A-Lack of vocabulary

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

B-Lack of motivation

C-Lack of confidence

10- You do not interact in class; because,

A-The topics are not interesting

B-You feel shy

11- While doing speaking skill activities which talking time is more than the other?

A-Interviewing

B-Speaking from pictures

C-Completing stories

12- The speaking session amount of time involved by :

A-Teacher talking time

B-Students talking time

13- How do you find face to face interaction in improving your English level?

A-Beneficial

B-Not beneficial

Justify your answer please,

.....

.....

14- What kind of classroom activities is helpful to improve your English speaking interaction?

A-Grammatical tasks

B-Vocabulary tasks

15- When you interact with your peers in classroom, you give priority to :

A-Understanding and responding

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

B-Select vocabulary to be fluent and stylish

C-Just conveying the message however y

language is

16- Which type of interaction do you prefer?

a- Teacher-learner interaction

b- Learner-learner interaction

SECTION THREE: TEACHER ROLE.

17- Your relationship with your English teacher is:

A-Bad

B-Normal

C-Good

18- Does your English teacher encourage you to perform in the class?

A-Always

B-Sometimes

C-Never

19- How often do you interact with your teacher inside the classroom ?

A-Never

B-Sometimes

C-Always

20- How does your teacher judge your speaking ability ?

A-Bad

B-Good

C-Excellent

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

21- How do you find your teacher's explanation?

A-Clear

B-Ambiguous

22- Does your teacher re-explain the point you have misunderstood?

A-Always

B-Sometimes

C-Never

23- To improve your English speaking, you depend on

A-Teacher only

B-The surrounding environment

C-Both

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

A-Never

B-Rarely

C-Sometimes

D-Always

25- And how do you react?

A-You like it

B-You don't like it

Appendix B

The Observation List for Classroom Interaction

Observer:	Group:
Course:	Date:
Session:	Time:

• **RATING SCALES**

A- Always

B- Sometimes

C- Rarely

D- Never

GENERAL OBSERVATION OF FACE TO FACE CLASSROOM	A	B	C	D
<p>SECTION ONE: GENERAL OBSERVATION OF THE CLASSROOM MANAGEMENT</p> <p>1- The physical setting is comfortable thus, learner can interact with her/his mates</p> <p>2- The teacher moves among learners to provide suggestions and checks for comprehension.</p> <p>3- The teacher units out the objectives of the lesson</p> <p>4- The teacher guides learner's behaviors to avoid the use of the mother tongue</p>				

<p>SECTION TWO: GENERAL OBSERVATION OF FACE TO FACE LEARNERS INTERACTION INSIDE THE CLASSROOM.</p> <ol style="list-style-type: none">1- Learners exchange ideas, provide suggestion and give opinions either with their teacher or with their mates2- In topic discussion, learners show willingness to interact3- Learners express new ideas in the class.4- Learners participate during the speaking session5- Learners feel anxious to express themselves6- Student' oral competence is developed through classroom interaction progress.7- Students correct each other's errors in the classroom.8- Learners feel motivated and comfortable to work with peers in group tasks.				
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

<p>SECTION THREE: GENERAL OBSERVATION OF THE TEACHER – LEARNER INTERACTION IN THE CLASSROOM.</p> <p>1- The teacher creates opportunities for the students to interact with him.</p> <p>2- Teacher takes the highest amount of talk in oral expression session.</p> <p>3- The teacher gives the learners comprehensible input that is appropriate to their level.</p> <p>4- The teacher uses some speaking tests as an ongoing means to assess the speaking skill.</p> <p>5-The teacher uses several types of correction strategies to overcome learners mistakes.</p> <p>6-The teacher uses motivated expression to encourage learner's speaking such as" good", " well done" and" great".</p>				
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

Appendix C :Letter for Permission to High School

Djilali Bounama University, Khemis Miliana

Literatures and Languages College

Departement of Foreign Languages

April,2022

Adress:.....

Dear Sir,

Warmest Greetings,

We are Master 2 students of Language and Communication specialty at Dilali Bounama university in Khemis Miliana

We are writing this letter to ask your permission to allow us to conduct a questionnaire among third year students of foreign languages stream at Hourri Boumedine high school in addition to direct observation . This is in view of our dissertation which is entitled 'The Effects of F2F Learning Interaction on The Learners Speaking Skill' under the supervision of Dr Ziane Bouziane Semaine.

The questionnaire will be hold in only about 10-15 minutes and would be arranged at a time convenient to the students' schedule while the observation needs to take place during the oral sessens. Participation in the questionnaire is completely voluntary. We will not oblige or harm any participant and promise that this conducted only for academic research purpose .All information that will be provided by the respondents will be confidentially kept. The names of the responds are not necessary to be appeared in the dissertation or results publication from this study unless they agree to.

The Effects of Face to Face Learning Interaction on Students' Speaking Skill

After gathering and analyzing data, you will receive a copy of the executive summary. If you would be interested in greater details, an electronic copy of the entire dissertation can be made available to you.

If you are agree, kindly sign below acknowledging your consent and permission for us to conduct this study at Hourri Bomediane high school.

Your approval to conduct this study will be greatly appreciated. Thank you in advance for your interest and assistance with this research.

Sincerely,

Boudjella Kawther, Bensiad Nour El Houda, Meliani Ftima Zahra.