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The Role of Classroom Interaction in Enhancing Students' Speaking Skill

The Case of Third Year LMD Students at the Department of English Language and Literature / Saida University

Dissertation Submitted to the Department of English Language and Literature in Partial Fulfillment of the Requirements for the Master Degree in Didactics of EFL

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Dedications

I

In the name of God, Most Gracious, Most Merciful

All the Pries is due to God alone, the Sustainer of all the World

This work is dedicated to:

To my dear parents as supporters of my life and studies

To my lovely brothers " sofiane", "yassine", "azzize" and "walid" for their love and support

To all my family

To all my close friends inside and outside the university for their collaboration and support

<div align="right">Toufik</div>

Aknowledgements

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Above all, I thank Allah, the Almighty for having given me the necessary courage and patience to undertake and complete this work.

Abstract

The focal and foremost concern behind conducting such research paper is to investigate the actual influence of classroom interaction in enhancing students' speaking skill and their oral performance in EFL classrooms since the principal objective of mastering any foreign language is to lead successful communication, hence classroom interaction serves best for this purpose. Moreover, the major objective of this work is to uphold the idea that interaction could and should take place in the classroom became a prerequisite and in demand; it can be an effective pedagogical strategy to develop the learners' speaking skill and their oral production as well. Besides, this work aims at offering guidelines, activities, and roles for both teachers and student so as to reinforce using interactive tasks and give students opportunities to use naturally and to a large extent the target language. Concerning our research, we have designed and adopted two reliable research instruments to explore teachers' adoption of interaction as an efficient strategy to promote their students' oral performance. Firstly, students' questionnaire is directed to third year LMD students. Secondly, teachers' interview which is conducted with the oral expression teachers at the Department of English language and literature. After a large scale analysis, the results of this research have revealed that that both learners and teachers consider classroom interaction as of paramount significance and crucial strategy in developing the speaking skill.

Key Words: Classroom Interaction, The Speaking Skill, EFL Context

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List of Abbreviations

CA: Communicative Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

FL: Foreign Language

FLT : Foreign Language Teaching

L1: First Language

L2: Second Language

LMD: Licence, Master, Doctorat

N: Number

OE: Oral Expression

Q: Question

SL: Second Language

SLA: Second Language Acquisition

TL: Target Language

TEFL: Teaching English as a Foreign Language

STT : Student Talking Time

TTT : Teacher Talking Time

%: Percentage

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General Introduction

Education has changed over the past years. The involvement of English language teaching in the Algerian curriculum is one of the earth-shattering opportunities for students to keep up with globalization and modern era events .Therefore the main objectives of teaching English language are to promote students' comprehension and improving their oral performance i.e. fostering their interactional abilities, and prepare them to be able to use the target language competently in different situations. Basically, the use of English as second language or foreign language in oral communication is, undeniably, one of the most common but highly complex activities necessary to be considered when teaching the English language particularly we live at a time where the ability to speak fluent English became a must, especially who wants to advance in certain field of human endeavor. For learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of FL communication. Classroom Interaction then, is necessary and useful as an educational strategy to enhance learning.

The idea that interaction could and should take place in the classroom became more and more popular especially in second or foreign language classroom. Today, many researchers claim that through classroom interaction knowledge can be constructed and skills can be developed. Classroom interaction then has been considered as one of the most significant and useful pedagogical research topics in language classrooms in recent decades since it supplies specific ways for learners to get specific language usages and offers authentic communication opportunities in EFL classrooms. Furthermore, Interactions in language classrooms are vital social activities for students through which they not only construct knowledge, but also build confidence and improve their speaking skills as competent language users. Interaction is necessary not only because it supplies non –native speakers with an opportunity to obtain input, made understandable through negotiation, but also this interaction provides non-native speakers with more chances to modify their speech for another learner so that the output is more comprehensible. Classroom interaction is considered as a productive teaching technique, whereby classroom language learning is managed ; it can now be seen as not just offering language practice, nor just learning opportunities ,but as actually constructing language development process itself.

Additionally, numerous studies and scholars have tackled the paramount importance of classroom interaction in fostering and enhancing students' oral performance, (Vygotsky,1978). "It is important that pedagogical interactivity, that is, the nature of interaction between the teacher and the students, which is essential for students' learning."Moreover, Allright and Bailey (1991:25) stated that "through classroom interaction, the plan produces outcomes (input ,practice opportunities, and receptivity) the teacher has to plan what he intends to teach (syllabus, method ,and atmosphere)". Furthermore, Mackey' study (1999, cited in Mitchel et al, 2013) suggests that "taking part in interaction can facilitate second language development". Thus, scholars ascertain the overriding importance of classroom interaction and its positive impact in ameliorating students' level mainly in the oral performance.

Moreover, this study revolves around the issue and tackle this major question:

➢ To what extent does classroom interaction improve students' speaking skill?
In return, this question assumes the following hypothesis :
➢ It was assumed that if students are regularly given more opportunities to interact either individually or in groups or with their teacher,then their speaking skill would be highly improved.

As far as this research work investigates the likely influence of classroom interaction on improving students' speaking skill and their oral performance, its main objectives are to build a possible relationship between intense and constant interactive tasks and an outstanding oral production ,through diagnosing the problems students encounter to achieve better oral presentation in EFL classroom ,in parallel to suggesting some potent activities,roles and guidelines that teachers can adopt so as to reinforce their teaching the speaking skill in the EFL classroom and meet their students' needs.

This dissertation consists of three chapters. The first chapter deals with descriptive area of the teaching and learning situations ; it gives a brief definition of the main concepts:the speaking skill and classroom interaction, the statement of the problem and research questions and the hypotheses .Then it displays a succinct presentation of the research objectives for the sake of an in-depth diagnosis, the chronological order of the research project, as well as the research procedures adopted to collect valuable and authentic data .After that , it presents some data about the population of the study that involve both teachers and third year LMD students of English language. Besides, this chapter is devoted to design a detailed portrait about the teaching and learning situations in

the department of English language and literature at Saida university and eventually , it sheds light on students' expectations,the integration between listening and speaking and group work that boosts the interactional skills in the EFL classrooms. The second chapter is theoretical and incorporates literature review covering classroom interaction and the speaking skill; it highlights in one side the importance of classroom interaction and approaches, hypotheses attributed to it such as the communicative approach, the interactive approach, the input and output hypotheses, then it draws attention to the main teachers' roles in boosting classroom interaction. On the other side, this chapter takes a glance at the speaking skill; it displays types of the speaking skill and speaking difficulties students encounter in EFL classrooms. Eventually, the third chapter will be split into two parts .The former is practical and involves detailed analysis and discussion of the main students' and teachers' answers to the two research tools: questionnaire, and interview, whereas the latter will be theoretical and involves the oral approach ,speech production, classroom management in oral expression session, assessment in the speaking skill, and the role of positivefeedback .Finally, this chapter offers some suggestions and recommendations for both teachers and learners that may a researcher adopts for further inquiry.

While working on this research paper, we have encountered some difficulties. On the one hand, regarding the students' answers to the questionnaire, their responses were not clearly enough and in hurry; this made the analysis of the obtained data rather awkward. On the other hand, it was relatively difficult to have an interview with the two teachers of oral expression because of their tight and busy schedule. Besides, there are limited researches on the principles of using classroom interaction as a potent strategy to enhance students' speaking skill.

Describing the Population of the Study

1.1. Introduction

With respect to the paramount significance and the considerable influence of classroom interaction on improving learners' oral performance and speaking skill, the first chapter puts much emphasis on describing the teaching and learning situations at the department of English language and literature at Dr. Moulay Tahar, Saida University. At first, it gives a brief definition of the main concepts: the speaking skill and classroom interaction, then it displays a succinct presentation of the research objectives for the sake of an in-depth diagnosis, the chronological order of the research project, as well as the research procedures adopted to collect valuable and authentic data .After that , it presents some data about the population of the study that involve both teachers and third year students of English language. Besides, this chapter is devoted to design a detailed portrait about the teaching and learning situations in the department of English language and literature at Saida university and eventually ,it sheds light on students' expectations ,the integration between listening and speaking and group work that boosts the interactional skills in the EFL classroom.

1.2. Definition of Concepts

1.2.1. The Definition of speaking skill

No one denies that speaking skill is of a supreme significance and vital factor in developing learners' abilities in producing oral discourses. This skill has different meanings according to each teacher's or author's point of view. Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. According to Bygate (1987), the term of oral expression involves making the correct choices when using language form, following th right order, sounding in away that is similar to that of native speakers, and producing the right meanings that can be understood by the listener. For him, speaking is a skill that all people use when they are interacting among each other; therefore ,speaking is regarded as the most salient skill that learners require in order to be able to speak fluently in the

classroom situation. In addition to the above definitions Hedge(2000,p.261)considers speaking as ,a skill by which people are judged while first impressions are being formed. This means that speaking is very significant since it reflects people' thoughts and opinions.

1.2.2.Definitions of Classroom Interaction

The term "interaction" is made up of two morphemes, namely *inter* and *action.* It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom. The word interaction involves more than just putting a message together; it involves also responding to other people. This means choosing the language that is appropriate for the person you are talking to (interlocutor); it means also, responding to what others say, taking turns in a conversation, encouraging people to speak, expressing interests, changing the topic, asking people to repeat or explain what they say and so on; in order to facilitate communication

Additionally, Allwright (1984) has defined interaction as: "the fundamental fact of pedagogy" and that "successful pedagogy involves the successful management of classroom interaction" (p.156) (As quoted in Ellis, 1997, p. 173). In the light of the above quotations, we can elicit that classroom interaction is one of the primary ways in which learners express themselves, exchange ideas and thoughts and and enhance their speaking skill .Besides, interactions do not occur only from one side, there must be a reciprocal influence through giving and receiving messages in order to realize communication, thereby fostering students' oral production. The notion of interaction is of paramount significance in classroom and an essential part in the learning and teaching processes; It is considered as crucial for the teacher to manage who should talk, to whom, on what topic and in what language.

1.3. Statement of the problem

In the Algerian educational institutions especially in the universities students always suffer from frustration in the classroom and find themselves unable to express their thoughts and attitudes though they have considerable vocabulary background. Furthermore, students encounter some problems in making good conversations with their classmates or teachers and often they do not have opportunities to interact with each

other. Such fact brings about students' lack of interaction. For that reason, this study ties to answer the following research questions:

➢ To what extent does classroom interaction enhance students' speaking skill?

Hypothesis

In an attempt to research question we hypothesize that:

If students are regularly given more opportunities to interact either individually or in groups or with their teacher, then their oral performance will be highly enhanced.

1.4. Research Objectives

As far as this research work investigates the likely influence of classroom interaction on improving students' speaking skill and their oral performance, its main objectives are to build a possible relationship between intense and constant interactive tasks and an outstanding oral production ,through diagnosing the problems students encounter to achieve better oral presentation in EFL classroom ,in parallel to suggesting some potent activities,roles and guidelines that teachers can adopt so as to reinforce their teaching the speaking skill in the EFL classroom and meet their students' needs.

1.5. Chronology of the Work

The current research endeavours to examine the sole hypothesis the claims that if the students are regularly given more opportunities to interact either individually or collectively or with their teacher who is responsible for designing a set of productive interactive tasks in classroom, then the students' speaking skill and oral performance would be highly improved.

This work is divided into three main chapters. Concerning the first one that gives brief definition of the main concepts: the speaking skill and classroom interaction, the statement of the problem and research questions and the hypotheses .Then it displays a succinct presentation of the research objectives for the sake of an in-depth diagnosis, the chronological order of the research project, as well as the research procedures adopted to collect valuable and authentic data .After that , it presents some data about the population of the study that involve both teachers and third year students of English language. Besides, this chapter is devoted to design a detailed portrait about the teaching and learning situations in the department of English language and literature at Saida university and eventually ,it sheds light on students' expectations ,the integration between listening and speaking and group work that reinforce the interactional skills in the EFL classrooms.

The second chapter is theoretical and incorporates literature review covering classroom interaction and the speaking skill; it highlights in one side the importance of classroom interaction and approaches, hypotheses attributed to it such as the communicative approach, the interactive approach, the input and output hypotheses, then it draws attention to the main teachers' roles in boosting classroom interaction. On the other side, this chapter takes a glance at the speaking skill; it displays types of the speaking skill and speaking difficulties students encounter in EFL classrooms.

The third chapter will be split into two parts .The former is practical and involves detailed analysis and discussion of the main students' and teachers' answers to the two research tools: questionnaire, and interview, whereas the latter will be theoretical and involves the oral approach ,speech production, classroom management in oral expression session, assessment in the speaking skill, and the role of positive feedback .Finally, this chapter offers some suggestions and recommendations for both teachers and learners that may a researcher adopts for further inquiry.

1.6. Research Instruments

For this study, we have adopted two potent research tools: a questionnaire and an interview to test the legitimacy and reliability of the hypotheses and both of them are directed to third year LMD students and their teachers at D.Moulay Tahar University,Saida.. These research instruments help us gather valuable and reliable data.

1.6.1. The Questionnaire

Questionnaire is one of the paramount research tools that are used in this research project to collect the quantitative and qualitative data. It may help to provide the researcher with helpful, reliable, good and expanded picture about the impact of classroom interaction on enhancing students' speaking skills and abilities. Patton (2002: 60) points out: "*The questionnaire is paramount in any study because it can allow the collection of both quantitative and qualitative information"*. It is addressed to fifteen students of third year English language at the department of English language and literature at Saida University. It is composed of thirteen questions that are designed to diagnose and elicit the different attitudes and the point of view of the sample towards the studied phenomenon. The respondents usually are asked to uncover their opinions and attitudes through putting a cross in the appropriate box and making full statements whenever required. Furthermore, in view of the fact that the respondents' decisions to complete the questionnaire are

significant and of paramount importance, straightforward words are used in this questionnaire. Breaking the clarity of the question is a source of confusion and misunderstanding in responding and thus the collected data are not guaranteed. However, the questionnaire incorporated three sections; each section included a set of questions.

The first section is comprised of two questions that aim at investigating the participants' background .Students are asked to specify their gender as they are playing a leading role in the studied phenomenon in addition to judging their levels in speaking as a result of classroom interaction. The second section explores the students' attitudes and points of view towards classroom interaction; it is comprised of seven questions as indicators to participants' attitudes towards their interactive situation in the EFL classroom. The questions deal with: the opportunities granted to students when conducting interactive tasks with their teacher, the type of relationship existed between students and the teacher, choosing the factors that impede them to lead a successful interaction in the classroom, selecting the boost behind their interaction, and eventually if students think that classroom interaction would improve their speaking skill in one way or another providing brief explanation about that.

The third section covers students' attitudes towards the speaking skill; it involves four questions that aim at investigating appropriate ways so as to enable them to ameliorate their speaking performance. This section deals with: if students accept the fact that a more proficient speaker would help them how to say something when they fail to do so, if regular classroom interaction help them reduce their speaking mistakes, if students rate how well they did by the end of an interactive task and ultimately eliciting their response if speaking is an easy skill to master.

1.6.2. The Interview

Interview is the second research tool used in this study in order to dive deeply around the influence of classroom interaction in enhancing students' speaking skill and their oral performance and find out new, relevant data as well as the phenomena that are not inserted. It stands as personal form of research since the researcher will interact directly with the participants by asking, commenting, and probing questions. McNamara (1999) asserts that interviews are particularly useful for getting the story behind a participant's experience [1]. In this research, structured form of interview was used. Therefore, the questions were the same for both participants. The interviews were handed out to two teachers of English language in the department of English language and literature at Saida University.

The interview questions consisted of open-ended and closed- ended questions. It encompasses ten questions. The interview is divided into three sections. The first section includes two questions that handles the teachers' background including their current degree and number of years they spent teaching oral expression whereas, the second section is attributed to teachers' attitudes towards classroom interaction. It is comprised of four questions that tackle: if teachers are aware of the value of classroom interaction providing some explanations, the extent of teachers' implementation of interaction when teaching oral skills, whether students welcome and enjoy learner-learner interaction and ultimately eliciting teachers' points of view if students' interaction would ameliorate their speaking proficiency. On the other hand, the third section shed light on teachers' stances towards teaching and developing students' speaking skill; it incorporates four questions that deal with: how teachers behave with the silent students and make them express their opinions and thoughts, correcting students' speaking mistakes, speaking difficulties that learners face in oral expression courses and the last question investigates why teachers emphasize on fluency or accuracy during classroom interaction.

1.7. The Population of the Study

As far as the study aims at investigating the latent influence of classroom interaction either between the students and their teacher or students among themselves on enhancing students' speaking skills and abilities; this enquiry has taken a place at the university level in cooperation with third year students and teachers at the department of English language and literature at Dr Moulay Tahar University of Saida. Students of third year level are opted for this research project with the intention of probing the authenticity of the hypothesis through eliciting their different views and experiences towards the current subject.

1.7.1. English Language Teachers

Since the department of English language and literature started working in 2004, it incorporated a finite number of teachers; nearly all of them are provisional teachers with Bachelor degree. Over time, as the number of students augmented, the department decided to increase the number of teachers and shifts gradually to a new staff. The majority of them are specialized in Literature and Civilization, Didactics, and Sociolinguistics. Besides, profession grade, and working hours differ noticeably from one teacher to another. The following table exhibits their escalation over years:

Years	Number of Teachers

2003-2004	01
2004-2005	03
2005-2006	03
2006-2007	05
2007-2008	09

2008-2009	10
2009-2010	11
2010-2011	13
2011-2012	15
2012-2013	28
2013-2014	29
2014-2015	30
2015-2016	32
2016-2017	37

Table 1.1. The Teachers' Growth Number in the Department of English (Source: Department of English language and literature)

The current department incorporates 37 teachers who have different specialties. The average teaching experience of them is approximately 7 years. The largest part of the teachers has been teaching for more than six years (14/16). The longest teaching experience is about 31 years, and the shortest is about two years. This signifies that teachers belong to different generations, and thus have most probably experience in teaching English language. The large majority of them have a Magister degree, while, only seven teachers have doctorate degrees. The following table demonstrates the number and qualifications of English language teachers at the Department of English language and literature (2016-2017):

Position	Number	Qualification

Assistants	29	Magister
Lecturers	08	Doctorate
Professors	//	//
Total	37	

Table1.2. The Teaching Staff at the Department of English language and Literature (2016-2017) (Source: Department of English)

1.7.2. Third Year LMD Students' Identification

The participants of this modest research project are third year students at the department of English language and literature at Dr, Tahar Moulay, university of Saida. Regarding the age of third year students, it is expected that the bulk of them are adults and their average age is about 22 years. Those adult students before entering the university; they had experienced a seven years exposure period of English language learning through a new educational system implementing EFL teaching in the middle school; starting from the first year level till the last year in secondary school.

What's more, third year students are not asked to opt their specialty field as before; rather, they take the necessary subjects that can boost them to enlarge their English language competence. The main courses that are attended in the fifth and sixth semesters are divided into four units. The fundamental unit consists of: linguistics, Studies of civilization texts, studies of literary texts, written comprehension and production, oral comprehension and production, translation and interpretation, introduction to Didactics, and introduction to English for specific purposes. (3credits). The Methodological Unit includes only research techniques (3credits). On the other hand, the Discovery Unit comprises of ICT (2credits), whereas, the Transversal Unit is about teaching another language (2credits). Additionally, the time teaching of these subjects are different, the following table demonstrates the number of teaching hours per week and month for the third year subject matters:

Subject	Hours per week	Hours per month
Linguistics	3	12
Studies of civilization texts	1:30	6
Studeis of literary texts	1:30	6
Written comprehension and production	1:30	6
Oral comprehension and production	1:30	6
Translation and interpretation	1:30	6
Introduction to Didactics	1:30	6

Introduction to English for specific purposes	1:30	6
Research techniques	1:30	6
ICT	1:30	6
Other language	1:30	6

Table 1.3. Teaching Hours of Third Year Subject Matters (Source: Department of English Language and Literature)

In the light of the above table we can elicit that all the indispensable and essential subjects that aim at improving students' oral ,written ,cultural competencies are available and highly taken into account . However, the subjects are classified into lectures and TD; the duration of subject teaching per week is one of the impediments that both teachers and students encounter as it is only about half an hour for each session. Basically, the huge number of students is also another challenging task; since the whole number of students is 131 students as it is illustrated in the following table:

Students' gender	Number	Percentage
Male	33	25
Female	105	75
Total	138	100

Table 1.4. Third year students' numbers and percentage (Source: department of English language and literature)

1.8. Department of English Language and Literature

For the sake of developing learning English language in Algeria and open the window for students to discover new cultures, the department of English language and literature was established at saida University in 2004. The duration of education in this department is about 12 years. It starts working with the LMD system until 2010; the first graduation of License degree was in 2013, whereas, the first Master graduation was in 2015. The main goal is designed by this department is to promote and make easy the learning process of English language, It works to help the students' use of critical thinking so as to improve the learning curve of the four skills, provide different teaching subjects from linguistics, didactics, translation, to literature and civilization; and facilitate the learning of methodological skill in order to enable students to carry out future researches. The basic constituents of ungraduate programmes put emphasis on courses that are essential which students need to enhance their learning and raise their awareness of the English language

system such as the four skills, methodological courses, culture and civilization, linguistics, and so on. The average teaching hours are provided by this department is about 22 hours for all the three levels. On the other hand, Master degree contains only two specialties: Anglo-Saxon literature and civilization and Didactics of EFL.

on the whole, in following the LMD system, this department presents four units in which each unit incorporates some elements (the content of the first year): - The fundamental Unit (16 hours a week): comprises only the essential teaching subjects: Written Expression, Oral Expression, Grammar, Linguistics, Phonetics, and Introduction to the Literature and Civilization of the target language. - The methodological Unit (3 hours a week): includes the study skills (research methodology) - The discovery Unit (1h 30 a week): embodied in study of another foreign language (French). - The transverse unit (1h 30 a week): represented in the study of computer science.

1.9. The Interplay between Listening and Speaking skills:

Listening and speaking co-occur in real-life discourses and they are not mutually exclusive. Within this framework, we are going to assert that the merger of these two skills improves learners' communicative competence and verbal interaction. When people learn a foreign language, they usually want to make use of that language to communicate with people who speak the same language. They can find themselves in the need of understanding them and talking to them. In this regard, Raimes (1983) states, "Listening and speaking are, regardless of whom the people using the language are, at least as important as the other skills to communicate." Redmond and Vrchota (2007:120) point out "speakers are at the mercy of listeners". In the light of the above quotations, it is clearly understood that on the one hand speaking is rarely carried out in isolation; the speaker has a necessity to a listener; on the other hand listening skill involves a list of processes such as perception, interpretation, evaluation, retaining, recalling and reaction of the speaker. Hence, listening will not occur in isolation as well i.e. there must be a speech to listen to. It is essential for students to understand the language they are exposed to and to respond appropriately so that they become competent users of that particular language. Seferoglu and Uzakgore (2004) claim that "listening is usually interactive process" (p.2).The listener does not always just listen to, but also he/ she reacts to the speaker or asks questions for clarification. Overall, the most essential issue for the students should be to understand what are they listening to and to be able to give appropriate responses orally. This aim bring us to the integration between speaking and listening while teaching, as our main consideration

should be not only learning the grammar of the target language, but also communicating in that language.

1.10. Students' Expectations

On the other hand, knowing and abiding by students' expectations is also considered as a paramount problem for teachers to take into account. As the third year classroom is a mixture of different students with dissimilar generations and capacities, the participants anticipate different positive things to be involved and implement in classroom. The learning expectations fluctuate from one student to another, but on the whole, most of them wait for successful outcomes to be built after conducting the teaching materials. They anticipate being able to master considerably the language skills, mainly the speaking skill and improving their oral performance in addition to having a good rapport with their teachers and colleagues. However, the content of the subject teaching, the teaching method, and the material are the major points that are different among students.

1.11. Classroom and group work

In teaching and learning English as a foreign language, the setting which is the classroom has an significant function since it gives learners more chances to interact either with the teacher as in case of explaining a given lesson or with each others like when they work in groups. Many teachers worry about making group work since they do not know how to administer and organize the classroom so as to create a good ambiance that motivate learners to perform cooperatively better inside the classroom.Basically Students when doing a group work, they need the learning task to be understood by all the members of the group in order to make all the students participate in that task,as they need to know how to request and how to help the other members of their group working well in order to make their group compete the other groups successfully; in addition, they need to know how to deal with such problems that may arise in classroom .

Group work then, supports the interactive participation and makes the learners achieve appropriately in the classroom and improve their second language use and performance as Allwright and Bailey state: "Not only did the learners in pairs get more turns[…], but they also perform a wider range of communicative functions with the language"(1991, p. 147).

1.12. Conclusion

Chapter One: Describing the Population of the Study

The first chapter presented an abridgement about teaching situation of English language at the department of English language at Saida University .At the outset ,it gives brief definition of the main concepts: the speaking skill and classroom interaction ,then it exhibits a succinct presentation of the research objectives for the sake of a large –scale diagnosis, the chronological order of the research project, as well as the research procedures adopted to collect reliable and authentic data. After that, it presents some data about the population of the study that involve both teachers and third year students of English language. Besides, this chapter is devoted to design a detailed portrait about the teaching and learning situations in the department of English language and literature at Saida University and eventually ,it sheds light on students' expectations, the interplay between listening and speaking and group work in EFL classroom that reinforce the interactional skills.

Overall, it is necessary to know that English is a language that can meet students' needs in the 21st century since oral production is an integral part of the school culture. Teachers call on students to answer questions and assess learning based on what they say. Students also ask questions during lessons. If their questions indicate a lack of understanding, this is a signal that proper learning has not occurr

Chapter One: Describing the Population of the Study

Review of Literature

2.1. Introduction

Students in EFL classrooms are eager and in a bad need to improve their speaking skill and oral performance, hence classroom interaction serves best for this purpose since it provides supportive and appropriate atmosphere in which learners are exposed more to the target language practice and have specific objectives in every language interaction. On the other hand; speaking skill remains relatively intricate and demanding skill for students to master so as to lead successful oral presentation, because many students can have huge vocabulary background and still face difficulties to display an outstanding oral production. This chapter highlights different elements starting with revealing the paramount importance of classroom interaction, its types and principles such as turn –taking, exchanges, adjacency pairs and negotiation for meaning. Additionally, this chapter involves some pertinent approaches that support the studied phenomenon such as the communicative and interactive approaches in addition to De Saussure's langue and parole. Furthermore, this chapter sheds light on the vital role that teachers can play to boost classroom interaction, types of the speaking skill and eventually learners' speaking difficulties such as anxiety, inhibition and uneven participation.

2.2. The Importance of Classroom Interaction

"It is important that pedagogical interactivity, that is, the nature of interaction between the teacher and the students, which is essential for students' learning." (Vygotsky,1978).Many researchers indicated the significance of classroom interaction in EFL language instruction as it is a vital aspect in EFL language instruction since, it supplies specific ways for learners to get specific language usages and offers authentic communication opportunities in EFL classrooms.Besides, an interaction consequences in collaborative exchanges of thoughts or negotiation of meaning which is necessary for language development.

Classroom interaction has been considered one of the most important pedagogical research topics in language classrooms in recent decades. Vygotskian socio-cultural theory views the act of language learning as a social activity in which students build their knowledge through the help and scaffolding of more knowledgeable peers or teachers. Interactions in language classrooms are significant social activities for students through which they not only construct knowledge, but also build confidence and improve their

speaking skills as competent language users .Exploratory talk is a purposeful conversation which provides opportunities to students to engage in hesitant, broken, and full of dead end conversations enabling them to test new ideas, to hear how they sound, to see what others make of them, to arrange information and ideas into different patterns. These hesitant, broken and dead end conversations could be enlarged into unpredictable conversational skills. When students engage in interactions, they produce symmetric context where everyone can participate, get respected and get the decisions made reciprocally. Students' participation in interactions, therefore, can help them enrich their linguistic resources and build their confidence to communicate with others in English, thereby enhancing their speaking skill. Interaction is necessary not only because it supplies non –native speakers with an opportunity to obtain input ,made understandable through negotiation , but also this interaction provides non-native speakers with chances to modify their speech for another learner so that the output is more comprehensible . In addition, learners have opportunities to speak as the real life situation in the classroom setting and they can exchange their thoughts and negotiate their meaning of speech. In this regard Allright and Bailey (1991:25) point out the significance of classroom interaction, they stated that "through classroom interaction, the plan produces outcomes (input ,practice opportunities, and receptivity) the teacher has to plan what he intends to teach (syllabus, method ,and atmosphere)."

Actually, interaction is a key word for language teachers. In the era of communicative language teaching (CLT), interaction is the heart and the focal concern of communication; it is what communication is all about. After several decades of research on teaching and learning languages, it has been discovered that the best way to learn to interact is through interaction itself. Moreover, theories of communicative competence give much importance to interaction as human beings use language in various contexts to negotiate meaning. Moreover many researchers assert that through interaction, students can increase their language store as they listen to read authentic linguistic material, or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess about language and all what they have learnt or absorbed in real life exchanges, where expressing their real meaning is of paramount importance to them.

On the whole, from the very beginning of language study, classroom should be interactive so as to enable student to exploit the elasticity of language .Interaction and

interactive language makes up a foremost role in EFL teaching, because a teachers' interactive language can keep an interaction going on smoothly in English foreign language classroom.

2.3. De Saussure 'Langue and Parole

Langue and parole are actually French words .In English, Langue means language or tongue and Parole means speaking or speech. They are linguistic terms distinguished by Ferdinand de Saussure in his *Course in General Linguistics*. *Langue* encompasses the abstract, systematic rules and conventions of a signifying system; it is independent of, and pre-exists, individual users. *Langue* involves the principles of language, without which no meaningful utterance, "parole", would be possible. *Parole* refers to the concrete instances of the use of *langue*. In other words; La Langue is the complete, abstract, system of signs of a language and its principles. Parole, on the other hand, is the manifestation of this "abstract system of principles" into speech. Parole (or utterance) is, thus, not possible without Langue (or language system).Besides, Langue is comprised of the rules of grammar of a language, the syntax, the phonetics, spellings, etc. Parole is making use of these rules to produce utterances. Langue is the system and parole is the use of the system. An individual can use the language system to produce speech.

This is the individual, personal phenomenon of language as a series of speech acts made by a linguistic subject Saussure did not concern him overly with *parole*; however, the structure of *langue* is revealed through the study of *parole*. Saussure drew an analogy to chess to explain the concept of *langue* and *parole*. He compared *langue* to the rules of chess the norms for playing the game and compared the moves that an individual selects to make the individual's preferences in playing the game to the *parole*.

Obviously, when translated from the French term *langue* can mean language. However, it is known Saussure intended the term to mean internal, arrangement and relationship of rules understood by a social group, however, rarely thought of in everyday life. *Langue* is believed to be a universal structure and, while it may have variations as seen in foreign languages, with principal linguistic patterns. On the other hand, *Parole* typically when it is translated means speech. Saussure intended for it to mean the spoken language as experienced in everyday life. It is the precise utterances and use of *langue*. Therefore, *parole*, unlike *langue*, is as diverse and varied as the number of people who share a language and the number of utterances and attempts to use that language. Furthermore,

parole is known to have been changed and manipulated by a number of causes for example time, social groups, and age of users.

Furthermore, when talking about langue and parole as a function, the underlying basis to *Langue* is the interpretation that it is made up of signs and not sentences. Signs are thought to have a two part aspect in that each sign relates a notion with a sound pattern. A sign cannot exist as a single part for if there is a sound pattern without a notion the sound becomes only noise. Similarly, a notion cannot be communicated without a sound pattern. It is also interesting to note that the sound pattern for each notion can be extremely diverse and vice versa. For example, the notion of oneself may use the sound patterns of 'I' or 'me' while the sound pattern of 'rose' may have the notion of a flower or the past of 'rise'. The notion or sound pattern remains unchanged even if the other changes. It is by understanding the relationship of the two parts of a sign through *langue* that the gist of communication or *parole* may be understood. Without the understanding of *langue*, *parole* would be meaningless sounds or symbols grouped together haphazardly. Saussure used the example of chess to explain how *langue* and *parole* work together. *Langue* is the normative rules in a chess game while parole represents the individual's choice of moves. If one was to study the parole of a chess game an understanding could be derived but it would not be a universal understanding of chess. However, by studying the langue of a chess game the derived understanding may be applicable to further chess games. Thus Saussure argued when studying language, especially a foreign language, it is more important to understand the *langue* than to gain a large vocabulary of *parole* so that sense may be made equal to that of native speaker.

2.4. Types of Classroom Interaction

Classroom interaction is undoubtedly regarded as a critical factor in second language learning and teaching process.In his definition of the notion interaction, ,Thurmond (2003) points out

> *"The learners" engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment."*

In the light of this quotation, we can elicit two salient kinds of interaction .The

first occurs between the instructor and the students, while the second takes place between the students themselves, individually or collectively according to the communicative circumstances.

2.4.1.Teacher-Learner Interaction

This interaction happens between the teacher and one student or many students when discussing the content of a given course .Basically, the way in which the teacher interacts with his students is considered as vital procedure in improving students' speaking skill. On the one hand, the teacher negotiates with his students the content of the course ,justifies student talk responses and simpilifies the intricate points of the course.Moreover, he should provide an input that is comprehensible and keep up with the level of all students and has to identify the ways in which he will speak such as the voice ,the tone and intonation,in addition to the use of facial expressions in order to help students of low level take part in a successful interaction.

On the other hand, the students seek to demonstrate their speaking and listening skills in front of their teachers and benefit from their experienceof their teachers on how well to to interact in the manner that is most successful and potent.Besides,students ask questions about the course or for more clarification and the teacher responds to them. Teacher-learner talk remains a crucial part of classroom interaction as it is shown in this example:

Teacher: Is the word "rehearse" correct? Initiation

Walid (learner): yes   Response

Teacher: Yes, the word "rehearse" is correct. Feedback

2.4.2.Learner-Learner Interaction

This type of interaction occurs between learners either in peers or groups. In this form, learners are asked to interact with each other to negotiate meaning through different speaking tasks. What is more, they are granted opportunities to ask questions, express their consent or dissent about their colleagues' interventions and consequently they attain beneficial feedback in the target language through correcting each other's pitfalls..Moreover, discussing students to their peers the content of the course is a potent

way for them to reinforce what they have already learnt.Thus,learners will establish a social relationship,where the sense of learning community is promoted and isolation is relatively reduced in classroom in order to make students active rather than passive participants.Besides, To prevent a boring, repetitive, and isolating learning environment, the teacher is asked to build activities and assignments that ignite classroom discussion. These discussions help alleviate students from feeling sequestered from one another and instead create a dynamic sense of community.

2.5.Principles and Aspects of Interaction

In English language learning, classroom interaction is considered as an effective strategy to develop the students' learning process in general and their speaking skill in particular. Classroom interaction prepares learners to use the language naturally, since it provides them with the basic principles to interact in authentic and real situations; then we cannot speak of successful learning through interaction if the following principles are not available.

2.5.1.Exchanges

The term of exchanges was developed by Synclair and Coulthard in 1975 to refer to the utterances performed by the speaker .They consists of moves;the first move is often called the opening moveor initiation ,the second move is the answering move or response,and the last move is called the follow up move.The exchanges are considered asfundamental units in any interactional talk;they are independently observable entities and we may find adjacency pairs within their boundaries .The patterns of the moves of the exchanges were followed by the traditional classrooms ,where students were restricted to responding moves ,whereas the teachers play the great role in any talk.In such classrooms ,learners get little or no practice of how to initiate or to end the talk.Today,teachers well understand the role of students in initiating ,responding and closing the interaction because they will the second language outside the classroom too,where will not only respond to the speaker'squestions.Teachers' role then is th cheer learners to practise common opening ,answering and follow up strategies through designing speaking activities to meet this goal.

2.5.2.Turn Taking

This phenomenon refers to both the construction and distribution of turns In some interactive activities, we can detect how participants organise themselves to take their turns .Therefore,turns ocuur smoothly between the participants,but with a little overlap and interruption with a brief silence between turns.People often take turns when a person is unable to enter the formal flow of turn takng such as the expression " I would like just to bring up ……."Additionally, there some linguistic means to avoid taking turn when one has this opportunity or to make it clear for the speaker that he is attending this message,this is called " backchannel responses";it consists of vocalizations like "mm","ah" in addition to short words or phrases such as "yeah" ,"no","right" and "sure".Furthermore,,Bailey argued that during a classroom interaction task ,the teacher may follow two ways in getting students involved in the classroom activity .The former s called " Direct nominating "or "Personal solict" in which the teacher may ask directly a particular student; whereas the latter is called "The general solicit" in which the teacher throws the turn open to the whole class i.e the learner is free to take the turn when responding to the teacher' questions. To conclude, turn taking is not really something that needs to be taught, but specific linguistic realization can be presented and practised in addition to the cultural differences that must be mentioned by the teachers to make the learners aware of them.

2.5.3.Adjacency Pairs

An adjacency pair is an example of conversational turn -taking. An adjacency pair is composed of two utterances by two speakers, one after the other. The speaking of the first utterance (the first-pair part, or the first turn) provokes a responding utterance (the second-pair part, or the second turn) and they are usually mutual and dependant i.e a question predicts an answer and an answer needs a question For example, a question such as "*What's your name?*" requires the addressee to provide an answer in the following turn, thus completing the adjacency pair. A satisfactory response could be "*Toufik*", but if the response was irrelevant or there was a failure in completing the pair, it is considered as a breach of conversational maxim.

2.5.4. Negotiation for Meaning

In EFL research, the word 'negotiation' can have different meanings. Negotiation of

meaning is a process that speakers go through to reach a clear understanding of each other. This negotiation of meaning involves the repeating, rephrasing and restructuring of phrases between two or more learners to enable them to understand the meaning of the messages they are communicating. The essence of this principle is that meaningful interaction is conducted by learners and their interlocutors asking for further clarifications, modifications and simplifications so as to attain comprehensible input that enables them to boost their target language. It is diametrically true that the most salient purpose of negotiation for meaning understands of the meaning that the interlocutor wants to convey. Negotiation of meaning is an inherent component of communication, but for second language classroom that views L2 learning as participation, it has a strategic significance. When learners are engaged in a communication activity, whether in a formal or an informal setting, with native or non-native speakers, they employ a set of prompts such as a "clarification request", "confirmation checks," as well as responses including repetition, simplification, and elaboration to achieve inter-subjectivity. In simpler terms, they attempt to understand what the other words means through a word, a phrase, or an idea by asking questions such as "did you mean X?" and "what do you mean by X."

2.6. Classroom Interaction Methods and Approaches

2.6.1. The Communicative Approach

It is the teachers' role and commitment to design, apply and look for appropriate methods and approaches that meet his students' needs and enhance their speaking skills. Communicative approach or communication language teaching (CLT) is considered the best for sush purpose and one of the successful approaches since it gives much focus to students' speaking and authentic interactions inside classroom. The English language is taught to be communicated and it is automatically acquired through communication. The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. In this regard many scholars point out the paramount significance of communicative approach to language teaching ,particularly the communicative acts underlying the ability to use language for different purposes and the relationships between the linguistic systems and their communicative values in texts and discourses .Basically, speaking is a productive skill that determines the flow and continuity of the communication process; and it is a tool that pave the way for better understanding

and exchanging of ideas ,thoughts and reactions. A deep understanding of (CLT) theory and its implication for   classroom practice is very crucial for both learners and teachersrs,since it aims at helping learners to use the target language effectively for communication. According to CLT, the goal of language education is the ability to communicate in the target language

In parallel, In the communicative approach,most of researchers insist on the need for the communicative competence to support learning and make the classroom interaction successful.In this regard, Dell Hymes developed the concept of communicative competence. Communicative competence redefined what it meant to "know" a language; in addition to speakers having mastery over the structural elements of language, they must also be able to use those structural elements appropriately in a variety of speech domains .Additionally, according Canale and Swain (1980) communicative competence is comprised of three components: grammatical competence, sociolinguistic competence, and strategic competence.

Overall, one of the obstacles of applying communicative language teaching is said to be the language gap between the teacher and the learner; when the teacher is a native speaker of English and the learner is not. Consequently, the teacher will be sometimes unable to understand, determine and analyze some main spoken errors made by the learners.

2.6.2. The Interactive Approach

In teaching and learning English as a foreign Language learners face many difficulties in language acquisition and practice, therefore, in order to overcome these difficulties, linguistics' and specialists' in the fields of education created many approaches and the communicative approach is the most successful one of them. A major need to make English functional is to train teacher, using interactive approaches, in designing English Syllabus and execute them productively. Theories of communicative competence put emphasis on the significance of interaction. As Rodney H. Jones (2006) asserts: "Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, students can use all they possess of the language – all they have learned or casually absorbed in real-life exchange. Even at an elementary stage, they learn in this way to exploit the elasticity of language" (p,269-299). And right from the outset of language study, classroom should be

interactive. "Interaction and interactive language constitutes a major role in EFL teaching, because a teachers' interactive language can keep an interaction going on smoothly in EFL classroom." (Rod Ellis & Gary Barkhuizen, 2005, p, 165-227) .Through the interaction, students can increase their language store and use all language they possess, expressing their real meaning important to them .Besides, their brains are dynamic, constantly interacting what they have learned with what they are learning, and the give and take of message exchanges enables them to retrieve and interrelate a great deal of what they have met. In a second language situation, interaction is essential to survive in the new language and culture. Consequently, they have experienced in creating messages from what they hear and in creating discourse that conveys their interaction.

Furthermore, Interactive teaching incorporates a multitude of goals beneath a single roof. Interactive classes are designed around a simple principle: Without practical application, students often fail to comprehend the depths of the study material. Interactive training provides four basic formes of feedback:

- Measurable student accomplishments: teachers making use of interactive teaching styles are better equipped to access how well students master a given subject material.

- Flexibility in teaching: applying training methods that involve two-way communications enable the teacher to make quick adjustments in processes and approaches.

- Practice makes perfect: interactive instruction enhances the learning process.

- Student motivation : two-way teaching dispels student passivity.

On the other hand , students often lose interest during lectures, interactive teaching style promotes an atmosphere of attention and participation. Make it interesting. Make it exciting. Make it fun. As far as the one focal concerns of the interactive approach is to improve students speaking abilities ;it offers the following guidelines :

- Encourage students' participation.

- Use questions that stimulate response, discussion and a hands-on experience.

- Use teaching aids that press for answers, and capture and hold the student's attention.

- Set up a work group environment.

- Involve yourself as well as the student.

2.6.3.The Input and Output Hypotheses

Classroom interaction is regarded as a key of second language acquisition since it facilitates language learning and makes learners participate in the language learning activities. Classroom interaction then is related to two aspects; the input that is provided by the teacher to his learners and the output that is given by the learners in the classroom situation.

- **The Input Hypothesis**

Interaction is considered as successful and potent pedagogy that paves the road to a "comprehensible input" ; it plays a crucial role in second language learning and teaching because when the students receive the input; then this input will drive them to interact not only with the teacher ,but also with each other inside the classroom .

Krashen refers to the term of "comprehensible input" as not all the target language that second language learners hear is understandable. This means that there is a little amount of second language that is understood by the learners (As stated in Allwright and Bailey, 1991, P. 120). In this framework Long (1983) asserts that the conversational adjustments, such as: confirmation checks and comprehension checks, are considered as the most effective and valuable means that lead to the achievement of comprehension as what Long explained in the following model which consists of the relationship between negotiated interactions, comprehensible input and language acquisition;

Figure 2.1: Long's Model of the relationship between type of conversational tasks and language acquisition (Adapted from Allwright and Bailey, 1991, p. 122).

Basically, the term input   is used, as in L1 acquisition , to describe the language that the learner is exposed to. To be beneficial for L2 learning, that input has to be comprehensible, because we can't process what we don't understand. Input can be made comprehensible by being simpler in structure and vocabulary, as in the variety of speech called foreigner talk. Native speakers of English may try to ask an international student How are you getting on in your studies? but, ifnot understood, may switch to English class, you like it? This type of foreigner talkmay be beneficial, not only for immediate communicative success, but also for providing the beginning learner with clearer and comprehensible examples of the basic structure of the L2 as input.

As the learner's interlanguage develops, however, there is a need for more interaction and the kind of "negotiated input" that comes up in conversation,hence; in this type of interaction, the learner experiences the benefits of both receiving input (hearing the L2) and producing output (speaking the L2).

- **The Output Hypothesis**

The opportunity to produce comprehensible input in meaningful interaction seems to be another essential element in the learner's development of L2 ability, yet it is one of the most difficult things to provide in large L2 classes. One solution has been to create different types of tasks and activities in which learners have to interact with each other, usually in small groups or pairs, to exchange information or solve problems. Although fears that learners will simply learn each other's "mistakes," the results of such task-based learning provide overwhelming evidence of more and better L2 use by learners. The goal of such activities is not that the learners will know more about the L2, but that they will develop their communicative competence in the L2.

Swain argued that the learners do not need to form words and sentences only, but they also need to express their thoughts in the classroom. The output hypothesis then is regarded as a way through which learners can build up their language use and practice; additionally, the output provides learners with more opportunities for getting positive positive feedback from others. This means that

when the students negotiate meaning with each other, they will receive feedback which may modify their output. That is why, enhancing the students' level in second language made it compulsory for the teacher to give his students opportunities to use the target language in the classroom and allow them to practice language more during the process of learning, especially when working in groups and pairs .

Moreover, language develops in context of functional use, hence teachers should create situations in which all their students use language for a variety of purposes and with a variety of people and adopting group work in the EFL classrooms boosts the learner-learner interaction since working in groups offers learners opportunities to speak with one another, giving suggestions, asking for clarification, coorecting each others' mistakes and so on.

By and large, we can notice that input and output of language learning play an important role in the achievement of successful learning of second language.

2.7.The Teacher's Roles in Boosting Classroom Interaction

The role of the teacher may not be as simple as people think and is always changing. A role can be defined as an expected behavior in a given individual social position. Most students will not engage in a successful interaction by themselves unless the teacher's starts first to provide them with a comprehensible input that are apposite and keeps up with their levels. Obviously, the role of the teacher is of paramount significance in creating interesting topics, motivating and inducing students' attention. In this regard, Hedge (2000, p. 26), displays the most essential functions that the teacher can play in the classroom in addition to his ability to alter his roles according to the students requirements, she states:

> *"As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words[…]; as organizer in giving instructions for the pair work, initiating it, and organizing feedback; as prompter while students are working together; and as resource if students need help with words and structures during the pair work"(pp. 26-27).*

2.7.1..Controller of Information

This function seems relatively comfortable for the teacher since he merely transmits his knowledge to his learners through giving explanations, lecturing, organizing questions,

being in charge of his students' actions, providing direction and discipline when necessary. Teachers control not only what students do, but also when they speak and what language they use. All attention is focused on the front of the class and students are all working on the same beat. Some stages of the lesson lend themselves to this role very well eg:the introduction of a new language which requires its accurate reproduction and where drilling techniques are used, giving instructions for the next activity, some types of feedback and so on. However ,it is vital the control should be relaxed if students are to be allowed a chance to learn or participate properly in the communicative activities. Overall, the teacher is asked to take charge of the whole class and activities by taking the roll, telling students instructions, organizing drills, reading aloud, and manifesting the teacher-fronted approach.

2.7.2.Assessor of Accuracy

The assessment of students' work (i.e seeing how well they are performing) is a major part of teacher's job and students themselves expect it ,even after communicative activities take on the role of an assessor when providing feedback on tests, quizzes and assignments. For example, when a student conducts an oral task or submits a written essay, the teacher shows how the student excelled and points out areas needing improvement .Besides, the teacher should tell his students how and for what reason they are being assessed and what he, as a teacher, is looking for. This means that the teacher has to state the objectives of an activity or a task that students will reach at the end of the lesson. For example, when the teacher says to his students: "in this communication activity, I am interested just in your pronunciation" this will make students have a clear idea about their levels and about what they should concentrate on when dealing with such activity in the classroom, more importantly, teachers give correction or by praising their students,make them aware of their weeknesses and strengths,thereby giving them a clear idea about their levels and what they need to concentrate on.

2.7.3.Organizer of Classroom Instructions

As the organizer, the teacher compiles lessons, activities and presentations to disseminate academic lessons and providing directions for them as well. This role is the most important and difficult for the teacher since success of many activities relies on good organization. The focal purpose of the teacher when organizing an activity is to tell students what they are going to talk,read ,write about so as to give clear instructions about their tasks. Moreover, according to Harmer (2001) who asserts that the teacher acts in

classroom whenmany things must be set upsuch as organizing pair/group work,giving learners instructions about how well they interact and eventually stopping everything when time is over.The teacher in such role spends much time in engaging all the class in the interaction and ensures its participation.

2.7.4.Prompter of Students' Work

As promptr, teachers work to guide and encourage students to participate and make suggestions about how they may proceed in an activity so as to complete tasks and academic assignments. In this role, the teacher helps the student when necessary, acting as more of a mentor or guide. When learners are literally 'lost for words', the prompter can encourage by subtly nudging students. Additionally, students can sometimes lose the thread or become uncertain of how to proceed; the prompter in this regard can prompt but always in a supportive way .In such role, the teacher must prevent himself to help the students even he wants so that they will be creative in their learning.

2.7.5. Resource of Students' Needs

Teachers are also the primary resource of information for students and spend significant amounts of time sharing knowledge with students, and they are a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make himself available so that learners can consult him when it is absolutely required..Besides, this role involves students' questions about an activity that they are working on. This means that when the teacher plays the role of a resource, students might ask questions to their teacher in order to know some information about that activity. For example, the students here may ask questions such as "how to say or write something" or "what a word or phrase means" and so on. In turn, the teacher should be able to offer such needed information .In this regard Harmer (2007) asserts that: "when we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us (p.61).

Another role of the teacher needs to adopt in a classroom interaction is the observer. Teachers do not use observation only to give feedback, but also to appraise the success of classroom interaction in developing the speaking skill of the learner's .If there is failure in achieving fluency, then the teacher strives to bring changes for the classroom in the future.

2.8.Types of Speaking

As far as speaking is a productive skill that can be directly and empirically observed and according to its complex nature ;it is comprised of five basic types based on the speaker's intentions.

2.8.1 .Imitative Speaking

It is the ability to simply parrot back (imitate) a word, phrase or a sentence. In this type; it is purely phonetic level of oral production where a number of lexical and grammatical properties of a language are included in the criterion performance. The essence of this type is merely good pronunciation, regardless of any inferences made about the test-takers' ability to understand, convey meaning or to participate in an interactive conversation.

2.8.2 . Responsive Speaking

Responsive assessment tasks include very brief interaction and test comprehension .It is concerned with very short conversations, standard greetings, small talk and simple requests or comments .The stimulus is almost always a spoken prompt i.e. to preserve authenticity with perhaps only one or two follow up questions or retorts as it is shown in the example bellow.

A: what is the most urgent environmental problem today?

B: Iwould say massive deforestation.

2.8.3. Interactive Speaking

The difference between responsive and interactive speaking is in the length and complexity of the interaction .The interactive type includes multiple exchanges and multiple participants. It takes two basic forms, the former is the transactional language that aims at exchanging specific information, while the latter is the interpersonal exchanges which has the purpose of maintaining social relationships .Additionally, in interpersonal exchanges, oral production can become pragmatically complex with the need to speak casual register and use colloquial language, ellipsis, slang ,humor and other sociolinguistic conventions.

2.8.4. Extensive Speaking :(monologue)

Extensive oral production tasks encompass speeches, oral presentation and story – telling, during which the opportunity for oral interaction from listeners is either highly

limited or cancelled altogether. Concerning language type attributed to this kind is frequently deliberative and formal for extensive tasks. On the other hand, we can not rule out certain informal monologues such as casually delivered speech.

2.8.5. Intensive Speaking

This type of speaking is frequently is employed in assessment contexts ;it is concerned with short stretches of oral language designed to demonstrate competence in a narrow band of grammatical ,phrasal ,lexical or phonological relationships such as intonation, stress , rhythm and juncture. In this case, the speaker is asked to be aware of the semantic properties in order to be able to respond. Additionally, this type includes some evaluation tasks such as reading aloud, sentence and dialogue completion.

2.9. Learners Speaking Difficulties

Speaking is the active use of language to express meaning and for learners is the medium through which a new language is understood, practiced and learnt. The spoken form in the learners' classroom acts as the prime source of language learning. The complex nature of spoken discourse must be taken into consideration and reflected at each stage of the learning process. Thus, English as foreign language (EFL), learners no matter how much they know about English language still encounter many speaking difficulties and problems as it is exhibited below.

2.9.1. Learners' Speaking Anxiety

Speech anxiety is broadly used to refer to the apprehension experienced by an individual when required to speak either in L1or L2. Horwitz el al (1986)defines this anxiety "as a type of shyness characterized by fear or apprehension about communicating with people". Macroskey, (1970) defines it simply as fear related to communication physical, psychological, social and temporal dimensions of context play a critical role in speech. In the light of these quotations we can understand that the listeners 'status and context make the speaker uneasy and apprehensive to speak confidently. It is the learner's subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (As quoted in Brown, 2007, p.161). This clarifies that anxiety is associated with feelings of uneasiness, self- doubt, apprehension and frustration .Anxiety plays a significant role in second language acquisition and Brown suggests two main types of anxiety; debilitative anxiety

and facilitative anxiety. Concerning the former, it is harmful anxiety and concerned with negative feelings such as: uneasiness, self-doubt and so on and the learners in this case are asked to avert this kind of anxiety since it affects the learning process negatively. However, the latter is helpful anxiety and acts as motivation as it affects the learning process positively in a manner that enables students to strive and work harder such as during the exams.

2.9.2. Learners' Speaking Inhibition

It is simply concerned with learners' worry of making mistakes, fear of criticism and shyness. It is when the student tries to participate, interfere, express his consent or disapproval and the above factors impede him to do so. In this sense, Ur (2000:111) states that

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

In teaching speaking, teachers ask learners to express themselves in front of the whole class which leads students to experience stress and fear when doing speaking activities .Furthermore, Littlewoods (1999:93) argues that "it is too easy for a foreign language classroom to create inhibition and anxiety."This means that the feeling of shyness and fear of making mistakes are relatively related to the lack of communicative skills and the feeling of linguistic inferiority especially in front of a critical audience.

2.9.3. Low or Uneven Participation:

This problem refers to the amount of each student's talking time; it is often caused by the tendency of some students to dominate in the classroom. Rivers (1968) states that some personality factors can influence participation and teachers should take them into account.Theare are some student who tend to be dominant and take almost the whole students' talk time;while others prefer to speak only if they ensure that what they will say is correct and others keep silent or show no interest or participation all along the

course.Furthermore,the lack of classroom arrangement can be another factor that affect students'participation negatively.

2.10. Conclusion

By and large, this theoretical chapter highlights different and pertinent studies devoted to the studied phenomenon .On the one hand, this chapter reveals the paramount significance of classroom interaction, its types and principles such as turn –taking, exchanges, adjacency pairs and negotiation for meaning. Additionally, this chapter involves some supportive approaches that prop up the studied phenomenon such as the communicative and interactive approaches in addition to De Saussure's langue and parole. Furthermore, this chapter sheds light on the vital role that teachers can play to boost classroom interaction. On the other hand this chapter places emphasis on the speaking skill through displaying its types and displays the frequent difficulties learners encounter in EFL classrooms when they want to undertake an oral presentation such as anxiety, inhibition and uneven participation.

The Analysis and Interpretation of Research Instruments' Results

General Conclusion

Chapter Three: The Analysis and Interpretation of Research Instruments' Results

3.1. Introduction

As it was highlighted earlier in both chapters one and two, that there is an interplay and very strong integration between classroom interaction and students' speaking skill i.e good and outstanding oral performance is the product of intense ,regular, and successful interactive tasks in which there is a mutual exchange of ideas ,thoughts and explanations. Additionally, many researchers insist on the significance of classroom interaction in EFL language instruction since it supplies specific ways for learners to get specific language usages and gives authentic communication opportunities, thereby improving students' oral performance. This chapter aims at investigating the sole hypothesis that claims that if the students are regularly given more opportunities to interact either individually or in groups or with their teacher in classroom ,then their speaking skill would be highly developed. This chapter will be split into two main parts. The former will be practical side and to do so, two research tools were addressed to third year LMD English language students and two teachers of oral expression session at the department of English language and literature at Dr. Moulay Tahar, Saida University in addition to the exhaustive analysis and discussion of the results. On the other hand, the latter places much emphasis on pertinent studies devoted to the speaking skill such as the oral approach, speech production, managing classroom interaction for practising speaking, assessment in the speaking skill and the role of positive feedback.

3.2. The Sample of the Study

The research tools of this research project were principally dispensed to both teachers and students at the department of English language and literature at Dr.Moulay Tahar ,Saida University. Pertaining to the teachers' profile, the interview was handed to two teachers of English language of third year students at the department of English language and literature at Dr. Moulay Tahar, saida university.. They have different experience in teaching. The teaching experience of civilization text studies teacher is nearly fourteen years, whereas, the teaching experience of linguistics teacher is about six years. On the other hand, the sample of this work incorporates twenty students of third year at the department of English language and literature at Dr. Moulay Tahar University of Saida who were selected haphazardly. They are asked to answer the questionnaire to elicit their opinions and attitudes towards the impact of classroom interaction on enhancing students' speaking skill

3.3. Research Instruments' Description

Chapter Three: The Analysis and Interpretation of Research Instruments' Results

For the sake of conducting such research project, questionnaire and interview are two research tools adopted to reach the purpose of this investigation. They are addressed to third year English language students and their teachers at the department of English language and literature at Saida University in order to examine the probable research hypothesis. As the purpose of this work is to notice the influence of classroom interaction on improving learners' oral performance, each research instrument's description is provided in detail below.

3.3.1. Students' Questionnaire

The questionnaire is designed to gather information about students' opinions and attitudes towards the actual influence of classroom interaction on developing students' speaking skill. The questions types vary between close-ended, multi-choice questions, and open-ended ones. The participants were asked to answer the questionnaire by putting a cross in the appropriate box and giving full-statements whenever required. The questionnaire is composed of three sections: The first section (questions: one and two) deal with students' background. Section two (questions :three ,four ,five , six ;seven ,eight ,and nine) tackle students' attitudes and opinions towards classroom interaction, whereas, the last section (questions ;ten ,eleven , twelve and thirteen) targets eliciting students' attitudes towards the speaking skill.

3.3.2.Teachers' Interview

The interview was addressed to two teachers of English language at the department of English language and literature at Saida University. Both of them are male and teach oral expression. The interview was designed to take a look at the teachers' attitudes and opinions towards the actual impact of classroom interaction on enhancing students' speaking skill. The interview is composed of three sections. Concerning the first section (questions: one and two) are about teachers 'background including their teaching experience and the degree held; while the second one (questions :three ,four ,five ,and six) deal with general information about teachers' attitudes towards EFL classroom interaction. Eventually, the third section tackles teachers' opinions and attitudes towards teaching and developing students' speaking skill. There were ten questions that fluctuate between open-ended and close ended questions for the sake of gathering explanations about the study and its aims.

3.4.Results of the Study

Chapter Three: The Analysis and Interpretation of Research Instruments' Results

In analysing the collected data, both qualitative and quantitative methods are used. Both methods are of paramount significance since they provide ways of analysing, comparing, and contrasting the subjects in a statistical way. However, after addressing the questionnaire to fifteen students of third year level and conducting an interview with their teachers of oral expression, the data were collected, and presented descriptively. Descriptive statistics is a good way to present *quantitative descriptions in a manageable form and helps to simplify large amounts of data in a sensible way* (ibid). *This method is also helpful in presenting qualitative results* (ibid).

3.4.1. Students' Questionnaire

Section One: Students' Background

As the first section investigates students' background, the first question was put to specify their gender

It is conspicuous from the above pie chart that the vast majority of respondents 69% who participated in this questionnaire are female and 31% are male.

The second question targets eliciting students' speaking ability as a result to their interaction in the classroom .They were given four choices to select one among the following: bad ,good, very good ,excellent.

The results show that the majority of students 63% consider that their level in English is rather good and 14% of them said that it is very good, whereas 14% of them consider that level is bad and only 9% of them said that their level is excellent .Students' answers is highly linked with the frequency of their interactional activities in the classroom with both their classmates and teachers

Section Two: Students' Attitudes towards Classroom interaction

As far as the second section aims at knowing students' opinions towards classroom interaction, the first question investigates the opportunities teachers give to their students to undertake a successful interaction with them. Students were given three choices to choose one among the following: always, sometimes and never.

It is obvious from the results of the above pie-chart that the vast majority of students 60% said that their teachers always give them more opportunities for interacting with

them and 27% of students answered sometimes,wheareas only 13% said that their teachers never grant them opportunities to undertake a successful interaction with them .

The second question in this section was basically put to know what kind of relationship exists among students and their teachers.

The results reveal that the large majority of students 73% answered that they have a good relationship with teachers ,but 27% of them stated that they did not establish any relationship with their teachers.

As this section is devoted to elicit students opinions towards classroom interaction, the third question was put to know who does most of the talk in oral expression sessions.

It is clear from the above pie-chart that all the respondents agree that only the teacher who does most of the talk in oral expression session and this underpins the teacher's dominance in EFL classroom playing different and appropriate role to keep up with his students' needs.

For the sake of knowing the boost behind students' interaction in the classroom,the fourth question was addressed to students to specify if they who decide interacting or their teachers ask them to do so.

The results displayed above show that the vast majority of students 80% answered that it is their free intervention when interacting in the classroom, whereas 20% of students answered that their teachers' choice is behind their interaction with their classmates.

This question aims at identifying the impediments that students encounter when they do not want to interact.Students are asked to choose one of these:the topic is not interesting,teachers' lack of motivation and fear of making mistakes.

The results point out that approximately the half of the participants 47% said that the topic is uninteresting and rather tedious and 20% of students do not interact because they are not talkative, whereas 20% of students answered that they don't interact because they are afraid of making mistakes and 13% of them said that their teachers do not enthuse and motivate them to interact.

As far as this section investigates students' attitudes towards classroom interaction,this question was designed to know how often teachers interrupt their students to correct their

mistakes so as to enable them undertake successful interaction in the long term.Students were given three choices to select one of these: very often, sometimes and never.

The results point out that half of students 54% said that their teachers often interrupt them in order to correct their mistakes and pitfalls ,while 33% of them answered that their teacher sometimes does that and only 13% of students said that their teacher never interrupt to correct their mistakes.

This question was direct and designed to elicit students' opinions on whether classroom interaction could improve their speaking abilities and providing explanation about that.

The results revealed that the vast majority of students 80% answered 'yes' in support of the idea that classroom interaction plays a major role in enhancing their abilities in speaking and only 20% of them answered that it does not .

Section Three: Students' Attitudes Towards Speaking Skill

As far as this section sheds light on students' opinions towards speaking skill,this question aims at knowing whether a student could ask more proficient classmate how to say something when he/she fails to do so.Students were given three choices to choose one of the following:never ,rarely and often.

The results show that nearly half of respondents 47% answered that they never ask a more proficient classmate when they fail how to say something, whereas 33% of them said that they often do and 20% of students answered that they rarely need the help of their classmates.

This question was put to know to what extent students' speaking mistakes would be reduced as a result to regular classroom interaction and students are asked to provide explanation about that.

Among fifteen respondents , the vast majority 80% agree that regular interaction in classroom could help them decrease the rate of mistakes when speaking ,while only 20% of them said that regular interaction does nothing to reduce their mistakes .

This question was designed to investigate whether students rate how well they did a speaking task.

The results demonstrate that among fifteen respondents 53% of them answered that they often rate how well they did after speaking,while 27% of them answered that they never do and 20% of them said rarely.

Eventually this direct question is addressed to students to elicit their opinions about speaking whether it is an easy skill to master.

The results reveal that the vast majority of students 67% do not think that speaking is an easy skill to master ,while 33% of them answered that speaking is rather an easy skill to practice.

3.4.2.Teachers' Interview

As far as the first section investigates teachers' background,the first question was designed to know their teaching experience and both of them teach oral expression module. The first teacher answered that it is about 7 years ,while the second said tha the has 5 years teaching experience.

The second question aims at knowing teachers' degree they hold currently.The first teacher answered that he holds Doctorate degree,while the second teacher said that he holds Magister degree.

Regarding the second section that targets teachers' attitudes towards classroom interaction,the third question aims at knowing teachers'point of views about the value of classroom interaction in improving students' oral performance.The first teacher (Doctor) answered that classroom interaction is very important to develop students' oral performance ; it is a means and an end at the same time,whereas the second teacher answered that he considers classroom interaction as a key factor in foreign language teaching and learning since it motivates students to engage more effectively in classroom activities and establish a close relationship between the teacher and his/ her students.Classroom interaction makes students more sociable and get end of their shyness and it is of value for mutual understandability and knowledge construction.

As far as the fourth question was designed to know the extent teachers insist on interaction when teaching oral skills . The first teacher (Doctor) answered that he insists on it to a large extent and asserts that in any oral class, students' talking time (STT) should be more than teacher's talking time (TTT) ,whereas the second teacher said that he often adopts this successful strategy and tries to speak with all students giving everyone the

opportunity to express his thoughts and ideas,thereby providing them with appropriate feedback.

As far as the goal of the fifth question is to know teachers' attitudes towards learner-learner interaction .they were asked if they think that students welcome and enjoy this type of interaction.The first teacher (Doctor) answered that they do and learner –learner interaction is always welcomed by students ,because they find it more relaxing and anxiety –free; unlike teacher –learner interaction which is very often susceptible to inhibition,while the second teacher answered that his students used to welcome and enjoy the learner-learner interaction .That is his students could understand each other through efficient communication and therefore their language level has been advanced, of course they do. They often prefer such valuable interactions since they feel more comfortable and completely at ease to share their classmates opinions and thoughts.

Concerning the sixth question ,teachers were asked if they think that asking students to interact in the classroom would help them develop their proficiency level in speaking.The first teacher (Doctor) answered yes ,it is obvious .Practice helps better harness students the speaking skill.Additionally,he said that according to the Time-on –Task Principle (nation and Newton:2009);the more time we spend doing something ,the better we are likely to be at doing it.,while the second teacher answered that he certainly does ,asking students to interact as it has been previously stated will develop the students' proficiency level in speaking ,because in interaction students benefit from each other such as helping each other's how to pronounce words ,enrich each other's vocabulary and respect the grammatical rules and accuracy.

As far as the third section aims at gathering teachers' attitudes towards teaching and developing students' speaking skill,the seventh question was designed to know how teachers devise effective classroom activities so as to avoid the problem of silence in the classroom .The first teacher (Doctor) thinks that we can not compel a student to participate ,but we may make some encouraging comments like : maybe (x) has a better idea ,do you agree with your friend (y) ? ,I think (z) wants to say something in relation to what (f)has said …… but please never make this comment:yes the others !!! I t sounds intimidating and threatening to students .The second teacher answered that he personally always asks the silent students to think about giving opinions about any statement after they have been allot ed a time to get prepared and simply asks students about their interests to be taken into consideration and give them the opportunity to practice the target language.He asserts that it remains vital to make students be involved in classroom activities .He simply asks

students about their interests to be taken into consideration and gives them the opportunity to practice the target language.

Regarding the eighth question investigates if teachers interrupt their students to correct their mistakes when interacting.The first teacher (Doctor) answered that he does not ,nor does let his students correct each other .In his opinion , the best way to correct students' mistakes is the informal one .He asserts that mistakes need to be corrected without creating anxiety or reducing students' self esteem level. The teacher ,then ,can devote the ten last minutes to correct the main mistakes with the whole class ,but without saying who made that,whereas the second teacher said that it depends on the situation .He sometimes asks classmates to correct their mistakes and sometimes he should correct it himself and asks them if he is right on that.

In the ninth question, teachers were asked to mention the foremost speaking difficulties students encounter in oral expression sessions. The first teacher (Doctor) said that these difficulties are quite different such as linguistic problems related to language structure and grammar, vocabulary problems, the influence of mother tongue intonation ,lack of conversational skills within the context of talk as interaction and affective discomfort mainly stage anxiety and sometime low motivation ,whereas the second teacher said that among the difficulties that students encounter when speaking are :shyness and fear of committing mistakes in front of their classmates, grammar structure and use of tenses.

The tenth question targets the classroom interaction to elicit teachers' emphasis on accuracy and fluency .The first teacher (Doctor) answered that focusing on fluency or accuracy depends on the students level and target language aptitude .At early stages of EFL learning ,it is better to emphasise on fluency rather than accuracy .However,at advanced level like forth,fifth and the sixth semesters ,focus need to be redirected to both accuracy and fluency ,whereas the second teacher said that in the beginning of the first semester he does not give much attention to fluency and accuracy ,since all he needs them to have is self-confidence first.

3.5.Discussion of the Research Instruments' Results

Admitting the positive influence of the research instruments on the validity and reliability of the research hypothesis, the analysis seem have insights on teachers' and students' attitudes towards the actual role of classroom interaction on enhancing students'

speaking skill. After collecting and analyzing the pertinent data, the findings of each tool will be discussed accordingly.

3.5.1. Discussion of the Questionnaire Results

The major purpose of this research project is to show the paramount importance of classroom interaction in improving students' oral performance. It was hypothesized that if students are regularly given more opportunities to interact either individually or in groups or with their teacher in classroom , then their speaking skill would be highly developed. The findings underpin such assumption such as students' responses to the question (9) where the majority of them 80% argued that classroom interaction help them a lot to ameliorate their oral production since it offers them more opportunities to be engaged in a lively give –and- take with their classmates testing their fluency, accuracy, pronunciation and grammar structure. The assumption can also be proved through respondents' answers to the question (8) where the greater part of them 54% assert that their teacher often interrupts them to correct their pitfalls when speaking. This indicates that there is valuable and mutual exchange of ideas that aim at improving students' oral performance to the maximum. Furthermore, students' responses to the question (11) are diametrically in support of our supposition in which the vast majority of them 80% confirm that regular classroom interaction is considered as a focal strategy that highly reduces students' speaking mistakes and consequently, the majority of students (63%) answered in the question (2) that they are of good level in speaking as a result to classroom interaction. Additionally, students' answers to the question (3) is an indication that teachers are aware of the value of interacting with their students and its positive impact in improving their oral performance; the majority of them (60%) said that their teachers always give them opportunities for interaction (give and take with them).Besides, in their responses to the question (6) ,most of the respondents 87% said that they who decide to interact and do not wait for an indication from their teachers to do so. This signifies that students have a burning desire to ameliorate their speaking abilities through constant interaction. Furthermore, according to students' responses to the question (4) in which the vast majority of them 73% said that they have a very good relationship with their teacher;this result is an indicative of supportive and close relationship that every teacher strives to establish so as to enable his students to learn better and appropriately.Eventually ,we can deduce from students' answers to the question (7) that teachers are asked to select to most

relevant topics and activities that keep up with students' abilities and needs so as to reinforce their grammar structure,pronunciation,fluency when interacting.

3.5.2. Discussion of the Interview Results

The interview that was addressed to both teachers of oral expression is comprised of ten questions .The goal behind designing this interview is not only to conduct the teachers' attitudes towards the two research hypotheses ,but also to guarantee the validity and reliability of these hypotheses.

Concerning whether both teachers of oral expression are aware of the paramount significance of classroom interaction in improving students' oral performance ,we can elicit from their response to the question (3) that both of them are diametrically aware of the worth of classroom interaction and consider it prerequisite and a key factor for enhancing students' speaking skill since it provides them with chances to extensively practice the target language. Besides, we can deduct from teachers' responses to the question (1) that both of them have enough teaching experience nearly seven years each. This let us consider their answers and suggestions as reliable to our investigation. This is an indication that they know how to deal with students who are of different abilities and characters. For the sake of knowing the teachers' insistence on classroom interaction when teaching oral skills, we elicit from their response to the question (4) that they often adopt this potent strategy in fostering students' oral production when teaching oral expression sessions and they agree that a great deal of time is allotted to it .This is an indication that both teachers are diametrically aware of the necessity of classroom interaction for students to improve their speaking proficiency. Furthermore, we can see from teachers' answers to the question (5) that both of them assert that students prefer and enjoy learner-learner interaction since they feel comfortable and at ease when sharing ideas and discussing the content of different topics. This indicates that they are aware of the positive impact of interaction in enhancing their ' oral performance and they find this type of interaction helpful to speak freely in EFL classrooms.Additionally,regarding the potential effect of c students' classroom interaction in developing their proficiency level, we can elicit from teachers' responses to the question (6) that both of them assert that asking student to interact will unquestionably harness their speaking skill ,since they share mutual correction, enrich each others' vocabulary and respect the grammatical structure and accuracy ,because it is said that the more time we spend doing something ,the better we are likely to be at doing it. On the other hand, looking for appropriate strategies to deal with

the silent students and help them express their thoughts remains the primary concern of every teacher. The first interviewee (Doctor) asserts that is rather awkward to compel students to interact; the best way to do so is to use encouraging comments such as maybe (x) has a better idea ,do you agree with your friend (y) rather than intimidating and threatening ones for instance yes the others !!!,while the second teacher confirm that a great deal of time is allotted to them to get prepared, before they give their opinions about any topic. This may alleviate their stress anxiety. Concerning teachers' response to the question(9) ,both of them identify the frequent problem students encounter when interacting such as problems of pronunciation, grammar structure, accuracy, the mother tongue intonation and lack of conversational skills .This indicates that teachers are striving to diagnose their students' speaking difficulties in oral expression sessions and aim at finding solutions for that through adopting successful interactional activities and methodologies that keep up with students' needs. Correcting students' mistakes is undeniably a focal procedure in EFL classrooms .We can see from teachers' answers to the question (8) that the first teacher (Doctor) insists on the informal way to correct students' pitfalls through general correction by the end of the course so as to avoid creating anxiety or reducing students' self-esteem, while the second teacher prefer to let them correct each other, but in some cases he should interfere to correct mistakes himself. This signifies that the interviewees adopt different procedures for correcting their students' mistakes since they recognize the linguistic and interactional abilities of their students. Eventually, it is obvious from teachers' answers to the question (10) that they have different attitudes towards the emphasis on fluency and accuracy. The first teacher asserts that these two features of oral sills are to a large extent attributed to students' aptitude and he gives much importance to fluency rather than accuracy, whereas the second teacher assert that his primary concern is to reinforce his students' self confidence first.

3.6. The Oral Approach

The origin of this approach started with the work of British applied linguists in the 1920s and 1930s like Palmer, Hornsby and other linguists.

The oral approach was the accepted British approach to English language teaching by the 1950s. Speech was the basis of language, and structure was viewed as being at the heart of speaking ability. The term "situational" was used in referring to the oral approach .Hornby himself used the term "situational approach" in the title of an influential series of

articles published in "English Language Teaching" in 1950. Later the term situational approach comes into common usage.

The main characteristic of the oral approach and situational language teaching are:

➢ Language teaching begins with spoken language. Material is taught orally before it is presented in written form.

➢ The target language is the language of the classroom.

➢ New language point is introduced and practiced situationally.

➢ Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.

➢ Items of grammar are graded following the principle that simple forms should be taught before complex ones.

Intrinsically, this approach highlights that in the starting point of the lessons, teacher gives a dialogue to students orally or in tape. Students listen until they can distinguish the sounds and intonation of the phrase and learn it. Then they repeat what they hear in chorus, in smaller group, halves of the class; and finally individuals. After students learn the dialogue, the main activity is pattern drills on the structure in the dialogue. In the beginning the structural pattern drills practiced orally in the same way to that of the dialogue. Some teachers give the explanation of the structure before drilling, other wait until the student have achieved the structure before the rule for the structural changes observable in the drill. Hence, step by step students will master orally using the target language; improve highly their speaking skills, thereby remedying all their oral performance weaknesses. In this regard, Pitman asserts that**:** "Our principle classroom activity in the teaching of English structure will be the oral practice of structures. This oral practice of controlled sentence patterns should be given in situations designed to give the greatest amount of practice in English speech to pupil." (Pitman 1963:179)

3.7.Speech Production

Firstly, it is important to think about speech and what type of a process it is. Speech production research is a field of linguistics that concentrates on this issue: it has to do with both physical and cognitive processes of producing speech. However, most research in speech production seems to concentrate on the physical level. Tatham and Morton (2006: xvi) write that there are problems in speech modeling, and this explains why there is less data on the cognitive processes of speech production. There is no serious empirical basis yet for characterizing with any degree of certainty the pre-motor stages of speech

production. We assume a physical input – something we call the 'utterance plan', and this is a physical copy of the abstract output from prior cognitive or phonological processing. But we have no experimental evidence for the exact nature of this plan – other than that it somehow reflects earlier cognitive processes. Tatham and Morton (2006: 173) present a model of speech production that incorporates the physical level of speech production as well as the cognitive level. They maintain that there are two planes of speech production: the static level, which refers to the knowledge base of language, where utterance plans are made, and the dynamic level, which is procedural and operates with instantiations of utterances. Other researchers have similar theories that categorize two layers of speech production, for example Habermas's (1971) double structure of sentence, which includes the performative sentence and the underlying propositional sentence. These two levels of speech production might become useful in explaining why some learners experience difficulties in speaking; for example, whether pronunciation difficulties are due to the plan or the attempt to execute it. In the case of the adult learner, who reported having problems with speaking English despite his knowledge of it, it might give some insight into what kind of processes he goes through when he speaks English, or attempts to speak it.

3.8. Classroom Management in Oral Expression Session

Although everything happened in a classroom depends on the co-operation between the teacher and learners, it is usually considered normal for the teachers to "run the show" i.e to make many of managerial decisions, about who should talk, to whom, on what topic, in what language and so on. According to Allwright and K.M.Bailey (1991, p.19), successful interaction in a classroom entails everybody managing at least five different things. Initially, the constructor (teacher) will specify "who gets to speak", i.e the participants' turn distribution; in another words who takes the turn to speak. In this procedure, the teacher can ask randomly or intentionally a particular learner to answer his question or comment on his colleagues' answers, for instance: "Yassine, do you think that deforestation is a major cause of global warming?". The second question targets "what do they talk about"; it   concerns the topic discussion. In this case the teacher may choose relevant topics that are frequent and familiar to students and in which they are interested in. In this type of questions the teacher can also alter the topic that seems unknown or rather strange to learners so as to enable them undertake a large scale interaction , in which they can comment ,agree ,disagree ,consent and dissent about the current topic. "ok, let's talk a little about Algerian food, does anyone have

many favorite dishes?".Additionally, the third question is linked to the students' task in the classroom like: "what does each participant do with the various opportunities to speak"; this means that the teacher has a possibility to change a task that is given to the students in the classroom by asking other questions that are out of the previous task such as: "Does anyone know who won the European champions league last year?" .The fourth question is "what sort of atmosphere is created?"; it is concerned with the classroom ambiance that the teacher creates; for instance, when a learner looks shy, the teacher should behave cleverly to create a relaxed atmosphere whereby this student shows his speaking skills in using the language in front of all his classmates. Eventually, the last question or the last possibility that leads to an effective and authentic interaction in the classroom is "what accent, dialect or language is used". Here, the teacher is asked to control the students' speech like, when they use L1 instead of L2.

Furthermore, there are two key interaction skills in classroom management. The former is called "Empathic listening";it is the skill of recognizing students' feelings and conveying understanding and acceptance to them. It allows the student to stay calm enough to solve the problem; whereas the latter is called "Limit setting" when using a specific and succinct model of responding to misbehavior without sacrificing the relationship using three steps: set the limit, give a warning and enforce the consequences.

On the whole, "Manage interaction may sound pompous, but even buying a postage stamp in a foreign country calls for skills we can think of as basically a matter of interaction management". Allwright and Bailey (1991).It is clearly understood that classroom interaction is a channel whereby students can ameliorate their interactive and speaking abilities since it offers supportive environment and large –scale opportunities for practice.

3.9. Assessment in the Speaking Skill

Assessment of students' progress remains a crucial procedure of teachers' responsibility that enables him to keep up with his students' needs . Rost (2002) states that "Assessment is an integral part of instruction, in that, it suggests appropriate starting points for instructional design and allows for feedback on learner performance"(p.169).In the light of this quotation we can elicit the importance of evaluation as a fundamental portion of the teaching and learning processes. More

precisely, assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991).In his book How to Teach Speaking. Testing takes place at the beginning and at the end of the most language courses, or during the course itself. Assessment of speaking skill can be accomplished by using interview that involves many oral tasks as the basis for appraising the oral production whether it aims at testing progress during the course or achievement at the end of that course. A test of speaking is different from that of written test in terms of time- efficiency and easiness, because making a written test of grammar is relatively easy and the time allocated to it is limited, unlike the speaking test which is awkward and entails a long duration of time.

In this regard, teachers have some significant criteria to abide by in order to give their students objective, fair and well earned grades. First, creating a rubric is an appropriate procedure. Teachers simply choose the criteria on which they will grade students and list them along the left side of the page. Then create an even number of columns along the top of the page. Four is the easiest to start with if this is the first rubric. These columns will represent potential skill levels of students. For each criterion, teachers define what level of the ability a student at each of the four levels would exhibit. For example, the most straightforward way to label the boxes on the rubric would be, "*Meets expectations high, meets expectations low, slightly underperforms, does not meet expectations.*" The more rubrics teachers make, the more, the more detailed they can be in their descriptions. Then, as they evaluate each student, determine at which level he or she is performing. Second, pronunciation is another basic quality of language learning. Poor pronunciation can obscure communication and prevent a student from making his meaning known. When evaluating the pronunciation of students, teachers should listen for clearly articulated words appropriate pronunciations of unusual spellings ,and assimilation and contractions in places in addition to intonation in an attempt to ascertain that students are using the correct inflection for the types of sentences and they know that the inflection of a question is different from that of a statement. Third, teachers should encourage their students to have a large production of vocabulary and an even larger recognition vocabulary. For this reason it is helpful to evaluate students on the level of vocabulary they are able to produce to see if

they are using the specific vocabulary teacher has instructed them in a semester and whether they are using vocabulary appropriate to the contexts in which they are speaking.

Additionally, assessing accuracy of students when speaking is considered as a critical step in improving their oral performance. It is said that writing sentences correctly on a test is not the same as accurate spoken grammar. As students speak, teachers should listen for the grammatical structures and tools have taught them to make certain that they are able to use multiple tenses and correct word order in the sentence. Eventually, fluency may be the easiest quality for teachers to judge in students' speaking. Fluency does not improve at the same rate as other language skills. Some students can have excellent grammar and still fail to be fluent; hence, for teachers should judge how comfortable are their students when speaking.

By and large, although it can be categorized as neither as true science nor an art, educational evaluation can be a reliable and effective process for systematically making judgments about the value or success of an educational activity or program.

3.10. The Role of Positive Feedback

The role of feedback as significant and influential prerequisite in the success of learning and teaching processes is undeniable. The term feedback refers to any information that leads to the success of the message i.e giving learners opportunities to learn how to negotiate meaning and how to notice the gap entails students' feedback that can convert those opportunities into authentic and effective learning. Feedback is a kind of assessment that teachers use to help students understand the input and should be available regardless whether the learners' response is correct or not. To do so, the appropriate feedback through which teachers can appraise the students' speaking skill is giving comments, so as to make learners aware of their mistakes and to avoid them in the future merits.Besides. students' attention is to a large extent required when interacting because the more attention they pay,the less errors they commit during conducting speaking tasks with their colleagues.

Furthermore,since feedback is the reactive information that learners receive regarding the linguistic and communicative success or failure of their utterances;they are diametrically asked to notice their errors and identify them for correction.On the other hand teachers mediate learning through providing constructive and motivating feedback along with indicating major error in oral tasks.This in turn,can keep students interested and

enhance learning ,whereas criticising ,judgmental and poorly worded feedback can bring about frustration and disappointment to students.

Additionally,when we talk about potent and effective feedback , oral corrective

Feedback is worth mentioning;it is described by Lyster et al (2013:1) as the teachers' responses to learners' erroneous utterances.It can be provided immediately after the error has been made or it can be delayed until later,after the communicative activity is finished.Among its salient aim is to serve improving learners' speaking skill and it takes different forms.First,recast is a reformulation of the learners'errorneous utterance that correct all or part of the learner's utterance such as ",**S:**"Ihave 20 years old" , **T:**"Iam……".Second,explicit correction,the correct form is provided by the instructor Sheen (2011) states that phrases such as "It's not X but Y" ,"We say X not Y" are usually used eg:"**S:**she go to school every day" ,"**T:** It is not she **go** but she **goes**". Third,repetition,in order to elicit the correct form ,the wrong utterance is repeated(partially or entirely).It is preferable that this repletion is accompanied with some intonation change emphasizing the error eg;"**S:**I eated a sandwich" ;"**T:**I **EATED** a sandwich". Eventually,elicitation takes place when repetition of the learner's errorneous utterance up to the point when the error occur eg ;"**S:** When did you went to the market" ,"**T:** When did you ……….."

In brief, the feedback role of interaction is of crucial Importance. Students often want to know how they are doing in relation to their peers. However, teachers should not deal with all oral production of the students and during all the time, they should make decisions when and how to react to the students' errors so that the interactive activity will not break down each time.

Suggestions and Recommendations

In the context of foreign language learning, however there is a problem which teachers have been aware of for a long time. It is the problem of the student who is structurally competent but who cannot communicate appropriately and and unable to point out an acceptable oral performance.In order to overcome this problem the processes involved in fluent conversational interaction need to be dealt with.In fact,speaking is generally considered to be the most important language skill, that is why it should take priority in any language test. An oral proficiency test at the end of the course will guarantee that teachers and students devote more time to speaking practice during classroom interaction , otherwise a tendency to neglect extensive speaking practice or not to give it enough time and effort can be observed.

Furthermore, teachers are asked to do their best to ameliorate their students' speaking skill and establish a supportive atmosphere through adopting interactive and friendly approach while teaching English language and maximum classroom proceedings should be held in English . English language teachers should also promote interactive methodology outside the classroom to promote English language and independence of its use . Besides, teachers' conduct should be polite to attract students towards the learning of English language and enthuse them to reinforce their oral production .Additionally, Institutional support to teacher in terms of freedom in adopting interactive approach and employing variety of activities and teaching resources should be encouraged.

Developing students' communicative strategies when interacting with each other remains every teaher's primary concern,hence we display the following most commonly used strategies.First ,clarification checks or requests that refer to attempts made to broaden understanding or knowledge of the target language by asking the speaker to repeat or explain a previous utterance.Second, asking for assistance; appeals for assistance occur when an interlocutor spontaneously asks another one for the correct term or structure, or for help in solving a problem.Third monitoring or self-correction strategy is composed by the speaker or listener when s/he recognizes and verbally corrects her/his grammatical structures, style, etc. Monitoring may not seem to help the negotiation of meaning, however, it reinforces the correct selection of words and usage of structures .Fourth,the repetition strategy that refers to speaker's imitating or echoing a word modeled by another, or incorporation of a word or structure used previously into utterance.Fifth, circumlocution;when learner does not know the appropriate target-language item or structure, s/he describes the characteristics or elements of the object or action rather than the target item.Additionally, paraphrase strategies;this mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language ;he might use a synonym or a more general word; this is called a lexical substitution strategy. The speaker can explain a concept or a word by making some sort of phrases to express his meaning and eventually, the avoidance strategies; learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, „th‟ in English. Some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In using this kind of strategies, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the

lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they keep silent.

Classroom Speaking Activities

Nowadays, many EFL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this purpose. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that foster and reinforce their oral performance. This can occur when students collaborate in groups to achieve a goal or to complete a task and for that purpose we have suggested some useful activities that can serve well learners' speaking skill.

Picture Describing

It is an appropriate and potent activity for learners to ameliorate their speaking abilities when they are given different pictures to describe using their vocabulary background and imagination. For this activity students can form groups and each group is given a different picture, then they discuss the picture with their groups, then a spokesman for each group describes the picture to the whole class. The essence and primary concern of this activity is to foster the creativity and imagination of the learners as well as their oral performance and public speaking skills.

Story telling

In this activity, students can briefly abridge a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking, oral production and helps students express ideas in the format of beginning, development, and ending, including the characters and setting of the story. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, the teacher will not only address students' speaking ability, but also gets the attention of the class.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or

collecting information. Besides, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are highly effective because each student has the opportunity to talk extensively in the target language, thereby remedying his oral performance weaknesses.

Discussion Activity

Discussion activity can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, and find solutions or talk about their experiences in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher knows how to form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read" vs " people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members

. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification so as to improve their speaking abilities.

Designing Pairs and Groups

In an interactive activity, the teacher may divide the whole class into pairs and groups. In some cases, it is possible to let learners find their own partners. However, it is also better for learners who do not know each other well to interact together, since one of the goals of interaction is to establish social relationships between the learners so that the learning process is facilitated. In this regard, Lindsay and Knight (2006) make the significant point that it is a good idea to gather students and let them work in pairs and groups in order to practise the speaking skill effectively because if those learners will talk only to their teachers, then their chances for practice are reduced. Richards and Lockhart (1996: 152) support this view saying," Through interacting with other students in pairs or groups, students can be given the opportunity to draw on their linguistic resources in a non threatening situation and use them to complete different kinds of talks. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed." So, learner-learner interaction occurs through

designing groups and pairs where learners can boost their oral competence in using communication and language. In pair work the learner finds himself in an obligation to practice the language because he must speak with the other learners who is with him where he has the opportunity to consent ,dissent ,explain ,clarify and underpin. Pair work increases the amount of each student's speaking time when interacting ; it allows students to work and interact independently without teachers' guidance, and this leads to promoting learner independence. Group work is like pair work because it increases the amount of talking time for individual students, but unlike pair work because more students will contribute in the interaction; they will have different ideas and varied opinions. So, group work ensures a high level of interaction that lead to enhancing students' oral performance.Furthermore, group work promotes collaboration among the students since it creates the sense of learning community that reduces learners" isolation.

Criteria for Designing Pairs and Groups

Teachers should decide how to put individual students into pairs and groups because it is very essential in varying the interactive learning. Harmer (2001) sets up a set of principles that teachers can be based on when creating pairs and groups.

Friendship

When grouping learners, the teachers should consider putting friends with friends, rather than taking risks of putting learners with others whom they find it difficult to interact with them. In such cases, the learners would choose and go towards other students they like, admire or want to be liked by.

Streaming:

It refers to the act of arranging students into pairs or groups according to their abilities. For example, the teachers may stream a group of less able learners and ask them to interact and from time to time they give them the special help they need. However, when the teachers stream a group of more able learners, their goal is to create a challenge, competition and a high level of negotiation among them. Participation is another basis that the teachers might focus on during streaming. If they see that some students participate less than others they might then make a group/ pair of weak participators to ensure that those learners will not hide behind the more talking classmates.

Chance

The teachers can group the learners by chance without any reason of friendship, ability or level of participation, and this is the easiest way of creating groups or pairs because it

does not require pre-planning from the teachers. One way of grouping the learners under this basis of chance is sitting; the learners who sit next or near each other will interact together.

Changing groups

When the teachers create the groups or pairs according to the previous principles, it does not mean that the members should stay until the end in their groups. The pair/ group may change while the interactive activity continues. For example one member from other groups can interact with the actual group and share information with them, then he may come back to his original group/ pair

3.11. Conclusion

The present research project aims at investigating the actual impact of classroom interaction on improving students' oral performance, and during this exploratory study valuable insights are gained in accordance with the research question and the objectives. Furthermore ,the results obtained from the participants' responses to the two research instruments(questionnaire and interview) allow us to substantiate the research hypothesis that claims if students are regularly given more opportunities to interact either individually or in groups or with their teacher ,then their oral performance would be highly developed .On the other side this chapter sheds light on the speaking skill and studies devoted to it in order to assert that it is a central skill and an urgent prerequisite for paving the road to other skills and ameliorating students' oral production. Eventually, this chapter offers some suggestions and recommendations that may participate in enhancing students' level and help other researcher for further diagnosis and investigatuion.

General Conclusion

General Conclusion

With the ever growing need for being communicatively competent in the English language, teachers can play a vital role in promoting their students' speaking skill abilities and providing useful implications and strategies that can help create an authentic and supportive learning atmosphere in EFL classrooms. Hence classroom interaction serves best for this purpose and has proved its efficiency and success in improving students' oral performance since it provides students with more opportunities to speak as the real life situation in the classroom setting in which there is mutual exchange of thoughts, ideas, attitudes and negotiating for the meaning of speech, thereby enhancing their fluency ,accuracy, pronunciation and grammar structure when interacting with each other. Interactions in language classrooms are significant social activities for students through which they not only construct knowledge, but also build confidence and highly improve their speaking skills as competent language users.

The investigation was conducted in the department of English language at Saida University .It aims at confirming or rejecting the validity of the hypothesis that the enhancement of students' speaking skill is highly attributed not only to students' frequent interaction ,but also to the teachers' roles in raising students'interactional skills in EFL classrooms using various interactional activities that keep up with their levels and fit their needs   .The research case study was third year LMD students at Saida University chosen randomly for the academic year 2016/2017 using students' questionnaire and teachers' interview as data gathering instruments .

In this research, an attempt was oriented toward investigating and testing the potential hypothesis the claims that If students are regularly given more opportunities to interact either individually or in groups or with their teacher ,then their oral performance will be highly enhanced. The obtained results of the students' questionnaire and teachers' interview substantiated this hypothesis and revealed that learner –learner interaction and teacher –teacher interaction are considered as key and focal factors in improving students' speaking skill.Besides ,it was proved that classroom interaction is potent and fruitful pedagogical strategy that aims at preparing students to be orally competent language users.

Eventually, the present research paper indicates that classroom interaction is of paramount significance in developing students' oral production, as it provides opportunities for learners to practice the speaking skill efficiently and appropriately inside the classroom. Additionally ,this study asserts that third year LMD student at Saida University consider that classroom interaction is of profound impact on enhancing their oral performance ;they enjoy a lot learner – learner interaction and consider the classroom is the only setting in which they practice and improve their speaking proficiency. On the other hand this investigation substantiated that teachers are diametrically aware of the actual value and positive impact of classroom interaction in fostering their students' oral performance as they strive to select the most appropriate interactional activities and provide positive feedback and an exhaustive assessment.

Grammar in EFL Pedagogy: To be or not to be: Explicit or implicit grammar instruction in EFL

Birsen Tütüniş[*]

Abstract

This think-piece discusses the major approaches to the instruction of grammar in EFL contexts, referring to key theories and studies in the concerning field of inquiry. The discussion also stretches the boundaries of the issue by addressing to the recent research in second language acquisition and initial English teacher education; thus, helps pool our thinking to seek various connections between the theory and practice of teaching grammar, which is quite illuminating to adopt a sound approach in grammar instruction for English teachers.

Key Words: EFL, Grammar instruction, Teacher education

1. Introduction

Teaching grammar plays a central role in every EFL/ ESL class. The important question that needs to be answered is how to teach grammar. In many parts of the world; pre-service and in-service training of English Language teachers and the course books on the market have encouraged teachers to change their grammar teaching from traditional grammar rule teaching to a more communicative and interactive ways which focus on how to make use of grammar rather than a pure knowledge of grammar. But in practice, teachers keep their beliefs on the benefits of explicit grammar teaching as opposed to implicitness. The reasons for such attitude need to be studied in depth.

The contradictory claims like; 1) acquisition of L1 is implicit, is extracted from experience of usage, is not acquired from explicit rules; and 2) acquisition of L2 is not the same as L1 acquisition; language forms that are attended are learnt better, noticing and knowing the rules helps acquisition (Krashen, 1982, Long 1988, Schmidt 1990, McLaughlin, 1987) may be the reasons that cause confusion in language teachers' minds. The period 1980-2000 was a time of research to measure the effectiveness of implicit or explicit L2 grammar instruction. The ongoing debate on grammar or non grammar or accuracy versus fluency in EFL classes led scholars reexamine grammar and how it is conceptualized by teachers.

2. Teacher knowledge and experience

Borg (1998: 172-173) conducted a study on the role of meta-talk-talking about grammar in classes- and came to a conclusion that, the reasons for meta-talk in FL classes depend on a number of variables like; the teachers' experience, knowledge, personality, beliefs about language and foreign language learning, students, roles, theory, methodological orientation, choice of material and context. Teacher's knowledge and experience play an important role on classroom applications. Most teachers feel at ease with grammar instruction and adopt FOF type of instruction as they are confident about their grammatical knowledge compared to the other knowledge (cultural, colloquial etc.) of the language they teach. Language is a living thing and dynamic not static. It is bound to change. This is called 'Grammaticalization' Swan (2005). It is difficult for language teachers to catch up with the changes in the foreign language.

Arbitrariness and situational meaning of lexis make language teacher's job even more complicated in terms of explicit grammar instruction and the students, even though they get puzzled, accept what their teachers teach. Bill Bryson in *The Mother Tongue* (1990: 137) exemplifies the point of view humorously "Some of us managed to learn what we were taught. We accepted and memorized the statements of teachers who told us that "English has eight parts of speech," or "English has nine [or was it eight?] tenses such as the preterit, the imperfect, the conditional, the progressive, the future, and so forth." We accepted that a "noun is a person, place, or thing" and that words such as *dog, joy, mathematics, discussion,* and *determination* are all *things* since they are not persons or places. Some of us even enjoyed sentence diagramming. Then there were some of us who despairingly went along with what we had to do, but never quite caught on.

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We split infinitives, confused transitive verbs with intransitive verbs, never quite got the meaning of terms like "perfect" and "imperfect" as they applied to tenses (rather than people), and worried why in a sentence such as "It is raining," the subject was "It" when deep in our hearts we knew that "raining" was what the sentence was about."

Ellis (1999:234) accepts this fact but proposes to adopt alternatives to Focus on Form teaching strategies that draw less heavily on a command of technical terminology and the ability to verbalize grammatical rules where there are gaps in teachers' explicit knowledge. Bailey et al. (1996) agree this fact and state their belief as 'we teach as we have been taught rather than as we have been trained to teach' and they suggest that if we wish to break that cycle we need to bring our past experience to the level of conscious awareness. This brings in the issue of teachers' mental lives.

The study of teachers' mental lives is now acknowledged as a central concern in the study of language teaching, and recent years have seen the development of a significant body of work examining teacher cognition–what language teachers think, know and believe – and its relationship to instructional decisions (Borg, 2005).

3. Teacher education and change in classroom applications

To change the traditional classroom applications teachers' initial education needs to be reassessed. Teacher candidates at universities , colleges and other teacher training institutions need to be trained not only on the pedagogical issues related to the profession, but also on how to develop a critical mind to further their professional practices. Almazra (1996: 75) believes that 'pre-service teacher education courses should help student teachers to be in more control of their professional development and provide them with the opportunity to approach the profession from a much broader perspective than as merely a method. Student teachers should be taught the skills and confidence to analyze and articulate their thinking.'

Teachers' initial education supplies the prescriptive knowledge for foreign language pedagogy as well as the practical classroom implications. But teacher students are not asked to be inquisitive. If they are encouraged to analyze the theoretical knowledge and see how this knowledge can help to improve their practices, their teaching practices will be more realistic and they will eventually be more in control of their professional development. After studying 'acquisition of implicit and explicit knowledge of a language and how to teach grammar' for example, student teachers can be advised to conduct research on grammar teaching and then to carry out discussion sessions on the results of their researches. This will take them out to real classes where English is taught as a foreign language. Theories and classroom applications will be then compared and contrasted and awareness would be raised. Creating conscious awareness depends on student teachers' experimental and more realistic education which would enable them to see both sides of the coin.

Change in classroom applications can not occur overnight. Borg (2006) claims that teacher cognition is formed by thoughts, knowledge and beliefs and has an impact on instructional decisions. Professional knowledge is primarily gained at teacher training institutions and this knowledge affects the thoughts. The practice, on the other hand, displays the beliefs.

In their initial education, to form a decent knowledge, teacher candidates need to do research on the relationship of theory and practice to form the knowledge that would affect their thoughts. Their declarative knowledge about English as a foreign language needs to be developed as well, but for academic purposes only. The instructors at universities are the mirrors of student teachers' professsional knowledge. If declarative knowledge about the language is emphasized other than academic purposes, the candidates will form thoughts and beliefs about the over importance of grammar teaching. Instructors are expected to be the professional life coaches assisting teacher candidates to develop analytic minds and professional identities. As Nero (2005:194) points out, the notion of *first* and/or *second* language may not always be clear-cut, and disproportionately focus on *language form* (correctness), which has in many ways limited language teaching and learning in classroom settings, and devalued what most students already know about and do with language. Nero (2005:203) proposes 'a broader framework called Language Identity, Awareness and Development   (LIAD) which goes beyond language as form, to foreign language teacher's awareness of students' knowledge and identities'. Teacher knowledge and identities also need to be added to this framework to improve foreign language teaching and learning.

Thus, new paradigms are needed for second/ foreign language acquisition theories along with teacher-student identities and teacher preparation for language teaching. Otherwise it will be difficult to bring change into foreign language classes.

4. Explicit and implicit grammar instruction

Explicit grammar instruction supplies the declarative knowledge of grammar whereas implicit grammar instruction supplies procedural knowledge of grammar. Explicit grammar instruction creates awareness and leads to conscious learning and noticing (Schimidt's noticing hypothesis, 1990), implicit grammar instruction on the other hand converts input into intake similar to L1 acquisition. Both explicit and implicit grammar instruction ends up with automatization. Therefore the pendulum needs to swing sensibly and the type of instruction must be chosen according to the types of stakeholders in hand. Grammar treated as only a set of rules might be good for students who try to hold on to something in their L2 learning struggle and some others might be willing to understand the logic of the system in their learning process. Freeman (2003) believes that' thinking of grammar as a skill or dynamic process rather than as a static area of knowledge is good both for explicit and implicit grammar acquisition. However, the question whether grammar acquisition leads to L2 acquisition is still under investigation. Therefore, as Rothstein states, language teachers need to think "How do we make grammar fun to learn, really, really fun, and memorable and meaningful?"

In conclusion, our suggestions for language teachers can be summed up as; being sensible and using both implicit and explicit techniques in their L2 instruction, but at the same time being a good researcher by doing action research and evaluating the new ideas put forward by the scholars.

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Glossary

Glossary

Anxiety: an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future

Creativity: refers to the ability of generating new ideas, methods, etc.

Communicative Competence: is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

Circumlocution: an indirect way of saying or doing what you want.

Dead end conversation: the point of conversation at which there is nothing to talk about

Imitations: the repetition by one voice of a melody, phrase, or motive stated earlier in the composition by a different voice

Inhibition: a feeling or embarrassment or worry that prevents you from doing something

Monologue: a form of dramatic entertainment, comedic solo, or the like by a single speaker: a prolonged talks or discourse by a single speaker, especially one dominating or monopolizing a conversation.

Personal Solicit: when the teacher intentionally asks a particular student to answer a question or give his opinion about something.

Ellipsis: when words are left out of a sentence but the sentence can still be understood

Scaffolding: refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

Appendices

Students' Questionnaire

Dear students,

We are conducting a research on the contribution of classroom interaction to boost and improve learners' speaking skill.We would be thankful if you could answer these questions to help us diagnose and collect valuable information about our research.

Section One: Students' Background

Please,put a cross(×) to indicate your chosen option, and specify your answer when required.

1. Specify your gender

A. Male

B. Female

2. How do you judge your speaking ability throughout classroom interaction?

a.Bad   b. Good   c. Very good   d. Excellent

Section Two: Students' Attitudes towards Classroom Interaction

3.How often the teacher gives you the opportunity to interact (give and take) with him/ her?

a-Always   b-Sometimes   c-Never

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

a-Good   b-No relationship**.**

5. Who does most of the talk in the classroom in oral expression session?

a-Teacher   b-Students

6. When you interact in the classroom. It is

a. You who wants.   b. The teacher who asks you

7. If you do not interact, it is because:

a.You are not talkative   c.The teacher does not motivate you

b.The topic is not interesting   d.You fear to make mistakes

8. How often does your teacher interrupt you to correct your mistakes?

a.Very often   b.Sometimes   c.Never

9.Do you think that classroom interaction can improve your speaking skill ?

Yes   No

Please, if yes explain

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Section Three:Students' Attitudes towards Speaking Skill

10. If you don't know how to say something, do you ask a more proficient classmate speaker how to say it?

  a.Never   b.Rarely   c.Often

11. Does regular interaction in classroom help you to reduce your speaking mistakes?

a.Yes   b.No

Say how,please.

     ……………………………………………………………………………………..
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
…… **12.After speaking ,do you rate how well you did**

a.Never   b.Rarely   d.Often

13.Do you think that speaking is an easy skill to master?

Yes   No

Please ,explain why

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………………………………………………………………………………………………..

Teachers' Interview

Section One: The Teachers' Background

1. How many years have you been teaching oral expression?

2. Which degree do you hold currently?

Section Two: Teachers' Attitudes towards Classroom Interaction

3. Do you know about the worth of classroom interaction in improving studens' oral performance? Please,explain

4. To What extent do you implement and insist on interaction when teaching oral skills?

5. When doing classroom interaction, do students welcome and enjoy the learner-learner interaction? Please, explain

6. As an Oral Expression teacher, do you think that asking students to interact in the classroom will help them to develop their speaking proficiency? Please explain

Section Three: Teachers' Attitudes towards Teaching and Developing Students' Speaking Skill.

7. In the classroom situation, how do you make the silent students speak and express their thoughts?

8. When your students say anything wrong during interaction, do you interrupt them to correct their pitfalls or let them correct each other?

9. In your opinion, what are the foremost speaking difficulties that student encounter in oral expression course? Please, explain.

10. During classroom interaction, do you give much emphasis on fluency or accuracy? Please ,explain why

Teachers' Protocols Answer

Teacher (1)

Section One: The Teachers' Background

1. How many years have you been teaching oral expression?

It is about 7 years

2. Which degree do you hold currently?

Doctorate Degree.

Section Two: Teachers' Attitudes towards Classroom Interaction

3. Do you know about the worth of classroom interaction in improving studens' oral performance? Please,explain

Classroom interaction is very important to develop students' oral performance; it is a means and an end at the same time.

4. To What extent do you implement and insist on interaction when teaching oral skills?

To a large extent. In any oral class, students' talking time (STT) should be more than teacher's talking time (TTT).

5 . When doing classroom interaction, do students welcome and enjoy the learner-learner interaction? please ,explain

Yes, they do. Learner –learner interaction is always welcomed by students, because they find it more relaxing and anxiety –free; unlike teacher – learner interaction which is very often susceptible to inhibition.

6. As an Oral Expression teacher, do you think that asking students to interact in the classroom will help them to develop their speaking proficiency? Please explain

Yes ,it is obvious .Practice helps better harness the speaking skill. According to the Time-on –Task Principle (nation and Newton:2009);the more time we spend doing something ,the better we are likely to be at doing it.

Section Three:Teachers' Attitudes towards Teaching and Developing Students' Speaking Skill.

7 . In the classroom situation, how do you make the silent students speak and express their thoughts ?

I think we cannot compel a student to participate ,but we may make some encouraging comments like : maybe (x) has a better idea ,do you agree with your friend (y) ? ,I think (z) wants to say something in relation to what (f) has said …… but please never make this comment:yes the others !!! I t sounds intimidating and threatening to students .

8. When your students say anything wrong during interaction, do you interrupt them to correct their pitfalls or let them correct each other?

In my opinion , the best way to correct students' mistakes is the informal one . Mistakes need to be corrected without creating anxiety or reducing students' self esteem level.The teacher ,then ,can devot the 10 last minutes to correct the main mistakes with the whole class ,but without saying who made that.

9. In your opinion, what are the foremost speaking difficulties that student encounter in oral expression course? Please,explain.

Well,the difficulties are quite various such as linguistic problems related to language structure and grammar,vocabulary problems,the influence of mother tongue intonation ,lack of conversational skills within the context of talk as interaction and affective discomfort mainly stage anxiety and sometime low motivation.

10. During classroom interaction,do you give much emphasis on fluency or accuracy? please ,explain why

Focusing on fluency or accuracy depend on the students level and target language aptitude .At early stages of EFL learning ,it is better to emphasise on fluency rather than

accuracy .However,at advanced level like forth,fifth and the sixth semesters ,focus need to be redirected to both accuracy and fluency.

Teacher (2)

Section One :The Teachers' Backgound

1.How many years have you been teaching oral expression?

I have been teaching oral expresson since 2011/2012 (6 years) .

2.Which degree do you hold currently?

 I am a PHD student.

Section Two: Teachers' Attitudes towards Classroom Interaction

3. Do you know about the worth of classroom interaction in improving studens' oral performance? Please,explain

   Absolutely, I consider classroom interaction as a key factor in foreign language teaching and learning since it motivates students to engage more effectively in classroom activities and establish a close relationship between the teacher and his/ her students. Classroom interaction makes students more sociable and get end of their shyness and it is of value for mutual understandability and knowledge construction.

4.To What extent do you implement and insist on interaction when teaching oral skills?

   I often adopt this successful strategy and try to speak with all students giving everyone the opportunity to express his thoughts and ideas, thereby providing them with appropriate feedback.

5 . When doing classroom interaction, do students welcome and enjoy the learner-learner interaction? please ,explain

    Yes ,of course mystudents used to welcome and enjoy the learner-learner interaction .That is my students could understand each other through efficient communication and therefore their language level have been advanced

6. As an Oral Expression teacher, do you think that asking students to interact in the classroom will help them to develop their speaking proficiency? Please explain

   Of course I do, asking students to interact as it has been previously stated will develop the students' proficiency level in speaking ,because in interaction students benefit from each other such as helping each other how to pronounce words ,enrich each other's vocabulary and respect the grammatical rules and accuracy.

Section Three: Teachers' Attitudes towards Teaching and Developing Students' Speaking Skill.

7. In the classroom situation, how do you make the silent students speak and express their thoughts?

Personally, I always ask the silent students to think about giving opinions about any statement after they have been alloted a time to get prepared. I simply ask students about their interests to be taken into consideration and give them the opportunity to practice the target language. It remains vital to make students be involved in classroom activities .I simply ask students about their interests to be taken into consideration and give them the opportunity to practice the target language.

8. When your students say anything wrong during interaction, do you interrupt them to correct their pitfalls or let them correct each other?

It depends on the situation .I sometimes ask classmates to correct their mistakes and sometme Ishould correct it myself and ask them if Iam right on that.

9. In your opinion, what are the foremost speaking difficulties that encounter in Oral Expression course? Please,explain.

Among the difficulties that students encounter when speaking are :shyness and fear of committing mistakes in front of their classmates,grammar structure and use of tenses.

10. During classroom interaction,do you give much emphasis on fluency or accuracy? please ,explain why

Well, in the beginning of the first semester I do not give much attention to fluency and accuracy, since all I need them to have is self-confidence first.