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The impact of Non Interactive Classroom Atmosphere on Students ' Academic Performance: a Case study Second Year License Students

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Declaration of Originality

I hereby declare that this thesis is based on my original work expect for citations quotations which have been duly acknowledged. I also declare that it has been previously and concurrently submitted for any other degree or award at any university or institution expect for Dr. Moulay Tahar University. I certify that the present work contains no plagiarism and is the result of my investigation.

Date : ……

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Dedications

In the Name of Allah , the most beneficent, the most merciful.

Praise to Allah for giving me the strength, the chance and the courage

To finish this research.

This hard work is dedicated to :

Myself who spent seconds ,minutes, hours and months working on this research .

My parents ,light of my life, my sunshine , who have been a great support and patience during my period of studies since i was child till now the strong woman i am.

To my lovely people who support me in my weakness's time and break down my fear.

Asli Asma and Terras Wissam

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Abstract

. The present study is conducted with second year students in the department of English at Saida university . It aims to investigate how classroom interaction can enhance students 'communicative skills , to develop the relationship between classroom interaction and learners' academic performance .Additionally, the study aims to explore the strategies that can foster interaction within the EFL context, as well as finding the major difficulties that facing learners in the learning a FL. In this case, the researcher appyls a mixed method approach , where a structured interview is adresses to (6) teachers of oral expression and a classroom observation undertaken with two groups. The results reveals that , classroom interaction enhances learners' speaking skills through working in groups ,which create a competence and collaborative learning among them. Regarding , integrating ICTs and providing learners with communicative tasks are among the useful strategies that can increase their amount of talk and develop their speaking profiency. Furthermore ,findings reveals that anxiety , shyness and fear are among the main obstacles that face students in the learning process , that is due to the lack of knowledge and practice of FL.

Keywords : Classroom interaction , EFL context , Saida university , Speaking proficiency , ICTs

List of Abbreviations

TEFL : Teaching English as Foreign Language

EFL : English Foreign Language

FL : Foreign Language

GTM : Grammar Translation Method

ALM : Audio-Lingual Method

TPR : Total Physical Response

WWW : World War Web

ICT : Information Technology of Communication

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Abstract

Teaching English as foreign language seems to be an important process during student's education , that aims to increase students' awareness about the English language. This task requires learners' engagement and communication in EFL classroom that enable them to be fluent speakers .The present study is conducted with second year students in the department of English at Saida University . It aims to investigate how classroom interaction can enhance students 'communicative skills , to develop the relationship between classroom interaction and learners' academic performance .Additionally, the study aims to explore the strategies that can foster interaction within the EFL context, as well as finding the major difficulties that facing learners in the learning a FL. In this case, the researcher apply a mixed method approach , where a structured interview is addressed to (6) teachers of oral expression and a classroom observation undertaken with two groups. The results reveals that , classroom interaction enhances learners' speaking skills through working in groups ,which create a competence and collaborative learning among them. Regarding , integrating ICTs and providing learners with communicative tasks are among the useful strategies that can increase their amount of talk and develop their speaking profiency. Furthermore , findings reveals that anxiety , shyness and fear are among the main obstacles that face students in the learning process , that is due to the lack of knowledge and practice of FL.

Keywords : Classroom interaction , EFL context , Saida university , learning process , ICT's

GENERAL INTRODUCTION

General Introduction

Introduction

Learning any foreign language requires as huge effort and hard work .it doesn't rely on its integrative skills , grammar , or vocabulary but also on students' interaction . If the learners are not capable to use the language , then the learning process will no longer takes place in effective way .The improvement of EFL learners communicative competence has always been an important factor in the teaching learning process . As , teachers still trying to use various methods to increase students' amount of talk and create interactive classroom atmosphere .

Moreover , Researchers have been involved in the field of education to explore the main issues raised in teaching and learning a foreign language. One of the basic problem related to English language is to prepare learners to be able to use the language proficiently . Although learners have studied English for a long time , they still face many communication challenges due to different reasons that decrease learners' language use.

Additionally , This investigation is conducted to investigate how classroom interaction can enhance students 'academic performance and communicative skills in the process of learning EFL . It aims to develop the relationship between classroom interaction and students' academic performance specially speaking skills . Also , it explores the factors that can foster interaction , and seeks the difficulties behind students' passiveness in classroom. In this respect , it has been raised the following research questions :

Q1 : What are the possible reasons behind the non interactive classroom atmosphere ?

Q2 : What can be the role of the teacher in motivating EFL learners ?

Q3 : What are the effective strategies that can boost up learners' interactive skills ?

In order to answer these questions , research hypothesis formulated as follows :

H1 : Lack of group work and communication in class regarding learners' psychological state.

H2 : A teacher who displays interest and positive feelings about the subject can reflect those positive feelings toward students ' , this can increase their motivation .

H3 : Boosting learners' interactive capacities involves creating an environment that encourage collaborative and effective communication : active and collaborative learning

regarding the implementation of technology in class can be a relevant a strategies to achieve this.

To validate the research hypothesis above , the researcher selects a classroom observation and teachers' interview for data collection , that takes place in the department of English at Saida university with Second year students' in the academic year 2024 – 2025 .

For instance , Classroom observation covers six sessions and involves two groups , in which each three sessions is dedicated to each group to observe if the learners are giving importance to classroom interaction as strategy to improve their communicative skills. Regarding , The interview contains 12 questions that have addressed to six teachers of oral expression in order to investigate the role of classroom interaction in improving learners' speaking skills.

Furthermore , This study contains three chapters . The first chapter is the literature review , that represents an overview about TEFL and interaction . In this regard , the first part of the chapter introduces the history , methods , approaches , aims and the importance of TEFL . The second part represents the process of interaction including its definitions , types and significance . Then , the chapter discusses the integration of technology in EFL classroom .

The second chapter serves as fraim work of this investigation , First , it attempts to restate the research questions and hypothesis including its aim. Then, it provides a description of research methodology. As, The chapter represents the sample population that contributes to fulfil this research. Furthermore , it gives an explanation of the tools used in the process of gathering data. Finally, it highlights' the research limitations.

The third chapter represents the practical part of this study. It devotes to data analysis and recommendations , that looks into whether students at Saida university use the classroom interaction as a tool to improve their speaking skills and if the teachers apply pedagogical strategies to enhance their communication abilities in FL. It attempts to interpret the gathered data from classroom observation and teachers' interview. As the chapter includes discussions of the results collected from the analysis. Ultimately, the last

section includes the recommendations that the researcher has addressed to administrators , teachers , and learners to enhance interaction in EFL classroom.

The findings reveals that classroom interaction has a vital role in improving students' academic skills , and develop their communicative abilities. It also shows that interactive tasks within group work and the integration of ICTs can help the learners to overcome their anxiety , help the silent students share their ideas , and increase their intrinsic motivation in EFL classroom. Indeed , the teacher 's various methods and techniques can affect the learners to make a good academic achievements , as well as create a supportive and engaged classroom atmosphere that foster the learners to work on their language profiency.

Chapter One:

Literature Review

1. Introduction

Nowadays, improving students 'communicative abilities through classroom interaction has been considered as a key condition in teaching learning English as foreign language , that helps in fostering them to learn , speak, and communicate effectively . Accordingly, this chapter represents an overview about teaching English as a foreign language and classroom interaction . The first part of the chapter covers the history , methods , approaches , aims , and the importance of TEFL (Teaching English as Foreign Language) , to make it more precious . Since speaking skill is considered as the main focus within EFL (English Foreign Language) context , that is essential for learner's language learning and profiency. The second part of the chapter is dedicates to the concept of interaction as a fundamental process occurs in the classroom including : its definitions , types , and significance. By its end, the chapter discusses the integration of technology in EFL classroom that supports teacher's methods of teaching and increase students' motivation to interact with their teacher and their peers.

2. Teaching English as Foreign Language

Recently, English language is widely known around the world , and is no longer thought to be the language of specific area. Moreover, Languages of other than English are thought as foreign languages in the nation where the mother tongue is not English since there are many different international dialects of English . In contrast French which is still single urban culture , English has evolved into several regional dialects.

Indeed , learning a foreign language give gold chances to get good job in foreign companies with high salary and offers the opportunity to the learners to study in famous universities, as Broughton et al (1980) claim that :"*the use of English throughout the sub-continent with its 845 distinct languages and dialects was clearly necessary for administrative purposes*" (p.2) . As a result, the English language proximately the most demanded language in business, aviation, medicine and education.

Additionally , they mention that :"*Mr. Nehrou acknowledged in parliament that English was the major window for us to the outside world .We dare not close that window, and if we do it will spell peril for the future!* (p.2) .Therefore , English is currently the language of success in building a better future and comfortable life in good conditions that

offers the chance to exchange information with global citizens as it's has a beneficial impact on the personality of the person who will be knowledgeable and proficient in using the English language.

Furthermore , Bentley (2024) states that Teaching English as foreign language involves instructing non native English speakers on how to speak , read , write and comprehend the English language . Thus , EFL takes place in classroom setting ,where the teacher interacts with his learners , engage with them in debates and conversations , for effective communication and enables them to be fluent speakers of the language.

2.1 The history of English

Teaching English as FL (Foreign Language) , has a rich and famous history that has been changed overtime to meets its speakers' needs . The English began as west -Germanic dialect and a member of Indo-European language family which has gone through several decades to became the language we speak it today . In this sense, George and Misa (2022) shed lighted four main stages such as:

2.1.1 The Old English

The earliest spoken by Angles , Saxons, and Jutes before 1100 , who immigrate to England from modern day Germany and Denmark had a significant influence on old English .The invasion of Anglo Saxons to Christianity started in the late of sixth century was mostly finished by the late of seventh century that was an event of huge writings lengthy texts in the Roman alphabet.

2.1.2 The Middle English

This decade was a mixture between the period of old English and Norman French ,emerged as a result of the Norman Conquest in 1066 , which brought French influence to England. In which English language was less synthetic and more analytic , regarding the vocabulary that was heterogeneous brooded from Latin and French. Also, characterized scientific and medical written texts. This period Was created in 15th and 17th centuries because of scientific revolution and renaincance, as it gained numerous new words this time, in which the contemporary nation-state extends to some loyalties of the family, the neighborhood , or the clan to the entire state, was brought about the development of printing and the dissemination of popular education.

2.1.3 the Late Modern English

A period started from 18th till present that saw the industrial revolution and the growth of the Empire , where English spread around the world in the 20th century because of Technology , that led to the development of new forms of English to get today's spoken English as first language by over 360 millions people and as second language by over 1 billion people in the universe.

2.2 Aims of Teaching English

Teaching English as any language , has many goals that need a qualify teacher to help the learners being fluent speakers and capable to interact with others . In this case , TEFL Academy teachers (2023) asserts that , our lessons' objective involve making learners able to speak , comprehend , and interact with others in English language, in order to make them feel comfortable enough when they talking to their peers in suitable classroom environment that encourage them . It means that learners requires reinforcement in the receptive and productive skills, to develop their abilities in order to engage discussions. regarding the classroom environment that should be helpful and relaxing for them to express their thoughts and opinions freely to attain effective learning.

In the same line of thought, Harchista (2023) claims that TEFL aims to enhance student's ability to speak , read, listen , and write effectively where he can use the language without facing any difficulties , and can express himself in front of others speakers of English language , as well as being critical thinker since TEFL foster him to be able to analyze data in English and taking part in smart and deep debates .

2.3 The Importance of Teaching English as Foreign Language

English became as international language that used in different fields , specially in business and education , since people are living in multilingual environment it's necessary to teach and learn the English language that may offer the opportunity to work in major companies.

So far, Broughton et al (1980) say that , the super significant guideline of showing English language is to make the learners mindful of their objectives. As , Teachers help them to find a goal , and give them the tool to reach it . In addition , English as FL can be complicated process because it differs from student's mothers' tongue , it's not currently with universities and school . However it's educated for various purposes , individuals may

involve English for social communication or professional purposes like medicine , economy, engineers ...ect .When any body learns a foreign language he needs it for vocational , academic , or professional purposes. Thus , he is persuaded to learn it in order to be able to speak , read , and interact with others .

As mentions by Malki (2017) , in the introduction to English syllabus of second year by the ministry of education (2006) states that ,The purpose of English language teaching is to support the society's peaceful transition into modernity , by enabling individuals to engage in all forms of communication . This engagement should be built on sharing ideas and exchanging experiences , as these can foster understanding between one to another .

This could be serve as a proof of the importance of language instruction and acquisition ,regarding , sharing opinions and ideas with others has been the main goal of TEFL . It attempts to bring people together in common setting and promote interaction between them as well as , acquiring this foreign language could be beneficial in enabling the learner to expand his language use in different life situation.

Furthermore, being proficient in English language can promote mental well-being and improve several brain related abilities . As K.P.Yadav (2006) quotes that , English language is the principle connector between human development and economic progress . Therefore, most countries use the English language , in several organizations since applying for a job requires having a rich language .

Moving to travelling context and forming friendships , Michael (2000) states , that the tourist can determine to visit countries where others understand his spoken language . As Anne et al (1994) declares that , many people enjoy living in multicultural communities and prefer more western-style neighborhoods. So , the purpose of studying English as foreign language is to enables learners to travel , and establish new connections with speakers of the target language because It's help in discovering other cultures over the world.

2.4 Methods and Approaches of Teaching English

Teaching methods were emerged to facilitate the instruction and acquisition of FL and help the learners grasp feedback quickly in order to improve their ability to learn the language .here are some effective methods and approaches in TEFL:

2.4.1 The Grammar Translation Method

According to Richard (1986) , The GTM (Grammar Translation Method) , emerges in 1780 and designed by Plotz and Meidenger. This method characterizes by the focus on the use of mother tongue in Target language atmosphere, on translation , and the study of grammatical rules .It neglects speaking and listening , in which the teacher the only provider of knowledge and the learner got an isolated tasks that is a list of words to be translated in the target language. At the end of the 19th century, movement created called "Reform" that focus on spoken language over the written one in language teaching .

2.4.2 The Direct Method

Zaree (2000) asserts that , The direct method emerges in 1860 by Sawer ,comes as reaction against the GTM . It contradicts the GTM principals because learners are supposed to learn their foreign language without the interference of mother tongue. It gives importance to listening and speaking skills, and neglects writing and reading , in which the teacher discourages translation to motivate his learners to speak and communicate with English language . Although they are passive since they learn a different language from their mother tongue but the direct method develop their abilities to think in English .

2.4.3 The Audio-Lingual Method

This method known as an "army method , " it emerges after the second World War on 1950C by US Army and Skinner , it's focus on behaviorism perspectives including memorization and repetion .

In this respect , River (1970) declares that :"*Audio emphasis in the learning process to make the student understand and speak English at Least some of the language to read it, autrather than any partial understudy should be mastered orally before being introduced in printed or written form* " (p.76) . It means that , ALM's (Audio-Lingual Method) goal to help the student became proficient in speaking and understand English so they can to read it and master the oral language before written one. Another opinion , Richard (2001) defines ALM as method focus on the use of dialogues ,grammatical structures , it neglects the EFL learner's cognitive and communicative abilities .

2.4.4 The Total Physical Response

Dhority (1999) highlights in her book that Asher claims , TPR (Total Physical Response) based on giving instructions and the use of imperative through the use of body language that can manipulate student's behavior in which help them to interpret what heard and stimulate them to speak without teacher's help .

2.4.5 Suggestipedia

In his journal , Kharismawati (2014) mentions that , suggestipedia was called by Georgi lozanov in 1970's who builds his theory on the psychology state on the learner, it's all about what can made the learner feel comfortable and enjoyable during teaching learning EFL . This method rely on games , pazzles , dialogues which help the student feel fun and motivated in learning English regarding the implementation of music in classroom to force relaxation.

Always speaking about Suggestipedia in which Lozanov (1978) argues that , the dread of making mistakes or what is known as affective filter that block the input is the reason for the inability of the learner to learn English as FL, as this method help to decrease learner's fear and stimulate his cognitive capacities to learn and understand the target language .

2.4.6 The Silent Way

According to Cook (2008) , the silent way is a method developed by Caleb Gattegno in 1970's . it's comes as reaction to traditional methods in which teacher's silence is prominent tool of learning EFL and focus on body language use of teachers. The silent way fosters autonomous learning and stresses peer correction .

In the same line of thought , Gattegno (1976) states that students' awareness increased when they are given opportunities to actively explore new information, which promotes learners' autonomy and helps them grasping the new content quickly. As a result, silent way method is suggested an alternative method of teaching FL that doesn't rely on memorization or pupils just copying the teacher. The teacher's absence from the classroom is intended to serve as an educational tool , reducing the amount of direct instruction and encourage learners to learn from world experience .

2.4.7 The Communicative Method

Kaisheng (2007) claims that , communicative approach is a strategy to teaching FL that stands on the interaction of learner's, either as means or as the end of mastering the target language , it's a method focus on developing the learner's ability to communicate effectively in many countries . Additionally , Larsen and Freeman (2001) claim that , it's learner-centered approach involves that teacher should act as facilitators in order to help learners acquire the target language and create a communicative learning atmosphere . Moreover ,CLT is created to encourage interaction among all of the class , as it's learners' responsibility to negotiate the meaning of their communication, making an effort to use their proficient in Target language to comprehend other's communication .

3. Interaction Definitions

Teaching and learning EFL have been understood as a process in which students sit in rows and listen to their teacher ,who stands in front of them , explain the lectures in classroom where they consider , learn ,and use the language . But , recently teachers trying to motivate them by the use of teacher-learner and learner-learner interactions to develop their communicative and cognitive abilities . Similarly, In their book introduction to teaching English , Hadfield and Hadfield (2008) assert that , the word interaction includes reacting to others this entails speaking in a way that is suitable for the listener and pushing others to speak , help them to communicate, exchange the subjects , or express their points of view .

Also , Interaction has been defines by Wagner (1994) as an exchanges that need two things and two events in order to be reciprocated .Thus , it happens when various things and acts naturally affect one another. In other words , conversation about specific events occurs when two or more people engage in interaction which is thought to be the foundation of effective communication in which both provide and receive input in order to have interaction ,learners must exchange information with others.

3.1 Classroom Interaction

Classroom interaction becomes a prominent tool to learn a FL in order to communicate effectively with others . According to Jack et al (1999) , classroom interaction is the kinds of social relationships that exist in classrooms , as well as the verbal and non verbal communication patterns, which covers teacher discussions,

classroom speech and language acquisition .Consequently, learning in the classroom is viewed as collaborative task in which students and teachers communicate with each other that facilitate the teaching learning process of FL.

As claimed by Sunderland (1996) that it's crucial to emphasize that referring to classroom discourse between participants when using the term interaction in it's broadest sense rather between the teacher and or more students. while Allwright (1984) states that , the key component of pedagogy is the skillful regulation of classroom interaction , which is essential for effective pedagogy. Hence , classroom interaction is helpful technique for learners in getting feedback and managing teacher -student talk and the teaching learning process.

Ultimately , Nunan (1991) claims that , when learners actively try to communicate in the target language , they will be more successful in learning the language . As a result , classroom interaction develop learners' cognitive abilities to speak and communicate in FL specially if they have a desire to learn ,which increase their intrinsic motivation.

3.1.1 Types of Classroom Interaction

Many types of interactions take place in classroom that raises the possibility to create environment of competence and facilitate the learning of FL.

3.1.1.1 Teacher- Learner Interaction

Lunch (1996) clarifies that , within the classroom students engage in meaning negotiation with their teacher and with one other they also initiate the process of questioning the teacher to provide for them feedback . Since teacher-student talk is essential to learning process , in this respect, Harmer (1998) illustrated that , teacher's ability to interact with his student is important factor that he must adapt in his teaching who depends on student's comprehension of the material in way that is appropriate for them in classroom as the meaningful input help them to understand, respond to the teacher and provide speech that raise their self confidence to participate more they do specifically passive learners.

Furthermore he argues (2009) that , three main areas teacher's should focus on while working with students , starting with the language they use with them that must be clear and appropriate to their levels in order to ensure that they have understood. Moving to the

knowledge that consider as resource for them , and lastly teachers must be aware of the ways in which they speak including their interaction and their facial expressions.

3.1.1.2 Learner-Learner Interaction

Mackey (2007) illustrates that , the interaction between learners is fundamental since they must communicate with each other to negotiate meaning through speaking tasks . As , the learners in this type of interaction take initiation to express their points of view wether in groups or in pairs ; learner-learner interaction provides opportunities to practice more speaking the target language by correcting each others' mistakes or asking question when working in groups .Thus , help them to overcome anxiety and fear of stage .

Similarly, Lynch (1996) states that , learning process will advantageous when it's planned with peers or small groups ; it enables learners to get comprehensible input by fixing each others' errors and creating own understanding. On the other hand , Boukerkour (2016) asserts that , when it comes to learning English in Algerian classrooms , the best way to engage students is to allow them use the language during class. It doesn't matter if they make mistakes because at the first time , they start speaking in shy way due to their fear of teacher's reactions .

In other words , the best way to get students to learn English is to let them speak the language with each other .It's does not matter if they failed in using the correct words because they usually at the start they feel anxious , lost and fear from the whole class . But when they behave to express themselves in English , they will like the language and bigin to use it without facing any difficulties.

3.2 The Significance of Classroom Interaction and Teacher Roles

According to Hedge (2000) , interaction gives students the chance to practice their language skills inside the class, it seems to be significant component in helping them in producing a beneficial output regarding to well managed classroom that offers for them the opportunity to receive feedback from their teacher and help them to develop language skills . So , Speaking in class fosters the learners to overcome their language barries and teach them to accept judgment through the use of language while they are working in groups or pairs .

In this sense , Allwright (1984) says: " *interaction is the fundamental fact of classroom pedagogy […] everything that happens in the classroom through a process of live-person-to person interaction* "(p.156). Therefore , it's not possible to perform the lesson without learner- learner interaction , or teacher- learner interaction since it tends to keep the learners focused , and engaged as well as increase their talking time.

However , this process can't occurs without teacher's guidance because the majority of students won't engage in discussions on their own until the teacher ask them or start the course. Consequently , it's teacher responsibility to equips them with the language through the use of useful techniques . In this regard , the teacher can plays different roles in classroom ,that has been highlighted by Tricia (2000) , in which he declares that the teacher can be an organizer for assigning directions for pair work , an assessor of students' accuracy pronunciation , and an errors' corrector.

So , teacher's primary responsibilities are to clarify lectures and transfer knowledge to his learners by taking into serious consideration their academic achievements with the correct form of their mistakes , then focusing on the organization of learners whether working in pairs or groups in classroom activities.

4. The Integration of Technology to Enhance Learner's Speaking Skills

The employment of created instructional aids in the educational system refers to integrating technology by relying on tools like : internet , computers , and social media. It's a technique combines the traditional and modern learning during classroom interaction between the teacher and the learners.

According to Dina and Ciornei (2013) , The expansion of the World Wide Web aids in the hunt for new areas for exploitation, with education using , the Internet possibly being one of its most well-known applications. It is a useful resource for language study and teaching. It is also regarded as a very beneficial tool since it allows students to engage in social interaction and creates a real learning environment. Thus , it makes it possible to seamlessly incorporate several skills into one work, it's a really helpful tool. It serves as an effective teaching tool because it allows students to participate actively in foreign language activities outside of the classroom , and with course materials.

In the same line of thought , Dan (2018) discusses that teachers can design student-centered classes by actively integrating students in the learning process. Throughout class, students can ask thought-provoking questions and work on creative solutions to challenges. Therefore , Technology allows students to be creative, take charge of their education, expand their knowledge base, and enhance their abilities.

The importance of teaching speaking has been thought through drill repetition or dialogue memorization . Nevertheless, in the modern world , the aim of teaching speaking should be assists learner's communication in order to express themselves . In this respect , Krashen (1988) mentions that , language acquisition doesn't rely on substantial use of meaningful interaction in the target language or natural communication . So, speakers are more concerned with the message'scoveying and understanding not the form of their utterances . Regarding , conversations with native speakers could be helpful to assist the learners 'understanding.

As a result , language acquisition rely on fostering EFL learners to be expressive, explanative in using the language in order to be able to interact with , rather than learning grammar rules since speaking a FL requires more practice through communication and debates with foreigners to talk and understand what others are saying , that can help the learners to practice better the language without interference to mother tongue.

Furthermore , in her work Hayat states that , for most English language learners ,speech is still the hardest ability to acquire ,and they are still unable to communicate verbally ; Learner's errors are one of the speaking difficulties . Another obstacle is the lack of motivation that referred to student's lack of concentration during the session .So, learners became less communicative and less practices in FL. As , she suggests that , speaking proficiency depends on implementing different ICT tool to make TEFL more flexible such as:

• **Computers:** are the most significant instruments of information and Communication Technology. These are the IC's that most teachers use it frequently in gathering ,and storing data.

• **Over Head Projector :** is the useful for displaying information to a large number of individuals which allow the presenter present his work easily through the projector as

learners kept all the time focused and engaged during the lesson .Teachers can establish relationship between them and the tools they use. Furthermore ,visual aids are speaker's tool during a presentation which let learners move around the audience and use body language when they performing the work.

• **The Interaction Board:** it gives the student the greatest possible care. for example, by watching native speakers speak ,students can pick up a lot of about communication. This is not only its can help them to learn the language and apply it daily life.

• **Social Media:** has grown to be a crucial communication tool. It offers a forum for the exchange of ideas and opinions. Pupils can benefit from sharing knowledge by integrating themselves into English language study groups. It has access to numerous social media platforms, including Instagram , Twitter, Facebook, and others. It is quite beneficial for learning situational language.

• **Digital Camera:** Its use offers countless opportunities for linguistic gains and advancement in the majority of areas. This is an extremely useful tool for recording role-playing games or classroom presentations so that the teacher or the student can review and edit them later as a form of self-evaluation. This method helps students feel more comfortable using technology and breaks down barriers between them and their teachers.

Consequently ,Warschauer (2000) highlights ,that the students are given the chance to develop their own knowledge and gain more meaningful language exposure . But , they are supposed to practice interaction on real life scenarios .

5. Conclusion

The ability to speak in FL becomes a necessary feature for effective communication. The importance of TEFL and classroom interaction are two major topics discussed in this chapter. Each teacher do examine the needs of his students and adapt various methods and relevant ICT's to break down complexities , routine and to fulfill their lacks

As interaction enables learners to take part in the society while using a FL beside classroom interaction , for the sake of being familiar with target language use , capable to talk fluently, and express their opinions in front of others rather than being afraid making errors and lose their self confidence . In addition , interaction offers more opportunities for learners to practice , a more personalized pace of instruction, a higher level of personal investment that boosts motivation , and positive affective climate that decreases stress and encourages language risk-taking and decisions making.

Chapter Two :

Research Methodology and Data Collection

1. Introduction

The current chapter serves as fraim work about the impact of non interactive classroom atmosphere on student's academic performance. First , it attempts to restate the research questions and hypothesis including its aim. Then, it provides a description of research methodology. As, The chapter represents the sample population that contributes to fulfill this research. Furthermore , it gives an explanation of the tools used in the process of gathering data. Finally, it's highlights the research limitations.

2. Research Questions and Hypothesis

To remind the reader , the research investigator poses three questions, which they articulated as follows :

- What are the possible reasons behind non interactive classroom atmosphere ?
- What can be the role of the teacher in motivating EFL learners ?
- What are the effective strategies that can boost up learner's interactive skills ?

In order to answer these questions, three research hypothesis formulated as follows :

- Lack of group work and communication in class regarding learners' psychological state.
- A teacher who displays interest and positive feelings about the subject can reflect those positive feeling toward students this can increase their motivation .

Boosting learners' interactive capacities involves creating an environment that encourages collaborative and effective communication : active and collaborative learning regarding the implementation of ICT in class can be a relevant strategies to achieve this.

3. The Aim of the Study

For instance, the motivation behind this research is to investigate how classroom interaction can enhance students' academic performance and communicative skills in the process of learning EFL. So, This research aims to Develop the relationship between classroom interaction and learners' academic performance specially speaking skills. In addition ,

it Explores the factors that can foster interaction in class. Also, it Seeks to identify the difficulties behind students' passiveness in learning EFL.

2.3 Methodology

According to Bhandri (2020) , methodologies for research are specific approaches to data collection . Creating a research technique is crucial part of any research investigation . These are the primary factors to take into considerations when designing a methodology .The researcher first decides how to collect data .The types of data needed to answer researcher's study questions :

- Quantitative vs qualitative : will this data be presented as text or numbers ?
- Primary vs secondary :will the researcher rely on data gathered by others or by hismself ?
- Experimental vs descriptive : will he do an experiments or measure everything as it is ?

Moreovor, MsCombes and George (2022) assert that , research methodology discusses and explains the techniques used by the investigator for data collection and anlysis in his study. The methodology chapter conceders as crucial part of any thesis , research paper or dissertation, it covers the methods used , the type of the study that was conducted , and data collection including the tools and materials adaptation in the research that can help the reader to assesses the credibility and the validity of the work.

2.3.1 Quantitative Approach

Cresswell (2003) claims that quantitative research entails gathering data, so that information can be qualified and subjected to statically treatment in order to support or refuse alternate knowledge , in which the researcher's strategy for analyzing data is based on mathematical models. Also, it involves data collection that is typically numerical as the researcher uses the inquiry methods to ensure alignment with stastical data collection .

In the same line of taught , Bhandri (2023) mentions that quantitative approach can be applied to finds trends, averages , confirms causal relationships , and generalizes findings to bigger populations . It is the opposite of qualitative research, it's comprises collecting and analyzing non-numerical data (text, audio, or video..ect). Additionally,

Leedy and Ormrod (2001) classify that the types of quantitative approach as descriptive ,experimental and casual comparative.

- In descriptive research : The researcher provides a broad summary of the factors in his study.
- In casual comparative : The researcher links between the variables in his study.
- In experimental research : The researcher investigates if variables have a cause-and-effect connection.

2.3.2 Qualitative Approach

According to Leedy and Ormrod (2001) , the qualitative approach builds its premises on inductive reasoning as opposed to deductive thinking in which the researcher tries to provide an explanation for the questions that are raised by the observational aspects, that maintains a strong association between the researcher and the data.

As, Bhandri (2023) clarifies that , The goal of qualitative research is to improve understanding of concepts, viewpoints, or experiences by collecting and analyzing non-numerical data (text, video, or audio) . It's can be applies to generate original research ideas or to acquire in-depth understanding of a subject. Qualitative research , involves collecting and analyzing numerical data for statistical analysis.

2.3.3 Mixed Methods Approach

Williams (2017) in quoting Cresswell et al , discusses that when using a mixed methods approach to research , scientists combine techniques for gathering data from both quantitative and qualitative research methodologies in a single study. Therefore , the researcher is supposed to gather or analyze both narrative and numerical data in order to answer the research questions for specific study. An example of gathering a mixed set of data would be for researchers to address survey with closed-ended questions to gather quantitative , or numerical data , and conduct an interviews to collect qualitative , or narrative data.

Furthermore, researchers are now able to test and develop hypothesis by being able to create research studies that includes data collection or data analysis from the quantitative and qualitative research approaches. Additionally, mixed methods approach allows the

investigator to explore, analyze , understand, and break down complexities of a phenomenon.

4. Sample Population

The sample chosen from the second year EFL students in the Department of English at Saida University Dr. Moulay Tahar during the academic year 2024-2025. Further, six teachers of oral expression were selected to respond to the interview. The study is conducted in oral sessions that focus on the communication between teachers and students in the EFL classroom.

4.1 Description of Teacher's Profile

To contribute the accomplishment of this research, six teachers of oral expression in the department of English at Saida University are kindly invented to answer an interview, three of them are males while the remaining ones are females . As all of them got phd degree and have taught English more than 6 years. Additionally, they teach various levels : first, second ,third year and master students .The researcher collects different benificial feedbacks from their experiences.

5. Data Gathering Tools

The researcher uses two research instruments, the first tool is classroom observation, in which the researcher attends several sessions in EFL classroom at Saida university to observe the way oral expression taught and explore what happen inside oral classes either between the teacher and the learners or among the learners themselves .The teachers' interview is used as second tool .

Thus, the researcher interviewed a number of oral expression teachers and inquires them about their methods of teaching , for the sake of collecting their opinions, and trying to get from them some suggestions towards the role of classroom interaction in enhancing student's communicative skills. The purpose behind using these tools is to collect as much data to save the credibility of this research.

5.1 Observation

Among the useful research methods that may be employed in specific study is observation in classroom. On the other hand , it helps in gathering qualitative data about how lessons are structured and how students interact in the class . It is a tool that makes the research process easier , as it facilitates data collection for the purpose of testing the previously hypothesis. Since the topic's focus is on the teachers and students during the teaching learning process .In this respect Good and Brophy (2000) quote :

> "*observes often try to reduce the complexity of classroom coding by focusing their attention exclusively on the teacher…but it misplaced emphasis .The key to through classroom observation is student response .if students are actively engaged in worthwhile learning activities , it makes little difference whether the teacher is lecturing, using discovery techniques , or using small-group activities for independent study "(p.74).*

They place a strong emphasis on paying close attention to every single detail of student behaviors . It means that more the researcher watch , the more he pick up on fresh information . Paying attention enables the individual to obtain inspiration .Thus, classroom observation is employed to learn more about the atmosphere of the classroom and through it the researcher can experience the scenario first hand and get close-up look at many tactics and elements in class and helps in understanding the problem's larger context.

Classroom observation divided into two types ; participant observation and non participant observation. In this regard, Newman and Benz (1998) state that in participant observation , the researcher taking part in the activities observed in which he/she participates with the participants. Unlike non participant observation , the observer observes without interfering and taking part in the observed setting.

5.1.1 The Description of Classroom Observation

The classroom observation was undertaken in the department of English at Saida University during the academic year 2024-2025 within a second year EFL students. It begans from the first semester till the second semester , this observation involves 2 groups (1 ,2) that has been chosen randomly from the whole number that is about 5 groups in which the researcher has attended 6 sessions oral expression.

The observation was made to observe G1 and G2 , as three sessions dedicates to each group, with different teachers such as 2 males and at different times. It aims to

investigate the manner to which oral expression teachers provide opportunities for students to practice speaking in the class during the teaching learning process.

Moreover, three sessions were dedicated to each group , the physical environment, learner-learner and teacher-learner interaction were observed by providing a checklist to make the work easier, organized and more structured in order to collect reliable and valid data . It is a form of table includes a set of items under three sections, in which the observer ticks in the columns of the item depending on what he observes inside the class. As mentioned before, the checklist comprises to 3 sections such as :

- **Section One** :**General Observation of Classroom Environment**

  Five items are included in this section. It seeks to gather data concerning the physical setting , the teacher's and student's behaviors, lesson's goals of the classroom which are some factors influence interaction.

- **Section Two : General Observation of Learner-Learner Interaction**

Eight items are included in this section. It aims to understand more about the interaction between students in the class , as it illustrates if they participate in oral session, share their ideas , and if they are willing to speak or staying silent. Additionally, checking whether or not student correct each others in classroom.

- **Section Three : General Observation of Teacher-Learner Interaction**

This section consists of seven items. It aims to investigate the teacher 's roles and responsibilities in class and whether he provides clear and understandable instruction, regarding if he allows his learners to engage with him in debates and conversations during oral session. Also, it attempts to know whether the teacher uses positive reinforcement to encourage and motivate them to speak without fear . Ultimately ,The section tends to explore teacher's strategies to correct student's mistakes.

As far as this research is concerned, a non- participant observation in which the researcher sat in the back of the class and observed every single detail during the teaching learning process without interfering . Furthermore, to overcome any impact of the observer as researcher on the participants and the process of interaction, the researcher avoids making any contact with the learners during the observation while student knew

that they were observed , but they behaved on the researcher's presence during the last sessions .

5.2 The Interview

The interview is a fundamental way helps the researcher in gathering reliable and confidential data from the interviewees. Taherdoost (2021) discusses that , One method for gathering data for qualitative research is asking questions during an interview. Two or more people conduct interviews; one of them is the interviewer who poses the questions. Indeed, There are various types of interviews that can be identified by how organized they are: semi-structured interviews ; are in the middle of the three, unstructured interviews , are more organic, and structured interviews, which follow a predetermined format and ask predetermined questions in a predetermined order. Interviews are widely used in market research, social science research, and ethnographic research.

Moreover, Kitchen and Tate (2000) claim that ,interviews are " self- reports of experiences, opinions and feeling (p.2019) ". Thus, the researcher delivers an interview in order to encourage the informants to share their ideas and opinions to fulfill the research subject . They highlight also that interviews is the most suitable tools for gathering qualitative data . In the same line of taught, Galletta (2013) discusses that interviews can be used as the primary means of gathering data or means of validating and confirming the observations .

In addition, DiCcco-Bloom and Crabtee (2006) assert that various techniques are employed to document the interview including audio recording, video recording and note taking , but the audio recording is useful one where the researcher should be aware of some frequent elements that could be affect audio recording interview , such as low of battery and noise .

5.2.1 The Description of the Teachers' Interview

As a second research instrument, the researcher conducts an audio recorded interview with as ample of 6 teachers of oral expression. It consists 12 open ended questions where the teachers are supposed to give clarifications , that take place in the department of English at Saida University.

Furthermore, teachers were first asked about the degree they currently hold, in order to determine if advanced degrees are required or if teaching oral expression requires fluency of speaking English , as they were asked about their teaching period in order to learn more from their experience of teaching. So, They were questioned about how developed speaking skills help learners to learn a foreign language and whether they give them understandable input during the course.

Moreover, this interview covers a questions about the speaking exercises they use to develop learners' speaking skills and how they foster silent ones to participate and talk in classroom , regarding the speaking difficulties that can face them in oral classes as well as their motivation. The interviewees were questioned about whether they engage with students in discussions and if they allow them to speak regarding their attitudes towards learner - learner interaction . Then , teachers were requested , if the classroom interaction can improve students 'communicative abilities and if teacher – learner relationship can decrease their speaking mistakes. Finally, the researcher asks them about the possibility of making all students speak and participate in classroom.

6. Research Limitation

The researcher rans across a number of issues while doing his investigation , just like any other researcher . The investigator was constrained by his work environment that makes it challenging for him to balance his work with the conduct of his academic project. Furthermore, oral teachers face a difficulty in finding free time to answer the researcher's interview since their timetable was busy.

7. Conclusion

To conclude, The chapter represents the field work of the research study , it highlights the restatement of research questions , hypothesis and its aim . Besides, it represents the objectives behind conducting this study. Then, It explains the research methodology including its types. Finally, the chapter tends to provide a clarification about the sample population and the tools used for data collection, regarding the difficulties that faces the researcher during this investigation.

Chapter Three:

Data Analysis and Recommendations

1. Introduction

This chapter represents the practical part of this study. It devotes to data analysis and recommendations ,that looks into whether students at Saida university use the classroom interaction as a tool to improve their speaking skills and if the teachers apply pedagogical strategies to enhance their communication abilities in FL. It attempts to interpret the gathered data from classroom observation and teachers' interview. As the chapter includes discussions of the results collected from the analysis.

2. The Analysis of the Classroom Observation

The first classroom observation is dedicated to group one .

Section One : General Observation of Classroom Environment

This section tends to examine the impact of classroom environment on the interaction among students and teacher within classroom.

Item One : The Physical Environment is Large , Lighted, Organize and Clean to Encourage Communication Inside Class.

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 01: The physical environment

In the three sessions that the researcher has attended , the class was lighted ,structured and spacious since the sessions was sheduled at the morning with 10 females and 2 males , may be because of females' passion to learn a foreign language .The students were motivated and comfortable during the oral expression sessions.

Item Two :Teacher's and Students' Time Attendance to The Classroom

- **Teacher's Time Attendace to The Class**

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 02 : The teacher's time attendace to The class

- **Students' Time Attendance to The Class**

Rating scale	**Always**	**Sometimes**	**Rarely**	**Never**
Sessions	0	3	0	0
%	0%	100%	0%	0%

Table 03: The students' time attendance to the class

In the three sessions , the teacher always attended on time , he tend to respect his time .However most of the students come late expect 3females .Apoint to mentioned that the teacher was too tolerant with the late commers , as he was not strict at all and inform them when they came late they can enter the class without taking permission to attend in order to not distrubt their classemates.

Item Three : The Teacher Moves Around The Learners to Offer Advice and Asess Understanding

Rating scale	**Always**	**Sometimes**	**Rarely**	**Never**
Sessions	1	1	0	2
%	100%	33.34%	0%	66 .66%

Table 04: The Teacher's behaviors in the classroom

During the first session, the researcher have noticed that the teacher moves around the learners and talking with them. At the beginning of the session, the teacher check their prayer knowledge that was about how culture can influence the community , then he told them to perform role plays that shows the clashes and the difference between cultures including cloths, religion , language , food. Thus, learners done a good performance and they were creative . In addition , the teacher has commented on each performance in order to make them motivated and engaged .

In the second session , the teacher asked them to listen to a passage that followed by question, which was included the number of passengers and the number of alightors under the train at each station. The questions was about how many stops the train did while learners they were waiting the question about the number of passengers. Furthermore, the question was unexpected for learners since they were les concontrated expect one learner who answer the teacher directly. However, in the third sessions, the teacher staying in his desk without moving around them and start discussing free topics with his learners .

Item four :The Teacher Checks Learners Use of L1 Instand of L2

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	3	0	0
%	0%	100%	0%	0%

Table 05: The teacher's check of students' behaviours

The researcher have noticed that during the three classroom observation sessions, the learners sometimes interact with each others using Arabic where the teacher adviced them to use the second language even making errors in order to make them being familiar and equiped with the language to facilitate its acquisition and learning process.

Item Five : The Teacher Set Out The Lesson Objectives

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	1	0	0
%	0%	33.33%	0%	0%

Table 06: The teacher lesson objectives

In order to inform the students about what to do at classroom, and the topics they should focus on during classroom interaction. The teacher listed some objectives that the students will atcheive it at the end of oral expression session under the first session. However, in the second session, the teacher began directly questioning about what they have done in the first session then starting the new course . In the last session , the teacher began his lesson without setting out the objectives since it was a session of free talk and debates ,discussing some topics from real life situation including crime , divorce because the majority of group members were absent.

Section Two : General Observation of Learner –Learner Interaction

The current section aims to collect information about how students interact with each others within the class.

Item One : Students Express Their Thoughts , Provide Suggestions, and Share Ideas Among Them and with The Teacher

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	3	0	0
%	0%	100%	0%	0%

Table 07: The Students' classroom interaction

In all the three sessions that the researcher have attended , the students sometimes shared their ideas and give suggestions .this was spesifically the case when the teacher questioned them about their views concerning topics. Thus, the teacher the most takative in the class who has tried for many times to puched his learners to speak and give their opinions by calling their names.

Item Two : Learners Have Desire to Speak Up and Engage Debates

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	2	1	0
%	0%	66.66%	33.33%	0%

Table 08: Learners' desire to speak

Under the first and second sessions with group one , it has been noticed rhat learners sometimes speak up in the class by raising their hands to share their ideas .This fact may be due to the students' awareness of using classroom interaction as means to improve their speaking skills .However , in the third session , the learners were rarely interacting .This fact may be due to the topic discussed may be it seems boring for them.

Item Three : Learners Sharing New Ideas in Classroom Setting

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	0	0	3
%	0%	0%	0%	100%

Table 09 : Learners' ideas in classroom

Over the three sessions of classroom observation , it has been noticed specially during the free topic session , students were not engaging with the teacher and were not presenting new ideas related to the topics in oral expression session. Moreaver, it has been observed that just one or two student have sharing new ideas related to the debate of the topic.

Item Four :Leaners' Participation in Classroom Interaction

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	3	0	0
%	0%	100%	0%	0%

Table 10 : Learners' participation in classroom

Under the classroom observation , the students were engaged in the learning process either from their own choice for instance ; by raising their hands , speaking , responding to the teacher's questions or obligatory in which the teacher forced them by calling their names using marks. This indicates that the teacher has required participation from the learners in order to increase their level of interaction during the sessions and making them active and communicative.

Item Five : Students Hesitate and Use Challenging Language to Explain Themselves

Rating scale	Always	Sometimes	Rarely	Never
Sessions	2	0	1	0
%	66.66%	0%	33.33%	0%

Table 11: Learners' language difficulties

In the first and second sessions of classroom observation, the researcher noticed that students were express themselves easily because the teacher was laughing with them and giving them the time to prepare themselves before speaking or engaging in other classroom activities. But, in the third session of free talk , they were certain students who hesitate when speaking up in class since they don't have enough ideas to share and little bit shy to speak in front of the teacher and their classmates.

Item Six :The Students'Developement in Speaking Through Classroom Interaction

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 12: Students' developement through interaction

This item was present during the three sessions, it has been noticed that students who were interacting with the teacher and their peers in the classroom had fewer speaking issues, such as anxiety, fear of stage , and they felt more comfortable in front of the class. This is because it is taught that practicing speaking in the classroom is the most crucial element in helping students to develop their learning of FL.

Item Seven : Students' Peer Correction of Errors in Class

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	0	3	0
%	0%	0%	100%	0%

Table 13: Students' peer correction

During the three sessions , it has been noticed that rarely where learners correct each others errors , because the teacher corrected the error directly , he was focused all the time with his learners' language . he corrected them without hurting their feeling , as he inform them that errors are part of learning.

Item Eight : Students Colaborate with Peers and Feel Comfort Within The Group

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 14: Student's collaboration within the group

In the three sessions , learners were collaborated with each others to achieve their objectives , they were most of them actively participated in group projects , because the group leader devided the work equally in which each student feel accountable for the group's success specifically in role plays, it seems that they were family not classmates.

Section Three : General Observation of Teacher-Learner Interaction

This section aims to investigate the interaction between the teacher and learners.

Item One: The Teacher Amount of Talk in The Classroom

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 15 : Teacher amount of talk

Over the three sessions , it has been noticed that the teacher took up the most conversation in oral expression sessions , since he was seen as the only provider of knowledge in the class through informing his learners, correcting their errors and the guider who was fostering and motivating them to speak and express their opinions. As, he was experienced enough because he was good and so kind in dealing with each student 's psychology.

Item Two : The Teacher Gives his Learners Comprehansible Input that is Appropiate for Their Levels

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 16: Teacher's input for learners' level

In the three sessions that the researcher have attended with G1 he has noticed that the teacher always gives his learners comprehensible input by giving them examples from real life , pictures , in order to ensure that everyone understands the concepts or the messages that the teacher try to get across. Besides, teacher-student interaction inside the classroom based on teacher's information that will help the learners in producing output from their own understanding in order to communicate and interact with others effectively.

Item Three : The Teacher Gives The Chance For his Learners to Interact With him During The Session

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 17: Students' opportunities for interaction

It has been noticed by the researcher that during the tree sessions that the teacher consistently provides chances for learners to talk and engage in classroom activities , in class discussions and participating. As he sometimes obliged them to speak specifically the shy students to let them benefit from the classroom interaction and overcome fear since they are seen as the key players in the learning process.

Item Four: The Teacher Employs Several Speaking Exercises , such as Communication Games and Discussions tasks

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	1	0	0
%	0%	33.33%	0%	0%

Table 18: Teacher's exercises for classroom interaction

In the first session, the researcher noticed that the teacher used role play when conducting group projects during the oral session . Furthermore, the teacher always began each class with

a topic discussions and inform the non-presenters students to prepare something for next session.

Item Five :The Teacher Do Assessments to Evaluate Student's Speaking Skills

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	0	0	3
%	0%	0%	0%	100%

Table 19: Teacher's evaluation for learners' speaking skills

In all sessions , the researcher didn't observe any assessment given for learners because teacher goal's was to have every student engaged in the lesson .In addition, his way to let his learners talk and interact was successful , he depends on asking open questions and rating scale to make the whole class focused and give their points of view by providing humor in class .

Item Six : The Teacher Encourages Students to Speak by Using Words Like « Good » , « Excellent » and « Ok »

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 20: Teacher's expressions for learners' motivation

During the three classroom observation between the teacher and his learners, the researcher observed that the teacher he was always used the expressions « good » and « ok » even clapping for them .Thus, he used this motivational technique to encourage the learners to do the better the next session and keeping their self confidence active .

Item Seven :The Teacher Uses Corrections Strategies to Adjust The Learners' Mistakes

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	3	0	0
%	0%	100%	0%	0%

Table 21 : Teacher's correction strategies

Over the three sessions, the researcher has seen that students of G1 sometimes made mistakes , and the teacher corrected their mistake by using the strategy of « time monitoring », which is to give the students time to monitor themselves when speak ,or asked them to repeat what they have said to made them identify their errors by owns.

The researcher have chosen group two as a second classroom observation

Section One :General Observation of Classroom Environment

Item One : The Physical Environment is Large, Lighted ,Organize , and Clean to Encourage Communication

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	0	3	0
%	0%	0%	100%	0%

Table 22 : Physical environment of classroom

They were proximately 17 student in G2 , most of them females. The environment was rarely well organized and spacious. Since they were easily speaking and interacting with each other , as the class during the oral expression course, the student in the three sessions that the researcher has attended with them were active and motivated. Furthermore, the researcher noticed that over the three sessions , the physical setting of the classroom had a little effect on students' interactions since they were more conscious about the role of speaking proficiency.

Item Two : Teacher's and Students' time Attendance to The Class

- **Teacher's Time Attandence**

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 23: Teacher's time attendance

- **Students' Time Attendance**

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 24 : Students' time attendance

Over the three sessions with G2 ,the teacher and his students were attending on time the class. As the teacher was strict concerning time since he divided the time equally to each activity done in the classroom , even students' break that was 10 min , regarding students they were respecting time. Thus, a well organized time is a crucial element in the teaching learning process Which help the teacher to have a better work and good achievement for learners.

Item Three : The Teacher Moves Around the Learners to Offer Advice and Assess Understanding

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 25 : Teacher's behaviors in class

In the three sessions , the researcher noticed that the teacher always moves around his learners to assess understanding . Additionally, he was always followed his students' performance during the group projects or class discussions by posing questions about their presentations.

Item Four :The Teacher Check Learners' Use of L1 Instand of L2

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	3	0	0
%	0%	100%	0%	0%

Table 26: The teacher's check learners' behaviours

During the three sessions, the researcher noticed that students of G2 sometimes used L2 in classroom interaction , but the teacher offered guidance regarding this issue. In addition , he managed students' use of L2 during the three sessions and has informed them the disadvantages of using L1 that can affects their L2.

Item five : The teacher set out lesson's objectives

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	3	0	0
%	0%	100%	0%	0%

Table 27 : The teacher's lesson objectives

Over the three courses of oral expressions, the researcher observed that the teacher has made his students aware of their need to prepare outside of the classroom for their performance by mentioning his course objectives at the end of each sessions, it has been noticed that he rely on group works that the students complete inside the classroom to help them feel comfortable while practicing their speaking skills during their presentations.

Section two : General observation of learner- leraner interaction

Item one : Students express their thoughts, provide suggestions and share ideas among them and with the teacher

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 28 : Students' behaviors in classroom

Under the three sessions, the students always share ideas and give their opinions specially when the teacher asked them, as they were motivated to speak in which each learner try to confirm his point of view through giving strong arguments to convince the teacher and his classmates. Furthermore, the teacher asked them to suggest some topics to discuss and they were creative and mentioned interesting topics to discuss it.

Item two : Learners have desire to speak up and engage debates

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 29 : Students' desire to speak

When the the researcher has observed G2 during the three sessions, he noticed that students were well engaged and comfort in the classroom in which they were always show their desire to speak during the oral expression including the presentations of each others , it has been observed that students interaction was increased from session to another. Thus, students ' desire to speak refers to the teacher's strategies.

Item three : Learners sharing new ideas in classroom setting

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	3	0	0
%	0%	100%	0%	0%

Table 30 : Learners' thoughts in classroom

As it shown in the table, during the three sessions of classroom observation, students sometimes express new ideas regarding the topic discussion that the teacher had provided. Additionally, students sometimes share new ideas in the form of opinions related to students' performance , and the teacher asked them about topics to discuss to learn more about their prior knowledge.

Item four : Learners' participation in classroom

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 31 : Learners' participation in classroom

Under the three sessions, the researcher observed that students always contributed to class discussion by offering feedback on the work of their classmates or by responding to teacher's questions. Additionally, they were participated and interacted in the three sessions by asking the teacher questions or clarifications , as the teacher asked them concerning their presentation to make them speak and interact either with him or with each others.

Item five : Students hesitate and use challenging language to express themselves

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	0	3	0
%	0%	0%	100%	0%

Table 32 : Learners' language and feelings in classroom

Regarding the learners' hesitancy in the classroom, the researcher noticed that since they were knew each others , the students did not feel anxious when they were expressing themselves. As the teacher has worked to create a positive atmosphere in the classroom in order to help his learners feel comfort and engaged during the class interaction. Furthermore, the students have had a good language and accents in speaking English language.

Item six : The students development in speaking skills through classroom interaction

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 33 : Students' development through interaction

As the primary purpose of classroom observation i to gather data about students' communication with each others , the researcher noticed that the speaking abilities of the learners were developed through the process of classroom interaction .Thus, students' speaking improved in each sessions specially when they were working in groups and peers.

Item seven : The students correct each others errors in class

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	3	0	0
%	0%	100%	0%	0%

Table 34 : Students' peers coreection

Under the three sessions that the researcher spent watching learner-learner interaction, he noticed that the students sometimes correct each others' errors in the case when working in groups because the interaction between the students allowed them to benefit from each other as a group in order to make it successful. In addition, working in groups motivated the learners and made them feel free to interact and express their points of view.

Item eight : Students collaborate with peers and feel comfortable within the groups

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 35 : Students' behaviors within groups

Under the three sessions, the researcher noticed that the students interacted with each other in the classroom and always collaborated with peers. Also, they felt good in working in groups because they had more chances to demonstrate their abilities when presenting their work. Moreover, the teacher encouraged his learners by providing positive comments on each group work in which this collaboration refers to students' choice to choose the group they will work with.

Section three :General observation about teacher-learner interaction

Item one : The teacher amount of talk in classroom

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	0	3	0
%	0%	0%	100%	0%

Table 36 : Teacher's amount of talk

Over the three sessions of classroom observation , the researcher noticed that the students of G2 were talkative and interactive , the teacher rarely spoke in class since he were smart in how tp make them interact, discuss and speak with him and among themselves. As, he were skillful and provided an adequate strategies that help the learners engage discussions without force.

Item two : The teacher gives his learners comprehensible input

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 37 : Teacher's input for learners

During the three sessions, the researcher noticed that the teacher always gave his students clear and understandable information to help them become aware of what was happening in the classroom .Furthermore, he was doing his best to ensure his learners' understanding in order to convey his message, as this clear input foster the learners to participate in classroom interaction with their own ideas. So, the comprehensible input increase teacher-learner classroom interaction.

Item three : The teacher gives his learners the chance to interact with him during the oral expression

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 38 : Students' chance for interaction

During the three session of oral expression, the teacher always provide his students with the opportunities to engage with him as a educator .Consequently, there was a high level of classroom among the students since the teacher valued his contributions as much as his own in order to help them gain from the conversation and develop their speaking abilities.

Item four : The teacher employs several speaking exercises , such as communicative games and discussions tasks

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 39 : speaking excercises Teacher's

The researcher noticed that under the three session, the teacher employed several speaking exercises to make his students interact with each others and increase their level of participation in classroom to help them overcome the fear of talk ,in which he focused more on communication games and discussions tasks through group work.

Item five :The teacher do assessment to evaluate students' speaking skills

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	3	0	0
%	0%	100%	0%	0%

Table 40 : Teacher's evaluation for students' speaking

Concerning the assessment of students' speaking ,the teacher allowed each student to speak with his classmates about the challenges they had faced him through speaking exercise. This brief talk , which was take place between the teacher and each student individually, was seen as speaking assessment or an interview that the teacher conducted to engage the students' proficiency in classroom interaction .As, the teacher evaluate the speaking abilities through class topics discussions by looking at the conversation that held between the teacher and the students.

Item six : The teacher encourages students to speak by using the words « good », « excellent » and « ok »

Rating scale	Always	Sometimes	Rarely	Never
Sessions	3	0	0	0
%	100%	0%	0%	0%

Table 41 : Teacher ‘s encouragement for his learners

Regarding this item, the teacher always used the expression « good » and « excellent » to motivate his learners to communicate in classroom in which he thunked his learners at the end of each sessions for their efforts and inform them to do the better next session.

Item seven : The teacher uses correction strategies to adjust learners ‘ mistakes

Rating scale	Always	Sometimes	Rarely	Never
Sessions	0	0	3	0
%	0%	0%	100%	0%

Table 42 : Teacher’s strategies for correction

Over the three sessions of oral expression , the researcher noticed that the teacher rarely offered correction of his learners’ feedback regarding their mistakes either grammar or pronunciation. Moreover, by repeating the term or the sentence and requesting the students to repeat it as a tactic to correct themselves , the teacher attempted to indirectly correct the errors made by the students.

3.1.1 Interpretation of Classroom Observation Results

The findings obtained from the observation in the classroom demonstrate that classroom interaction plays a vital role in EFL learning , which varies not only across students but also among groups. This indicates that the way the students engage in each group is based on how well they can speak. When the teacher call on the members of group 1 to speak , they were already involved in a conversation. However ,G2 students were autonomous since they speak up and participate in discussions without the help of the teacher.

Unlike , G1 members were more passive and less interactive since they prefer to speak throughout their oral performance. Additionally, both educators understood the value of interaction and participation during oral expression sessions. Thus, each of them has a unique strategies that can have a beneficial or negative impact on the way students engage in the

classroom and their motivation levels. Moreover, they make an effort to talk less and provide the students with opportunity to become involved in the task.

Based on observations made in the classroom, most students do not attempt to correct each other's mistakes that could have an impact on their acquisition of foreign languages. The results showed that when students work with peers and in groups, they improve their speaking and communication abilities. Regarding the language used in the classroom, teachers employ clear, understandable input and basic language in every session to meet the needs of their students.

Indeed, The teachers of the two groups also make an effort to establish an organized and comfortable learning environment where both students and teachers feel at ease. Because teachers try their best to include students in the process of interaction, students were given the opportunity to speak and share their opinions. As teachers focus more attention to learners' accuracy and fluency than to their grammar and pronunciation. Concequently, teachers' techniques and procedures that encourage student participation and boost self-esteem are crucial to improving speaking abilities in the classroom.

3.2 Analysis of teachers' interview

The researcher has conducted a structured interview to investigate whether teachers used classroom interaction as way to foster learners in order to improve their speaking profiency.

Question one : what is the degree you currently hold ?

All the six teachers of oral expression have the degree of PhD ,meaning that they are highly experienced and skillful in TEFL which can help the researcher in gathering reliable information.

Question two : How can developed skills help students in learning a FL ?

Teacher one : " The appropriate oral skills listening and speaking help the learner to have a potential for communicative activities , he communicate to learn something and he need to communicate with the teacher and classmates. As, reading is a kind of communication ,listening also is an authentic language , all what is mentioned help in improve your skills to learn FL."

Teacher two : " In order to learn a language ,the learner need to have the four skills such as ; reading, speaking, listening and reading. So, listening is very important to gain the language if

the learner don't listen how is going to be able to speak it. Thus, he need to interact but even to listen to native speakers because he can't learn a language without practice speaking."

Teacher three : " I have seen that students they don't have the opportunity to develop their listening skills since these two skills are connected like knowing the topic, how they recognize their ideas ,searching for details, listen to the speakers and guessing the meaning. So, if the learners grasp these skills , they will have the opportunity to develop their communicative skills. Also, they need to have background about the culture and ancient civilization and the academic skills including paraphrasing , summarizing and note taking because all these conditions will help the learners to be fluent speakers. "

Teacher four : " I provide my learners with assignments that help them in real life situations. I always give my students assignments that would help them to work better outside .It means when they finish their master degree ; for example i can give them job interview in which they prepare, ask , answer questions and play as an interviewer and interviewee, this will help them after their education to be aware about the questions that meets them in the future when searching for a job."

Teacher five : " The speaking is a skill that the learner should master because iy can't be imagine a language learner without the speaking skill since it has a key role in his future academic career."

Teacher six : " The speaking skills helps learners in communicating with others and learn how to develop their critical thinking , so when they speak they start to think about what they speak ? and whom they speak ? which allows them to choose their words and vocabulary carefully."

Question three : Do you give opportunities to your students to speak in class ?

Teacher one : " Yes, i do. I should because the aim of teaching a FL is that to get the learners able to use the language ,if we don't give them the opportunity to practice , how they can improve."

Teacher two : " Of course , they have to. FL is not others subjects and modules , it is very special in which the learner need to speak to prove that he is a FL learner. So, if the learner doesn't speak he will have only the receptive language without expressive one. Thus, when learner receive he can just understand what others are saying but when he can't respond , he is going to some difficulties with others in communication."

Teacher three : " Yes sure. If i don't give the learners the opportunity , they are going not to have the chance to practice English language because they need to interact to grasp it , they should have a prior knowledge before given the opportunity to speak."

Teacher four : " Yes , I do. All the flour is for my students . It is fundamental from the teacher part to give and share opportunities for them to speak and interact even the silent students must take part in the classroom interaction."

Teacher five : " Yes, I do. I give my learners the opportunities equally to interact after presenting or while presenting my lecture ."

Teacher six : " I do. I encourage my learners to speak , i don't want to be the only speaker in classroom but i like interaction to be provided in my class ."

Question four :In the oral expression course , do you provide students with comprehensible input ?

Teacher one : " Yes , i do .In this sense , in each time i try to explain the very content of instruction and when saying input is everything give to the learners it can be spoken language, classroom instruction where the students are going to receive the input but should not sure they got it ,it's teacher responsibility to makes this input comprehensible through modify it ,we can use code switching to make things easy and clear for them."

Teacher two : " Not always, they prepare their presentations by themselves."

Teacher three : " Yes. Every time i talk to my students , i need to give them the words which are known to them in order to help them understand the subject. "

Teacher four : " Yes, indeed. It's a must to correct my learners and tell them my opinion whether in writing or speaking. "

Teacher five : " I do consider my input with the simplification, and i repeat sometimes three times. Also, i paraphrase in order to allow all the categories of students grasp the idea , as i can bring visual support to enrich their understanding."

Teacher six : " I do use the data show . For instance, in oral expression i usually use games and activities before i do that games i have to explain for the learners and this explanation is through videos , images and sometimes music. "

Question five :In class, how do you make the silent students share their ideas ?

Teacher one : " It depends on how skillful the teacher he is and which activities he going give for the learners , for the shy students he need to pay attention on what the things that make the silent students participate. The teacher he need to be very engaged and motivated in which he has to avoid calling them to come in front of the class to present Seth , he need to avoid presentation and give them the chance to work in groups which help them to communicate ,it can be games or debates but the activities should be interesting otherwise they going not to speak."

Teacher two : " I need to understand learners' psychology that belong to whether extroverts or introverts. As, i keep the silent students half an hour after the session that is a meeting between us , i mean only me and the learners in which i encourage them to speak through positive talk to help them overcome fear and stress."

Teacher three : " Sometimes, i pouch them to speak and i use some of the principals of behaviorism like " if you do that , i do not give you that" , or i encourage them positively by giving the learners who participate +1."

Teacher four : " I prepare task for the silent students since they do not talk at all for example , i told them to narrate an event . It's a must for them to narrate and describe it , otherwise, i don't give them the mark."

Teacher five : " I can make them talk by acquiring , asking them all the time questions by encouraging them positively . i try all the time to invite them and encourage them to engage classroom interaction."

Teacher six : " Simply, i tend to target their self confidence because i have notice that silent students are shy and don't speak that is refer to their psychological side not their abilities . So, i try to encourage them through positive talk."

Question six : How do you motivate your learners to speak ?

Teacher one : " I need to prepare the atmosphere to make the students feel welcomed , i can't say « those students who don't participate they gonna have zero in TD mark ».So, the teacher need to avoid negative talk , he need to use encouragement and tell them that they can win , just relax and take it easy to raise their self esteem level and motivate them through positive talk because teacher strict specially in oral classes is not a solution to let the student speak ."

Teacher two : " I always try to ask them about the session before . So by this i ‘m going to detect which previous information they have."

Teacher three : " I search about the most intersting topics for teenagers , then i need to do a survey about what are the topics that they will like most . After, i pick up the topics that i have chosen to discuss it later."

Teacher four : " Through giving them suitable topics from real life scenarios that would be motivates them , where they feel free to express their opinions."

Teacher five : " I can motivate learners by providing and suggesting intersting topics , since if the topic is interest automatically they will get motivated in classroom."

Teacher six : " I try to check their prior knowledge through it i introduce the new course ."

Question seven : What are the speaking difficulties that students face during oral session ? please, clarify.

Teacher one : " The first problem is anxiety , when students are anxious they can’t speak. On the other hand, they don’t have a linguistic competence to have communication with others speakers."

Teacher two : " The first problem is that learners they have a kind of a receptive language but do not speak due to the lack of language practice . As, they are afraid from making errors regarding their psychological factors including shyness and anxiety . "

Teacher three : " The major problem is anxiety and fear of stage that comes from lack of knowledge, or learners don’t have a self confidence to speak."

Teacher foor : " Students have difficulties in grammar , in finding good ideas and in using in academic language."

Teacher five : " Learners suffer from anxiety and fear of making mistakes which decrease their motivation in classroom and became an obstacle for learning."

Teacher six : " For instance , learners have grammar problems , sentence formulation and they have problems with accents because sometimes , they choose American English and sometimes British . As , they create new pronunciation and they don’t have rich vocabulary."

Question eight : Do students enjoy the learner-learner interaction ?

Teacher one : " they do . It's teacher responsibility to give the learners the role for collaboration through communication activities , they will improve and enjoy learning."

Teacher two : " Some of them . those learners who are extroverts , they do not have problem in speaking since they find interaction very enjoyable .in addition, they like games, turn taking and plays. However, the silent students find it boring since they have problem, in speaking ."

Teacher three : " Yes, they do. Learners are interesting in each others opinions and asking a lot of questions . Thus, the majority of them are motivated and sharing their ideas freely."

Teacher four : "Yes, they do. This why i never interfere when they have feedback from their peers."

Teacher five : " Yes, they do . But, i find that learners enjoy more teacher-student interaction since the teacher is the only motivator. "

Teacher six : " Yes, they do . But, they sometimes fight verbally since everyone trys to convince the other with his point of view."

Question nine : As an oral expression teacher, do you think that asking students to interact in class will help them to develop speaking skills ?

Teacher one : " Yes , it will because in peers communication, i don't have anxiety since students feel comfort , there is no corrective feedback which is the main cause that disrupt learners however sometimes there is students have corrective feedback ,correct and comment on the others presentation and i don't allow this in my class otherwise, they going have problems that the students they going to not participate. Thus, students interaction is important , it help the learners to participate and this is called « student talking time » is higher than « teacher talking time »."

Teacher two : " I do not prefer to do this because this is tends to the psychological state of the students specially if the teacher forces the shy students to speak . Fortunately, they will hate the teacher with the subject matter."

Teacher three : " Not asking them directly. There different learners of English , so some of them they need encouragement to speak but to motivate them i need to know their levels and personalities."

Teacher four : " Of course, interaction will develop all learners' four skills."

Teacher five : " Yes, they do because when learners practice the language they are going to recognize , identify their mistakes and correcting each other without falling in the same errors."

Teacher six : " Of course, because the major component in motivating learners to interact is questioning . But, sometimes is not traditional question is like the modern question through giving my opinion about a specific topic . Thus, they get motivated and start respond."

Question ten : Does you regular interaction help the learners to reduce their mistakes ?

Teacher one : " I am not sure , it depends may working on improving grammatical accuracy and fluency that don't depends only on the teacher and students communication , it depends on hard work and practice."

Teacher two : " Yes, sure. This is what is called teacher – student rapport in which the teacher encourages learners and builds an academic relationship with them in order to take out all the fears, stress so as the classroom became comfortable for the teacher and students ."

Teacher three : " Yes, i think there is a relationship between interaction and reducing the language errors. As, interaction will give me the exposure of language since if the learners interact, they will do mistakes and i will correct them it means that if they make mistakes during classroom interaction then, i correct them So, they will be able to reduce their language problems."

Teacher four : " Yes, through feedback , they will definitly minimize their speaking errors and their fear , anxiety and stress during oral expression session."

Teacher five : " Yes of course, it helps in regulating their mistakes because they participate all the time and there a notion of smooth correction or gental correction, and this is what i do during my session , i never force my students because i do correct them smoothly and gently to correct their mistakes. "

Teacher six : " Yes. They do reduce their mistakes specially when i correct one of them , they avoid the same mistake of each others ."

Question eleven : From your experience as a teacher , is it possible to make all the students participate ? please, explain

Teacher one : " Yes and no. Yes because if the activities are interesting , the teacher can involve everybody however sometimes the activities are very engaging but the students don't participate because of their affective filter either they are not in good mood or may be health problems but if the teacher have positive report and there is respect , he can involve them to speak without force."

Teacher two : "At the beginning is difficult, but after three or four sessions the teacher can make all the students speak, they need to be confident specially if the suitable teacher and the comfortable environment are provided in the teaching learning process. "

Teacher three : " It's very hard to make everyone speak and participate but it depends on students' mood , i can oblige them to speak but there are some students whatever i do they still say « i have no idea » to avoid speaking ."

Teacher four : " Yes, through providing interesting oral assignment , i can make the whole class participate ."

Teacher five : " No , it's not possible at all because there are categories of students and if we investigate that phenomenon , we find it refer to students' psychological side ."

Teacher six : " Yes, if have got their trusts , interests and planning on motivation and autonomy i can make them participate ."

Question twelve : what are the speaking activities that you rely on ?

Teacher one : " There is a variety of activities according to the objectives that i has, debates because it allows the participants to exchange ideas , As the U shape setting make the students feel relax where the students can face each others because the orderly raw setting it means students setting behind each other , there will be not a communication .So, U shape setting is important in debates even in oral presentation , this can reduce anxiety specially for shy students."

Teacher two : " Presentations , tongue twisters , turn taking" .

Teacher three : " Games , role play "

Teacher four : " Debates , tongue twisters".

Teacher five : " Describing picture , telling stories."

Teacher six :" Debates , songs , turn taking."

3.1.2 Interpretation of teachers' interview Results

According to the findings of the teachers' interview, Saida University's oral expression teachers believe that teaching students to talk in class is a suitable means of helping them enhance their speaking abilities. It is noticed that most of them are proficient in their teaching and employ various techniques to assist students in comprehending the content, based on their individual requirements.

Additionally, they assert that learner-teacher and learner-to-learner interaction during collaborative learning in the classroom will encourage students to perform in front of others without fear because they will feel comfortable in speaking and talking with one another. Moreover, teachers state that communicative activities and the integration of ICTs create supportive environment in which learners can use the language and understand others.

Regarding the silent learners who do not participate because they are unmotivated; they just require a little encouragement to get over their silence and anxiety. Thus, educators need to create the suitable environment for them. As, teachers have to act as a partner rather than a teacher with providing their students by comprehensible input through simplifying and modifying it so as the learners can create their own thoughts. In addition, teachers give a serious consideration to learners 'psychological state that consider a key factor in classroom interaction.

3.3 Conclusion

In general, the results obtained from the classroom observation and teachers' interview show that classroom interaction is a key element that the students should use to develop their speaking abilities. The analysis of classroom observation demonstrated that interaction enhances and helps the learners in making a good progress in learning EFL. As, the teachers' interview confirmed that teachers believe that communication in classroom raised the students' awarness to work on their language profiency. These finding also demonstrates that the teachers' adaptation of various effective techniques has an impact on classroom management and students' background to develop their communicative abilities.

❖ Some Recommendations for EFL teachers and learners

After consulting about the impact of non interactive classroom on students' academic performance through reading previous studies and selecting tools and the methods to fulfill this research. The researcher tends to address some pedagogical recommendations for teachers as well as students in the department of English at Saida University since improving students' speaking skills is key condition in the teaching learning process of FL in order to be became a proficient speakers and good communicators.

A. For Teachers

It's advisable for oral expression teachers to provide the suitable environment to make the learners feel free and comfort to express their thoughts. Additionally, they need to focus on communicative activities and bringing interesting topics for debates to increase learners' motivation to participate in class.

Moreover, teachers can provide visual aids to enrich learners' understanding, as well as ask them to work in groups in order to help each other and learn how respect each other when correcting their mistakes. Also, teachers need to be aware about their students' psychological state specially the silent ones , they are sensitive. So, teachers can encourage them through positive talk to overcome their fear and shyness rather than forcing them to speak that may destroy their self confidence .

Since the teacher is the only monitor in class , he/ she can use humour in the learning process and provide an enjoyable tasks like tongue twisters , because it's a good cue that make learners speak , practice the language and reduce anxiety. Regarding , administrators are required to provide enough ICTs rooms in the universities with the necessary capacities to use modern communication technology in the learning process , and to create an implementation of training programs for teachers and learners on how to use computers , and internet in the educational system to improve students' mental and intellectual skills.

B. For learners

First of all , learners need to give importance to classroom interaction that help them to learn a foreign language and try to improve their speaking skills through listening and reading books , articles in order to have a rich linguistic competence.

Furthermore, learners can talk to native speakers to practice the language , as they should manage their anxiety and being confident that they can do the better by taking in their consideration that errors are part of learning , and classroom is the suitable setting to correct this mistakes .

In addition , learners can have a self talk in front of the mirror about any topic , when they are alone that enables them to practice the FL and reduce their fear. As, they need to focus on improving their pronunciation and grammar to not fall in errors when they engage in debates and conversations.

GENEREAL CONCLUSION

GENEREL CONCLUSION

Various studies asserted that classroom interaction can help learners to improve their speaking skills in learning a foreign language , to be proficient speakers and good communicators. The present work contained three chapters . The first chapter dedicated to the theoretical background of this study, it represented an overview about teaching English as foreign language . In addition to its history , methods , approaches , aim and its importance. As, the chapter defined the word interaction , including its types and significance. Then , it highlighted the integration of technology in EFL classroom setting to enhance learners' speaking skills .

However , the second chapter devoted to the research methodology , it attempts to shed light the restatement of research questions and hypothesis including its aim. Also, it tends to describe data gathering tools and represents the sample population of this investigation. Finally , the chapter highlights the research limitation. While , the third chapter dedicated to data analysis and interpretations. Then , it concludes with some pedagogical recommendations address to EFL teachers and learners.

The findings revealed that classroom interaction has provide the learners with the ability and the practice of language . As, its increase their self confidence and motivation to engage debates and conversations within the EFL context . Moreover , the obstacles that facing learners referred to their unfamiliarity with the language. This investigation based on three questions that aims to investigating how can classroom interaction enhance students' academic performance , and developing the relationship between classroom interaction and learners' speaking skills. In addition , it aims to explore the reasons behind students' passiveness in learning FL.

The researcher depended on two research instruments of data collection in order to answer the research questions and validate the hypothesis , in which a structured interview was addressed to six teachers of oral expression and a classroom observation undertaken within the second year EFL students in the Department of English at Saida University . So, the results obtained from the teachers interview have shown that learner - learner and teacher – learner interaction encourage the students to perform in front of the others without fear and feel comfortable to express their opinions. Additionally, classroom observation was an umbralla to help the researcher in cheking interview s' responses validity.

General Conclusion

The two selected research instruments were effective in gathering reliable data to fulfill the research objectives and confirm its hypothesis . The first hypothesis suggested that the reasons behind non interactive classroom is due to the lack of group work and communication regarding learners psychological state , in which the learners being passive when they feel stressed and anxious that came from lack of knowledge and communicative activities in classroom . The second hypothesis viewed that a good teacher displays positive feelings about the subjects , which can reflect toward students and increase their motivation .Thus, the teacher has a key role in increasing students' self confidence to speak through positive talk and providing an enjoyable tasks in order to reduce their anxiety and make them feel entertained during the course.

Ultimately, the last hypothesis claimed that boosting learners' communicative abilities rely on creating a supportive environment , it's totally true , because when the teacher is material provider , errors'corrector and a supportor, regarding the suitable setting is provided . Indeed, learners will feel relaxed , stimulated , and work on their speaking proficiency. Although, this investigation faced some difficulties due to the researcher's conditions . But , he meet his research objectives and confirm all the hypothesis .

This work paves the way for future studies to tackle the preuves behind the non interactive classroom , and lack of learners' to speak a FL through the pedagogical recommendations adressed by the researcher that might be beneficial for future investigators .

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APPENDICES

APPENDIX ONE

Observation Cheklist for Classroom Interaction

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

Rating scales

-Always - Sometimes - Rarely - Never

General observation of classroom	Always	Sometimes	Rarely	Never
Section one : General observation of classroom environment 1- The physical environment is large , lighted, organized and clean to encourage communication among students. 2- Teacher's and students' attendance on time : - Teacher's attendace. - Students' attendance. 3- The teacher moves among learners to offer advice and assess understanding 4- The teacher check learners use of L1 instead of L2. 5- The teacher sets out lesson objectives.				
Section two :General observation of learner-learner interaction 1- Students express their toughts , provide suggestions and share ideas among them and the teacher. 2- Learners have desire to speak up and engage debates. 3- Learners sharing new ideas in classroom. 4- Learners participate in classrom.				

5- Students hesitate and use challenging language to express themselves. 6- The students' development in speaking through classroom interaction. 7- The students correct each other errors in class. 8- Students coolaborate with peers and feel comfortable within the group work.				
Section three : General observation of teacher-learner interaction. 1- The teacher's amount of talking in class. 2- The teachers gives his learners comprehensible input appropiate for their levels. 3- The teacher gives the chance for learners to interact with him during the oral session. 4- The teacher employs several speaking excercises, such as communicative games and discussions tasks . 5- The teacher do assessments to evaluate students'speaking skills. 6-The teacher encourages students to speak by using words like « good » and « well done ». 7- The teacher uses correction strategies to adjust his learners' mistakes.				

APPENDIX TWO

Teachers' Interview

Dear teachers,

This interview aims at collecting data about the role of classroom interaction in improving the learners speaking skill. We would be grateful if you could answer these questions and provide us with the best insights concerning classroom interaction in order to help us in our research for the Master's degree. Thank you in advance for your collaboration.

The Questions:

1. What is the degree you currently hold?

……
….

2. How can developed oral skills help students in learning a foreign language?

……..

3. Do you give opportunities to your students to speak in the classroom?

……

4. In the Oral Expression course, do you provide your students with a comprehensible input?

……

5. In the Oral Expression session, how do you make the silent students speak ?

……
….

6. How do you motivate your learners to speak ?

.....

7. What are the speaking difficulties that students face during oral session ? please, clarify.

……

8. Do students enjoy the learner-learner interaction ?

……

9. As an oral expression teacher, do you think that asking students to interact in class will help them to develop speaking skills ?

……

10. Does you regular interaction help the learners to reduce their mistakes ?

……

11. From your experience as a teacher , is it possible to make all the students participate ? please, explain

……

12. what are the speaking activities that you rely on ?