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The Role of Classroom Interaction in Enhancing EFL Learners' Communicative Competence

Case Study: Third-Year Students of English, Ahmed Draia University-Adrar

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DEDICATION

In the Name of Allah, the Most Beneficent, the Most Merciful.

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

to complete this research.

This work is dedicated to:

My dear parents who have been of great support, encouragement, and patience during

the whole period of my studies.

To my lovely brothers and sisters.

Deep debt of gratitude to my supervisor.

To all my friends and classmates.

Khadidja Khalili

DEDICATION

I would like to offer this modest work to my parents who advised, helped, and worried

about me during the whole period of my studies.

To my lovely brothers and sisters.

To my supervisor and all my teachers ofthe university.

To my classmates and best friends.

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Abstract

The present thesis examines the role of classroom interaction in enhancing thirdyear students' of English communicative competence at the university level. The major problem of this research lies in the students' inability to carry on spontaneous communication inside the classroom. This has been a common issue for many teachers as well as researchers. The study's main purpose is to investigate the crucial role of interaction in enhancing the learners' communicative competence (CC), as well as helping them to express their needs. Therefore, it aims to help students use purposeful utterances with their peers and the teacher through communication and provide them with some communicative activities to improve their speaking skills. In this case, two questionnaires are given to both third-year students (88) and teachers (7) of oral expression besides classroom observation of two groups at the Department of English. The researchers intend to take their points of view into account concerning the role of classroom interaction in developing a better communicative competence. The study reveals that most teachers believe that for a valuable CC to be built, classroom interaction is needed in using the target language. Learners, as well, need to be exposed to interact with each other and the teacher for accurate and fluent communication. The researchers hypothesize that if students interact with both their peers and the teacher in the classroom, they will succeed in enhancing their oral proficiency. The findings of students' and teachers' questionnaires and the classroom observation have revealed that classroom interaction is considered as an important strategy in enhancing EFL learners' communicative competence.

*Keywords***:** Communicative competence, classroom interaction, communication, EFL learners.

LIST OF ABBREVIATIONS AND ACRONYMS

ALM Audio-lingual Method

CCCommunicative Competence

CLTCommunicative Language Teaching

DMDirect Method

EFLEnglish as a Foreign Language

ESLEnglish as a Second Language

FL Foreign Language

GTM Grammar Translation Method

QQuestion

N°   Number

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General Introduction

General Overview

Learning a foreign language requires a huge effort and hard work. The improvement of EFL learners' communicative competence has always been an important key in the process of teaching and learningin which teachers have always been trying to use various methods to develop their learners' communicative capacities.Teachers in the past focused more on the transmission of linguistic information by which students could produce correct grammatical sentences.Lately,they changed their interest in using classroom interaction to promote Communicative Competence (CC)and to help the students communicate without obstacles. Learners need to experience real communicative situations to learn how to express their opinions and points of view.

Statement of the Problem

One of the main purposes of EFL teaching is to develop learners' communicative competence. Teachers have always been looking for a useful strategy to develop learners' communication skills and enhance learning. Therefore, they tended to shift their attention from focusing on teaching grammar rules to teaching communicative competence.

Some linguists, such as Hymes, Campbell and Wales, considered interaction as the core of communication, in which they argued that interaction thatexists between the teacher and his /her learners and learners with each other contribute to the learners' development of their communicative competence. Classroom interaction has become an important concept in language teaching. It enables learners to use the language, collaborate ideas, and develop knowledge and learning skills.

Aim of the Study

The present research aims at investigating the role of classroom interaction in enhancing EFL learners' communicative competence. The main objective of this study is to investigate how and to what extent interaction in the classroom is responsible for providing third-year students'at the Department of English, University of Adrar, withthe ability to develop their communicative competence and express theirneeds. Moreover, this research aims to make the learners understand that language learning is not just a matter of knowing the grammatical rules and improve them, but also how to use them in communicative situations by applying different communicative activities inside the classroom so that the learners' speaking skills can be enhanced.

Research Questions

In foreign language acquisition, teachers and researchers are interested in interaction and consider it the best way to improve the students' CC.Therefore,this research seeks to answer the following questions:

> ➢ Are the learners able to promote their CC by interacting inside the classroom?

> ➢ Does the lack of classroom interaction affect/influence the learners' communication and their CC in the classroom?

> ➢ How can oral expression teachers make their students interact in the classroom?

Research Hypothesis

To answer the above questions, the researchers hypothesize that if learners interact with both their teacher and with each other, then their CC would be developed.

Furthermore, the students will not achieve better communication if the teachers do not allow them to interact in the oral expression sessions.

Research Methodology

The present thesis takes place at the University of Adrar, with third-year students of English. To explore the role of classroom interaction in enhancing the third year EFL learners' communicative competence at the University of Adrar, some tools for data collection were selected. The researchers used both quantitative and qualitative methods for collecting data: teachers' questionnaire,students' questionnaire,and classroom observation. The reason behind giving questionnaires to both the teachers of oral expression (7 teachers) and third-year students (88 students)was to consider their opinion, concerning the function of interaction inside the classroom in developing a better CC.Moreover, the researchers chose the two groups of the third year as a sampleof classroom observation to examine whether learners and teacherswere aware of the importance of classroom interaction as a pedagogical strategy to improve the students' CC.

Research Structure

The present dissertation is divided into three major chapters. Chapter one is devoted to a general overview of the literature on the topic. The second chapter is concerned with the analysis of teachers' and learners' questionnaires and classroom observation.Thelast chapter deals with the results and findings.

The first chapter represents communicative competence and classroom interaction.The chapter is an attempt to present a general overview of the Communicative Language Teaching approach. Then, it goes through various definitions of communicative competence, communicative ability, and speaking within the framework of communicative

competence. Moreover, it provides a review of the literature on classroom interaction and its major types andaspects, dealing with different interactive activities.

The second chapter of the research is devoted to data analysis. It contains the analysis of teachers' and learners' questionnaires, which were addressed to third-year students and oral expression teachers at the University of Adrar. The chapter also deals with the analysisof classroom observation with two groups.

The last chapter is devoted to the interpretation and discussion of the researches' results and findings. Besides, some recommendations for teachers to enhance learners' communicative competence through classroom interaction are provided.

Chapter One

Literature Review

Introduction

Over the past few years, developing the communicative competence of learners through classroom interaction has been an essential factor in the process of teaching and learning. It is argued that classroom interaction contributes to the promotion of communicative competence. The first chapter is an attempt to present a general overview of communicative competence among learners in the classroom. First and foremost, this chapter sheds light on the Communicative Language Teaching (CLT)approach to make it more perspicuous. Then it goes through various definitions of Communicative Competence (CC) and its model. The chapter emphasizes the communicative ability that learners should follow to attain a better communicative competence. Since speaking is considered as an important skill in the process of teaching and learning, a general overview of speaking within the framework of communicative competence is given, dealing with the most important elements in the framework. Moreover, this chapter provides a review of the literature on classroom interaction in which many fundamental concepts are discussed, including a general overview of classroom interaction and its importance. Thenit sheds light on the major types of classroom interaction and its aspects, dealing with the teachers' responsibilities in the classroom. Finally, the chapter focuses on different activities that help learners interact with their teachers as well as classmates and develop their communicative competence.

1.1 Communicative Language Teaching

Prior to the 1970s, the most traditional teaching methods to language teaching were the Grammar Translation Method (GTM), the Audio-lingual Method (ALM), and the Direct Method (DM). The methods focused only on the accuracy of language rather than fluency. Each of the previous methods was developed on the limitations and shortcomings of the preceding one. Teachers in GTM, ALM, and DM were considered as controllers and

knowledge providers. However, learners were taught, not the language, but about the language. Yet, they needed to learn how to use language to communicate in real-life situations.

The Communicative Language Teaching approachproposes the idea that learners have to be positioned in real situations to develop their language use. Some linguists, such as Candlin (1981) and Widdowson (1978), believe that teachers should focus not only on mastering language structures but also on communicative proficiency. These linguists claim that learners are not able to communicate in languagestudies cultures (Widdowson, 1972). Therefore, it requires more than mastering linguistic structures to make students able to communicate in the target language. Hence, the CLT approach aimed to enhance learners' competence to communicate in any given situation.

By the emergence of the CLT approach, the emphasis changes to the fluency of language in which mistakes and errors are considered as an important part of the teaching and learning process. CLT enables learners to use and produce purposeful utterances in different situations. For Littlewood (1981), if one neglects communicative functions by focusing only on the linguistic form, the reality of language use will be easily distorted. In short, CLT gives primary importance to the use of language, yet its structure cannot be neglected. Thus, this approach "pays systematic attention to functional as well as structural aspects" (Littlewood, 1981).

Since its early inception, the CLT approach has been considered as a major approach that makes learners capable of using language in a meaningful, functional, and appropriate way. Later on, a CLT approach has been adopted by English as a Second Language (ESL) and English as a Foreign Language (EFL) teachers in which the teacher forms groups and let his/her learners communicate with their peers. In this sense, the

teachers' objective of the approach has become to make their learners more competent in speaking the target language.

1.1.1. Learners' vs. Teachers' Role

Over the past few years, the role of the teacher inside the classroom as a controller and knowledge provider has changed. Both teachers and learners have become responsible for the learning process. Learners need a facilitator more than a controller or a guide to communicating easily in the classroom. They need to learn how to be engaged in real-life situations to facilitate their process of communication. Wilkins (1972) believes that learners cannot improve their language skills unless they are put in real situations. Hence, the learning process can only be effective with "doing". Communicative Language Teaching is the approach that helps learners use language in authentic contexts. Larson-Freeman (1986) notes:

> Students are, above all, communicators. They are actively engaged in negotiating meaning- in trying to make themselves understoodeven when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning. (p. 131)

It has been claimed that the CLT approach allows using the language easily as it does not restrict the analytical learning of language. Therefore, not only are learners required to interact with their teachers, but also with their classmates. The teacher's role, however, is to manage the classroom activities and establish appropriate situations that promote the communicative process. Moreover, he/she is in charge of the responsibility of motivating his/her learners intensively as well as extensively. Furthermore, the teacher has to create an

encouraging and safe atmosphere in the classroom. Therefore, his/her learners will have the opportunity to express themselves and communicate freely with their peers. Hence, the teachers' role is to show their learners that it is important to acquire not only the grammatical components but also how to use knowledge in communication.

1.1.2. Communicative Language Teaching Principles

The CLT approach has a set of principles in language teaching. First of all, language is seen as a means of communication that learners use to make purposeful and meaningful utterances. Moreover, this approach gives more interest in communicative functions than it gives to language structures. Yet, learners need to learn the functions of language structures to communicate in the target language successfully. Furthermore, language cannot be learned in isolation. In other words, learners do not need only to learn a language through memorizing words and sentences; they need to learn it through social interactions.

As it focuses on making learners able to communicate, the CLT approach gives less importance to the errors and mistakes that learners make. In other terms, correcting the mistakes of the learners is not essential as long as theycan convey the message successfully. However, the teacher can note the mistakes of his/her learners and try to correct them at the end of the session rather than correcting them during communication activities. This helps them become less stressed and build their self-confidence. Finally, this approach encourages teacher-learner and learner-learner interaction. For Larsen-Freeman (2000), learners should have opportunities to listen to the language as it is used in authentic communication.

1.2.   Communicative Competence

The emergence of CLT conducts a significance that is attributed to communicative approaches and communicative abilities of learners. Most linguists believe that language is a set of sentences, but it requires more practice and making a distinction between structure and function than stringing words together. Since most of the traditional approaches of teaching focused only on the acquisition of grammar and vocabulary competence of the learner, the main focus of CLT has been on developing the competence of learners to communicate in the second and/or the foreign language. Therefore, Communicative Competence has become a major aim for both ESL and EFL teachers and learners.

The American linguist and sociolinguist Dell Hymes is the first who introduces the notion of communicative competence. He used the term in a conference on "Developing the Language of the Disadvantaged Children" in 1966, and then he used it again in his published paper *'On Communicative Competence'* in 1972. Hymes was inspired by the distinction that Noam Chomsky made on linguistic competence and performance (1965). According to Chomsky, competence means knowledge of the language of the speaker-listener. Performance, on the other hand, means the actual application of the language in any given situation. Accordingly, Hymes suggests that not only should the language function of people being studied, but also their knowledge while communicating.

The term 'communicative competence' is divided into two words, 'competence', the main word, and 'communicative'. On the one hand, competence refers to the knowledge, ability, and/or capability of language. Communicative, on the other hand, means interacting and exchanging. For communicating effectively in a language, learners should understand the linguistic, sociolinguistic, and socio-cultural aspects of the target language. Therefore, they can communicate using the target language for the right aim in the right

situation. In other words, a learner can be communicatively competent. In short, communicative competence is being competent to communicate.

Communicative competence is concerned with both the grammatical rules of language as well as the sociolinguistic rules of language use. The former includes all the grammatical elements in the language system, such as sounds, words, and sentence structure. The latter, on the other hand, refers to the ability to use language that is appropriate to social contexts. As claimed by Light (1997), communicative competence is considered as the ability to meet the changing requests and fulfilling the communication objectives of learners over life expectancy. He believes that the learner needs to know how to use language for different purposes in different situations. Learners, therefore, need to know how to maintain communication despite having limitations in their knowledge.

Some linguists consider the term communicative competence as using language in social communication far from the grammatical analysis. Two of these linguists, Terrell and Krashen (1983), do not focus on grammatical competence but relate communicative competence to communication. This implies that communicative competence is shown within the process of communication. They also argue that the foremost aim of language learning is developing communicative skills. For Littlewood (1981), building grammatical sentences on the linguistic skills had a main concern earlier, and then he believes that learners need more than learning the structure of a language. Widdowson (1978) notes:

> The acquisition of linguistic skills does not seem to guaranteethe consequent acquisition of communicative abilities in a language.On the contrary, it would seem to be the case that an over-emphasison drills and exercises for the production and reception of sentencestends to inhibit the development of communicative abilities. (p. 67)

Noam Chomsky introduces his concepts of linguistic competence and linguistic performance when he elaborates on generative grammar. Chomsky emphasizes the distinction between the two concepts he introduces. On the one hand, linguistic competence refers to the speaker's and the hearer's knowledge of his/her native language. Linguistic performance, on the other hand, refers to the actual use of this language in a given context. For Chomsky (1965), competence refers to the idealistic system of language that enables a speaker to utter an unlimited number of sentences in his/her language as well as to be able to differentiate between grammatical and ungrammatical sentences.

As opposed to Chomsky's theory, Hymes declares that Chomsky's concept of competence is narrow. The shortcomings of Chomsky's linguistic competence led up Hymes to come with the term communicative competence. Communicative competence includes not only linguistic knowledge of the language but also the knowledge of the sociolinguistic codes to use this language. Hymes (1971) claims that communicative competence is "the most general term for the speaking and hearing capabilities of a person -competence is understood to be dependent on two things: (tacit) knowledge and (the ability for) use" (p. 16).

1.2.1. Communicative Competence Models

1.2.1.1.   Canale and Swain's Model

After the model of communicative competence of Hymes, the concept has witnessed other different models. One of the communicative competence models is the model of the two applied linguists Canale and Swain who introduce their model communicative competence that tends to develop Hymes' model. Similar to Hymes and others, Canale and Swain consider communicative competence as an underlying system synthesis of knowledge and skill that are needed for communicating. In other words, learners need to

know the various aspects of language and language use and how to apply this knowledge in actual communication.

As proposed by Canale and Swain, communicative competence has four main dimensions: Grammatical, sociolinguistic, discourse, and strategic. Grammatical competence is the accurate knowledge of the language, sentence formation, and vocabulary. Sociolinguistic competence refers to the communicator's ability to use and produce language in different social contexts, and discourse rules. According to Brown (2000), discourse competence is the supplement of grammatical competence. It is, therefore, the capacity to combine sentences to make vital expressions that help learners communicate. Strategic competence refers to the ability to use language for attaining communicative objectives; it is about how to learn more about the language in any context.

In 1983, Canale proposed another model that contains the four components framework of communicative competence after revising the previous one. For Canale (1983), grammatical competence includes "features and rules of the language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics" (p. 7). Unlike the previous model of Canale and Swain, sociolinguistic competences are concerned with the extent to which learners utter words and grasp meaning appropriately in various sociolinguistic situations. This component takes into account some contextual factors, such as the status of the participant, their intention behind communicating, and their norms of interaction. Discourse competence concerns the ability to combine ideas cohesively and coherently. Strategic competence in the model of Canale includes mastering verbal and non-verbal communication strategies.

1.2.1.2   Communicative Language Ability

After Canale and Swain had defined their communicative competence models, Bachman proposed another framework to communicative competence. Bachman claims that recent theories of language proficiency were not successful and failed to distinguish between linguistic knowledge and speaking, listening, writing, and reading. As a result, Bachman used the term Communicative Language Ability (CLA) as a different terminology to describe his notion. His framework of Communicative Language Ability consists of three components: Language competence, strategic competence, and psychophysical mechanisms. Yet, Bachman centers on the first component.

Language competence is the first component of the CLA framework; it is divided into organizational and pragmatic competence. The former is further extended to include grammatical and textual competence. Similar to Canale and Swain models, Bachman's grammatical competence includes the ability to control language structure. On the other hand, textual competence involves understanding coherence and cohesion, rhetorical organization, and conversations' conventions for language use. In other words, textual competence includes both discourse and strategic competence that Canale and Swain define in their models.

The second component of language competence is pragmatic competence; this competence focuses on the relationship between what the speaker says and what he/she intends by uttering a given word/ sentence. This competence involves illocutionary competence in which illocutionary force is embedded, i.e., the intended meaning. Illocutionary competence makes speakers able to use their language to perform several features and hearers to portray the illocutionary force of speech that is he/she needs.

The other component of pragmatic competence introduced by Bachman (1990) is sociolinguistic competence. In this sense, he defines sociolinguistic competence as: "the ability to be sensitive to regional and social language varieties, ability to be sensitive to differences in a register, ability to produce and interpret utterances based on the naturalness of language use, or what Pawley and Syder (1983) refer to as a native-like way of communication and ability to understand cultural reference and figures of speech" (Bachman, 1990, pp. 95-98).

One of the major problems that learners face in the learning process is how to achieve their communicative abilities. In his seminal article *'On Communicative Competence'*, Hymes (1972) indicates that when a child acquires his/her first language or learns a foreign language, he/she learns how to use sentences appropriately with any social context. He defines CLA concerning two components: competence for grammar and competence for use. For Hymes, the interaction between these competencies enables learners to use language properly in communication. According to Candlin (1986) communicative language ability consists of both knowledge and the ability for implementing this competence in contextualized communicative language use. He defines communicative competence as:

> The ability to create meanings by exploring the potential inherent in any language for continual modification in response to change, negotiating the value of convention rather than conforming to established principles. In sum,…a coming together of organized knowledge structure with a set of procedures for adapting this knowledge to solve new problems of communication that do not have ready-made and tailored solutions. (p. 40)

Before Bachman introduces his framework above, Candlin (1986) introduced three components of CLA. According to Candlin (1986), language competence is the first component in which learners have to be acquainted with the grammatical as well as communicative features to achieve communicative competence. Strategic competence is the second CLA component proposed by Candlin. This competence is a mental capacity that investigates language components in contextualized communicative language use. The last component, psychophysical mechanisms, refers to the neurological and psychological processes used in the process of acquiring a foreign language.

1.2.1.3. Celce-Murcia, Dornyei, and Thurrell's Model

Celce-Murcia, Dornyri, and Thurrell proposed another model of the communicative competence framework. They claim that their model is the extension of the model of Canale and Swain (1980) and Canale (1983). The proposed framework includes five components of Communicative Competence: Discourse, linguistic, pragmatic, intercultural, and strategic. In their proposed framework, Celce-Murcia et al. (2000) claim that discourse competence is the core construct of the framework. Celce-Murcia and Olshtain note that "It is in discourse and through discourse that all of the other competencies are realized" (p. 16). They also changed the component "grammatical competence " to "linguistic competence" as they believed that this component included phonology, lexis, syntax, and morphology.

Discourse competence includes sequencing words and sentences using coherent and cohesive texts. In the framework of Celce-Murcia et al., linguistic competence involves grammatical competence, phonology, and vocabulary. Pragmatic competence includes the knowledge of illocutionary which,i.e., the knowledge needed for performing language functions and speech act sets, and sociolinguistic. Intercultural competence refers to cultural communicative factors and non-verbal such as body language, silence, gestures,

etc. Strategic competence refers to some learning strategies that learners should take into account to resolve communication breakdowns. According to Cohen and Dornyei (2002), learning strategies refer to "the conscious and subconscious thoughts and behaviors used by learners" (p. 178) for the sake of improving and understanding the target language.

The communicative language ability components are illustrated in the following figure:

Figure 1

Candlin's (1986) Communicative Language Ability(Zeynab Khalafi, 2014)
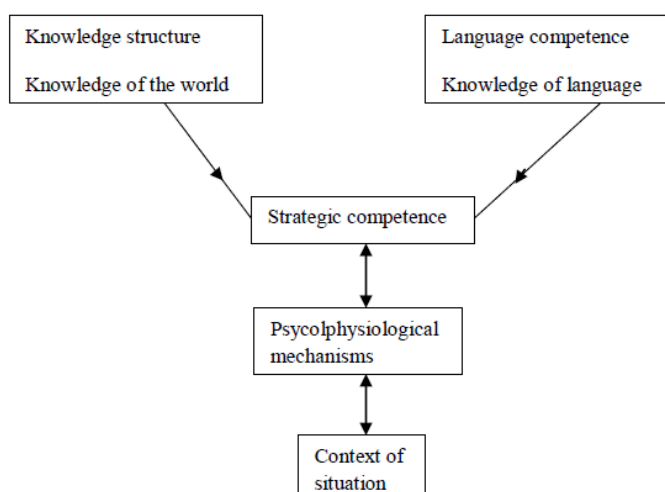
1.2.2.   **Speaking within the Framework of Communicative Competence**

The process of teaching and learning English as a foreign language depends on acquiring as well as being exposed to four foreign language skills: Listening, speaking, reading, and writing. These skills are interconnected and related to each other. Speaking is considered as the most important skill in learning a second or a foreign language. It is defined as the act of conveying messages from the sender to the receiver using verbal and

non-verbal expressions. According to Ur (2000), "of all the four skills [listening, speaking, reading andwriting], speaking seems intuitively the most important: people who know a language are referred to as "speakers" of the language as if speaking included all other kinds of knowing " (p. 12).

Speaking is one of the basic skills that language learners should master. It has an important role in facilitating the acquisition of communicative competence of the learners. They are exposed to real communicative situations to enhance their oral fluency and accuracy and express their opinions. Usó-Juan and Martínez-Flor (2006) proposed a diagram to illustrate the way speaking is integrated within the framework of communicative competence. Figure 2 below shows the different components of communicative competence and how they influence the development of speaking to enhance the communicative abilities of learners:

Figure 2

Integrating Speaking Within the Communicative Competence Framework (Usó-Juan and Martínez-Flor, 2006)
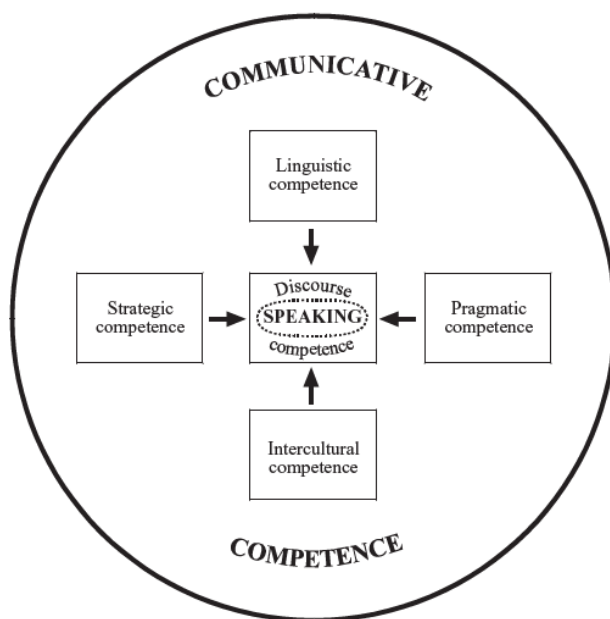
The diagram above shows that speaking is located inside discourse competence since the latter is responsible for producing spoken discourse and exhibiting the rest of the components. Discourse competence refers to the speaker's ability to understand and express his/her spoken texts in a given language in any situation using different features. These features could be knowledge of discourse markers, such as okay, well, I see; coherence and cohesion; or some conversational rules, such as how to start up and end a conversation.

Learners have to learn how to use the discourse features effectively in a coherent and cohesive spoken text. They need to be strategically competent and learn how to produce a spoken utterance that is linguistically and pragmatically correct. Linguistic competence involves grammar, vocabulary, and phonology. According to Scarcella and Oxford (1992), mastering these elements makes learners produce any piece of spoken discourse successfully and build well-formed utterances. Speakers need also to be pragmatically competent to convey different communicative acts and use various linguistic forms.

Speakers need to be competent in intercultural, for they will be able to produce a given utterance in any socio-cultural context. Intercultural competence includes the speaker's knowledge of cultural and non-verbal communication factors. Consequently, speakers can be conscious of others' behavior without misleading communication. Moreover, they need to be aware of listeners' non-verbal communication factors, i.e., their body language and signs to repair any misunderstanding (Celce-Murcia and Olshtain, 2000).

Strategic competence indicates knowledge of the speaker's learning as well as communication strategies. Speakers need to own both learning and communication

strategies to succeed in constructing spoken discourse. Therefore, speakers need to consider these strategies to overcome communicative competence limitations and avoid communication breakdowns.

1.3.   Interaction

The process of teaching and learning has always been viewed as learners sitting in rows and listening to their teacher, who stands in front of them explaining the lectures. In many cultures this view still exists; it is based on teacher-learner interaction. Yet, for many learners, the classroom is the place where they think about language and use it. Traditionally, teachers focus more on transmitting information and linguistic knowledge about the language to their students. This leads them to improve their capacity of building correct grammatical sentences. Later on, teachers change their attention toward enhancing their learners' communicative competence by using interaction.

The term interaction is usually used to describe the communication or participation that happens between two people or more about a given activity. It has been defined by Wagner (1994) as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another " (p. 8). Thus, Interaction occurs when two or more persons discuss certain events or topics. In other words, it is the relationship between two participants or more, which creates debates between students in the classroom. It is said that interaction is at the heart of communicative competence. A student interacts with another student in which he/she receives input as well as produces output. For interaction to be achieved, there must be an exchange of information and messages between learners so that the main goal, which is communication, can be realized. Allwright and Baily (1991) also declare that interaction collaboratively happens between learners yet the teacher is responsible for organizing the conversation between his/her students.

1.3.1.   Classroom Interaction

Recently, classroom interaction is seen as a significant method in the process of teaching and learning a foreign language. It is the engagement of two persons who collaborate in face-to-face interaction in which language is used in real communication. Classroom interaction is defined by Jack C. Richards, John Platt, and Heidi Platt (1992) as "the patterns of verbal and non-verbal communication and the types of social relationships which occur withinclassrooms. The study of classroom interaction may be apart of studies of Classroom Discourse, Teachertalk and Second Language Acquisition" (p. 52).

Hence, classroom learning is seen as a co-operative effort in which the teacher interacts with the student as well as the students interact with themselves. All of these contribute to language learning yet, the teacher needs to introduce differences in the pattern of interactions. Saket Raman Tiwarilisted some of them below:

Figure 3

Saket Raman Tiwari Patterns of Interaction *(Saket Raman Tiwari, 2009, p. 294)*

Teacher	→	Class
Teacher	→	Sub-Group
Teacher	→	Individual Pupil
Pupil	→	Pupil
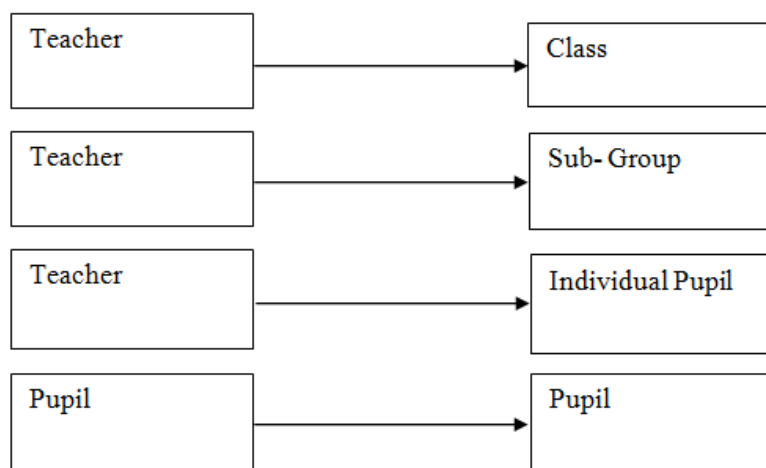
1.3.2. The Role of Classroom Interaction

Classroom interaction plays a significant role in preparing learners to use the language naturally inside and outside the classroom. It provides them the essential basis needed to interact in English in real situations. Interaction in the classroom helps learners to build their knowledge which leads to much easier communication. According to Allwright (1984), 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). Allwright has mentioned that if no person to –person interaction occurred in the classroom; it cannot be accepted that a lesson had taken place at all. Moreover, he focuses on keeping learners active as well as reducing the amount of teacher's talk in the classroom to increase learners' talking time.

Interaction gives a sense of belonging to the same group so that learners share emotions of happiness or amusement in a whole-class setting. Moreover, classroom interaction reinforces the sense of "we are all together"in which each student is engaged in the same activity. Harmer (2001) highlights that twenty people laughing is much more enjoyable than just two, forty people holding their breath in anticipation establishes a much more involving atmosphere than just the person next to you. Furthermore, it helps students getting feedback from their teacher or other students.

1.3.3. Types of Classroom Interaction

There are several types of classroom interaction. Some of them have been defined by Thurmond (2003) as:

The learners' engagement with the course content, other learners, the instructor and the technological mediumused in the course. True interactions with other learners, theinstructor and technology results in a reciprocal exchange ofinformation. The exchange of information intended to enhanceknowledge development in the learning environment. (p. 4)

From Thurmond's definition of interaction, it can be understood that there are four types of interaction: Learners- course content interaction, learner-learner interaction, learner-teacher interaction, and learner-technology interaction. However, the research mainly focuses on two major types.

1.3.3.1. Teacher- Learner Interaction

This type of interaction, as Coulthard (1977), states is the relationship between the teacher his/her students in which the teacher takes a part in the classroom, negotiates the meaning with his /her learners and motivates them, gives lectures and directions, and asks questions. The following diagram was made by Scrivener (2005) to clarify the way interaction occurs between the teacher and the learners:

Figure 4

Interaction Between the Teacher and Students(Scrivener, 2005, p. 85)
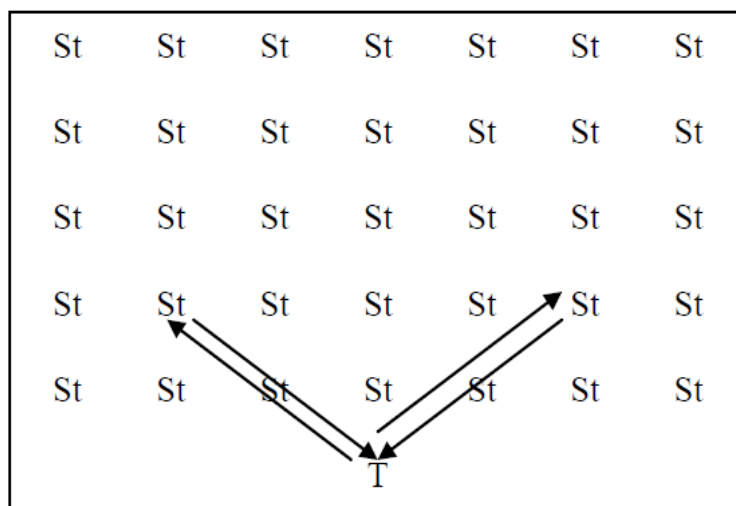
Keys:

T   Teacher

St   Student
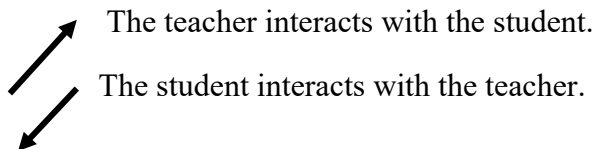
        The teacher interacts with the student.

        The student interacts with the teacher.

There are some elements that teachers need to take into account while interacting with students. Harmer (2009) highlights three main elements in which teachers should focus on during teacher-learner interaction. First of all, teachers need to take into consideration the kind of language they use with their students so that the learners can understand. Second, they should think about what they are going to say to their learners thus the speech of the teacher is a resource for students. Finally, teachers need to pay attention to the forms of their speech such as their tone, voice, and intonation.

1.3.3.2. Learner-Learner Interaction

Learner-learner interaction is another significant type that contributes to the enhancement of students' abilities. This type appears among learners either in groups or pairs for the sake of negotiating meaning, giving students the opportunities to practice speaking in the classroom, receiving feedback, and correcting each others' mistakes when working in groups (Mackey, 2007, p. 30).In this sense, Lynch (1996) mentions that "in learners rarely pick up each other's errors, even in the short term[…] group work is more likely to lead to the negotiation of meaning than interaction with the teacher"(p. 111). It can be noticed from the quotation that practice is very important when it is done with peers or small groups rather with the teacher in which group work helps students to receive feedback through correcting each others' mistakes.

The diagram below was also made by Scrivener (2005, p. 86) to show the interaction between learners:

Figure 5

Interaction Between Students(Scrivener, 2005, p. 86)
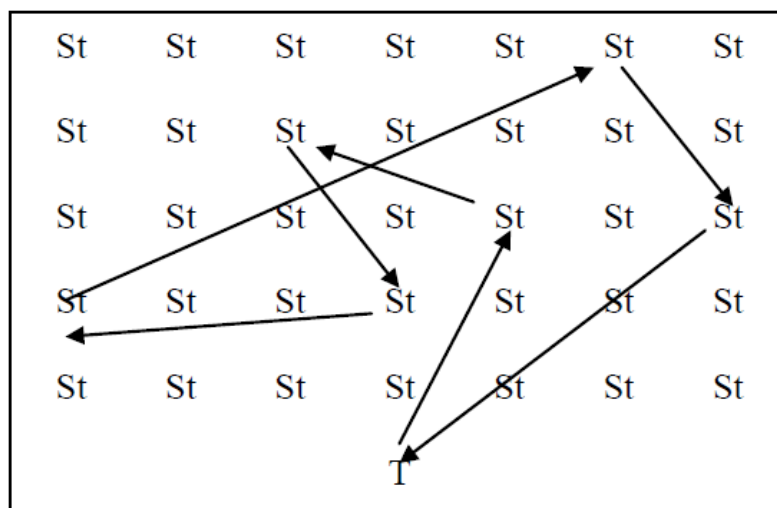
Keys:

T   Teacher

St   Student

Student -student interaction.

1.3.4. Classroom Interaction Aspects

Negotiating meaning and feedback are two main aspects that are needed to be involved in classroom interactional activities (CIA). It can not be said that learning through interaction is successful unless these two elements are available. Ellis and Foto (1999) state, "Interaction contributes to learning through the provision of negative evidence and through opportunities for modified output"(p. 9). Hence, students may take feedback from their interlocutors (other students) where interaction is rich in meaning negotiation.

1.4.   Negotiation of Meaning

Negotiation of meaning is commonly defined as conversational adjustments or modifications that occur in interactions when students and their interlocutors face difficulties in understanding messages. In a conversation, a speaker may use the negotiation of meaning strategy to attain a successful communication and to achieve different functions of language. Richards and Schmidt (2002) declare that "negotiation of meaning happens when interlocutors attempt to overcome problems in conveying their meaning, resulting in both additional input and useful feedback on the learner's own production" (p. 264).

Studies that are done on interaction between learners emphasize the interactive discourse between learners who are involved in foreign language learning activities where negotiation of meaning is the most important point. According to Ellis and Barkhuizem (2005), negotiation of meaning is the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They also add that negotiation of meaning is the central discourse structure. The learners then need to make the linguistic output more comprehensible for the other students in the classroom, so that they can engage with them in the interaction. Yet, if there is a lack of comprehension different processes can be focused on repairing the interaction. Mackey Alison (2007) affirms,"through processes of repetition, segmentation, and rewording, interaction can serve to draw students' attention to form-meaning relationship and provide them with additional time to focus on encoding meaning" (pp. 12-3).

The quotation above indicates that there are three different processes that learners can focus on when a lack of comprehension occurs to repair the interaction. The process of repetition appears when a learner repeats the exact speech word by word when other learners do not understand. Segmentation is another repairing negotiation process in which learners

separates the utterance into linguistic segments, with a rising or falling intonation, while repeating it. In rewording, the students paraphrase the original utterance in other words.

Negotiating meaning helps the language of students in three major ways. Firstly, it enables learners to get comprehensible input which means that it facilitates comprehension. Secondly, students are provided with feedback on how to use the second language when employing negotiation of meaning. Finally, meaning negotiation encourages learners to manipulate, adjust, and modify their outputs.

1.4.1. The Role of oral Feedback

Some researchers believe that oral feedback is one of the most beneficial aspects of interaction through which they can develop the process of learning in general. Mackey (2007) mentions that"through interaction that involves feedback, the attention of the students is paid to the form of errors and are pushed to create modification" (p. 30). For interaction to promote the students speaking skills, they need to notice their errors and mistakes and recognize them for correction.

Feedback can occur from learners thus learners can correct each other mistakes. However, teachers may give different forms of feedback. Two kinds of feedback have been suggested by Mackey (2007), explicit and implicit feedback. The former is defined as the corrections of mistakes overtly which is also called metalinguistic feedback. In this kind of feedback, students are given the linguistic form of their errors by the teachers. However, the implicit feedback is used when learners are asked to reformulate their speech using other utterances or to repeat their ideas in different words and phrases.

Researchers believed that explicit feedback is more effective than the implicit one since explicit feedback is used by the teacher directly to the point that students do not commit their errors again. Yet, the implicit feedback is indirect in which learners are asked to reformulate

their output to be understood but the teacher does not point their students' mistakes directly. In brief, feedback plays a great role in classroom interaction because students often want to know a lot about their classmates yet, teachers need to make decisions when and how to react to the learners'mistakes and errors (Hassan, 2019).

1.4.2. Teachers Roles in Classroom Interaction

Most learners will not involve in interaction by themselves unless they are asked by their teacher or the teacher starts first. Hence, it is the role of the teachers to motivate their students by choosing interest topics or other effective strategies. The most crucial roles that teachers can play in the classroom have been introduced by Hedge Tricia (2000) in the following quote:

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

1.4.2.1. Controller

In a classroom interaction, particularly in teacher-learner interaction, the teacher is responsible for the process of teaching and learning. Harmer (2001) declares that the teacher focuses on transmitting knowledge to the students and explaining lectures. Thus, the teacher is seen as the source and the controller of information.

1.4.2.2. Assessor

To be an assessor of accuracy, the teacher needs to show their learners that their accuracy is being enhanced. According to Harmer (2001), this role is done by the teachers by telling their students how and for what reason they are being assessed and what the

teacher is looking for. The assessor teacher should give a correction to the learners as well as taking the students' reactions into account.

1.4.2.3. Corrector

Another important role which is needed to be adopted by the teacher in classroom interaction is to correct learners' pronunciation mistakes. Because students often make these kinds of errors, the teacher should give them the correct pronunciation, meaning, and form.

1.4.2.4. Organizer

The most important role of a teacher is the organizer. According to Harmer (2001), this role refers to the organization of learners when dealing with different activities in the classroom by organizing students in pairs or groups, giving instructions to the students, involving learners in the interaction, and closing everything when time is over. Harmer summarizes the role of an organizer as follows :

Engage $\longrightarrow$ Instruct (demonstrate) $\longrightarrow$ Initiate $\longrightarrow$ Organize $\longrightarrow$ Feedback.

1.4.2.5. Promoter

Due to the lack of students' vocabulary deficiency, sometimes they do not find words to talk neither to each other nor to their teacher. Hence, the teacher here is responsible for encouraging their learners to think creatively and to be independent of their teacher. For instance, the teachers can help their learners with some phrases or words when they forget words in a role-play activity (Harmer, 2007).

1.4.2.6. Resource

The job of the teacher here is to engage students in asking questions about the activity they are working on. Therefore, the teacher's role is to answer his/her learners'

questions. For example, when the students need to say a phrase or find the meaning of a given word they refer to their teacher as a resource of information, so the teacher has to be able to offer the needed information. As Harmer (2007) states, "when we are acting as a resource, we will want to be helpful and available, but at the same time, we have to resist the urge to spoon-feed our students so that they become over-reliant on us" (p. 61).

1.4.3. Practicing Speaking Using Interactive Activities

Teachers need to think seriously about effective activities when they notice that their learners are being silent and not active in the classroom. They also have to encourage their students to practice language successfully. Interactive language requires the involvement of both the teacher and the learner in the classroom activities. By doing so, better communication can be achieved easily.Thus, every teacher needs to think about appropriate activities that can be done in the classroom (presentations, role play, games, debated topics, etc.), so that an EFL learners' ability to communicate must be enhanced.

Any activity that involves students' practice of either a second language or a foreign language in interactive learning is called communicative activities. The latter is designed to help learners combine linguistic competence and communicative competence, engage learners to use the second or foreign language, and provide learners with the chance to produce and use the language. There are some classroom speaking activities done in oral expression sessions listed by Harmer (2001) which focus on language function instead of vocabulary and grammar such as: Acting from a script, communication games, discussion, prepared talks, and simulation and role play.

1.4.3.1   Acting From a Script

This type of activity is both a learning and language productive activity in which the learners are asked by their teachers to act out scenes from plays or dialogues that wrote

themselves. According to Harmer (2001), teachers in these kinds of activities choose learners to come out in front of the class to perform, create a supportive atmosphere and give them time to practice their dialogue before presenting it. However, teachers need to make sure not to choose the shyest students first to perform in front of their classmates.

1.4.3.2. Communication Games

Teachers designed this kind of games for the sake of encouraging and involving learners in verbal interaction so that students have to talk to each other to solve a puzzle (game), put things in the right order (describe and arrange), draw a picture(describe and draw), or find similarities and differences between pictures. For instance, in "describe and arrange" a learner may describe a structure that is made of some objects and other learners arrange it and organize it orderly without looking to the original picture. In "describe and draw", a student describes a picture and another student draws it. However, in "find the differences", two learners have the same picture but one picture is slightly different from the other, they have to extract these differences without seeing each other picture (Harmer, 2001).

1.4.3.3. Discussion Activities

These kinds of activities are often used for advanced language learners; they can be used as the basis of spontaneous interaction. According to Harmer (2001), a discussion is a speaking task which is viewed as the most effective and interesting form of oral practice in the class because it gives opportunities for learners to express their opinions, talk about their experiences and exchange their views to enhance their communicative ability when dealing with the target language. As reported by Lindsay and Knight, in these types of activities, learners are expected to express their points of view or receive other learners opinions, they can also speak freely without being asked to do so, they are only informed

what to talk about and taking into account that enough time is given to the student to practice and organize what they want to say.

1.4.3.4.   Prepared Talks

One of the best and most popular activities that make learners more self-confident is the prepared talks where a student (or students) presents a topic or an oral work of their own choice in front of their classmates. Such talk is not planned for an informal spontaneous conversation; it is more "writing like".Prepared talks represent the useful speaking type, and if it is well organized, it can be interesting for the speaker as well as the hearer.

1.4.3.5.   Simulation and Role-Play

Simulation and role-play are very helpful since many learners get a great benefit from them. In these activities, students simulate a real-life encounter (an encounter in an airplane, a business meeting, or an interview) as if they are making these activities in the real world. The aim of simulation and role-play is rather to put learners in specific situations and train them particularly if they are studying English for specific purposes (ESP), or to encourage oral fluency inside the classroom. However, Ken Jones (1982) introduced some characteristics that must be included in the simulation. First of all, students have to think of themselves as real participants not as students (the reality of function). Second, the teacher needs to introduce the classroom as a simulated environment such as an airport check-in area. Finally, students must be given the necessary information to continue the simulation effectively.

Simulation and role-play have three different advantages. First of all, both of them create fun and motivation in the class. Secondly, students in these activities are more openhearted and honest in their opinions and behavior since they do not have to be

responsible for what they are saying. Thirdly, they allow learners to use vocabulary as much as they can and a much wider range of language in the classroom.

Conclusion

Being able to communicate effectively is one of the most important skills in the process of learning a foreign language. This chapter aims to draw attention to two superior forms of language practice which are "communicative competence" and "classroom interaction". Every teacher should take into consideration his/her learners' needs and choose the best approach(es) that suit(s) their needs. The Communicative Language Teaching approach shifts teachers' as well as learners' attention from focusing on the grammatical competence to communicative competence. The latter aims at making learners able to communicate successfully using a foreign language in any context.

For developing their communicative skills, learners should take into account not only linguistic knowledge in communication but also the social situation they are in. Learners should use foreign language to develop their communicative competence in the classroom through interacting with their classmates. Through classroom interaction, students develop their communicative skills, share ideas with both the teacher and classmates and communicate effectively in a different social context without being afraid of making mistakes.

Chapter Two

Methodology and Data Analysis

Introduction

The present study attempts to elicit the views of teachers and learners about the role of classroom interaction in developing the students' communicative competence and speaking skills. Since teachers and learners are the main variables of this research, their opinions are very vital to examine the research's hypothesis in which the researchers hypothesize that students will succeed in enhancing their oral proficiency if they interact with each other and the teacher in the classroom. The second chapter examines two questionnaires that were given to 7 teachers and 88 students, who participatedin the study. It also deals with the experimental side, which is the observation of classroom interaction.

2.1.   Methodology

In this research,   both quantitative and qualitative methods are used for data collection. The researchers gave a series of questions to both teachers and learners and made a five-session classroom observation with two groups of third-year undergraduate students.

2.1.1. The Students

The sample is chosen from the third-year undergraduate students at the University of Adrar in the Department of English. The students' questionnaire was given to all the population (almost 88 students), which includes two groups. We received 55 answered questionnaires out of the total population. We chose third-year students as a sample, taking into consideration their previousexperience of interaction with their teachers and classmates in the classroom (first and second year).The questionnaire includes 12 questions from which we sought to gather information about the role of classroom interaction in enhancing EFL learners' communicative competence in oral expression.

2.1.2. The Teachers

The questionnaire of teachers was given to seven (7) teachers of oral expression at the department of English, University of Adrar. Among them, six teachers answered the questionnaire. Most of the teachers have taught English for more than five years. Different points of view were collected about how to promote the communicative competence of learners.

2.1.3. Classroom Observation

Classroom observation is one of the qualitative methods that have been chosen to examine whether both learners and teachers give importance to classroom interaction as a significant strategy to develop the students' communicative competence. This observation is applied with two groups of third-year students in the Department of English at the University of Adrar. The observation was carried out during the second semester of the academic year 2019-2020. It took place in three sessions of one group, and two of the other, with different teachers, and at different times. Each group session took one hour and a half to figure out whether there was an interaction in the classroom, whether teachers gave learners opportunities to participate in speaking activities during the oral session, and whether they both gave feedback and corrected mistakes inside the classroom.

2.2. Questionnaires' Analysis

2.2.1. Students' Questionnaire

Question 1: What do you think your standards concerning English are?

Table 1

Learners' Level in English

Options	Numbers	Percentages %
Beginners	1	2%
Intermediate	48	87%
Advanced	5	9%
No answer	1	2%
Total	55	100%

Figure 1

Learners' Levels in English
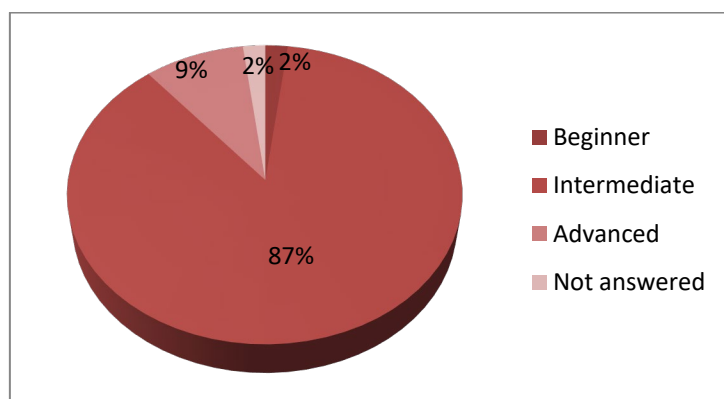
This question aims at asserting learners' levels of English. Learners are asked to choose their levels of English as follows: Beginner, intermediate, or advanced. As far as

the results are obtained, we notice that 87% of students have an intermediate level of English which indicates that they master some communication rules. On the other hand, 9% of them choose the option "advanced", 2% of students choose "beginner" and one 2% with no answer.

Question 2: How often do you participate in the classroom?

Table 2

The Participation of Learners Inside the Classroom

Options	Always	Sometimes	Rarely	Never	Total
Numbers	5	37	12	1	55
Percentages%	9%	67%	22%	2%	100%

Figure 2

The Participation of Learners Inside the Classroom
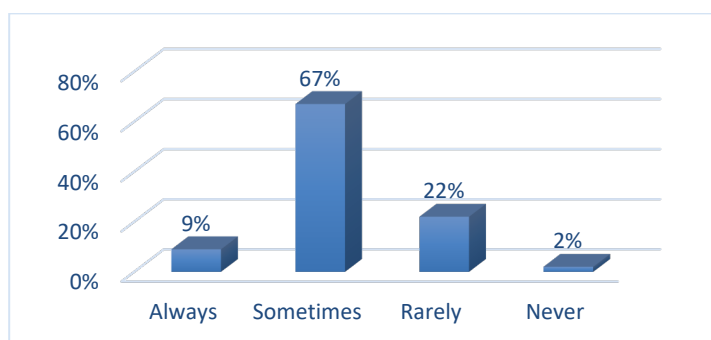
The majority of the population (67%) chooses the option "sometimes". Learnersdo not always participate, but they communicate and interact in the classroom. 22% of students answer that they rarely participate in the classroom, which indicates that they

either are not able to communicate in English or do not feel satisfied in the classroom. Only 9% of students always participate and 2% never communicate orshare ideas in the classroom.

Question 3: When your teacher pushes you to participate, how do you feel?

Table 3

The Students Feelings About Being Pushed in Participation

Options	Numbers	Percentages %
Satisfied	27	49%
Unsatisfied	27	49%
Not answered	1	2%
Total	55	100%

Figure 3

The Students Feelings About Being Pushed in Participation
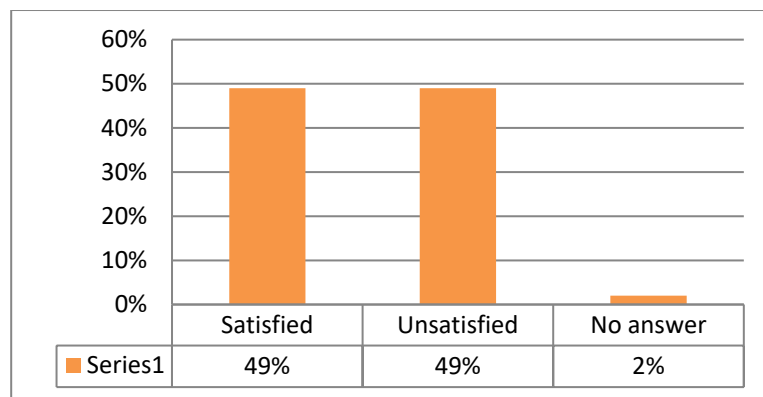
This question aims at investigating our hypothesis about students' feelings when their teachers push them to participate in classroom activities. 49% of students feel satisfied when the teacher pushes them to participate, 49% of them feel unsatisfied, and 2% with no answer.

Question 4: Do you often interact with your classmates?

Table4

Learners' Interaction in the Classroom

Options	Yes	No	Total
Numbers	**34**	**21**	**55**
Percentages %	**62%**	**38%**	**100%**

Figure 4

Learners' Interaction in the Classroom
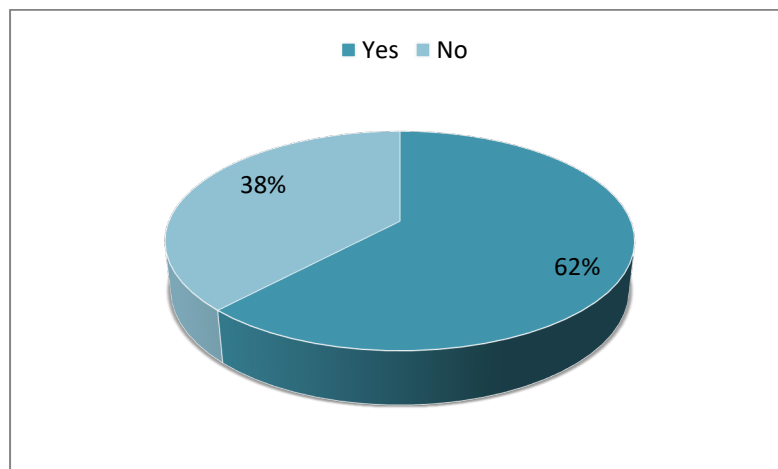
The subjects are asked whether they interact with their peers in the classroom or they do not. The majority (34) of the sample (62%) say that they do interact in the classroom, while 21 learners (38%) say that they do not.

Question 5: What kind of classroom activity do you prefer?

Table5

The Type of Work Learners Prefer

Options	Numbers	Percentages %
Individual work	27	49%
Peer work	28	51%
Total	55	100%

Figure 5

The Type of Work Learners Prefer
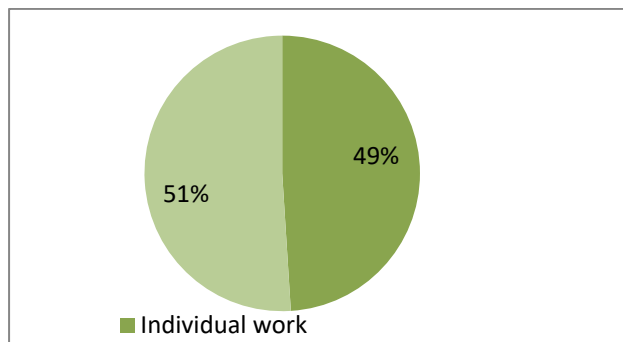
As far as this question is concerned, learners are asked to say whether they prefer individual work or peer work. The results are a bit close; 27 of students out of the sample prefer to work individually (49%) while 28 of them prefer peer work (51%).

Question 6: The classroom atmosphere in your oral sessions is:

Table 6

Classroom Atmosphere

Options	Friendly	Fearful	Neutral	No answer	Total
Numbers	30	9	14	2	55
Percentages%	55%	16%	25%	4%	100%

Figure 6

Classroom Atmosphere
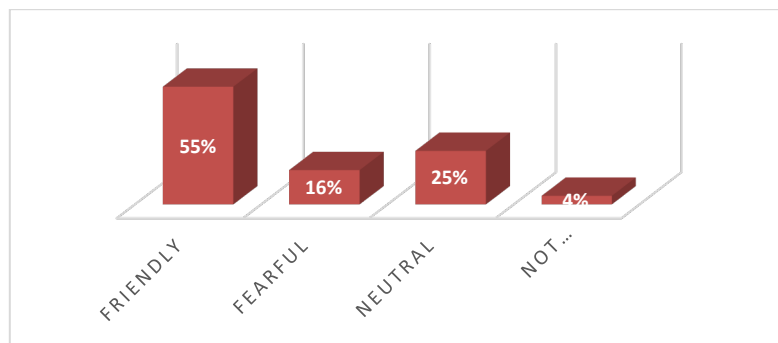
    As far as the sixth question is concerned, the majority of learners consider the classroom atmosphere as friendly. 30 students from 55respond with "friendly" (55%) while 14 of them respond with "neutral" (25%). Only 9 respondents of the question see the classroom atmosphere as a fearful place (16%), and 2 of them with no answer (4%).

Question 7: In the classroom lectures you are:

Table 7

Learners Situation in the Classroom

Options	Numbers	Percentages %
Active	27	49%
Silent	28	51%
Total	55	100%

Figure 7

Learners Situation in the Classroom
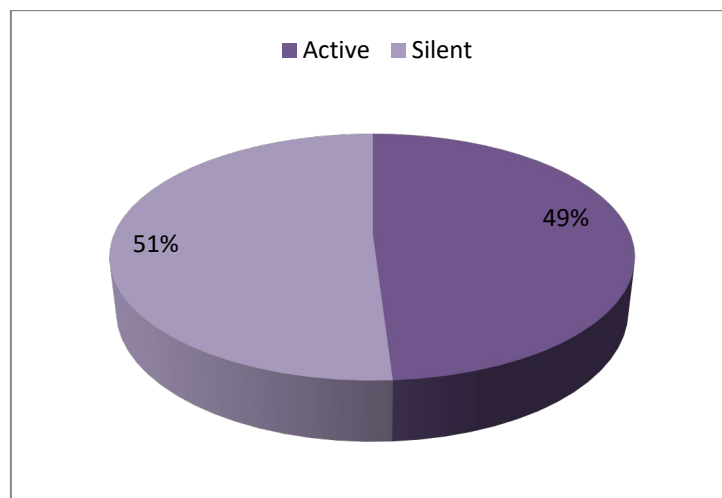
Among the 55respondents, 28 of them prefer to be silent and listen to their teacher without interacting (51%) while 27 prefer to be talkative and ask questions in the classroom (49%).

Would you explain why?

To answer this question, learners are asked to justify their answers if they prefer to be talkative or silent in the classroom. The students' justifications are collected as follows:

A-Talkative and ask questions:

1) "When you ask more questions, you are going to gain knowledge. We talk more to develop our oral skills."

2) "Through asking the teacher questions, I understand more."

3) "I like giving my opinion without which we can't learn."

4) "If I don't understand, I ask the teacher to get clear explanation."

5) "I prove my knowledge through participating asking questions, and to make my teacher proud of his class since teachers do not prefer silent students."

6) "I prefer to ask a lot of questions because I have little information."

7) "I am always active and I prefer to express my point of view in every session."

8) "Without asking we don't learn."

B-Silent and just listening:

1) "Sometimes I find difficulties to participate."

2) "My classmates often say what I want to say."

3) "I am afraid of my classmates to laugh or make fun at me whenever I want to participate."

4) "I believe it is a matter of confidence, and I am not encouraged."

5) "I am not motivated or interested in the lesson, and the lectures tend to be boring for me."

6) "I feel nervous when I talk or ask questions."

7) "I think my English is not good, so I don't want to make mistakes."

8) "I like to be silent and listen to the teacher's explanation because I gain information

that way."

Question 8: Do your teachers give you the chance to speak in the classroom?

Table 8

Learners Opportunities for Speaking in the Classroom

Options	Numbers	Percentages %
Yes	46	84%
No	6	11%
No answer	3	5%
Total	55	100%

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apparaître ici.

Learners Opportunities for Speaking in the Classroom
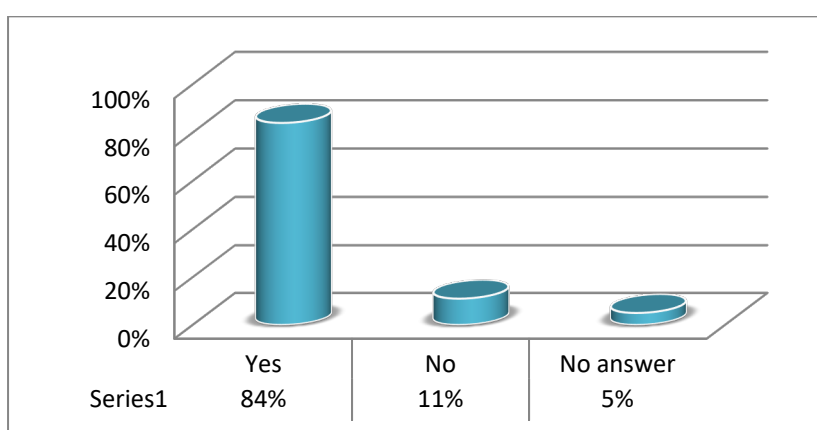
Concerning the eighth question, the vast majority of the learners (46) says that their

teachers allow them to speak and interact in the classroom (84%) while 6 of them say the

vice versa (11%), and 3 of them with no answer (5%).

Question 9: How often do you participate in the lectures without being asked?

Table 9

Students Participation Without Being Asked

Options	Always	Sometimes	Rarely	Never	Not answered	Total
Numbers	7	30	14	3	1	55
Percentages%	13%	55%	25%	5%	2%	100%

Figure 9

Students Participation Without Being Asked
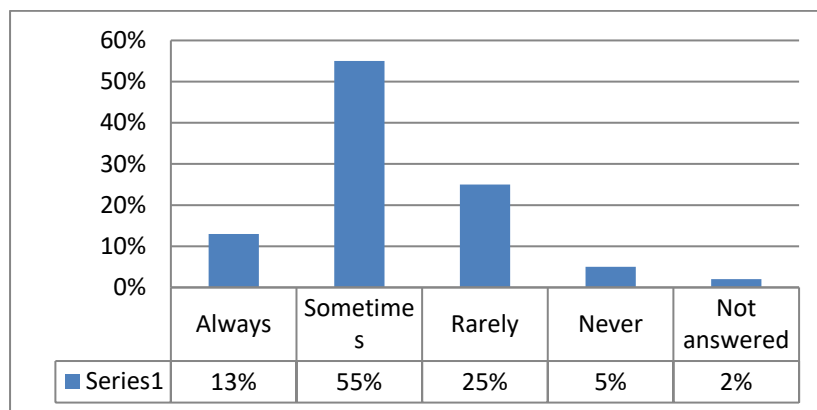
The purpose behind asking this question is to know if students participate in the classroom without being asked or they participate when the teacher asks them. We find that 55% of students contribute or interact in the classroom without being asked, 25% of them rarely participate, 13% always participate, and 5% never participate unless they are asked. 2% of the sample does not answer this question.

Question 10: If not always, is it because?

Table 10

Opinions About the Lack of Participation

Options	Less self-confidence	Lack of motivation	Fear of criticism	Not answered	Total
Numbers	**11**	**15**	**9**	**20**	**55**
Percentages%	**20%**	**28%**	**16%**	**36%**	**100%**

Figure 10

Opinions About the Lack of Participation
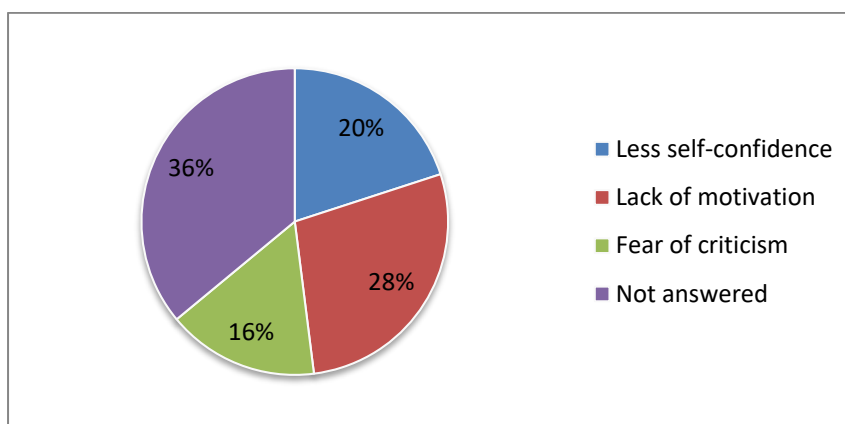
  This sub-question is designed for students who do not always participate in the classroom unless the teacher asks them. Its purpose is to know the reasons behind the learners' lack of participation. The majority of the respondents (36%) do not answer, 28% do not participate in the classroom due to the lack of motivation. 20% of the respondents answer with "less self-confident", and 16% choose "fear of criticism".

Question 11: What kind of activities do you prefer?

Table 11

The Kind of Activities Learners Prefer

Options	Numbers	Percentages %
Communicative	18	33%
Grammatical	7	13%
Both	24	43%
Not answered	6	11%
Total	55	100%

Figure 11

The Kind of Activities Learners Prefer
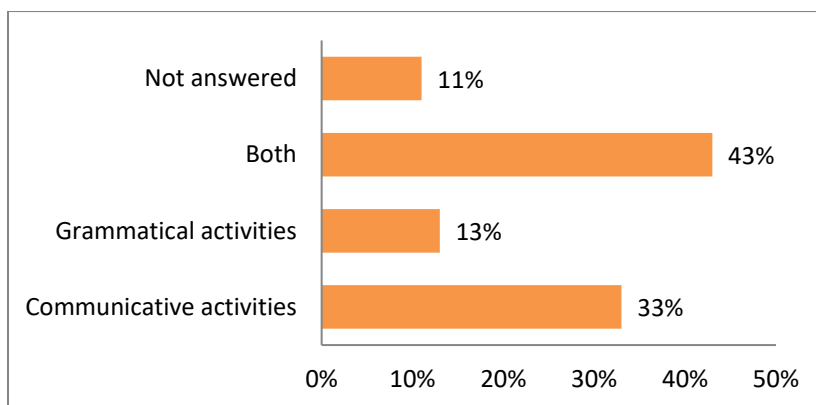
The last question investigates learners' opinions about the kind of activities they prefer. As far as the question is concerned, learners are asked to choose: Communicative activities, grammatical activities, or both of them. The majority of the respondents (43%) choose the option "both", which indicates that they prefer the two kinds of activities. 33%

respond by "communicative activities", and only 13% by "grammatical activities". The rest choose nothing 11%.

Why?

Students are asked to justify the reason behind choosing the kind of activities they prefer. The answers as follows are chosen precisely, regardless of the grammatical and spelling mistakes:

A- Communicative activities :

1) "It is easier and faster, more involving, and neglects our mistakes."

2) "It gives students the ability to strengthen their communicative factors."

3) "It is more comfortable and motivating."

4) "It makes us more active."

5) "It gives us the opportunity to interact with our classmates."

6) "I feel like my weakness is on communication, so I would like to improve it through this kind of activities."

B- Grammatical activities:

1) "Since I am a less talkative person, I prefer to express my thoughts through writing."

2) "I like the kind of activities that depends on rules and constructing words, so all what we have to do is memorizing the rules."

3) "In grammar activities, there is only one fixed answer (it is either true or false); we can easily distinguish between what is right and what is wrong without hesitation."

C-Both (communicative & grammar activities):

1) "I need them both because communicative activities help me apply the grammatical rules I learn."

2) "Both of them help me improve my English."

3) "They help students practice the four skills."

4) "They both complete each other, and both of them are important in learning."

5) "As students of English, we need to master both communication and grammatical performance."

6) "Both of them are helpful and enjoying."

2.2.2. Teachers' Questionnaire

Question 1: How long have you been teaching English at the University ofAdrar?

Table 1

The Experience of Teachers in Teaching English

Years	Numbers
1to6	1
7to12	3
Over 12	1
No Answer	1
Total	6

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The Experience of Teachers in Teaching English
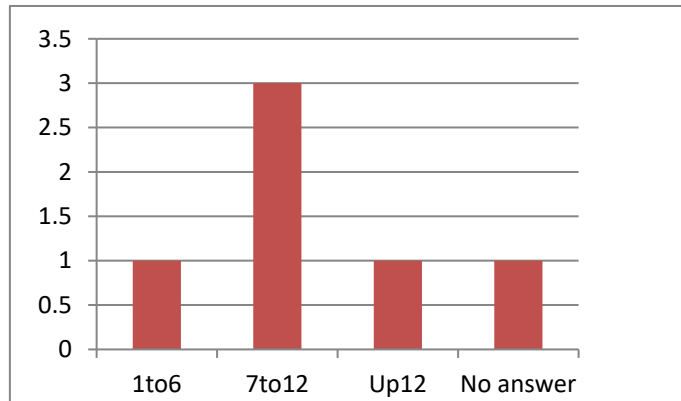
       This question aims at investigating oral expression teachers' experience in teaching English at the University of Adrar. As far as the results are concerned, we notice that the majority of teachers have from 7 to 12 years' experience in teaching English(3 teachers). Some of them have been teaching from 1 to 6 years, and others for more than 12 years. The results indicate that teachers are familiar with using different methods and approaches in teaching, so they are capable of talking about their learners' needs to enhance their communicative competence.

Question 2: Which approach(es) and/or method(s) have you followed in teaching oral expression?

Table 1

Teaching Approaches and Methods

Options	Numbers	Percentages %
GTM	1	17 %
DM	1	17 %
ALM	0	0 %
CLT	3	50 %
Not answered	1	16 %
Total	6	100 %

Figure 2

Teaching Approaches and Methods
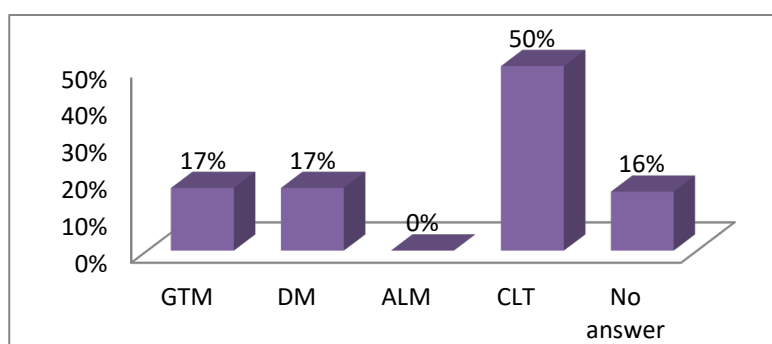
The reason behind asking this question is to figure out the suitable approach(es) or method(s) used by oral expression teachers in the process of teaching. The

results show the importance of using the communicative language teaching approach (CLT) since the majority of the sample (3 teachers), which means 50%, adopt this approach. One teacher (17%) prefers to use the grammar-translation method (GM), and another teacher adopts the direct method (DM) 17%; whereas no one of them chooses the audio-lingual method (ALM).

Question3: What makes you choose this/these approach(es)/method(s)?

Table 2

Reasons Behind Choosing a Teaching Approach (es)/ Method(s)

Options	Numbers	Percentages %
Providing grammatical knowledge	1	17%
Helping learners communicate	5	83%
Total	6	100%

Figure 3

Reasons Behind Choosing a Teaching Approach (es)/ Method(s)
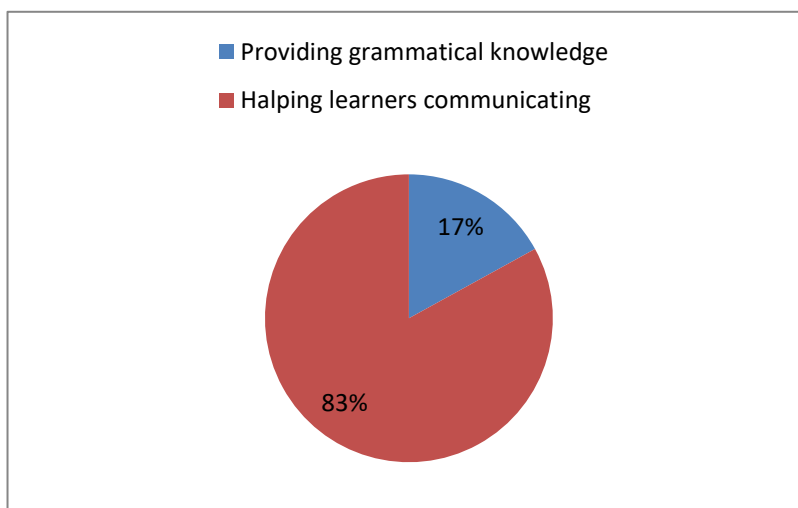
This question is an attempt to understand each teacher's reason behind choosing a specific approach (es) or method(s) in teaching oral expression at the department of English. The data above reveal that the highest rate is given to "helping learners communicate effectively" (83%). However, the rest of them (17%) claim that the reason is to provide students with grammatical knowledge and rules.

Question 4: According to you, the teacher's role is:

Table 3

The Role of the Teacher According to Teachers

Options	Numbers	Percentages %
Source of knowledge	**0**	**0%**
Facilitator of learning	**2**	**33%**
Both	**4**	**67%**
Total	**6**	**100%**

Figure 4

The Role of the Teacher According to Teachers
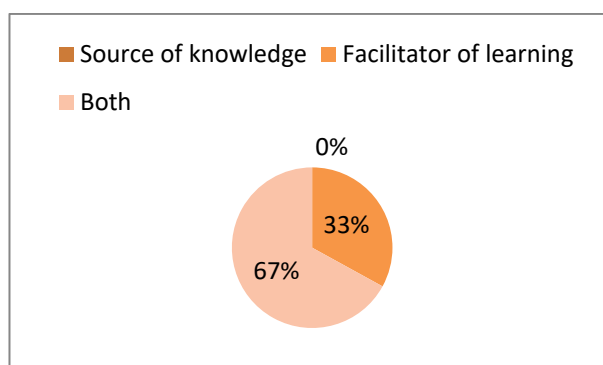
More than half of the participants (67%) respond that the role of the teacher in oral expression needs to be both "a source of knowledge" and "a facilitator of learning" while (33%) of them see that the teacher should be a facilitator of learning. However, none of them accept that the role of an oral teacher is to be a source of knowledge only.

Question 5: **What does the term"Communicative Competence"mean?**

Regarding the fifth question, five (5) teachers among six (6) defined the term communicative competence as follows:

Table 5

CC Definitions

Numbers	Definitions
N° 1	"CC is defined as the ability to maintain effective and accurate communication in a different setting to fulfill communicative purposes."
N° 2	"The use of language (grammar, phonology…) to communicate successfully."
N°3	"Being able to use language effectively in variouscommunicative contexts."
N°4	"It stands for learning vocabulary and grammar together without separating them and it is the ability to be understood for others."
N°5	"To express thoughts, thus the communication is necessary to encode and decode messages."

Figure 5

CC Definitions
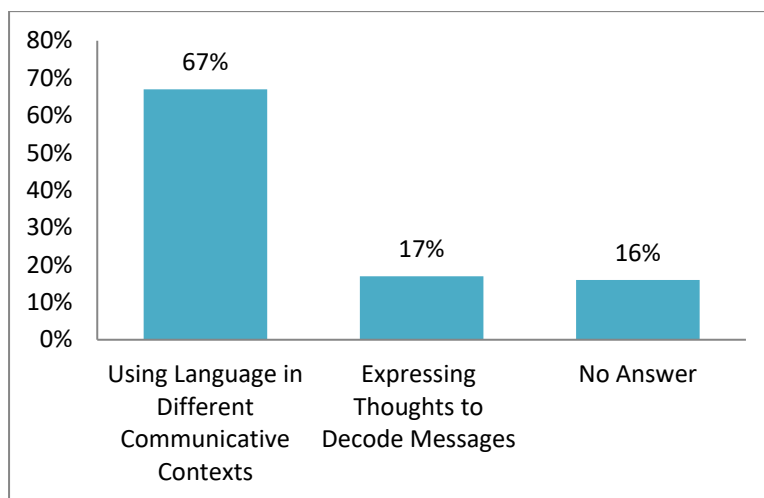
Concerning CC definitions' question, the majority of the teachers defined the term "Communicative Competence" as the ability to use language in different communicative contexts to fulfill different purposes, taking into account grammar rules and vocabulary.

Question 6: Is communicative competence important in language teaching?

Table 6

The Importance of Communicative Competence

Options	Numbers	Percentages %
Yes	6	100%
No	0	0%
May be	0	0%
Total	6	100%

Figure 6

The Importance of Communicative Competence
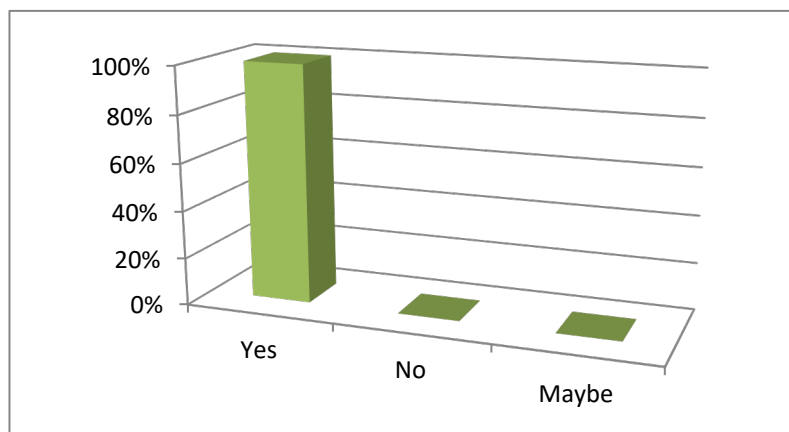
   As far as the sixth question is obtained, communicative competence plays a significant role in the process of teaching and learning since all of them (100%) agree that CC is important in language teaching.

Question 7: How do you make your learners work in your activities?

Table 7

Activities of Learners According to Teachers

Options	Numbers	Percentages %
Individually	**0**	**0%**
With their peers	**3**	**50%**
Both	**3**	**50%**
Total	**6**	**100%**

Figure 7

Activities of Learners According to Teachers
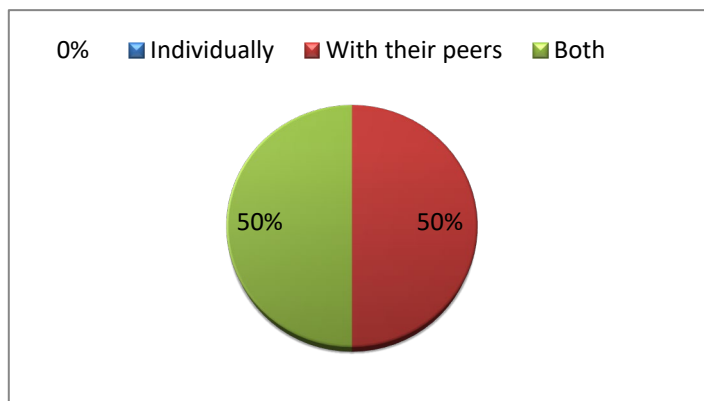
By asking this question, we intend to know which kind of activities teachers prefer to use with their learners: Individual or peer.The results show that half of the sample respondents(50%) like to make their learners work with their peers, maybe to develop learner-learner interaction. However, The other half of the same sample see that both of them are needed in a classroom interaction which means that students sometimes need to work individually and with peers at the same time. Yet, none of the teachers believe that the activities done in the classroom are based on learners working individually.

Question 8: A: Do all your students participate in the oral session?

Table 8

The Participation of Students in Oral Sessions

Options	Numbers	Percentages%
Yes	1	17%
No	5	83%
Total	6	100%

Figure 8

The Participation of Students in Oral Sessions
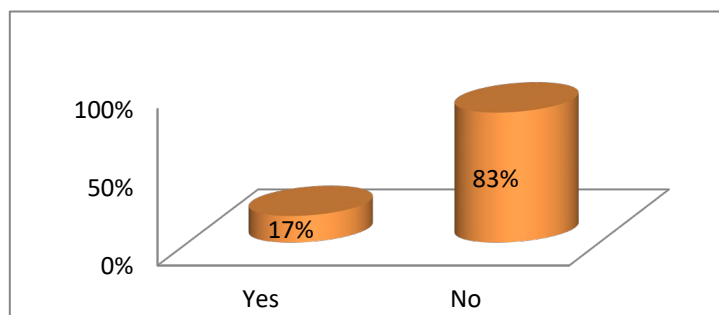
We asked this question to know if the majority of students participate in oral sessions or not. Most of the teachers confirm that not all of their learners participate in oral expression sessions (83%). However, the rest of them claim that all of their students participate in the classroom (17%).

8.1 If no, is it because:

Table 8.1

Reasons Behind Students' Lack of Participation

Options	Numbers	Percentages%
Lack of motivation	2	33%
Different levels	1	17%
Both	1	17%
No answers	2	33%
Total	6	100%

Figure 8.1

Reasons Behind Students' Lack of Participation
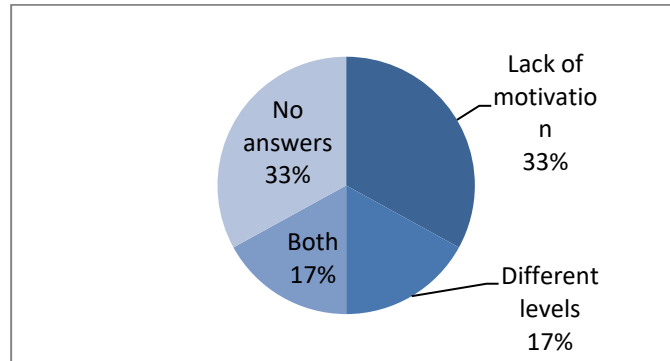
This sub-question aims at discovering the reasons why not all of the learners participate in the classroom. Teachers' answers are very similar in which (33%) of the students answer that learners do not participate because of the lack of their motivation. Similarly, (33%) refers to the students' different levels. Some teachers believe that both of the previous reasons contribute to the learners' lack of participation in the classroom (17%). However, (17%) of them have no justifications.

Question 9: Do you often create a friendly atmosphere?

Table 9

Classroom Atmosphere

Options	Numbers	Percentages %
Yes	6	100%
No	0	0%
Total	6	100%

Figure 9

Classroom Atmosphere
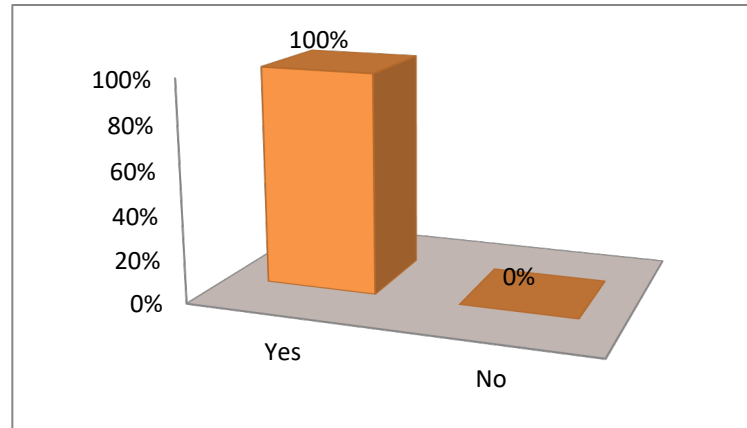
All teachers (100%) try to create a friendly atmosphere inside the classroom so that both teacher-learner and learner-learner interaction can be organized. Thus, students' communicative competence can be developed.

Question 10: The classroom relationship among your learners is:

Table 10

Classroom Relationship Among Learners

Options	Numbers	Percentages%
Co-operative	2	33%
Competitive	1	17%
Both	3	50%
Total	6	100%

Figure 10

Classroom Relationship Among Learners
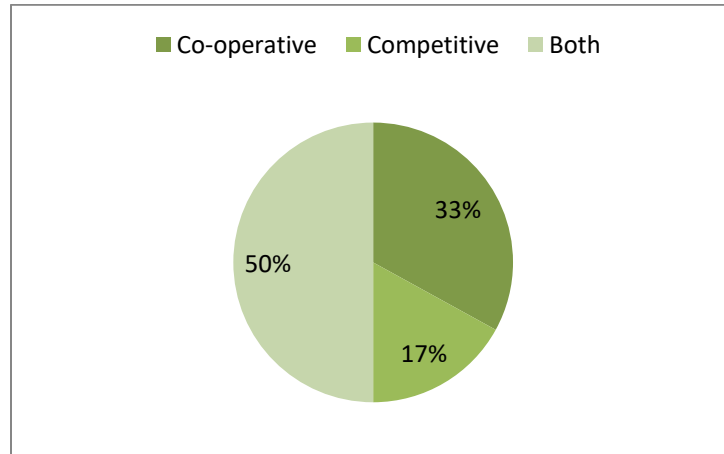
The teachers' opinions about their learner's relationship in the classroom are mainly based on both cooperation and competition. The former helps students build a sense of belonging to the same class where learners help each other, whereas the latter pushes students to enhance their abilities and skills. The number of teachers who answer using both options is 3 which represents (50%) of the sample. However, 2 teachers choose cooperation (33%), and one teacher claims that the relationship among learners is competitive (17%).

Question 11: Do you have passive learners?

Table 11

Passive Learners

Options	Numbers	Percentages %
Yes	6	100%
No	0	0%
Total	6	100%

Figure 11

Passive Learners
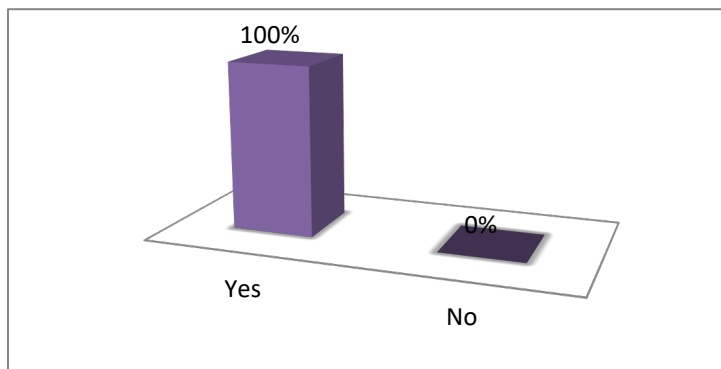
The purpose of asking this question is to see whether there are passive learners in oral expression sessions or not. The figure above shows that (100%) of teachers reply that there are passive students in oral sessions who neither participate nor interact with other learners.

11.1. If yes, how do you make them interact?

Table 11.1

The Interaction of Learners

Options	Numbers	Percentages %
Additional marks	**1**	**17%**
Interactive activities	**3**	**50%**
Divide them into pairs or groups	**2**	**33%**
Total	**6**	**100%**

Figure 11.1

The Interaction of Learners
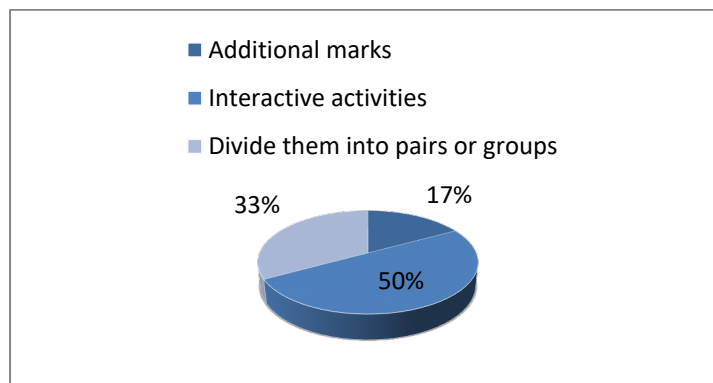
This question is related to the previous one, through which we seek to discover the teachers' suggested solutions and procedures to make their passive learners participate and interact in the oral expression module. As far as the results are concerned, 50% of teachers select interactive activities as a way of pushing their passive learners to participate. About 33% see that the most suitable method is to divide learners into pairs or groups so that they can interact with each other effectively. Yet, one teacher (17%) chooses to use additional marks as a way to push passive learners to interact in the classroom.

Question 12: A: Do you give feedback to your students about their mistakes?

Table 12

Teachers' Feedback About Students' Mistakes

Options	Numbers	Percentages %
Yes	6	100%
No	0	0%
Total	6	100%

Figure 12

Teachers' Feedback About Students' Mistakes
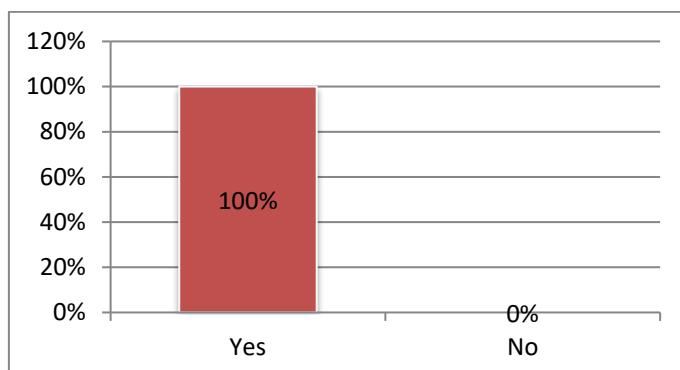
It can be noticed from the results above that all teachers (100%) give their students feedback and correct their learners' errors. Since any oral expression session is based on speaking, students sometimes make mistakes and their teachers correct them.

12.1. If yes, how often?

Table 12.1

Opportunities of Learners in Taking Their Teachers' Feedback

Options	Numbers	Percentages %
Always	1	17%
Sometimes	4	66%
Rarely	1	17%
Total	6	100%

Figure 12.1

Opportunities of Learners in Taking Their Teachers' Feedback
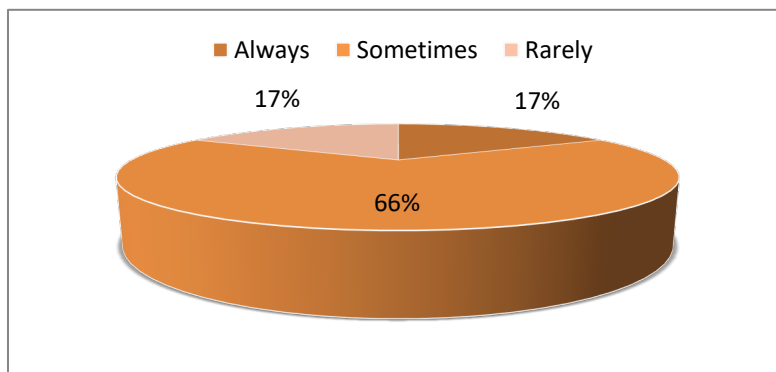
        This sub-question is related to the preceding question. Researchers tend to know how often do teachers give feedback and correct their students' mistakes. About 4 teachers, which means 66% of the sample, choose "sometimes"; one teacher (17%) answers by "always" and the other (17%) responds by "rarely". It can be understood that feedback plays a great role in promoting learners' abilities and speaking skills.

Question 13: Would you add further suggestions or comments?

Two (2) teachers, among six (6), answer as follows:

1- "Students at early age should be given the opportunity to take part in different and perceptual conversations to enhance their EFL speaking skill(s) and encourage them to speak focusing on fluency and disregard accuracy at later stages."

2- "Learning a language depends on learning vocabulary more than grammar, even if you know all grammatical rules you would not be able to use them without sufficient vocabulary. Learning anything depends on intensive application (Bloom's taxonomy, the cognitive and the psychomotor approach)."

2.2.3. The Analysis of Classroom Observation

2.2.3.1.   The First Classroom: Group One

Section 1: General Observation of Learner-learner Interaction

This section aims at investigating the effect of classroom interaction among learners to enhance their communicative competence in the classroom.

Item 1: The physical setting is clean, organized, spacious, and comfortable where learners can interact easily.

Table 1

The Physical Setting

Options	Yes	No
Sessions	2	1
Percentages%	67%	33%

In the first session, with Group One, the teacher faced a technical problem in which the projector did notwork. This issue led the group to change the room as well as to start the lesson late. However, we observed in the next two sessions that the environment was clean and organized where students felt comfortable when they were interacting with each other and with their teacher in an oral expression course.

Item 2: Learners give opinions, express themselves, and suggest ideas in the classroom with both their teacher and their classmates.

Table 2

Learners' Ideas in the Classroom

Options	Yes	No
Sessions	2	1
Percentages%	67%	33%

During the first two sessions that we attended, learners always gave opinions, shared information and ideas with each otherand with the teacher and they had much time to talk about general topics without being asked by their teacher. The students engaged in a great discussion in which they interacted with the teacher by giving arguments (I agree /disagree). Unlike in the last session which was based on listening activities, learners got bored and they were unexcited to discuss, so they rarely participated in the classroom.

Item 3: Learners participate in the classroom without being asked.

Table 3

Students' Participation in the Classroom

Options	Yes	No
Sessions	2	1
Percentages%	67%	33%

We noticed in two sessions that the students of group one always participated by giving comments, answering the questions that were given by their teacher, and raising their hands to speak without being asked by the teacher. However, in the last session where the teacher used some listening activities, the learners rarely participated. The lack of participation is due to the teachers' lack of pushing passive students to speak in oral expression session.

Item 4: Learners hesitate when they want to express themselves.

Table 4

Learners' Hesitation in Expressing Themselves

Options	Yes	No
Sessions	**1**	**2**
Percentages%	**33%**	**67%**

Concerning this item, learners' hesitation in expressing their ideas and exchanging information was observed in one session. The reason behind this hesitation might bethe kind of task was given to them in which they were asked to listen to a video and to comment on it. However, the students' lack of hesitation was observed in the first two sessions where they felt comfortable when they were expressing themselves and interacting with their teacher and with each other since the teacher always tried to create a friendly atmosphere to make the learners more relaxed during classroom interaction.

Item 5: Learners enhance their communication and speaking abilities through classroom interaction.

Table 5

Learners' Development of Communication and Speaking Abilities Through Interaction

Options	Yes	No
Sessions	2	1
Percentages%	67%	33%

Concerning this question, we observed that the students interacted well in the first two sessions, especially when the teacher used different games and general topics to be discussed. However, in the middle of the last session learners did not try to promote their communication and speaking ability because of the lack of classroom interaction, and the teacher did not push or oblige themto speak.

Item 6: Students correct their classmates' mistakes.

Table 6

Learners' Correction of Their Classmates' Mistakes

Options	Yes	No
Sessions	0	3
Percentages%	0%	100%

During the three sessions that we observed with the first group, we noticed that students never corrected each other's mistakes because each one of them concentrated on what he /she was going to say or express in front of the other learners. The learners did not give great

importance to their classmates' errors because they relied just on the correction of their

teacher in each session.

Section 2: General Observation of Teacher–learner Interaction

The second section attempts to investigate more information about teacher-learner

interaction.

Item 1: The teacher moves around in the classroomwhen explaining or interacting with his/her learners rather than standing in front of them.

Table 7

The Actions of the Teacher in the Classroom

Options	Yes	No
Sessions	3	0
Percentages%	100%	0%

In all the three sessions, we noticed that the teacher was always moving around his/her

learners when he/she was explaining, asking them questions, and interacting with them on

some points related to the topics being discussed. The teacher never stayed on his/her desk,

thus he /she focused more on making eye-contact with the learners so that they could follow

their teacher and concentrate on what he/she was saying. Therefore, the teacher could

control his/her learners' irrelevant behaviors inside the classroom by moving around them.

Item 2: The teacher's amount of talking in the classroom is more than his/her students'.

Table 8

The Teacher's Talk

Options	Yes	No
Sessions	1	2
Percentages%	33%	67%

During the two sessions that we attended with this group, we observed that the highest amount of talk was given by the learners and the teacher rarely talked in oral expression sessions because the students were very talkative and excited to express themselves. Also, we noticed that the learners were very interactive since the teacher allowed them to interact either with him or with each other, especially when the teacher used some classroom interaction activities. However,in the last session, the highest amount of talk was done by the teacher since the learners were unmotivated to listen and comment on the audio passage provided.

Item 3: The teacher uses a simple language that suits his /her learners' level.

Table 9

The Teacher's Language

Options	Yes	No
Sessions	3	0
Percentage%	100%	0%

When we were observing the students of group one, we noticed that the teacher used a simple language and comprehensible input that fit the students' level in each session. The teacher tried all the time to make learners get ideas and messages that he /she wanted to convey. Moreover, the teacher focused on being understood so that learners could participate and involve in teacher-learner and learner-learner interaction inside the classroom.

Item 4: The teacher allows his /her students to speak and participate in oral expression sessions.

Table 10

Students' Opportunities for Participation

Options	Yes	No
Sessions	3	0
Percentages%	100%	0%

In all the sessions that we attended, the teacher allowed his/her learners to speak, participate and interact with him/her and with each other, not just by asking questions but also by giving opinions and expressing themselves. The teacher also tried to make the students feel relaxed while sharing ideas and exchanging information; thus, he /she cared more about the learners' fluency rather than accuracy or their grammatical mistakes. Yet, the teacher was not interested in obliging the students who did not participate to speak by using additional marks or minimizing their scores as pressure.

Item 5: In the classroom, the teacher gives feedback on his/her learners' mistakes.

Table 11

Teachers' Feedback on Learners' Mistakes.

Options	Yes	No
Sessions	1	2
Percentages%	33%	67%

Since he/she focused more on fluency rather than accuracy, the teacher did not pay great attention to the learners' grammatical or pronunciation mistakes. Hence, the teacher rarely corrected his/her students' mistakes because they also did not make a lot of mistakes when they presented their works and interacted with each other or with the teacher in the classroom.

Item 6: The teacher uses some expressions such as "good", "okay", and "well done" to motivate students.

Table 12

Teachers' Use of Some Expressions to Motivate Learners

Options	Yes	No
Sessions	**1**	**2**
Percentages%	**33%**	**67%**

During the three sessions of oral expression with the first group, we noticed that the teacher rarely used some expression, such as "good", "okay", and "well done", to motivate his/her learners. However, the teacher used the word "ok" in the first session to motivate the learners when they were expressing their ideas. Hence, using such expressions can be a successful strategy that enables learners to perform well and push them to do the best in the next sessions.

2.2.3.2. The Second Classroom: Group Two

Section 1: General Observation of Learner-learner Interaction

The first section attempts to investigate the effects of learner-learner interaction on developing the students' communicative competence.

Item 1: The physical setting is clean, organized, spacious, and comfortable where learners can interact easily.

Table 1

The Physical Setting

Options	Yes	No
Sessions	2	0
Percentages%	100%	0%

In the two sessions that we attended with this group, the physical setting of the classroom was well organized. The learners' seats in the classroom were shaped in the form of a horseshoe. Forming the classroom in a horseshoe layout is a very effective way, so learners can see the teacher, each other, and the board. So, learners felt at ease discussing and interacting with both their teacher and each other.

Item 2: Learners give opinions, express themselves, and suggest ideas in the classroom.

Table 2

Learners' Ideas in the Classroom

Options	Yes	No
Sessions	1	1
Percentages%	50%	50%

At the beginning of the first session that we attended with the second group, students were asked to describe a friend. They showed interest in the topic and started sharing opinions and participating without being pushed by the teacher. They also suggested topics for the next sessions at the end of the first session. However, in the second session learners were not all active as compared to the previous session. They started to feel bored as long as the teacher revealed the topic, and they rarely shared ideas and did not show interest in the topic. Thus, classroom interaction did not take place as it was supposed to be.

Item 3: Learners participate in the classroom without being asked.

Table 3

Learners' Participation Without Being Asked

Options	Yes	No
Sessions	1	1
Percentages%	50%	50%

As the table above shows, in the first session that we attended with Group 2 students participated and interactedwithout being asked by the teacher. In other words, the teacher did not have to call students to participate or give their opinions; they raised their hands without being pushed. However, students were not encouraged and tended to be bored in the second session. They seemed unprepared for classroom discussions and resistant to respond to questions during the second session.

Item 4: Learners hesitate when they want to express themselves.

Table 4

Learners' Hesitation in Expressing Themselves

Options	Yes	No
Sessions	1	1
Percentages%	50%	50%

As far as this item is concerned, learners' hesitation occurred more in the second session rather than in the first one. On the one hand, the majority of students raised their hands to participate, shared ideas, and interacted with both the teacher and classmates as they seemed comfortable and interested in the topic. On the other hand, the majority of students in the second session seemed uninterested in the topic; they rarely raised their hands to participate. However, some of them were doubtful and afraid of making mistakes, and the others were waiting for the teacher to push them.

Item 5: Learners develop their communicative competence through classroom interaction.

Table 5

Learners' Development of CC Through Interaction

Options	Yes	No
Sessions	1	1
Percentages %	50%	50%

During the first session that we observed in the second group, we noticed that the students' communication and ability to speak increased as long as they started to interact and share ideas in the classroom. However, the second session did not come up with positive results. Learners' communication and speaking abilities did not show progress due to the lack of classroom interaction although they interacted well in the classroom during the first session.

Item 6: Students correct their classmates' mistakes.

Table 6

Learners' Correction of Their Classmates' Mistakes

Options	Yes	No
Sessions	1	1
Percentages%	50%	50%

In the first session, we noticed that some students tried to correct their peers' mistakes, especially when they worked in groups. As for the second session, learners did not correct each other's mistakes. Even though they were common mistakes, learners never bothered to correct their classmates' mistakes.

Section 2: General Observation of Teacher–Learner Interaction

This second section is an attempt to investigate the interaction that occurs between a teacher and his/her students.

Item 1: The teacher moves around when explaining or interacting with his/her learners in the classroom rather than standing in front of them.

Table 7

The Actions of the Teacher in the Classroom

Options	Yes	No
Sessions	1	1
Percentages%	50%	50%

In the first session, we observed that the teacher was either standing in front of the learners or sitting at the desk. The teacher did not move around when explaining or interacting with his/her learners in the classroom but rather standing in front of them. As for the second session, the teacher started to move around trying to motivate his/her learners to participate and interact with each other.

Item 2: The teacher's amount of talking in the classroom is more than his/her students'.

Table 8

The Teacher's Talk

Options	Yes	No
Sessions	1	1
Percentages%	50%	50%

Concerning the teachers'talk, in the first sessions that we observed with the second group learners took the highest amount of talk. As they were interested in the topic, learners shared ideas and interacted with their teacher and with each other. However, the highest amount of talk in the second session was taken by the teacher as he/she tried to motivate the students by explaining more.

Item 3: The teacher uses a simple language that suits his /her learners' level.

Table 9

The Teacher's Language

Options	Yes	No
Sessions	2	0
Percentages%	100%	0%

As far as this item is concerned, the teacher in both sessions used a simple language that suits his/her students' levels. The teacher did not use any complicated words or expressions, and he/she explained the words that seemed unfamiliar to some students. The teacher also tried to be clear and understandable as much as he/she could, so the students couldinteract and participate in the classroom without hesitation.

Item 4: The teacher allows his /her students to speak and participate in oral expression sessions.

Table 10

Students' Opportunities for Participation

Options	Yes	No
Sessions	**2**	**0**
Percentages%	**100%**	**0%**

During the observation of the students' interaction in the classroom, either with their teacher or with each other, we noticed that the teacher always gave opportunities to learners to speak, interact, and participate in classroom activities. Similarly to the first group, the teacher of the second group tried to make his/her learners more comfortable and satisfied by taking into account their fluency rather than their accuracy.

Item 5: In the classroom, the teacher gives feedback on his/her learners' mistakes.

Table 11

Teacher s' Feedback on Learners' Mistakes

Options	Yes	No
Sessions	0	2
Percentages%	0%	100%

In each session, we observed that the teacher never corrected the students' mistakes either the pronunciation or the grammar mistakes, or gave them feedback about their errors. The teacher tried to correct his/her learners' mistakes obliquely by precisely repeating the word or sentence, or by asking them to repeat it themselves as a strategy to reduce their mistakes.

Item 6: The teacher uses some expressions such as "good", "okay", and "well done" to motivate students.

Table 12

Teacher's Use of Some Expressions to Motivate Learners

Options	Yes	No
Sessions	2	0
Percentages%	100%	0%

Regarding the last item, we observed that the teacher tried to motivate his/her students to speak or interact inside the classroom by using some expressions, such as

"good", "well done" and "ok" to make them more motivated for the classroom interaction. Moreover, the teacher thanked his/her learners for their efforts at the end of each session to make them ready for what is next.

Conclusion

The results of both the questionnaires and classroom observation reveal that classroom interaction plays a significant role in EFL classrooms because it develops learners' communicative competence and the process of teaching and learning in general. The aim of using questionnaires is to set some important points including the teachers' and learners' background of communicative competence and classroom interaction, their preferable activities to develop learners' communicative competence, and their behavior inside the classroom. The analysis of the questionnaires indicates that both teachers and learners are aware of developing the latter's communicative competence. Moreover, the results of classroom observation reveal that enhancing communicative competence requires two types of classroom interaction: Teacher-learner and learner-learner interaction. Teachers should use some effective teaching strategies, such as asking questions or letting learners choose topics they would like to discuss. Students, on the other hand, should follow these strategies and interact with the teacher and with each other to develop their communicative competence. Hence, bothlearners and teachers contribute to the promotion of   communicative   competence.

Chapter Three

Results and Discussion

Introduction

This chapter is devoted to the interpretation and discussion of the results obtained from teachers' and learners' questionnaires, and classroom observation. The present chapter comprises the interpretation of the questionnaires,' the results of classroom observation, and the main findings.

3.1.   Interpretation of the Results

After making a deep analysis of the students' questionnaire, teachers' questionnaire, and classroom observation, an amount of data about the development of EFL learners' CC through classroom interaction was collected by the researchers. The following interpretations concern the interaction between the teacher and his/her learners as well as among students themselves, and which can enhance the learners' knowledge and enable them to achieve better communication inside the classroom.

3.1.1. Interpretation of the Students' Questionnaires

The students' questionnaire reveals that most of the students consider their level in English as intermediate (87%), which indicates that they master some communication rules, they can share ideas in the classroom, and they can communicate. In other words, the results show that the majority of students have a good command of English that enables them to communicate. Learners also can interact using language flexibly and effectively with a degree of spontaneity that makes them interact with different levels and in any situation without strains.

Concerning the learners' participation, most of the students answered that they sometimes participate during oral sessions. This indicates that learners participate when teachers choose some interesting topics or use some interactive activities and games. When it comes to the students' participation without being asked by the teacher, some learners

said that they participate from time to time in the classroom while others said that they rarely participate, which might be due to the lack of their motivation.

Teachers did not prevent their learners to exchange information and give their opinions since most of the learners declared that the atmosphere in oral sessions is friendly and their teachers allow them to participate and involve them in the classroom activities. Moreover, the majority of learners prefer to interact and exchange ideas with their classmates. This is an indication that the students find that the second type of interaction (learner-learner) is very helpful during speaking activities. Furthermore, (51%) of the students prefer peer work which means that they like to work in collaboration during classroom activities.

The results show that students prefer both communicative and grammatical activities which explain the importance of using the two kinds of activities to enhance interaction among learners as well as to develop their communicative competence. Hence, students need to promote their communicative ability and to pay attention to the grammatical rules.

3.1.2. Interpretation of the Teachers' Questionnaire

Concerning the results of the teachers' questionnaire, it is noticed that the majority of the teachers have more than one-year teaching experience. Teachers' experience allows them to use, select, and adjust different methods/approaches that help students understand the content depending on their needs. According to the teachers, the most dominant approach was the CLT approach. Teachers admitted that the CLT approach is appropriate to their learners' situation, in which learners can communicate effectively. Teachers are best known for their vital roles inside the classroom. Concerning the teacher's role question, the majority of the teachers claimed that the teacher is both a source of knowledge and a facilitator of learning.

When they were asked to define the concept of communicative competence, teachers showed a significant familiarity and considerable knowledge about the term. They agreed that communicative competence is the ability to use language for understanding and being understood by others, and to communicate effectively to fulfill communicative purposes. Therefore, teachers acknowledged that communicative competence plays a significant role in the process of learning. Moreover, teachers tended to use different cooperative and competitive activities to involve their learners in classroom participation. Most of them declared that they make their students work with their classmates to promote learners' communicative competence and foster learner-learner interaction.

As far as the students' participation in the classroom is concerned, the majority of the teachers confirmed that not all their students participate due to the lack of motivation and different abilities in the classroom. Sometimes the teacher fails to motivate his/her students which influences the process of learning negatively. Some of the learners do not participate in classroom activities because there are different levels in the classroom. In other words, learners who have a good level can participate and share ideas in any situation while those who do not have enough knowledge about the subject being discussed find it difficult to participate due to the lack of self-confidence.

The whole population of the teachers predicated that they have passive learners in their classrooms. The results imply that in any EFL classroom there are two types of learners, passive learners who prefer to receive information without participating, sharing ideas, or asking questions, and active learners who prefer to participate, share ideas, and ask questions. The majority of the teachers claimed that they make their passive learners active in the learning process by dividing them into pairs and/or groups, in which they can be involved in interactive activities. Through this kind of activity, learners may feel at ease

interacting with their classmates, share different points of view, and learn from each other. Thus, they may build self-confidence and rely on their capacities.

All the teachers confirmed that they gave feedback about their students' mistakes. They said that they believed feedback was an important tool that was likely to help students progress on their learning. This indicates that teachers tried to help their learners understand the topics being studied by giving them positive feedback to help them improve in learning. In other words, teachers tried to provide their students with the appropriate suggestions and learning strategies that have the greatest impact on students' learning and help them progress and develop their communication skills.

3.1.3. Interpretation of the Questionnaires' Main Findings

In this part, the researchers discuss the main findings obtained from both the teachers and the students' questionnaires to gather the similar opinions given by the teachers and learners, concerning the role of classroom interaction in the development of the learners' CC:

- Teachers and learners agree that interaction and participation in the classroom are very important in enhancing the learners' CC in the classroom, where both of them interact with each other, share ideas, and promote communication.
- Both of them agree that communicative activities are very helpful because these kinds of activities improve their awareness that leads them to interact and communicate effectively.
- The results show that teachers and learners encourage collaboration in the classroom. This means that using learner-learner interaction and dividing

students into pairs or groups will influence the learners to perform in front of their classmates positively. The students will feel at ease speaking and interacting inside the classroom.

3.1.4. Interpretation of the Classroom Observation Results

Concerning the results of classroom observation, many significant points, concerning the role of classroom interaction in developing EFL learners 'CC and their speaking skills, are deduced. The students of the two groups were engaged in a great discussion in which they sharedideas, and participated and interacted with each other, particularly when the topics chosen by the teachers fitted the learners' needs, thereby making them more active, enthusiastic, and engaged in the learning process. This shows that both teachers and learners are aware of the importance of interaction and participation in oral expression sessions.

The results of classroom observation show that the majority of students in both groups were participating, sharing ideas, and interacting in the classroom. This indicates that teachers tried to encourage and motivate the students to exchange information and interact with one another without hesitation. Moreover, the majority of the students did not try to correct each other's mistakes asthis might have inconvenient consequences on their performance. The findings reveal that the majority of the learners developed their communicative and speaking abilities when they started to engage in the learning process.

Concerning the language used inside the classroom, teachers in all the sessions used a simple language and comprehensible input that suitedtheir learners to make them understand and involve them in the tasks done in the classroom. Moreover, the teachers of the two groups tried to create a positive classroom atmosphere, where the setting was always clean, organized, spacious, and comfortable for both the teacher and the learners.

Both teachers of the first and second groups tried to limit their amount of talk and give opportunities to the students to engage in the work instead. Therefore, students were given many opportunities to participate and express themselves since their teachers triedto make them feel relaxed when exchanging ideas.

From the findings obtained, the teachers did not try to correct their learners' mistakes directly in front of their classmates to avoid embarrassing them. They did not give great importance to the learners' pronunciation and grammatical mistakes since they focused more on accuracy rather than fluency. The teachers also did not call on a few raised hands but rather worked on making passive learners interact by motivating and encouraging them to participate. Moreover, the teachers of the two groups tried to change the types of activities that seemed unmotivating when necessary and allowed their learners to suggest other activities.

3.2. Recommendations

The results obtained from this research lead us to draw the following recommendations proposed to oral expression teachers to make them aware of the importance of classroom interaction as a strategy to enhance the learners' communicative competence:

1- Teachers should recognize that a good relationship needs to be maintained between them and their students so that learners can feel at ease interacting effectively in the classroom if not, their learners will keep silent.

2- The teacher should provide his/her learners with the types of knowledge they need to engage them in the learning process. The teacher should also give his/her students opportunities to take responsibility for maintaining their classroom.

3- Teachers should give helpful tips to learners to participate in the classroom by creating encouraging activities that would incite the inactive students to participate.

4- Sometimes teachers need to push their inactive learners to interact and share their ideas in oral expression sessions where speaking is needed for interaction.

3.3.   Shortcomings of the Study

This study has potential limitations. The researchers faced some problems regarding data collection, and some students and teachers of the sample were not cooperative because they took a long time to answer and return the questionnaires on time. Besides, the researchers had not undertaken suck kind of research during their studies and this issue made the experience somehow difficult. Due to the COVID-19 pandemic outbreak and the subsequent lockdown, the researchers faced some obstacles which prevented them from meeting each other to work and exchange ideas or interact with the supervisor regularly. Furthermore, the number of sessions that the researchers attended to observe teachers' and learners' interaction in the classroom was not sufficient to get better results.

Conclusion

In this chapter, the researchers discussed and presented the interpretations of the main findings of teachers' and learners' questionnaires and classroom observation to test the validity of the research's hypothesis. The results of teachers' and learners' questionnaires and classroom observations reveal that classroom interaction is an effective strategy for improving EFL learners' communicative competence and speaking skills.

General Conclusion

Enhancing communicative competence in a foreign or second language has always been a difficult task, and many teachers have been concerned with this issue. Many believe that classroom interaction is the best way to improve learners' CC. The present research paper is an attempt to answer the research questions and test the validity of the main hypothesis mentioned in the introduction. The present study reveals that classroom interaction has a significant role in enhancing EFL learners' CC. This is confirmed by the results obtained from the analysis of data gathered from oral expression teachers' questionnaires, third-year students' questionnaires, and classroom observation.

From the results obtained, it has been shown that learners can reduce their communication and speaking mistakes, and produce new utterances during regular classroom interaction. Hence, they can strengthen their language ability and communicative competence. The analysis also reveals that students need to be pushed to interact and master effective communication skills.

To sum up, some concluding points can be set as follows:

1- The characteristics of a good classroom interaction require a good and motivating atmosphere so that learners feel comfortable interacting with both the teacher and each other.

2- In any classroom, teachers' time of talk needs to be reduced so that their learners can interact easily and speak as much as they can.

3- Learners should treasure the value of mistakes, i.e., they should bear in mind that mistakes are a part of the learning process because they teach them how and where to focus.

4-   Teachers should use different kinds of activities that engage learners in the learning process so that they can improve their communicative competence.

5-   Students should be involved in both kinds of interaction: teacher-learner and learner-learner interaction. This helps them exchange information and express themselves effectively.

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Appendices

Appendix 1

Students' Questionnaire

Dear students,

Since interaction is one of the most important means that help learners communicate and promote their ability to communicate, this questionnaire attempts to investigate the role of classroom interaction in enhancing EFL learners' communicative competence.

You are kindly asked to answer the following questions honestly:

Male ☐   Female ☐

1- What is your level in English?

Beginner ☐   Intermediate ☐   Advanced ☐

2- How often do you participate in the classroom?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

3- When your teacher pushes you to participate, how do you feel?

Satisfied ☐   Unsatisfied ☐

4- Do you often interact with your classmates?

Yes ☐   No ☐

5- What do you prefer?

Individual work ☐   Peer work ☐

6- The classroom atmosphere in your oral sessions is:

Friendly ☐   Fearful ☐   Neutral ☐

7- In the classroom lectures you are:

Talkative and asking questions ☐   Silent and just listening ☐

Would you explain why?

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

8- Do your teachers give you the chance to speak in the classroom?

Yes ☐ No ☐

9- How often do you participate in the lectures without being asked?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

10- If not always, is it because:

Less self-confidence ☐ Lack of motivation ☐ Fear of criticism ☐

Other:
....

11- What kind of activities do you prefer?

Communicative activities ☐ Grammatical activities ☐ Both ☐

Why?
....
....

12- Do your teachers give you feedback about your mistakes?

Yes ☐ No ☐

Thank you! ☺

Appendix 2

Teachers' Questionnaire

Dear teachers,

This questionnaire aims to investigate the role of peer interaction in enhancing EFL learners' communicative competence. It would be appreciated if you could answer the following questions for the sake of gathering information.

1- How long have you been teaching English at the University of Adrar?

....

2- Which approach (es) and/or method(s) have you followed in teaching oral?

Grammar translation method ☐

Direct method ☐

Audio-lingual approach ☐

Communicative language teaching ☐

Others:..

3- What makes you choose this/these approach (es)/method(s)?

Providing learners the grammatical knowledge ☐

Helping learners communicate effectively ☐

4- According to you, the teacher's role is:

A source of knowledge ☐   A facilitator of learning ☐   Both ☐

5- For you, what does communicative competence stand for?

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

6- Is communicative competence important in language teaching?

Yes ☐   No ☐   Maybe ☐

7- How do you make your learners work in your activities?

Individually ☐   With their peers ☐   Both ☐

8- Do all your students participate in the oral session?

Yes ☐   No ☐

-If no, is it because:

Lack of motivation ☐   Different levels ☐   Both ☐

Others:...
....

9- Do you often create a friendly atmosphere?

Yes ☐   No ☐

10- The classroom relationship among your learners is:

Co-operative ☐   Competitive ☐   Both ☐

11- Do you have passive learners?

Yes ☐   No ☐

-If yes, how do you make them interact?

Additional marks ☐   Interactive activities ☐ Divide them into pairs or groups ☐

12- Do you give feedback to your students about their mistakes?

Yes ☐   No ☐

-If yes, how often?

Always ☐   Sometimes ☐   Rarely ☐

13- Would you add further suggestions or comments?

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

Thank you!   ☺

Appendix 3

Observation Checklist for Classroom Interaction

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

Rating scales :

- Yes   - No

General observation of the classroom	Yes	No
Section one:General Observation of Learner-learner Interaction		
1- The physical setting is clean, organized, spacious, and comfortable where learners can interact easily.		
2- Learners give opinions, express themselves, and suggest ideas in the classroom with both their teacher and their classmates.		
3- Learners participate in the classroom without being asked.		
4- Learners hesitate when they want to express themselves.		
5- Learners enhance their communication and speaking abilities through classroom interaction.		
6- Students correct their classmates' mistakes.		
Section 2: General Observation of Teacher–learner Interaction		
1- The teacher moves around in the classroom when explaining or interacting with his/her learners rather than standing in front of them.		

2- The teacher's amount of talking in the classroom is more than his/her students'.		
3- Theteacher uses a simple language that suits his /her learners' level.		
4- The teacher allows his /her students to speak and participate in oral expression sessions.		
5- In the classroom, the teacher gives feedback on his/her learners' mistakes.		
6- The teacher uses some expressions such as "good", "okay", and "well done" to motivate students.		