



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research



Faculty of Letters and Languages

Department of English

## **Exploring the Difficulties That Reduce EFL Students' Interaction in an Oral Expression Classroom**

Case Study: First Year EFL Students of Chadli Benjdid University-EL Tarf

Dissertation submitted to the Department of English in Partial Fulfilment of the Requirements  
of the Master Degree of English Didactics

### **SUBMITTED BY**

Ms. Sondes Tamer

### **SUPERVISED BY**

Mrs. Sana Bouras

### **BOARD OF EXAMINERS**

Chairman: Dr. Abdelkader Khaldoun	MCA	Chadli Benjdid University
Supervisor: Mrs. Sana Bouras	MAA	Chadli Benjdid University
Examiner: Dr. Zouleykha Belabbes	MCA	Chadli Benjdid University

**Academic Year**

2021/2022

## **STATEMENT OF ORIGINAL AUTHORSHIP**

I hereby certify that this research work entitled ‘Exploring the Difficulties That Reduce EFL Students' Interaction in an Oral Expression Classroom’’, Supervised by Mrs. Sana Bouras in academic year (2021-2022).and submitted to department of English at Chadli Benjdid University El -Tarf for the requirement of the award of the Master degree has not been previously submitted to meet requirement of an award of this study or any other higher education institution .To the best of my knowledge and belief, this dissertation contains no material previously published or written by other person. Hence, it is my own work, and any information used was properly cited in the reference list to avoid any act of plagiarism.

**Tamer Sondes**

**Signature**

**Date:**

## Acknowledgments

**"Great things are not done by one person; they are done by a team of people"**

**Steve Jobs**

I would like to express my infinite gratefulness to my supervisor Mrs. Sana Bouras for the time she spent correcting my work, and for her help, guidance, patience and valuable advice through the writing of this dissertation.

Deepest gratitude goes also to the board of examiners; Dr. Belabes as an examiner and Dr. Khaldoun as a chairman for accepting to read, correct and their constructive feedback on this dissertation.

I would like to express my sincere appreciation to Dr. Ladaci who was so kind, helpful and encouraging when I attended her oral expression sessions. Thank you for your guidance, support and motivation.

I am grateful also for the first year EFL students LMD at Chadli Benjdid University for their help in completing the questionnaire; without their participation this research could never be realized.

My profound thanks go to all the teachers of Oral Expression at Chadli Benjdid University for accepting to answer the questionnaire.

At the end, I would like to thank Miss Nadji as well who was so supportive and helpful whenever I ask for any information and her precious advice that helped me a lot to accomplish this work.

## Dedication

**"If you are really thankful, what do you do? You share."**

### W. Clement Stone

In the name of Allah, Most Gracious, Most Merciful, All the praise is due to Allah alone, the Sustainer of all the worlds.

A special feeling of gratitude to my great parents, "**Sabiha and Salah**" who taught me to believe in hard work and that so much could be done with little, whose words of encouragement lead me through the valley of darkness with light of hope. Thank you for making me the woman I am today.

To my sisters, "**Salsabile, Aicha and Rafif**" who have never left me alone and were there for me when I needed them the most even though we always fight over silly things, and I'm really taking on the role of the older sister.

To all my family, the symbol of love and giving to the most supportive aunts and uncles ever: "**Atika, Nassira, Nafissa, Wassila, and Farouk**"; who have always stood by my side through the ups and downs, and believed in my decisions and capacities.

To the memory of my beloved grandparents and my lovely aunt "**Hadda**".

To the best two cousins in the whole world "**Zina and Ines**" whom I consider my older sisters that make me feel loved, cherished and happy.

To the most faithful best friends in the universe "**Ahlem, Chanez, Linda and Soundes**" who become part of my family; thank you for the unforgettable memories, happiest times and unconditional love and loyalty.

To my dear cousin, brother, best friend "**Rabah**" who always supported me through the best and worst. Thank you for your confidence, good company and that strong special bond we share.

To my childhood friends, "**Hayem, Nouha, Djihene, Hadjer, Roumaissa and Katar**", thank you for your precious support and understanding.

To the best colleagues and classmates, "**Amira, Rania, Sabrina, Khaoula, Isra, Nour, Malak, Loubna, Iyes, Zine Eddine, and Yahia**" who I spent with the most beautiful five years ever, full of crazy moments, lovely smiles and endless long conversations.

To all my teachers of English who I had the chance and pleasure to be their student. Thank you for everything you made me learn, it was a memorable experience.

Finally, I dedicate this work to the strongest person I know: myself.

## Contents

ACKNOWLEDGMENTS.....	i
DEDICATION .....	ii
CONTENTS .....	iv
LIST OF TABLES .....	viii
LIST OF FIGURES .....	ix
LIST OF ACRONYMS AND ABBREVIATIONS .....	x
ABSTRACT IN ENGLISH.....	xi
ABSTRACT IN ARABIC .....	xii

### **Chapter One: Introductory Chapter to the Research Problem**

Introduction.....	1
Statement of Problem.....	1
Aims of the Study .....	2
The Research Questions.....	2
The Research Hypotheses.....	3
Methodology .....	3
Method .....	3
Participants.....	3
Data Gathering Tools.....	4
Structure of the Dissertation.....	4-5
Conclusion.....	5

### **Chapter Two: Literature Review**

Introduction.....	6
<b>Section One: Classroom Interaction and the Difficulties that Reduce it</b>	
Definition of Classroom Interaction.....	6

Types of Classroom Interaction.....	7
Teacher-Learner Interaction.....	7
Student-Student Interaction.....	8
The Importance of Classroom Interaction.....	9
EFL Students' Interaction Difficulties.....	10
Linguistic Barriers.....	10
Lack of Vocabulary.....	10
Grammar Mistakes.....	11
Pronunciation Mistakes.....	12
Psychological Barriers.....	12
Fear of Making Mistakes.....	13
Anxiety.....	13
Lack of Self-Confidence.....	14
Lack of Motivation.....	14
Nothing to Say.....	15
Causes that Reduce EFL Students' Classroom Interaction.....	15
Causes of Lack of Vocabulary.....	16
Causes of Grammar Mistakes.....	16
Causes of Pronunciation Mistakes.....	17
Causes of Fear of Making Mistake.....	17
Causes of Lack of Self-Confidence.....	18
Causes of Lack of Motivation.....	19
<b>Section Two: The Oral Skills</b>	
Definition of Oral skills.....	19
The Speaking Skill.....	20
Definition of Speaking.....	20
The Importance of Speaking.....	20

The Listening Skill.....	21
Definition of Listening.....	21
The Importance of Listening.....	22
The Relationship between Speaking and Listening.....	24
Definition of Oral Expression (OE).....	25
Conclusion.....	26

**Chapter Three: Method**

Introduction.....	27
Research Design.....	27
The Method.....	27
The Participants.....	28
Students' Sample.....	28
Teachers' Sample.....	29
Data Gathering Tools and Procedures.....	29
Classroom Observation.....	29
Teachers' Questionnaire.....	30
Section One: Classroom Interaction.....	31
Section Two: EFL Students' Interaction Difficulties in Oral Expression Classroom.....	31
Students' Questionnaire.....	32
Section One: Classroom Interaction in Oral Expression Classroom.....	32
Section Two: EFL Students' interaction Difficulties and Causes in Oral Expression Class.....	33
Conclusion.....	34

**Chapter Four: Results**

Introduction .....	35
Classroom Observation Results.....	35
Section One: Students' Interaction and Participation.....	35

Section Two: Teachers' Attitude in the Classroom.....	38
Section Three: The Lesson's Presentation.....	39
Section Four: Teacher-Student Interaction.....	40
Teachers' Questionnaire Analysis.....	41
Section One: Classroom Interaction.....	41
Section Two: EFL students' Interaction Difficulties in Oral Expression Classroom.....	46
Students' Questionnaire Analysis.....	54
Section One: Classroom Interaction in Oral Expression Classroom.....	54
Section Two: EFL Students' Interaction Difficulties and Causes in Oral Expression Class.....	63
Conclusion.....	71
<b>Chapter Five: Discussion</b>	
Introduction .....	72
Discussion of the Research Questions and Hypotheses.....	72
Implications of the Study.....	76
Limitations of the Study.....	77
Recommendations for the Research Findings.....	77
Suggestions for Further Studies.....	81
Conclusion.....	82
<b>References</b> .....	83-90

**Appendices**

## List of Tables

Table	Page
1. Teachers' Oral Expression Teaching Experience.....	41
2. Teachers' Talk in the Classroom.....	43
3. Frequency of Students' Interaction in the Classroom.....	44
4. Sufficiency of Time Devoted to OE.....	46
5. Students' Interaction in the Classroom.....	47
6. Frequent Difficulties Preventing Students from Interaction.....	49
7. Speaking Activities and Strategies Creating Successful Interaction.....	51
8. Students' Interaction in the Classroom.....	54
9. Students' Classroom Interaction' Importance.....	55
10. Most Talkative in the Classroom.....	56
11. Teachers' Encouragement in OE Classroom.....	58
12. Students' Choice of Interaction.....	59
13. Students' Favourite Type of Interaction.....	60
14. Students' Most Preferable Interaction Techniques.....	61
15. Frequency of Students' Participation in Oral Expression Course.....	63
16. Students' Fear of Participation in Oral Expression Course.....	64
17. Students' Linguistic Barriers.....	65
18. Students' Psychological Barriers.....	66-67
19. Strategies Students Use to Surmount Interactions' Difficulties.....	68
20. Effect of Regular Interaction on Reducing Speaking Anxiety and Mistakes.....	70

## List of Figures

Figure	Page
1. Oral Expression Teaching Experience.....	41
2. Teachers' Talk in the Classroom.....	43
3. Frequency of Students' Interaction in the Classroom.....	44
4. Sufficiency of Time Devoted to OE.....	46
5. Students' Interaction in the Classroom.....	48
6. Frequent Difficulties Preventing Students from Interaction.....	50
7. Speaking Activities and Strategies Creating Successful Interaction.....	52
8. Students' Interaction in the Classroom.....	54
9. Students' Classroom Interaction Importance.....	55
10. Most Talkative in the Classroom.....	57
11. Teachers' Encouragement in OE Classroom.....	58
12. Students' Choice of Interaction.....	59
13. Students' Favourite Type of Interaction.....	60
14. Students' Most Preferable Interaction Techniques.....	62
15. Frequency of Students' Participation in Oral Expression Course.....	64
16. Students' Fear of Participation in Oral Expression Course.....	65
17. Students' Linguistic Barriers.....	66
18. Students' Psychological Barriers.....	67
19. Strategies Students Use to Surmount Interactions' Difficulties.....	69
20. Effect of Regular Interaction on Reducing Speaking Anxiety and Mistakes.....	70

**List of Abbreviations and Acronyms**

**CBU:** Chadli Benjdid University

**CI:** Classroom Interaction

**EFL:** English as a Foreign Language

**FL:** Foreign Language

**H:** Hypotheses

**ICT:** Information and Communication Technology

**L1:** First Language

**L2:** Second Language

**OE:** Oral Expression

**Q:** Question

**TL:** Target Language

**TT:** Teacher Talk

## Abstract

Interaction is highly complex, yet it is essential in language teaching/ learning process to foster learners' speaking capacities and communication skills. This study aims to explore the concept of classroom interaction, its importance and the most frequent difficulties and obstacles encountered by first year English as a Foreign Language (EFL) students at Chadli Benjdid University EL-Tarf during their interaction in Oral Expression (OE) classes. The study adopts a descriptive research design based on a mixed methodology which is both qualitative and quantitative. Two questionnaires were designed for twenty (20) students who were randomly chosen and eight (8) teachers, in addition to a classroom observation. The findings obtained from the data gathering tools answer the research questions and indicate that there are different serious linguistic and psychological barriers that reduce students' interaction in oral expression course, and affect it negatively in a way that they hinder participation and interaction, and make it challenging to maintain an effective communication with both teacher and classmates. Moreover, the researcher suggests some strategies that both EFL students and teachers may use to overcome these obstacles, and a set of recommendations to enhance classroom interaction among EFL students.

**Key Words:** Classroom interaction, Oral Expression, linguistic and psychological barriers, EFL students.

### ملخص

مع أن تطبيق عملية التفاعل داخل القسم هي عملية معقدة إلا أنها جد ضرورية في عملية تدريس اللغة لتقوية و تعزيز قدرات التحدث (الكلام) و مهارات التواصل لدى الطلاب. لذلك تهدف هذه الدراسة إلى اكتشاف مفهوم عملية التفاعل وأهميتها و محاولة التحري و البحث عن أهم الصعوبات و العقبات الأكثر شيوعا التي يواجهها طلاب السنة الأولى لغة إنجليزية كلغة أجنبية في جامعة الشاذلي بن جديد -الطارف-خصوصا خلال حصص التعبير الشفوي و كيف يمكن التغلب عليها من قبل الطلبة و الأساتذة. و على هذا الأساس اعتمدت الدراسة المنهج الوصفي و تم تصميم استبيانين لعشرين طالبا تم اختيارهم عشوائيا و ثمانية أساتذة، بالإضافة إلى ملاحظة القسم خلال عدد من الحصص. و لقد ساهمت النتائج المتحصل عليها في الإجابة على أسئلة البحث التي تم طرحها و التي أشارت إلى أن هناك مجموعة من العوائق اللغوية و المعنوية المختلفة التي تقلل من تفاعل الطلاب في حصة التعبير الشفهي و التي بدورها تؤثر سلبا على تواصلهم الناجح مع كل من الأستاذ و زملائهم. علاوة على ذلك، تم اقتراح بعض الاستراتيجيات التي يمكن استعمالها من طرف كل من طلاب اللغة الإنجليزية و الأساتذة للتغلب على هذه العراقيل. كما أقتُرحت كذلك مجموعة من التوصيات و مزيد من الدراسات بخصوص التحقيق حول التفاعل الصفي و محاولة تحسين هذه المهارة المهمة عند طلاب اللغة الإنجليزية.

**الكلمات المفتاحية:** التفاعل الصفي، التعبير الشفهي، عراقيل لغوية و معنوية، طلاب اللغة الإنجليزية كلغة أجنبية.

## **Chapter One**

### **Introduction**

Classroom interaction (CI) has a significant role in fostering students' development of communicative competence. It makes input more comprehensive to learners and maximizes it to be learners' intake. It is considered as a complex skill to be maintained and improved where the difficulty lies in motivating the students to interact, participate and push them to talk more often.

This study explores the most frequent obstacles and barriers that reduce students' interaction in oral expression classroom. As such, this chapter is an introductory chapter to the research study which contains the statement of the problem, the aim of the study. It provides the research questions along with the hypotheses and the research design; it also introduces the structure of the dissertation.

### **Statement of the Problem**

Classroom interaction is crucial in EFL classrooms as it helps students to improve their listening-speaking capacities. Thus, students need to maintain and make more efforts to enhance this skill for their favour and teachers may come up with new techniques and strategies to foster it. Oral expression classes have an important role in ameliorating CI as they give equal opportunities for EFL students to practise their language, express themselves freely, fight their fears and boost their knowledge, skills and confidence. However, first year EFL students consider CI challenging task as they are struggling with some difficulties and problems that reduce their participation and communication with their teachers and classmates where they find themselves unable to respond or get involved in any speaking act because

they get stuck in the middle of their speech and do not know how to keep the interaction flowing effectively.

### **Aims of the Study**

This study aims at exploring and identifying the major difficulties and problems that reduce students' interaction in an oral expression classroom at the department of English. That is to say; EFL students confront a variety of obstacles that inhibit them from maintaining a successful interaction in an OE classroom. Moreover, it seeks to look into the reasons behind these barriers and the different strategies used by teachers and students to overcome and surmount them. Additionally, this research strives for improving classroom interaction by endeavouring the path for alternative effective methods to enhance it through a set of recommendations and suggestions for students, teachers, administrators and ministry of higher education and scientific research to treat these problems in an innovative prominent way far away from the old teaching/learning methods.

### **The Research Questions**

The main purpose of conducting this research study is to explore and identify the difficulties that reduce classroom interaction. Hence, it attempts to find answers to the following questions:

**Q1:** What are the difficulties that first year EFL students at Chadli Benjdid University face during their interaction in an oral expression classroom?

**Q2:** To what extent do the difficulties faced by first year EFL students at Chadli Benjdid University affect their interaction in an oral expression classroom?

**Q3:** What are the strategies used by teachers and students to overcome these difficulties?

## **The Research Hypotheses**

The following hypotheses have been formulated based on the research questions raised above:

**H1:** First year EFL students face linguistic and psychological problems that may prevent them from participating and interacting.

**H2:** First year EFL students face difficulties in oral expression class that affect their interaction negatively.

**H3:** First year EFL students and teachers use different strategies and techniques to surmount and overcome the interaction's difficulties and problems.

## **Methodology**

### **Method**

To validate or invalidate the hypotheses and answer the research questions, a descriptive method is used to determine the difficulties that prevent students' interaction, their causes and to what extent these obstacles affect their interaction and participation. So far, two questionnaires are administrated to both teachers of oral expression and to first year EFL students at Chadli Benjdid University of EL-Tarf, besides carrying out a classroom observation.

### **Participants**

The sample contains both students and teachers of the department of English in which twenty (20) first year EFL students and eight (8) teachers who taught/are teaching oral expression module have been selected.

**Data Gathering Tools**

To achieve the aims of the study, data were collected through the use of two questionnaires delivered to both first year EFL students to examine the difficulties they face during interaction and how they surmount it, and teachers of oral expression to collect data about their students' challenges and constraints that impede their interaction as well.

The second instrument is carrying out a classroom observation during the second semester of the academic year 2021/2022 to get better insights into the main difficulties that hinder students' interaction and affect it in order to get involved in the communication process

**The Structure of the Study**

The present dissertation consists of five chapters. The first chapter is an *introductory chapter* deals with the statement of the problem, research questions and hypotheses as well as it highlights the aims and objectives of the study, the research design followed by the structure of the study and the limitations.

The second chapter demonstrates *the literature review* related to the notion of classroom interaction which is divided into two sections: classroom interaction and the difficulties that reduce it, and the oral skills.

The third chapter is devoted to *the methodology* adopted in the research. It presents the research design and the description of the carried questionnaires and observation. Moreover, the fourth chapter is entitled *results* that interpret and analyse the findings.

Finally, the last chapter is related to *the discussion* of the findings which interprets the results to answer the research questions and prove or disprove the hypotheses. Furthermore, it

sets some suggestions and recommendations for students, teachers, administrators and the Ministry of Education that may foster and enhance students' interaction.

### **Conclusion**

Classroom interaction is crucial in the language teaching/learning process, it has been regarded as a vital quality of effectiveness in communication and speaking in EFL oral expression classrooms as it helps students to enhance their communicative competence and speaking abilities. Thus, CI is challenging for EFL students due to different difficulties and problems they face during the discussion with the teacher and peers.

## Chapter Two

### Literature Review about Classroom Interaction and Oral Skills

#### Introduction

In this chapter, insights about classroom interaction (CI) will be provided, the difficulties that face EFL students and reduce their interaction in oral expression classes will be presented as well. This chapter presents overall information about classroom interaction, which includes the definition of CI, its types, and its importance. Also it illustrates the difficulties that face EFL students within the classroom interaction which introduces both the linguistic and psychological barriers. In addition, this chapter provides the causes of difficulties that reduce EFL students' interaction in OE classroom where the common reasons of each difficulty are being emphasized.

Classroom interaction has a significant role in the teaching/learning process as it is considered as a reference and an indicator to the learner's effective understanding and comprehension of the language input. Also, it indicates the teacher's ability to convey the knowledge and information in the most comprehensible and convenient way.

#### Section One: Classroom Interaction and the Difficulties that Reduce it

##### Definition of Classroom Interaction

Brown (2000) defined CI as "the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other" (p.165). Thus, this collaboration must include the teacher and the learner who actively interact with each other to give and take information, elicit meaning or convey messages that ensure successful and effective communication between the interlocutors.

Also, Johnson (2008) described interaction as “the exchanges which occur between the language providers and the acquirers which may feel to be important to the acquisition process” (p.79). This exchange may cover different features like questioning, answering, turn taking, negotiating of meaning and feedback in order to enhance and develop the interactive classroom communication for both teachers and learners (Chaudron, 1998).

Additionally, Rustandi and Mubarak (2017) pointed that interaction facilitates instructors to convey a new knowledge to their learners. Besides, it aids students to rehearse their input with their teachers or peers. So, it can be concluded that interaction is seen as a crucial element and feature in EFL classrooms to create a bond between teachers as the main source of knowledge (senders) and students as receiver to analyse and decipher the given knowledge (takers).

### **Types of Classroom Interaction**

Classroom interaction is considered an inevitable element in second language (L2) teaching and learning. It can occur either between the teacher and learners, and/or between learners themselves. Therefore, the relationship between teachers and learners should be harmonious to create an anxiety-free active learning as well as teaching atmosphere.

#### **Teacher-Student Interaction**

A recent study was carried out by Khoiriyah (2018) who pointed that teacher-student interaction occurs between the teacher and students where the teacher has a significant role in this interaction. The teacher tries his best to increase students' capability in speaking more by asking questions, answering, explaining, correcting mistakes, giving information, clarifying, encouraging, directing drills and laughter. The thing that will make students motivated to interact and express themselves.

Moreover, teacher talk (TT) plays an important role in this kind of interaction. It is the language used by teachers when they are addressing the learners in the classroom for the sake of maintaining an effective communication with them, where they tend to simplify and adjust their speech in order to make the input more comprehensible and explicit (Richards, 2006). In fact, TT works as a tool that helps to implement the teaching plans/objectives and deliver the materials (Blanchette, 2009; Jing & Jing, 2018). It can be a motivator for students to speak and interact more often as it creates a positive atmosphere (Yanfen & Yuqin, 2010).

It can be deduced that teacher talk is a significant input in teaching/learning process where the teacher has two major tasks: the first one is to offer a high-quality English language input that should be understandable, comprehensible, accurate and explicit for the students to perceive it right. And the second is to give more opportunities for learners to express their ideas and feelings in order to use the target language as a response to the teacher and to be more interactive in the classroom.

### **Student-Student Interaction**

Tuan and Nhu (2010) explained that student-student interaction occurs among learners in a classroom setting whether in groups named learner-learner interaction or in peers called peer interaction. Where the teacher acts as an observer or a facilitator who checks their learning and provides support when they need it; and learners are the leading participants. This collaboration is seen as a unique learning method teachers have to encourage because students learn from each other easily and naturally.

Lynch (1996) stated that “learners rarely pick up each other’s errors, even in the short term[...] group work is more likely to lead to negotiation of meaning than interaction with the teacher” (p.111). From this quotation, we can understand that group work with peers is more favourable for learners rather than with teacher as it gives the chance for students to feel more

free while expressing themselves with their classmates and do not feel ashamed whenever they receive feedback and comments through correcting each other's mistakes and errors.

### **The Importance of Classroom Interaction**

Eisenring (2019) put that classroom interaction takes a major part in English language teaching and learning where it helps both teachers and learners to exchange their ideas, feelings, opinions, views, perceptions...etc. It also could determine whether the learning objectives in each meeting in the classroom can be achieved or not.

Classroom interaction has a central role in fostering learners' development of communicative competence as it makes the input more comprehensible to learners and maximizes it to be learners' intakes (Lucha & Berhanu, 2015).

Yanita, Yusuf and Gani (2016) asserted that how well teachers build interactions with their learners is of the key successes in teaching/learning. Also, Rustandi and Mubarak (2017) added that interaction facilitates the ways teachers transfer a new knowledge to students and helps them to practice their input to the teachers or peers ( as cited in Winanta, et.al, 2020).

Hanum (2017) pointed out that classroom interaction whether between teacher and learners or learners and learners is needed for communication to be maintained, and to let the teaching/learning process functioning well. It helps to erase the gap between the teacher and students where the teacher encourages his students to talk and interact more; the thing that motivates them to break the ice, and students will try to express themselves more. Like that not only the teacher will be active and responsible for the flow of the communication act but also the students will play a major role by participating in the teaching/learning process.

Classroom interaction is considered a core element for an effective communication as it enhances learners' oral proficiency and speaking skills through that give and take process

that takes place whether with the teachers or peers. And without this interaction, communication cannot be maintained and oral proficiency cannot be improved

### **EFL Students' Interaction Difficulties**

To achieve an effective communication and classroom interaction, students communicate their ideas accurately and fluently through comprehensible well-formed speech. And this is not an easy task to do due to the various learning and speaking problems that students encounter that may hinder their interaction which in its turn could affect them negatively and turn them into passive learners.

#### **Linguistic Barriers**

EFL learners want to speak and interact actively and effectively, but when they try to express themselves they face some obstacles that affect their speaking abilities which may sound poor and deficient such as: lack of vocabulary, pronunciation and grammatical mistakes.

#### ***Lack of Vocabulary***

Macis and Schmitt (2017) declared that vocabulary knowledge is a fundamental element and factor in learning any foreign language (FL), and without having accurate vocabulary knowledge learners may not show the desired results in language learning process and its competence.

In the same line of thought, Adam (2016) pointed that, without good stock of vocabulary, a learner will not be able to master the language skills. Hence, if EFL learners lack vocabulary knowledge, it will affect their communication negatively.

### *Grammar Mistakes*

Grammar is considered as the backbone in any language teaching/learning process. “Grammar is merely a set of rules to preserve the written word. Without these standards there would be no continuity of language and over time communication of ideas would suffer” (Praise & Meenakshi, 2014, p.101). They highlighted that the mastery of grammar is crucial in order to avoid being misunderstood and let speakers express their thoughts and ideas effectively because correct grammar ensures an ultimate control over expressions and effective communication for its language users.

Based on an Indonesian study in Negeri Pedang University (2019/2020) that dealt with the most common grammatical errors in oral communication made by Indonesian EFL learners, it was found that the most common committed mistakes by learners are as follows:

- In Morphology: Indefinite article
  - Simple past tense
  - Past participle
  - Third personal singular verb
- In Syntax: Number
  - Use of pronouns, prepositions and articles
  - Omission of verb
  - Use of progressive tense
  - Agreement of subject and verb
  - Negative and question transformations

These common grammatical mistakes whether they are being misinformed, added, omitted or misplaced have shown that they make students feel uncomfortable when they

express their ideas as they are being afraid of making such mistakes. Thus, students choose not to take part in classroom interaction to avoid embarrassment.

### ***Pronunciation Mistakes***

L2 pronunciation is a topic of great theoretical interest and practical relevance which has been a serious and highly important challenge in learning/teaching process. Pronunciation is not only the correct production of individual sounds or isolated words, but also a crucial and an integral part of communication that plays a significant role in supporting learners' communicative power (Gilakjani, 2016).

In addition, Gilakjani (2011) explained that listeners judge speakers' competence upon their own pronunciation. If a speaker's pronunciation is weak, it will have a negative impact on his overall language ability. Bad pronunciation is hard to listen to as it requires extra efforts and concentration. If a speaker has an acceptable pronunciation, the listener will find it easier to give an effective feedback about the speaker's overall language ability till the point that s/he can tolerate grammatical mistakes.

### **Psychological Barriers**

Akhmetova, Dalebergenova, Menlibekova, Dujsenbina and Tleuberdina (2020) asserted that psychological barriers reduce the effectiveness of education when learning a FL as they affect students' thought processing negatively and prevent them from revealing their real potentials, skills and abilities. Such psychological barriers are: fear of making mistakes, Anxiety, lack of self-confidence and lack of motivation.

### *Fear of Making Mistakes*

Juhana (2012) found in her study that the fear of making mistakes is the most frequently chosen by students as it hinders their speaking by making them reluctant to speak in class since they are afraid of being laughed at.

In the same line of thought, Arifin (2017) described the fear of making mistakes in front of others as: "one of the foremost fears of individuals. Indeed, many students place speaking presentation ahead of death itself in their relative ranking of fears" (p.37). He confirmed that learners struggle when they tend to interact. This fear and nervousness which is known as "speech anxiety" will show symptoms like trembling and shaking body, parch of the mouth and jumbling of ideas. Therefore, it will affect their oral performance negatively.

### *Anxiety*

Anxiety is a highly important psychological barrier that hinders students' speaking performance. Arifin (2017) defined anxiety as "a general term for the sense of fear that overtakes a student when he/she is called upon to speak or otherwise perform in front of the class"(p.36).

Besides, Anwari (2019) highlighted the highest negative effects of anxiety on learners' learning like poor capacities in speaking fluency in which being anxious means feeling stressed out. Thus, they will make a lot of pauses and thoughts will be jumbled. As such, students will become under pressure during presentations and participation the thing that will affect their classroom interaction and production negatively. Moreover, it will decrease their oral performance and self-confidence as they will not feel confident enough to deliver their speeches and read presentations.

***Lack of Self-Confidence***

Self-confidence is one of the important factors that EFL learners should acquire as it is crucial for effective communication. Studies conducted by Arifin and Petriwi (2017) have shown that: "a strong positive correlation between self-confidence and speaking skill which means that self-confidence gives significant influence in speaking skill of the students. i.e. if the level of self-confidence increases, speaking grades of the students increase too" (p.48).

According to Aguebet (2017), there are two types of learners in OE classes; high self-confident learners who have the desire to take opportunities while performing as they believe in their skills. And low self-confident ones who gain negative impact on the presentations. As a result, their presentations will be poor because they do not trust their abilities and cannot focus on their goals.

***Lack of Motivation***

Motivation is one of the cornerstones of L2 acquisition as it is an essential and crucial factor that displays the learners' desire, willingness and interest, so they know more about that language and satisfy their curiosity and enthusiasm where it provides them with a direction to follow and a goal to achieve.

Kumar (2021) confirmed in his study that "motivation is characterized as the attitudes, desires, and efforts of the person; it is a constructive energy and realistic path in fostering learning achievement" (p.419).

As a matter of fact, in OE classes, lack of motivation is one of the main challenges that prevent students from speaking and learning as well. Filgona, Sakiyo, Gwany and Okoronka (2020) pointed that motivation energizes the learners to think, concentrate, and learn effectively. It means that without motivation learners will not try to improve their skills,

knowledge and performance. As he explained that when learners are not well motivated, they will learn very little with difficulty as they think that there is no need to learn. Motivation is like the fuel that pushes learners to work and pursue their learning goals and tasks. Therefore, when they got the motivation to speak English, they will engage more in speaking activities.

### ***Nothing to Say***

Learners sometimes find themselves wondering what they should say as they cannot think of anything to utter at that moment or simply because they have no prompt to speak or express themselves at all (Ur, 1996).

Moreover, it is hard for students to interact with the teacher in the classroom when they have nothing to say because they do not know how to respond when the teacher asks them to answer a question, comment or give their opinion about something in the target language. They have no clue about what to say, the appropriate vocabulary to use, the right structure or the correct grammar to form a meaningful sentence (Baker & Westrop, 2003).

All in all, there are a lot of difficulties that hinder learners from interacting inside classroom, we discussed the problems in detail such as linguistic barriers (lack of vocabulary, grammar mistakes, pronunciation mistakes), psychological barriers (fear of making mistakes anxiety, lack of self-confidence, lack of motivation, nothing to say).

### **Causes that reduce EFL Students' Classroom Interaction**

Speaking is a complex skill to master; it needs time, efforts and practice. Thus, it requires to be practised especially in the classroom with the teacher and classmates in order to improve it and enhance the communication skills. And this is where some difficulties start to arise as learners have to focus on multiple aspects to speak fluently and accurately. Hence, in this section, we will try to look into the reasons that create this kind of challenges.

**Causes of Lack of Vocabulary**

Surmana and Azimova (2020) revealed various reasons behind the lack of vocabulary and the difficulties hindering students ranging from pronunciation where students mispronounce some words the thing that make it hard to learn them right in which research shows that words that are difficult to pronounce are more difficult to learn.

According to Thornbury (2004), for example; a learner might choose to skip learning the word "Connoisseur" (someone who knows a lot about a particular thing) just because s/he does not know how to pronounce it right. Then, they are confused about the words' meaning in which they have difficulty in choosing the appropriate meaning of words and their use in different contexts. After that, learners find it hard to remember longer and complex words. Finally, the idiomatic expressions make students confused in differentiating between how words make collocation and phrasal verbs. For instance: using vague expressions such as "see eye to eye" or "keep an eye on" seem more difficult than using a direct and transparent words like "agree or watch".

**Causes of Grammar Mistakes**

Maiyanti (2021) explained that the most common grammatical errors are caused by first language (L1) transfer where learners always tend to transfer their L1 properties and features to the target language (TL). Thereby causing errors, carelessness believing that grammar is not that important to speak well and it is all about the meaning, overgeneralization by using prior knowledge thinking that it can be applied on every word, phrase or sentence like adding "ed" for the simple past, the teaching method that most of students feel bored with students 'translation of the rules from L1 to TL , slips of the tongue and the monotonous learning environment that causes anxiety in which they used the L1 based communication strategies that trigger grammatical errors.

**Causes of Pronunciation Mistakes**

Gilakjani (2011, p.10) presented the major problems ESL/EFL learners faced with learning pronunciation:

- Lack of motivation
- Lack of exposure to the target language especially outside the classroom
- Not having good attitude towards pronunciation as it seems difficult to practise
- Lack of emphasis on pronunciation by teachers
- Lack of necessary tools to teach pronunciation by teachers
- The influence of sounds and rules of learners' first language on the second language
- Learners' problems in English spelling systems
- Lack of enough attention to stress, rhythm, and intonation.

**Causes of Fear of Making Mistakes**

Juhana (2012) stated that "students are afraid of making mistakes because they are worry that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English" (p.105). Hence, students are suffering from observation complex i.e. they are scared to be judged negatively from their teachers and peers if they make a mistake in which they were look silly, foolish and stupid. In general, they are terrified from the idea of being criticized.

**Causes of Anxiety**

Anwari (2019) emphasized the main causes of speaking anxiety as follows:

- Making pronunciation mistakes the thing that will make the learner thinks that he is not good enough.

- Lack of motivation
- Peer anxiety where the learner will always feel that he is going to be judged negatively by his friends if he is going to say something wrong or make mistakes.
- Lack of confidence of getting oral presentation and speaking where in which the learner will feel shy and embarrassed of presenting of his teacher and peers as he is going to make mistakes that will make all the class laughed at him.

### **Causes of Lack of Self-Confidence**

Pasarlay (2020) had shown in his results the main causes that affected students' confidence in class as mentioned below:

- The intensity the student felt by thinking that his classmates speak English better than him/her
- The degree of motivation provided by the teacher is not enough to encourage them
- Students' knowledge of English rules, vocabulary and skills is low
- Class environment makes students apprehensive and afraid from participating
- Teacher's role in speaking class is dominant that students cannot express themselves properly
- Teacher's feedback affects students' interaction and confidence especially when it is negative

**Causes of Lack of Motivation**

Musa (2020) in his study stated the reasons that make some students do not speak English during classes such as: "lack of chances to participate, fear from making mistakes, lack of vocabulary and hesitation, lack of self-confidence, and lack of preparation can also hinder their motivation to speak in front of their teacher and classmates"(p.131).

**Section Two: The Oral Skills****Definition of the Oral Skills**

Diaz and Miy (2016) stated that the oral skill is "the product of the verbal interaction between the learners and the instructors in a face to face context" (p.74). In other words, it is an interactive process (give and take process) where both learners and teachers have to listen and speak to be able to communicate together easily and sufficiently.

Adding to that, Gordillo (2011) asserted that oral skill is the ability of expressing oneself verbally through the linguistic rules of the language (grammar) for communication and interaction in which it is divided into two harmonious language skills; a receptive skill (listening) and a productive skill (speaking) where both interlocutors (speaker and listener) interact together and get involved in what is known as a communication act.

## The Speaking Skill

### *Definition of Speaking*

Speaking is an essential required productive skill in learning/teaching English. Thus, it is important to improve this skill to be able to reach speaking proficiency and guarantee an effective successful communication.

Suwandi (2009) pointed that "speaking is a form of oral correspondence between the speaker and the hearer in transforming ideas for reaching the goal of communication"(p.183). This means that speaking is a give and take process between the speaker who has an idea in mind conceptualized, formulated and produced accurately, automatically and fluently to be received by the listener who shall decipher the exact meaning; the thing that will maintain an effective constructive interaction and communication.

Bygate (1987) described speaking as the skill learners are going to be judged upon. He pointed that speaking is the suitable medium and excellent vehicle of social ranking, solidarity, professional development and business. This is why speaking is the most desired productive skill that the majority of EFL learners want to develop to be able to speak fluently and naturally.

### *The Importance of Speaking*

Speaking is one of the most vital inevitable language skills for communication. Without speech, there are no ideas being expressed, words being said or communication being maintained. Thus, speaking is highly valued in the English language teaching/learning process.

Ur (2000) stated that "of all the four skills, speaking seems intuitively the most important, people who know a language are referred to as "speaker" of the language, as if

speaking included all other kind of knowledge" (p.12). That is to say, speaking is the vehicle that displays and represents the learners' competence and knowledge about the English language, without which people cannot decide or judge whether they are learners of English or not. Or if they can communicate with others, express themselves and be able to send and receive messages.

Kadamovna (2021) highlighted the importance of speaking by claiming that it gives the speakers a kind of joy when they share their ideas with others by talking about their interests, likes and dislikes, they gave others more insights about who they are. As when they speak to others, they reach a better understanding and dig deeper into their own selves. He further added that without speech, we cannot communicate, understand each other or interact. That is why; language without speaking is a mere script.

## **The Listening Skill**

### ***Definition of Listening***

Listening is a significant receptive language skill that most of learners need to be able to communicate purposefully and skilfully. However, this language skill is undervalued as it is taken for granted sometimes by learners who claim that speaking equals proficiency and mastery of any language. Although listening is looked to as a Cinderella story because it is being neglected. It is fundamental in learning and teaching English since this latter is the first language skill humans acquire.

Pourhosein and Sabouri (2016) explained that listening as an active cognitive capacity that can help people to perceive and understand the world around us and it is inevitable to achieve effective communication. It plays an integral part in learning any language because it helps learners to understand, recognize, interpret, comprehend and process the language.

Listening is an important skill which is used by people in daily life communication. So, it is highly recommended to train in listening comprehension to help students making the transition from classroom to real language more effectively and purposefully (Shimma, 2017).

Tri (2017) further added that listening plays a major role in assisting learners to acquire proper pronunciation, more new vocabularies, phrases and sentences which support their language acquisition process.

### ***The Importance of Listening***

Listening skill is one of the language skills that should be carefully incorporated in an EFL classroom as it plays an important role in the language teaching/learning process in which it helps the learner to be a better speaker and communicator.

Human beings spend a long time in their lives listening, where they listen to respond, listen to talk more often and better, listen to understand, listen to interact, listen to answer and listen to be able to communicate. However, Alsagheer and Alshehri (2021) mentioned that listening is neglected and taken for granted skill where learners do not pay the needed attention thinking that it is not as significant as the speaking skill in which they assume that anyone can listen, but not everyone can speak. And that skill develops naturally while using the language inside and outside the classroom.

Thus, listening is not a passive process that can be abandoned easily and nothing will be affected. It is the skill that requires complex highly valued cognitive capacities in order to produce the language.

Mamasharifovich (2020) claimed that listening is a vital purposeful real life skill that cannot be put under the rag as it serves a number of highly regarded purposes depending on both the situation and the nature of communication that are listed below:

1. Gaining a complete, accurate and correct understanding of the speakers' opinions and ideas.
2. Assessing and processing the things had been said critically and logically.
3. Motivating the speakers to be more expressive, honest and free when they speak and communicate.
4. Focusing on the information and messages being conveyed and received, and eliminating any form of distractions, misunderstanding and incorrect false interpretation.

He further stated that:

Listening is a key to all effective communication. Without the ability to listen effective messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master, then listening is it. (p. 8512)

Renukadevi (2014) asserted that listening has an important place in learning as it raises awareness of the language in which it enhances the language competence and ability. It helps to understand the speech and ensures an ideal adjustment of the language sound, rhythm, intonation and stress. Thus, it aids the learner to acquire pronunciation, word stress and vocabulary. In fact, through listening, the comprehension and reception of information and messages being conveyed can be achieved based on tone of voice, accent and intonation.

Gilakjanki and Sabouri (2016) assumed that listening is an indispensable skill in language that cannot be neglected in which it is considered as an input for them and they cannot learn or acquire anything if they cannot comprehend or understand it. So, learners need

to develop listening comprehension to be able to communicate effectively, interact productively and speak comfortably and efficiently.

### **The Relationship between Speaking and Listening**

Learning a language is a complex process that requires a harmony and incorporation between the skills to reach the mastery of the language and help learners to attain a certain level of proficiency where they can display self-control in speaking, listening, reading and writing.

Speaking and listening are complementary skills and are considered as the pillars and the basis of learning and teaching. They always go hand in hand to achieve a better sufficient communication.

Without listening, a speaker cannot respond, answer, talk or speak as a response to what has been said, and without speaking, ideas, thoughts, feelings and knowledge will remain trapped and stranded within the walls of the mind till they vanish or disappear. So, these two are complementing each other ensuring that knowledge and messages are being produced, received and transmitted successfully, and cannot be separated apart.

Demir (2017) highlighted the relationship between speaking and listening claiming that they represent the basic elements of oral language. Listening supervises the speaking performance through recording and saving what has been heard then interpret it to form the basis of speaking. Also, it pushes and motivates learners to speak and express themselves even by imitating what they heard, and helps them to enhance their speaking skills and abilities.

Lynch (2009) proved that speaking and listening are inseparable and showed their connection and strong bond. He highlighted that listeners make better speakers as they tend to

record and save anything and everything they hear or experience be used afterwards in their conversations as a prior knowledge in backing up their talk and arguments and make it more plausible.

Furthermore, listeners affect what speakers say in which they give as much as they take from them. So, they find themselves adjusting to the listener level, speed, knowledge and experience to keep up the flow of conversation and ensure that it does not break down.

We may deduce that conversation does not exist without the presence of both listening and speaking, i.e. listeners have a major speaking role communicating their interest and attention about what is being said by giving a feedback, making a comment or showing that they understood even through using signals or gestures like nodding their heads. And for speakers, they should be aware and attentive listeners who control two parameters: the first is to self-monitor, adjust and evaluate their speaking, and the second is to monitor and assess what the listener is saying as well to hold out a successful long lasting conversation and achieve an effective communication.

### **Definition of Oral Expression (OE)**

Akanbi and Ndidi (2020) claimed that oral expression is an old act of communication that was and still considered as the sole practicable form of interaction and communication between people in a linguistic community where they can establish relationships and negotiate meaning between each other as it serves as a source of knowledge.

Moreover, Pazmino, Saltos and Muñoz (2017) shed light on the importance of oral expression affirming that it helps students to communicate effectively and adequately when it comes to real daily-life situations of communication where they express themselves freely by choosing the content, form, words' choice, tone and the suitable exact moment of making that

specific expression. Therefore, OE is the mean and vehicle that helps learners to show what they are capable of and what they got; the ideas, thoughts, feelings and emotions they have come to be more vivid and concrete as it reveals more information and details about them.

### **Conclusion**

This chapter sheds light on some of the most common difficulties and reasons that affect students' confidence, motivation and speaking abilities negatively that both teachers and learners should take into consideration in order to come up with some solutions to get rid of these obstacles and challenges which impede and inhibit students' interaction, communication and oral production in classroom.

This section also provided insights of the oral skill where it emphasizes two important skills which considered as the basis of communication and the corner bone in the oral expression classes to be established successfully and effectively. Speaking and listening are vital to help the EFL learners to reach oral proficiency and communicate using the target language accurately and fluently. Furthermore, it demonstrates the relationship between listening and speaking and how they complement each other perfectly as they are fundamental to engage in oral expression classes

## **Chapter Three**

### **Method**

#### **Introduction**

This chapter covers the research design and methodology used in the current study. It presents the procedures and tools of the investigation which targeted the first year EFL students at the University of Chadli Benjdid El Tarf about the difficulties reducing students' interaction in OE classes.

This section describes the nature of the study; it sheds light on the research instruments chosen for data collection and the procedure for each. The present chapter is devoted to identify and elicit the students' opinion and attributes concerning the classroom interaction during oral expression, and the challenges and obstacles that may pop up during this interaction. Two different research tools were used in order to collect the necessary data, a classroom observation, a questionnaire for teachers and a questionnaire for students.

#### **Research Design**

##### **The Method**

A research is an important tool that helps humans to achieve progress and development, revealing hidden truths, finding new facts and discovering new concepts that can change some perspectives about the ways things should be done. In fact, there are different methods to achieve the necessary objectives.

Thus, this study made use of the descriptive research which helps to describe, show and analyse the data objectively as it gives the researcher the ability to analyse the data both qualitatively and quantitatively. Calderon (2006) defined descriptive research as:

a purposive process of gathering, analysing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods. (p.62)

### **The Participants**

The sampling comprises first-year EFL learners and teachers at Chadli Benjdid University El Tarf in which a sample of twenty (20) students are selected in addition to eight (8) teachers who were selected on the basis of particular criteria. The main criterion is of oral expression teaching experience.

### ***Students' Sample***

The present study investigates the difficulties that reduce classroom interaction in OE classes faced by a sample of first year students at the department of English, University of Chadli Benjdid El Tarf. The sample comprises of twenty five (N=20) students of the whole population. The selection of this sample was based on the consideration that first year students are exposed to use the spoken language (speech) in OE classes to develop their oral proficiency and speaking skills. In addition, to help them know the challenges that affect their language's use and improve their interaction through facing and solving these challenges and problems.

### ***Teachers' Sample***

This investigation includes a sample of eight EFL teachers at the same department. The participants were chosen because they taught or are teaching oral expression. Hopefully, these EFL teachers would provide informative data about the difficulties that reduce classroom interaction or how they may affect it and make it less successful and effective.

While distributing the questionnaire to teachers, some of them were so helpful and considerate by answering it right away, others asked to come and take it afterwards from the administration as they were teaching and did not have much time, and others took it home, but the answers were so accurate and beneficial for the study. So, the process of collecting the questionnaire has taken some time.

## **Data Gathering Tools and Procedures**

### ***Classroom Observation***

Classroom observation is a tool and a means of gathering information and data for research. Calderon (2006) stated that classroom observation enables the researcher "to observe his subjects for as long as he needs the time and as many times as he can for greater accuracy and validity in description and interpretation" (p.141).

The observation was presented in the form of a checklist (see Appendix A) adapted from Gherbi, H., & Allout, S. (2020). *Exploring the Difficulties Reducing EFL Students' Interaction in Oral Expression Class. Case Study: First Year LMD Students of English at University of Jijel*. Which is made up of four sections; each section contains a set of items/questions that seek to investigate different aspects and factors concerning the classroom interaction in an OE class and its difficulties. The first section is designed to observe the students' participation and interaction during the session and check out whether they are interacting with the teacher talk or not. In addition to highlighting some of the problems that reduce their interaction like: lack of vocabulary, lack of self-confidence, anxiety and pronunciation and grammatical mistakes. The second one is devoted for observing the teacher's attitudes in the classroom, and whether she is motivating the students to speak more and participate in the communication act. The third section is made to know the different useful techniques used by teacher to deliver the lesson easily and effectively. Finally, the

fourth section aimed to investigate the relationship between the teacher and her students, whether they are taking actions in the classroom or not and how the teacher is motivating them.

In this study, classroom observation took place during the end of the first semester and the beginning of the second semester in the class of OE with first year EFL students at EL Tarf University, and due to Covid-19 oral expression was taught every two (2) weeks. A class consisted of 20 students, being physically present in eight oral sessions starting from February, 14<sup>th</sup> to April, 20<sup>th</sup> during the academic year 2021-2022. For the first six sessions from February, 14<sup>th</sup> to March, 28<sup>th</sup>, it was from 12:00 h to 13:00 h and the last two sessions from April, 18<sup>th</sup> to April, 20<sup>th</sup>; it was from 13:00 h to 14:00 h. The teacher was welcoming and kind from the first session; she even asked her students to list some of the problems challenges they encountered while speaking.

### ***Teachers' Questionnaire***

The second instrument used to achieve the study's aims, is a questionnaire which has been administered to eight (N=8) teachers at the department of English language at the University of Chadli Benjdid EL-Tarf during the second semester in the academic year 2021/2022 (See *Appendix B*) in order to get their perspectives towards CI, whether they are familiar with students' difficulties and problems that reduce their interaction and to obtain further recommendations that can help in overcoming these obstacles.

A questionnaire is considered as a research instrument and a source of data consisting of a series of questions aims to gather information and attitudes from respondents as Calderon (2006) stated that " questionnaire is simply a set of questions which, when answered properly by a required number of properly selected respondents, will supply the necessary information to complete a research study" (p.105).

The present questionnaire comprises of eleven (11) questions classified into two sections. Each section focuses on a specific aspect. There are different types of questions; close-ended questions, where teachers answer by "yes" or "no", or by ticking one answer from a set of options as well as to provide justifications whenever necessary, multiple-choice questions and open-ended questions are presented as well.

***Section One: Classroom Interaction (Q1-Q6)***

This section consists of six (6) questions aim to provide information about teachers' oral expression teaching experience, their perspectives and attitudes towards classroom interaction, whether they give students the opportunity to speak freely and encourage them to express themselves, and if they tend to create an anxiety-free atmosphere for speaking and their techniques to encourage them.

***Section Two: EFL Students' Interaction Difficulties in Oral Expression Classroom***

***(Q6-Q11)***

This section comprises of four (4) questions focusing on exploring some of the difficulties and problems noticed by the teachers that prevent students from interacting in the classroom. These questions investigated the sufficiency of time devoted to oral expression, the possibility of a total participation of students in the classroom, the frequent difficulties that prevent them from interaction and what strategies they use to motivate them. Finally, teachers are asked to give some suggestions and recommendations concerning this subject and how those difficulties can be overcome and solved.

***Students' Questionnaire***

This questionnaire (See *Appendix C*) consists of fifteen (15) questions seek to give insights and provide more details about students' oral expression learning experience, their

opinions about classroom interaction, its significance and impact on their speaking skills, along with the major difficulties and problems that lead to reduce CI in an oral expression sessions and make students less interactive and more passive and silent due to multiple causes and reasons.

Students' questionnaire is made up of two sections; each section focuses on a particular feature. Close-ended questions (Yes/No questions) and multiple-choice questions are used to collect the required data. In addition to including justifications and further explanations where demanded.

### ***Section One: Classroom Interaction in Oral Expression Classroom (Q1-Q8)***

This section comprised of eight (8) questions aim to provide information about how students interact in OE class. The first two questions (Q1+Q2) are about whether students interact in the classroom and if they find CI important or not where they need to justify why.

Question three (3) is addressed to students about who does most of the talk in the oral expression class with justification. Then, in question four (4), they are asked if the teacher gives them a chance to express themselves freely or not during the session.

After that, question five (5) and six (6), are about students' interaction in the class and if it is their decision or the teacher's request to say something. And, the preferable type of interaction with explaining why.

Later on in the seventh and eighth question are put to investigate the students' favourable interaction techniques and if the teacher encourages them or not with justifying their answer.

***Section Two: EFL Students' interaction Difficulties and Causes in Oral Expression Class  
(Q9-Q15)***

This section contains seven (7) questions that are devoted to find out about the students' difficulties and causes that affect interaction in oral expression class.

Question nine (9) and ten (10) show whether students like the OE course and how often they participate.

Question from eleven (11) to thirteen (13) are put to investigate the students' fear of interaction in OE class; they are asked to select more than one option and they can add any other answer related to this question.

Later on in question fourteen (14), students are required to choose the strategies used to surmount the problems faced while interacting and speaking, they tick more than one answer if necessary.

Finally, the last question is designed to examine if interaction can reduce anxiety and overcome speaking mistakes.

## **Conclusion**

To sum up, the main concern of this chapter was to shed light on the appropriate practical methods and tools, and then it exemplifies and demonstrates how and why these specific instruments were used by the researcher in order to test the already stated hypotheses, answer the research questions, and achieve the reliability of the study.

## Chapter Four

### Results

#### Introduction

This chapter gives a comprehensive overview of the data analysis procedure both quantitatively and qualitatively. Following the collection of data, several outcomes were ready to be evaluated and assessed in order to answer the study questions and test hypotheses. These findings are separated into three categories based on the study instruments: classroom observation, teachers and students questionnaires.

#### *Classroom Observation Results*

The observation took place during an oral expression class for eight sessions each two weeks. Data gathered through observation were significant to help in exploring the most frequent difficulties and obstacles faced by first year EFL students which impede their classroom interaction. Data collected is divided into sections.

#### **Section One: Students' Interaction and Participation**

##### **1. Do students actively interact in the classroom?**

During the observation, it was noticed that there were two types of students: active and passive students. Active students were leading the discussion along with the teacher very well, trying to answer the questions, clarify some points and negotiate meaning, and being confident of what they are saying even when they make some grammatical/pronunciation mistakes. So, they were eager to improve their speaking and communication skills and prove their competence and good performance. On the other hand, passive ones tend to keep silent even if this means not saying a word from the beginning till the end of the session in which

they were just listening and watching without participating or speaking, even if the teachers ask them to. They were shy and hesitant to speak up or give their opinion about anything.

## **2. Are the learners able to produce full sentences with correct vocabulary?**

It was observed that vocabulary shortage was among the most common linguistic obstacles that hamper students from interacting in the classroom. Some students could not produce full accurate sentences because they did not find the appropriate words for that specific context in order to interpret what they have in mind. This is why their speech broke down in the middle of the discussion or the teacher tried to help them out by filling the gaps they had with the proper words. Other times, they failed to express their view points and thoughts properly. So, they did not even know how to reply which caused producing fragments and incoherent sentences; this led them avoid negotiating and speaking (being passive). But, it was not the case for active learners who were capable of producing correct well-structured sentences.

## **3. Do students have enough confidence to participate and express themselves?**

One of the key psychological factors observed was a lack of self-confidence. Some students who were good confident speakers did not have a problem to speak up and have a discussion with the teacher. However, the majority of learners when attempting to participate, they hesitated, felt nervous and anxious, and even if they had something to say, they tend to say it to their classmates privately to avoid embarrassment and being judged from their teacher and peers. Hence, they avoided making eye contact with their teacher when being asked to answer a question or speak up.

#### 4. Do they make pronunciation and grammatical mistakes?

It is noticed that a lot of students committed grammatical mistakes related to tenses such as:

- The past tense of irregular verbs (e.g. write instead of wrote), and using present instead of the past when they talk about past events (e.g. I go instead of I went, I forget instead of I forgot).
- Third person singular (e.g. she have instead of has, she see herself instead of she sees herself).
- Subject-verb agreement (e.g. there is a lot of barriers instead of there are a lot of barriers, one of my friends tell me that...instead of one of my friends tells me that...).
- Word order (e.g. colour yellow instead of yellow colour).
- Producing incorrect language structure such as the superlative form (e.g. the most weirdest instead of the weirdest) and the comparative form (e.g. more lucky instead of luckier).
- Misuse of prepositions and articles which affected their accuracy negatively (the noise prevents me to concentrate instead of the noise prevents me from concentrating).

Besides, some students made multiple different pronunciation mistakes concerning the rules of sounds, stress and spelling like pronouncing the silent letters and make some phonological interference from the French language (e.g. disinstall instead of uninstall) that led them to be misunderstood and affects the overall meaning. So, they stop talking to avoid such mistakes and being laughed at.

**Section Two: Teachers' Attitude in the Classroom****1. Does the teacher encourage learners to interact, participate and speak freely?**

In fact, the teacher had a major role in the classroom; she created an anxiety-free atmosphere by starting to ask them how they are doing. By being friendly, spontaneous and funny; telling jokes when they keep silent, acting like a friend and not just a regular teacher (keeping a smiling face for the whole session), asking multiple various questions, giving them time to think about/ guess possible answers or examples if needed. Like that, they will be motivated to speak freely without feeling anxious or shy. Of course, this will lead to enhancing their communicative skills and speaking abilities.

**2. Does the teacher create interesting topics?**

Throughout all of the observed sessions, the teacher was presenting new creative topics of their interest that motivate students to talk more and push them to take part in the classroom's discussion such as body shaming and friendship which trigger them to express themselves more to their teacher and colleagues without any guidelines, fear or limits. Thus, the teacher is doing her best to create a motivating and rewarding learning atmosphere that encouraged them to participate in class.

**3. Does the teacher interrupt students' answers and correct them?**

As a matter of fact, the teacher has never interrupted the students when they made mistakes. She gave them the chance and enough space to speak their mind freely and avoid correcting them directly in order not to break the flow of their ideas as well as the conversation, and increase their anxiety and fear. Rather, she listened attentively and patiently to give small remarks implicitly in a funny indirect way like telling an anecdote of making

herself such a mistake in the past. Also, she tried to normalize the fact of committing mistakes and errors as a part of the learning process.

### **Section Three: The Lesson's Presentation**

#### **1. Does the teacher have a lesson plan?**

During nearly all of the observed sessions, the teacher was following a lesson plan providing a clear course objective which was making most of the students interact with her and engage them in a communication act. Planning assists the instructor in maintaining and organizing the flow of the lesson. However, the teacher sometimes tends to be more creative and improvises by involving her students into an open discussion where they can talk about anything they like. And this was so helpful in motivating them to interact more with her and their peers.

#### **2. Does the teacher use a variety of techniques?**

The teacher used different techniques to trigger students' interaction in which she used: oral presentations, referential and display questions, debates, discussions and communication games which encouraged the students to interact more often.

#### **3. Does the teacher set his/her students to work in pairs/groups?**

During the observation, the teacher did not tend to set her students in pair or small group work a lot as she wanted to let them all interact and express themselves individually to reveal more about their preferences. But, she put them in pairs when using communication games where one student draws something and describes it to her/his partner/peer which in return has to guess what it is and draws it as well.

**4. Does the teacher ask them to prepare something for the upcoming sessions?**

As the teacher's ultimate goal during the OE session was pushing students to interact, discuss and speak more, she tended to inform the students ahead of what shall they discuss in the next sessions in order to prepare and search for the topic to be discussed. As such, they will not find themselves clueless or mute for the whole session especially when the chosen topic/lesson is unfamiliar to them as the topic's familiarity affects students' interaction and participation in the classroom.

**Section Four: Teacher-Student Interaction****1. Does the student try to clarify and negotiate meaning with the teacher?**

For the confident active students, they were so curious to know more about what the teacher is discussing and even express themselves through asking questions, coming up with new ideas and opinions, simplifying the meaning as much as they can and presenting the prior knowledge they already have. But, it is not the case for students who chose to be silent for the whole session and they were just being receptive (as the teacher called them "guests").

**2. Does the teacher motivate the learners by praising them?**

Throughout the eight sessions of observation, the teacher was always being generous with her students by praising them when they deserve to and giving them good compliments whenever they were creative and confident enough to answer or took part in the discussion like saying: excellent, this is absolutely true, you nailed that and give a constructive feedback that motivates students to work harder and interact more.

## Teachers' Questionnaire Analysis

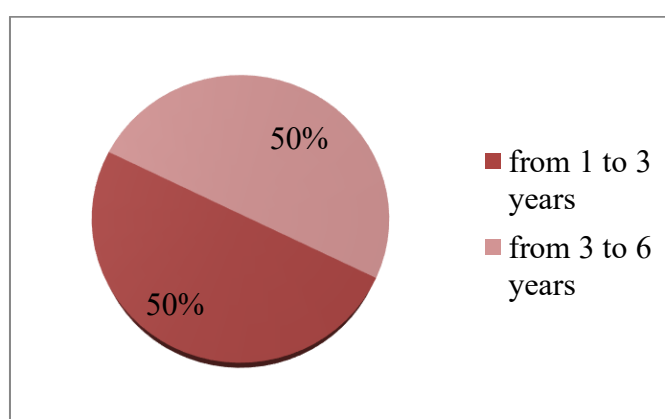
The questionnaire was designed to address eight (8) EFL teachers who taught/teach oral expression at the University of Chadli Benjdid El Tarf. It aims at collecting data of teachers' perspectives and opinions about classroom interaction, its significance and the most common and noticeable difficulties and obstacles that affect CI negatively and may lead to reducing it.

### *Section One: Classroom Interaction*

#### **Question 1: How long have you been teaching oral expression?**

*Table.1. Teachers' Oral Expression Teaching Experience*

Teaching experience	Number	Percentage (%)
From 1 to 3 years	4	50%
From 3 to 6 years	4	50%
<b>Total</b>	<b>8</b>	<b>100%</b>



*Figure.1. Oral Expression Teaching Experience*

According to the pie chart, 50% of the teachers have been teaching oral expression from one (1) to three (3) years, and 50 % have been teaching it from three (3) to six (6) years. So, teachers have the required experience that can help to give further opinions and perspectives concerning the classroom interaction and the different difficulties encountered by students which may lead to reducing it.

**Question 2: Teaching a language for you means:**

This question tries to check what does teaching a language mean according to the teachers, where all of them representing 100% agreed that teaching is to teach how to communicate with your students using grammatical rules and lists of vocabulary. Hence, language is not only about teaching the rules and memorizing vocabularies, but also find the suitable method and strategy to convey and transmit them properly, appropriately and flexibly along with meaning .i.e., teaching linguistic/grammatical and communicative competence. Moreover, teacher four (4) added that teaching a language should be related to teaching the culture and history at the target language as well by representing more information about the American and British culture and teaching the idioms, slangs and collocations' use.

**Question 3: Is classroom interaction significant?**

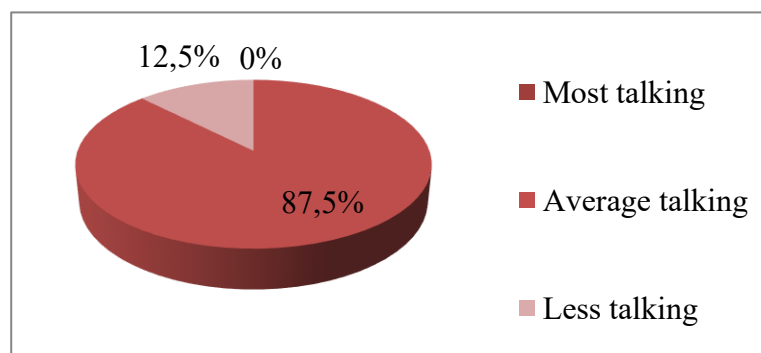
This question sheds light on the significance of CI in which all the teachers (100%) have answered “yes”. Two teachers claimed that if learners interact in the classroom, they will develop their speaking abilities because the more they speak the more they get familiar with the target language. Even if they make mistakes, their tongue will get used to the correct form and meaning after many trials and a lot of immersion, and promote their confidence orally. And six teachers stated that CI has important role in the teaching/learning process where students interact to improve their language. Furthermore, due to the lack of practising outside the classroom, the interaction done within the class is maybe the only opportunity to make

EFL students talk, debate, discuss and practise their language. So, they can benefit from each other and ensure an encouraging environment that reduces stress and shyness as well as anxiety.

**Question 4: In classroom you are: a) Most talking b) Average talking c) Less talking**

*Table.2. Teachers' Talk in the Classroom*

The amount of talking	Number	Percentage (%)
Most talking	0	0%
Average talking	7	87.5%
Less talking	1	12.5%
<b>Total</b>	<b>8</b>	<b>100%</b>



*Figure.2. Teachers' Talk in the Classroom*

The results in the figure above show that 87.5% of teachers are average talking asserting that by doing this they give students opportunity and space to interact with the course, discuss the topics, and encourage them to speak more than the teacher. Also, participate through activities like presentations, get an overview of students' performance and competence and leave a room for them to feel free to express their ideas. Moreover, ask questions as the learner centred approach is highly recommended in order to motivate them

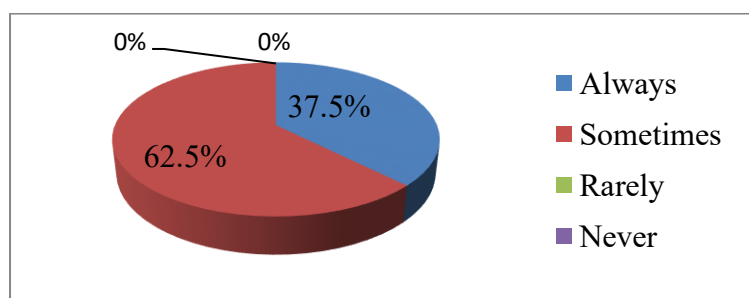
breaking the ice and reducing the fear of speaking in front of their classmates, and stress due to lack of practising.

Whereas 12.5% has chosen less talking in order to give students the chance to express themselves more since it is an oral session and it is their free space to speak their minds freely and confidently.

**Question 5: How often do students interact?**

*Table.3. the Frequency of Students' Interaction in the Classroom*

<b>Frequency</b>	<b>Number</b>	<b>Percentage (%)</b>
Always	<b>3</b>	<b>37.5%</b>
Sometimes	<b>5</b>	<b>62.5%</b>
Rarely	<b>0</b>	<b>0%</b>
Never	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>8</b>	<b>100%</b>



*Figure.3. Frequency of Students' Interaction in the Classroom*

It is observed throughout the findings that 62.5% of the sample has chosen that students interact “sometimes” during an OE class in which teacher one asserted that "students could be unfamiliar with the topics or they did not prepare for the course / topic being discussed. So, they find themselves unable to maintain a good interaction".

Teacher two (2) declared that "the average students sometimes interact and others who rarely if never say a word due to shyness or lack of confidence".

Also, teacher four (4) stated that "interaction depends on the group or the students and some of them receptive so they do not have any desire to share their ideas".

Teacher six (6) claimed that it is due to lack of motivation and teacher eight (8) added other obstacles such as anxiety, shyness and problems related to the mastery of language or because the topics are not interesting.

While, (37.5%) affirmed that students "always" interact in an OE class because: they encourage them to speak more as one of the teachers supported this claim as s/he usually involves them in communication situations. Another teacher asserted that s/he encourages them by being supportive. Also, students always interact because they are supposed to talk as much as possible.

**Question 6: Do you try to be friendly and create a pleasant anxiety-free atmosphere in the classroom? How?**

All teachers are trying to be friendly in order to create a pleasant anxiety-free atmosphere in the classroom and break the ice with students to feel more opened and express themselves. Teachers have explained the fact that anxiety could reflect the learning capacity of the students and pose a serious hindrance to communicate. Thus, they suggested that creating a sense of humour inside the classroom, telling jokes or involving some games from time to time, providing them with new topics "cool ones" and maybe role plays "comedy". Additionally, presenting the course with a smiling face, giving real-life examples that are sometimes funny helps to reduce the anxiety level. Then, some other teachers agreed on the point that creating an atmosphere based on flexibility can be done by giving students the

opportunity to talk freely without guidelines or suggestions about topics they are interested in and without even commenting on mistakes.

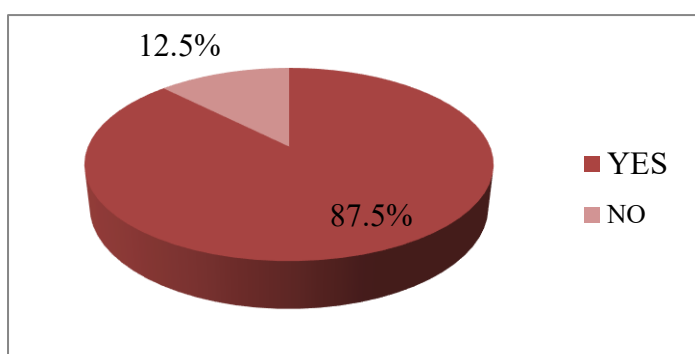
The same view shared by the rest who asserted that by avoiding negative feedback, and narrowing chances of interrupting the speaker to correct their mistakes, students will feel more comfortable to express themselves.

***Section Two: EFL students' Interaction Difficulties in Oral Expression Classroom***

**Question 7: Do you think that the amount of time devoted to oral expression is sufficient?**

*Table.4. Sufficiency of Time Devoted to OE*

<b>sufficiency of devoted time to OE</b>	<b>Number</b>	<b>Percentage (%)</b>
YES	7	87.5%
NO	1	12.5%
<b>Total</b>	<b>8</b>	<b>100%</b>



*Figure.4. Sufficiency of Time Devoted to OE*

Concerning this question, the majority of teachers 87.5% confirmed that the amount of time devoted to oral expression is not sufficient where they said that:

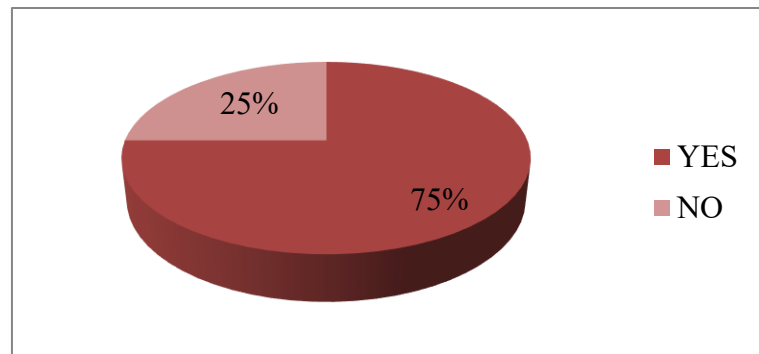
- It affects the use of authentic materials.
- Two sessions per week are not enough to develop learners' oral competence because a lot is involved in the speaking –listening skills and one hour is not enough to cover them all especially with the type of learners s/he has (usually demotivated students affect the teaching mood).
- Students need more time to interact, share ideas and opinions, talk and discuss along with their friends and teacher.
- The time devoted to OE is not enough because the more students practise inside EFL classrooms; the more they are going to be better speaking (speakers).
- Teaching a language means teaching communication, thus more time should be added in an OE class.

On the other hand, only 12.5% claimed that two sessions per week are sufficient enough to achieve effective communication.

#### **Question 8: Is it possible to make all students participate and interact in the classroom?**

*Table.5. Students' Interaction in the Classroom*

<b>Students' participation</b>	<b>Number</b>	<b>Percentage (%)</b>
YES	<b>6</b>	<b>75%</b>
NO	<b>2</b>	<b>25%</b>
<b>Total</b>	<b>8</b>	<b>100%</b>



*Figure.5. Students' Interaction in the Classroom*

This question aimed at knowing if it is possible to make all students interact and participate in the classroom. Most of the informants, representing the percentage of (75%), answered by “No” in which teachers:

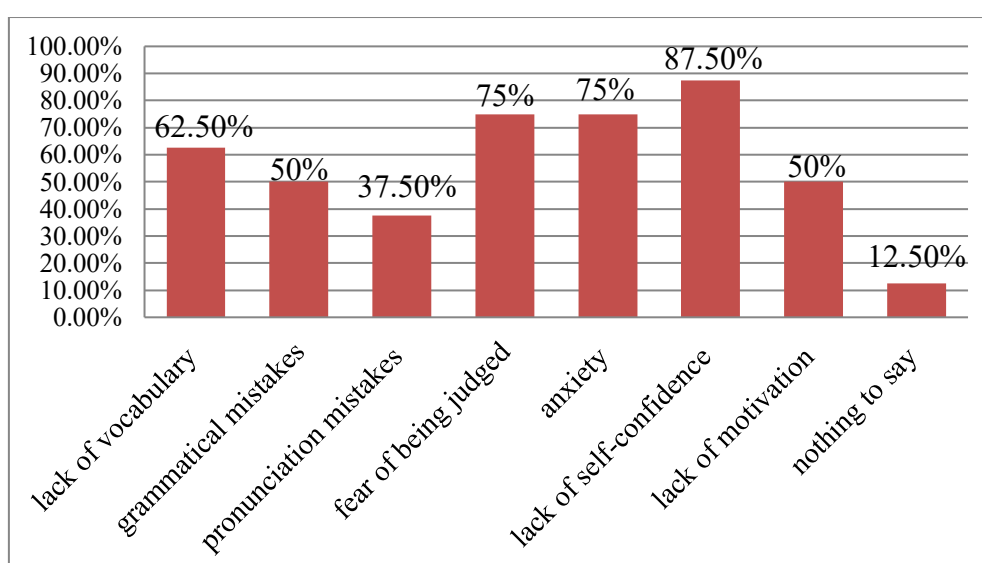
- Maintained that some students face some obstacles and difficulties in communication and interaction with the teacher.
- Emphasized the fact that some students come to the classroom just to attend the sessions deciding not to say a word.
- Agreed that some students do not have any desire or motivation to participate even if s/he encourages them to do so and consider themselves unable to speak in front of an audience.
- Asserted that if it is possible to make all students participate you need to limit the talking time of each student and the provided feedback.
- Affirmed that it is impossible to make all students participate because of time constraints, anxiety, shyness and the topics that do not match learners' needs and wants.

The remaining teachers, representing the percentage of (25%), said “Yes” for the possibility of making all students participate in which they claimed that they can manage it by giving them the floor in turn “one by one” by involving them in individual presentations.

**Question 9: If No, what are the frequent difficulties and causes that prevent your students from interacting in oral expression class?**

*Table.6. Frequent Difficulties Preventing Students from Interaction*

<b>The frequent difficulties/causes</b>	<b>Participants</b>	<b>Percentage (%)</b>
a. Lack of vocabulary	<b>5</b>	<b>62.5%</b>
b. Grammatical mistakes	<b>4</b>	<b>50%</b>
c. Pronunciation mistakes	<b>3</b>	<b>37.5%</b>
d. Fear of being judged	<b>6</b>	<b>75%</b>
e. Anxiety	<b>6</b>	<b>75%</b>
f. Lack of self-confidence	<b>7</b>	<b>87.5%</b>
g. Lack of motivation	<b>4</b>	<b>50%</b>
h. Nothing to say	<b>1</b>	<b>12.5%</b>
<b>Total</b>	<b>8</b>	<b>100%</b>



*Figure.6. Frequent Difficulties Preventing Students from Interaction*

All teachers have declared that first year EFL students encounter multiple difficulties while interacting in oral expression class. 87.5% of teachers responded that lack of self-confidence is the main problem they face. Next, anxiety and fear of being judged got an equal percentage of (75%) as the major obstacles that affect students' classroom interaction negatively during an OE class. So, students prefer to keep silent to avoid feeling embarrassed in front of their teacher and classmates.

On the other side, lack of vocabulary with a percentage of (62.5%) affects CI and reduces it the thing that makes students speak less and break down in the middle of the speech. Some selected lack of motivation and grammatical mistakes (50%) as other difficulties and barriers that make CI a difficult task to accomplish.

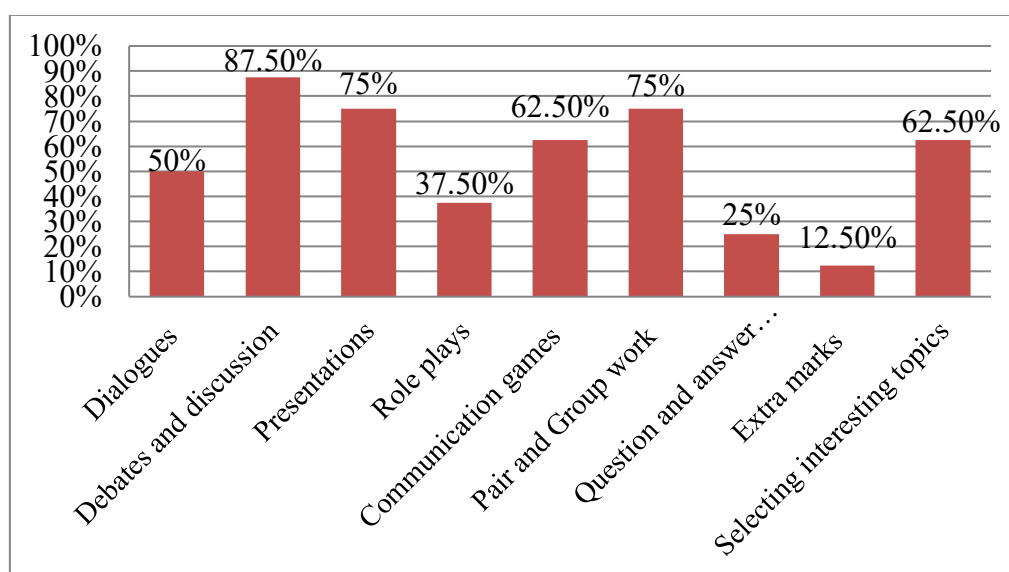
Then, pronunciation mistakes are among the chosen problems and causes that let students not to say a word at all instead of interacting in the classroom. However, the least selected option with (12.5%) was "nothing to say" which was chosen by one teacher. This explains that lack of self-confidence is the most crucial factor and difficulty that influence the students' interaction in an OE classroom according to the teachers; we may deduce that all the factors stated above contribute to their silence, nevertheless.

**Question 10: what are the speaking activities and strategies do you think are relevant to encourage and motivate your students to interact and create a successful interaction?**

*Table.7. Speaking Activities and Strategies Creating Successful Interaction*

<b>The speaking activities and strategies</b>	<b>Participants</b>	<b>Percentage (%)</b>
a. Dialogues	<b>4</b>	<b>50%</b>
b. Debates and discussion	<b>7</b>	<b>87.5%</b>

c. Presentations	<b>6</b>	<b>75%</b>
d. Role plays	<b>3</b>	<b>37.5%</b>
e. Communication games	<b>5</b>	<b>62.5%</b>
f. Pair and group work	<b>6</b>	<b>75%</b>
g. Question and answer practice	<b>2</b>	<b>25%</b>
h. Extra marks	<b>1</b>	<b>12.5%</b>
i. Selecting interesting topics	<b>5</b>	<b>62.5%</b>
<b>Total</b>	<b>8</b>	<b>100%</b>



*Figure.7.Speaking Activities and Strategies Creating Successful Interaction*

In fact, most of the participants 87.5% have chosen the debates and discussions activity, as the most preferred strategy by teachers because it gives learners more space to speak more and express themselves freely. Additionally, presentations and pair/group work which represent 75% are among the major strategies been chosen. Then, communication games and selecting interesting topics represent 62.5% that motivate students to interact more

often as they are a funny and encouraging ways to make the teaching/learning process gets smoother. After that, dialogues administrated 50% and 37.5% have chosen role plays. Question and answer practice with a percentage of 25% that makes students involve in a give and take process either between teacher-student and student-student. However, extra marks are the least chosen option among those strategies with 12.5%.

**Question 11: Would you add any further recommendations about this subject?**

This question was about requesting teachers to give further recommendations, suggestions and comments about this subject as a conclusion to what had stated before which may help in the research study.

Teachers recommended that:

- Using and integrating cultural courses to develop EFL students' language and using authentic materials like audio books to facilitate students' communication.
- To ask about the implementation of technology in EFL classes which can help learners and teachers as well to level up the learning and teaching to promote learners' speaking and listening abilities more particularly.
- Encouraging students and provide them with advices about the importance of oral proficiency particularly at the professional level and to create spaces for different practices.
- It requires further attention, more investigation and designing a motivating syllabus to overcome those constraints and difficulties where teachers also should be motivated for the subject and representation too.
- Students should be also tested via oral tests in order to make them be aware of the importance of classroom interaction.

- The first thing teacher should think about is how to motivate his/her students and get them involved in the interaction process.
- Oral interaction in class is the pillar of the teaching and learning process, so the teacher should help his learners to get rid of obstacles and difficulties they may face.

## Students' Questionnaire Analysis

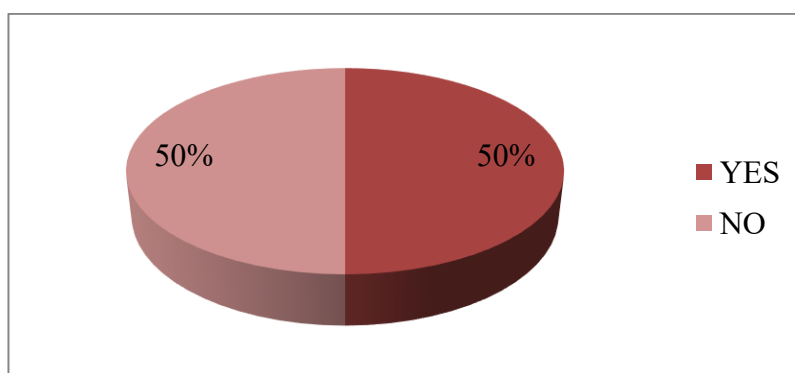
This questionnaire is made up of fifteen (15) questions classified in two sections. The first section investigates the classroom interaction, its significance and types of interaction techniques. Whereas, the second is about the most common difficulties and causes prevent students from interaction during an OE classroom and strategies used by students to surmount and eliminate those problems.

### *Section One: Classroom Interaction in Oral Expression Classroom*

#### **Question 1: Do you interact in the classroom?**

*Table.8. Students' Interaction in the Classroom*

The classroom interaction	The participants	The percentage (%)
YES	<b>10</b>	<b>50%</b>
NO	<b>10</b>	<b>50%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>



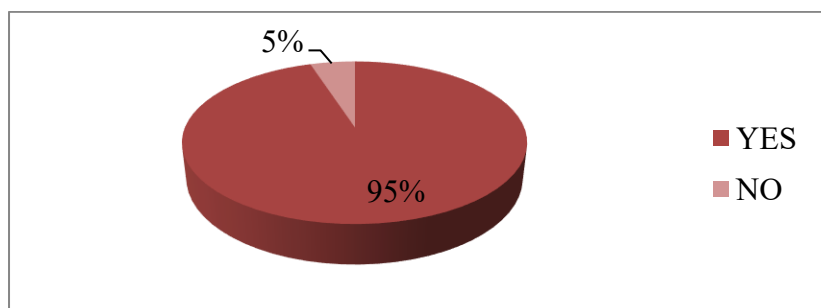
*Figure.8. Students' Interaction in the Classroom*

We can observe throughout the figure that 50% of the sample interacts in the classroom where they try to discuss with the teacher and classmates, and answer the questions. And those who stated that they do not interact are 50% as they do not have a lot of things to speak about or consider it interesting or important to be told.

**Question 2: Do you think that classroom interaction is important or not? Why?**

*Table.9. Students' Classroom Interaction Importance*

<b>Classroom interaction's importance</b>	<b>The Participants</b>	<b>The percentage (%)</b>
YES	<b>19</b>	<b>95%</b>
NO	<b>1</b>	<b>5%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>



*Figure.9. Students' Classroom Interaction Importance*

A look at the pie chart indicates that the majority of students representing (95%) emphasized that classroom interaction is significant and essential because it improves the language skills particularly the speaking-listening skills and increases the learners' participation and communication.

Others emphasized that interaction is necessary to get rid of shyness, stress and social anxiety in front of their teacher and classmates. Furthermore, it helps them to be more talkative and engage in many topics. Also, it boosts their vocabularies' knowledge.

Additionally, some students consider the OE class a comfortable space and a good place where they can practise their language and get feedback to correct their mistakes, and others added that it develops their perspectives as they are able to share different viewpoints about the world through discussions and debates.

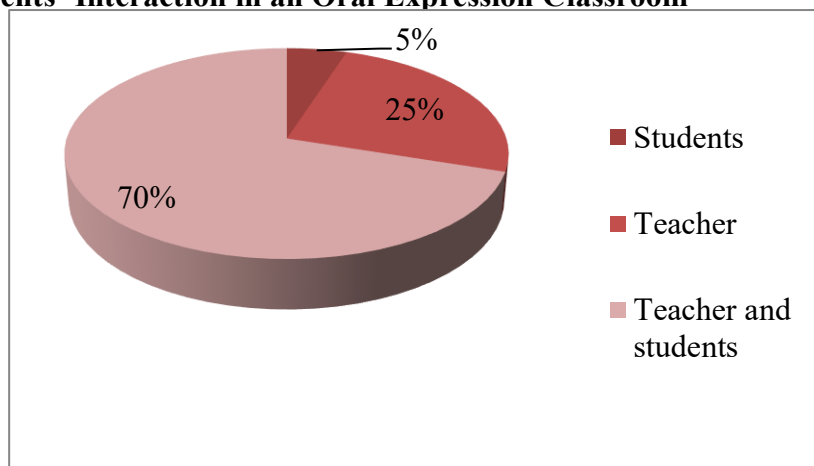
Finally, few students pointed that through interaction they will get the chance to build relationships with others and not feel bored during the courses.

On the other hand (5%) answered “No” claiming that oral delivery and presentations are more than enough to keep active in the class.

**Question 3: Who does most of the talk? Justify your answer.**

*Table.10. Most Talkative in the Classroom*

<b>Option</b>	<b>Participants</b>	<b>Percentage (%)</b>
Students	<b>1</b>	<b>5%</b>
Teacher	<b>5</b>	<b>25%</b>
Teacher and students	<b>14</b>	<b>70%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>



*Figure.10. Most Talkative in the Classroom*

70% of the selected sample explained that the teacher and students share the discussion and no one does most of the talking in the classroom arguing that it is obligatory to maintain an effective communication between both of them in which they share ideas together through discussing topics where the teacher can ask questions and students have to answer (interact with each other). So, students express their ideas and opinions and the teacher guides, helps and monitors them.

However, 25% asserted that the teacher talks the most in the classroom, due to the students' shyness, fear of speaking and lack of preparation. Also, students' limited knowledge of vocabulary, grammar and language structures affect their speaking skills where they find themselves incapable of expressing their ideas. So, the teacher finds himself/herself obliged to explain and talk more than the students. Yet, they confirmed the idea that the teacher is the one, who takes the lead in the flow of the discussion where he talks more in order to encourage students, clarifies things for them and corrects their errors and mistakes.

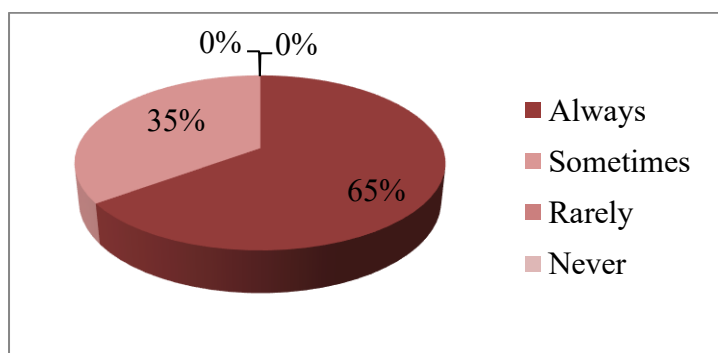
Other 5% claimed that "the student" is the dominant speaker in the classroom because s/he needs to participate, interact with each other and learn new vocabularies since it is an OE

classroom and the student should take the lead in the discussion maybe because of the mark or for the sake of self-development.

**Question 4: How often does the teacher let you interact and share ideas in classroom?**

*Table.11. Teachers' Encouragement in OE Classroom*

Option	Participants	Percentage (%)
Always	13	65%
Sometimes	7	35%
Rarely	0	0%
Never	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>



*Figure.11. Teachers' Encouragement in an OE Classroom*

As we can see that most of the students 65% stated that their teacher always encourages them to participate, talk more, share ideas and knowledge and interact inside the classroom.

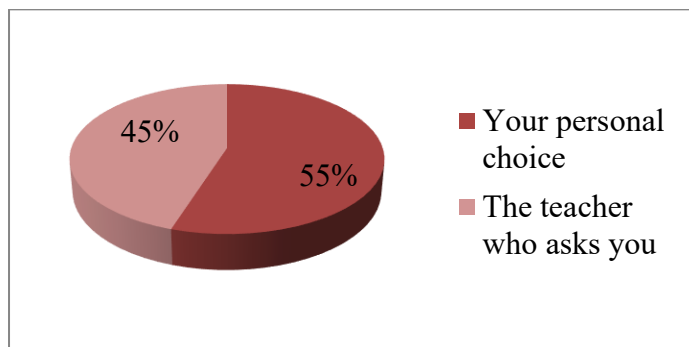
Whereas, 35% responded with “Sometimes”, but no one chose “Rarely” and “Never”. As such, we may say that the teacher is making her possible efforts to create a healthy atmosphere for classroom discussion.

**Question 5: when you interact in the classroom, is it:**

- a) Your personal decision    b) The teacher who asks you**

*Table.12. Students' Choice of Interaction*

<b>Option</b>	<b>Participants</b>	<b>Percentage (%)</b>
Your personal decision	<b>11</b>	<b>55%</b>
The teacher who asks you	<b>9</b>	<b>45%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

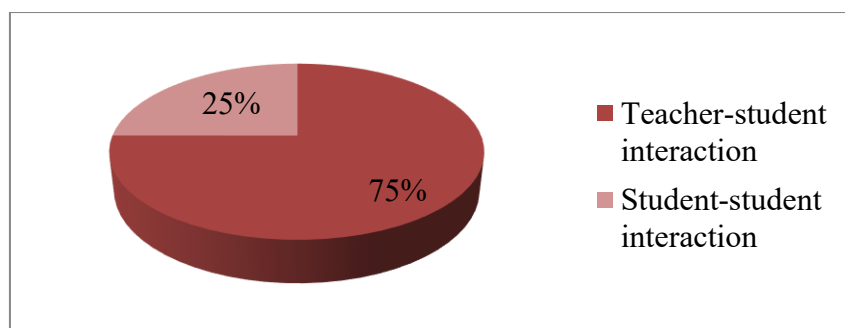


*Figure.12. Students' Choice of Interaction*

In this question, the results indicate that 55% of first year EFL students choose to interact in the classroom voluntarily because they are self-confident and do not fear committing mistakes. Unlike, the rest of them 45% who only interact and participate if the teacher asks them to speak or to talk which can be due different reasons like anxiety, shyness or lack of vocabulary.

**Question 6: What is the type of interaction you enjoy the most? Say why?***Table.13. Students' Favourite Type of Interaction*

Option	Participants	Percentage (%)
Teacher-student interaction	15	75%
Student-student interaction	5	25%
<b>Total</b>	<b>20</b>	<b>100%</b>

*Figure.13. Students' Favourite Type of Interaction*

The participants were asked about their favourite enjoyable type of classroom interaction. A great percentage of students, 75% declared that they enjoy teacher-student interaction the most explaining that when both of them speak and negotiate meaning together, the discussion is more interesting, funny and fruitful with different ideas and opinions. Also, it helps them to learn new vocabularies and benefit from advanced latest information, perspectives and knowledge they can use afterwards.

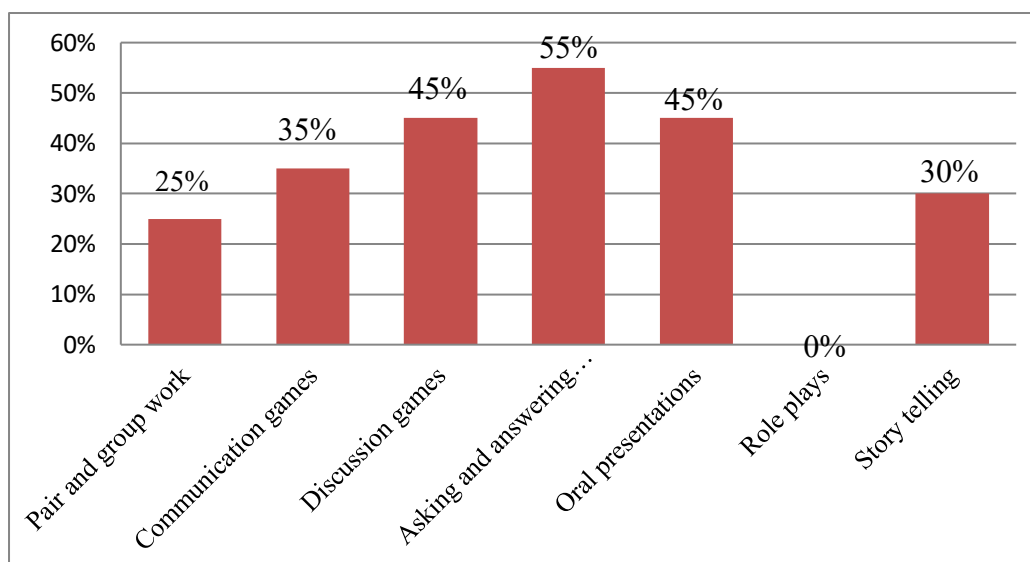
Moreover, some students claimed that interacting with their teacher is much easier as they understand what they say/mean, correct their mistakes and provide positive feedback that helps them through the learning process in which it improves their speaking abilities. Hence, teacher-student interaction is more effective for them.

Unlike, the other 25% of respondents who preferred student-student interaction where they feel more comfortable expressing themselves as they cope so well together and display a better understanding for what they said or about to say because they use simple language structures. In addition to that, they consider it more fun, diverse and a challenging task in which they can compete with each other and evaluate one another without feeling embarrassed or afraid from getting a negative feedback.

**Question 7: Which of the following interaction techniques do you prefer the most?**

*Table.14. Students' Most Preferable Interaction Techniques*

<b>Option</b>	<b>Participants</b>	<b>Percentage (%)</b>
Pair and group work	<b>5</b>	<b>25%</b>
Communication games	<b>7</b>	<b>35%</b>
Discussion games	<b>9</b>	<b>45%</b>
Asking and answering questions	<b>11</b>	<b>55%</b>
Oral presentations	<b>9</b>	<b>45%</b>
Role plays	<b>0</b>	<b>0%</b>
Story telling	<b>6</b>	<b>30%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>



*Figure.14. Students' Most Preferable Interaction Techniques*

Students' answers are varied; each student has his own favourite interaction technique during the OE course. More than half of the participants 55% chose asking and answering questions as the most enjoyable/favourite learning interaction technique where the teacher asks referential or display questions that encourage students to take part in the communication act by answering them.

Followed by 45% of students who like discussion games where they can share their ideas and opinions, also oral presentations that help them to express themselves more and give them the chance to represent interesting topics.

35% have chosen communication games as they can improve their communication skills on different levels (listening, gestures, speaking and interpretation). After that, storytelling with 30% as the respondents like the fact that stories are an entertaining, educational and cultural means to learn and motivate them to interact and participate in the classroom. In addition to pair and group work which was chosen by 25% as it makes students feel comfortable when they work together in small groups. However, no one chose role plays as an effective interaction technique.

**Question 8: Does your teacher encourage you to interact in the classroom? Justify.**

Concerning this question, all the students (100%) stated that the teacher encourages and motivates them to interact and takes part in the discussions and conversations by being friendly, telling jokes, choosing interesting topics and avoiding negative feedbacks, the thing that will reflect positively on improving their speaking and communication skills.

***Section Two: EFL Students' Interaction Difficulties and Causes in Oral Expression Class*****Question 9: Do you like oral expression course? Why?**

All participants 100% confirmed that they like oral expression course claiming that it is their comfortable space to let it all out, talk freely about anything and everything and be more sociable with their classmates. Also, some of them asserted that they like it because they enjoy hearing others talk, so they can benefit from the ideas and information they have. Some others affirmed that it is because the teacher encourages them to speak well and overcome their stress and anxiety. Besides, it helps them to practise the language, improve their speaking level and learn new words/vocabularies.

**Question 10: How often do you participate in an oral course?***Table.15. Frequency of Students' Participation in Oral Expression Course*

<b>Option</b>	<b>Participants</b>	<b>Percentage (%)</b>
Always	<b>9</b>	<b>45%</b>
Sometimes	<b>9</b>	<b>45%</b>
Rarely	<b>2</b>	<b>10%</b>
Never	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>

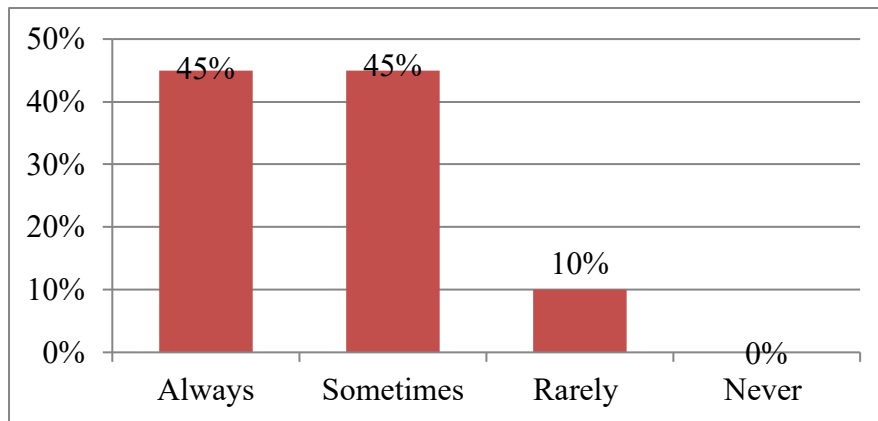


Figure.15. Frequency of Students' Participation in Oral Expression Course

This question seeks to know how frequently students participate during the oral expression course. 45% goes for "always" and "sometimes" together as they have a lot of ideas and thoughts to be expressed and shared with their teacher and peers.

While 10% responded by "rarely" which means that there are some barriers that hinder their participation/interaction, but, no one chose "never".

**Question 11: Do you feel stressed out and afraid about participation and interaction in oral expression class?**

Table.16. Students' Fear of Participation in Oral Expression Course

Option	Participants	Percentage (%)
YES	13	65%
NO	7	35%
<b>Total</b>	<b>20</b>	<b>100%</b>

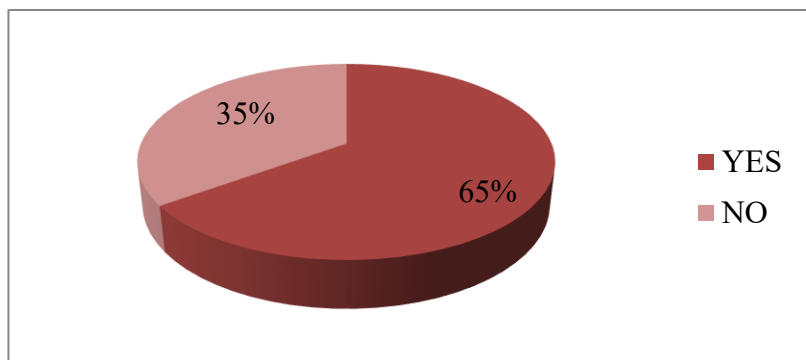


Figure.16. Students' Fear of Participation in Oral Expression Course

Results have shown that 65% of students are afraid to participate during an OE course due to several causes like linguistic and psychological obstacles. Whereas, 35% of students declared that they are not afraid to interact as they consider themselves talkative enough till they can handle taking part in a discussion and expressing themselves so well.

**Q 12: If yes? Is it because (you can tick more than one answer)**

- a) Lack of vocabulary
- b) Fear of making grammatical mistakes
- c) Fear of making pronunciation mistakes

Table.17. Students' Linguistic Barriers

Option	Frequency	Percentage (%)
Lack of vocabulary	8	40%
Fear of making grammatical mistakes	5	25%
Fear of making pronunciation mistakes	10	50%
<b>Total</b>	<b>20</b>	<b>100%</b>

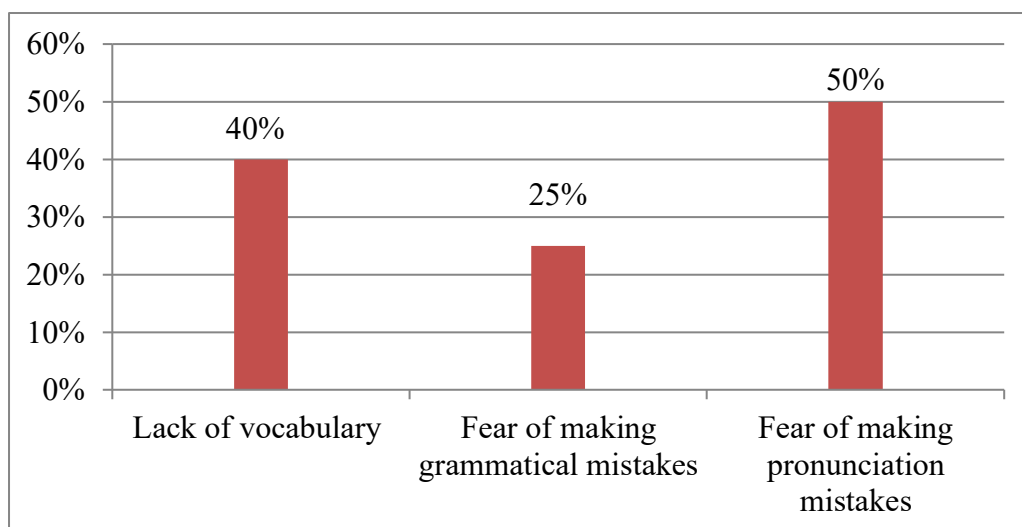


Figure.17. Students' Linguistic Barriers

This question aims to shed light on some of the linguistic barriers that reduce students' interaction. Half of the sample 50% does not interact due to fear of making pronunciation mistakes to be the main and primary problem that hinder students' participation. Then, about of 40% also do not participate because they are lacking vocabularies, i.e. they do not have the appropriate words/vocabularies to use for a specific situation. The rest of students 25% have indicated that they are afraid due to making grammatical mistakes that can affect their fluency and the flow of conversation.

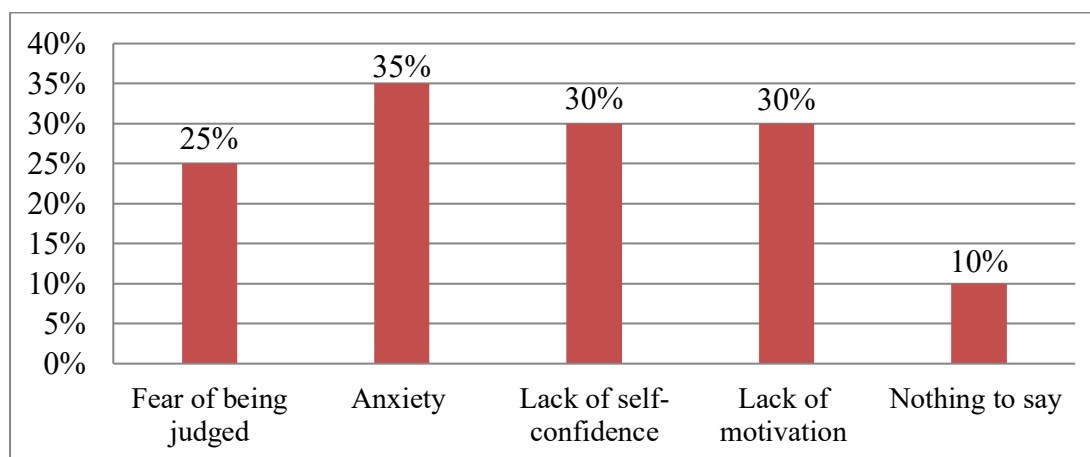
**Question 13: Or you do not interact because of:**

- a) Fear of being judged
- b) Anxiety
- c) Lack of self-confidence
- d) Lack of motivation
- e) Nothing to say

Table.18. Students' Psychological Barriers

Option	Frequency	Percentage (%)
Fear of being judged	5	25%
Anxiety	7	35%

Lack of self-confidence	6	30%
Lack of motivation	6	30%
Nothing to say	2	10%
<b>Total</b>	<b>20</b>	<b>100%</b>



*Figure.18. Students' Psychological Barriers*

The bar graph above shows that 35% do not participate due to anxiety where they find themselves shy, stressed out and anxious whenever the teacher asks them to answer a question or present a topic in front of their classmates.

Where 30% goes equally for the lack of self-confidence and the lack of motivation. Students doubt and question their speaking abilities and communication skills, and they cannot perform or talk correctly and appropriately. In addition, they consider the OE course unimportant, not interesting and apathetic and even if they attend, it is only for the attendance and getting marks.

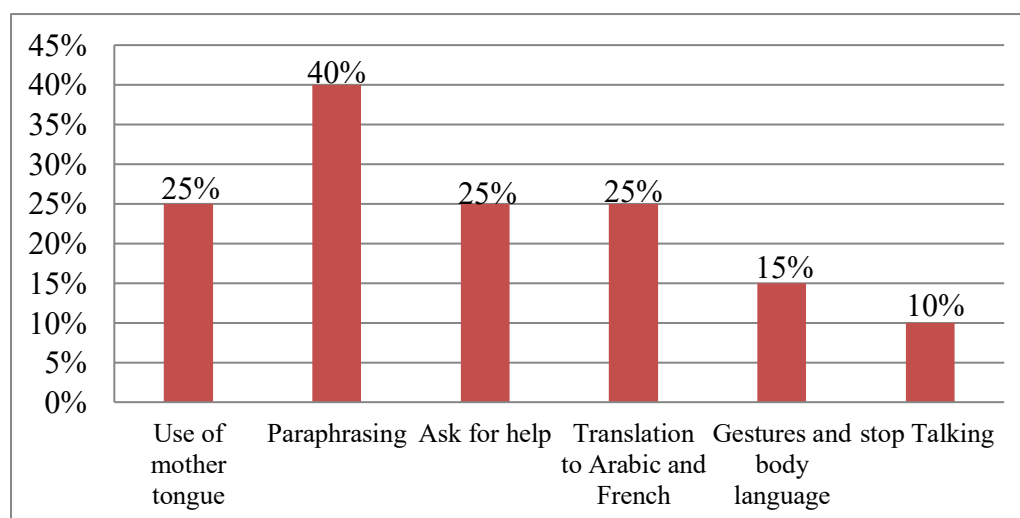
25% have indicated that they avoid participation since they are afraid of being judged negatively from their teacher and classmates, and get embarrassed whenever they make mistakes or say something wrong.

Finally, 10% declared that the reason behind their nonparticipation in the classroom is that they have nothing to say when the teacher asks them or encourages them to talk. Hence, they remain silent for the whole session; listening and receiving without speaking.

**Question 14: what are the strategies you use to surmount those problems/difficulties that arise while interacting and speaking?**

*Table.19. Strategies Students Use to Surmount Interactions' Difficulties*

Option	Frequency	Percentage (%)
Use of mother tongue	5	25%
Paraphrasing	8	40%
Ask for help	5	25%
Translation to Arabic and French	5	25%
Gestures and body language	3	15%
Stop talking and avoid negotiating	2	10%
Total	20	100%



*Figure.19. Strategies Students Use to Surmount Interactions' Difficulties*

The findings introduce the most frequent strategies that students can use to surmount and eliminate the difficulties which arise while speaking and interaction. It is noticed that 40% use paraphrasing to be the major and crucial communication strategy. This means that even if they do not have anything to say; they will change the sentences and words' structure used before by the teacher and classmates and restate them with their own style.

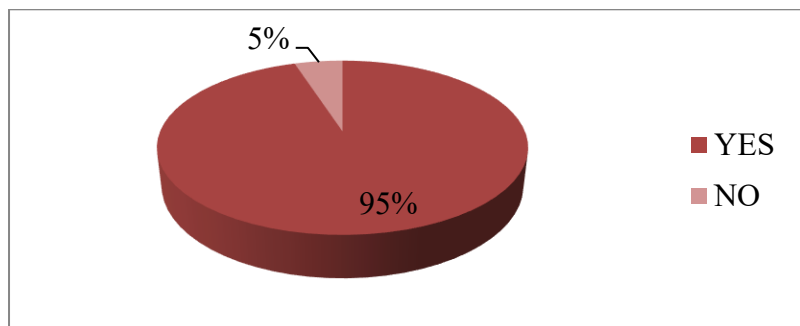
After that, 25% prefer using the mother tongue instead to express what they want to say especially when they do not have the appropriate words or way to convey and transmit the idea they got in mind. Additionally, the third category represents 25% as well, asserted that they tend to translate to Arabic and French whenever they do not understand a word, phrase or a sentence has been said by the teacher or student, so they can interact and respond correctly. And other 25% of the sample also revealed that they ask for the teacher and peers' help if they want to express their ideas claiming that it is beneficial to overcome shyness and be able to interact more. While 15% pointed that they use gestures and body language to communicate with others to convey a particular message especially when they are unable to find the exact word to use.

Finally, 10% chose to stop talking and avoid negotiating to be the least used strategy.

**Question 15: does regular interaction in classroom helps you to reduce speaking anxiety and overcome speaking mistakes? Justify.**

*Table.20. Effect of Regular Interaction on Reducing Speaking Anxiety and Mistakes*

<b>Option</b>	<b>Participants</b>	<b>Percentage (%)</b>
Yes	<b>19</b>	<b>95%</b>
No	<b>1</b>	<b>5%</b>
<b>Total</b>	<b>20</b>	<b>100%</b>



*Figure.20. Effect of Regular Interaction on Reducing Speaking Anxiety and Mistakes*

The results denote that most of the students 95% totally agreed that regular interaction helps them to reduce speaking anxiety and overcome speaking mistakes. This is because practising with the teacher and classmates decreases stress, permits to correct their mistakes and lets them get used to each other day after day the thing that helps them to feel more at ease when they express their ideas and thoughts. Others stated that it boosts their confidence and helps them to acquire new vocabularies that enrich their speech. In addition, classroom interaction motivates students to talk more proving that it is not a big deal to speak publicly even if they are going to commit mistakes.

## **Conclusion**

The present chapter was devoted to the data analysing and interpreting. In fact, the gathered data revealed the most frequent and major difficulties and barriers that reduce the students' interaction in OE classroom as well as the strategies and techniques used by both teachers and students to surmount and resolve those problems.

Through submitting two questionnaires to both students of first year and teachers of oral expression and making a classroom observation as well, the results found have proved that EFL students face many psychological and linguistic barriers that affect the interaction negatively, and prevent them from speaking and developing their communication skills.

## **Chapter Five**

### **Discussion**

#### **Introduction**

The obtained results and outcomes of the conducted study discussed in this chapter seek to confirm or conceal the previous hypotheses and answer the research questions. Moreover, it introduces the pedagogical implications of students' difficulties that reduce classroom interaction in an OE class. In addition, the researcher proposed some recommendations and suggestions for future researches related to the theme of this dissertation.

#### **Discussion of the Research Questions and Hypotheses**

It can be deduced from the findings of both students and teachers' questionnaires and classroom observation's results that first year EFL students at the department of English encounter a variety of problems and difficulties with classroom interaction in an OE classroom.

##### **Question One**

The first question was set to explore students' difficulties faced in the oral expression classroom during their interaction.

From the findings of the analysis of classroom observation, it can be concluded that during classroom interaction there is two types of students; passive and active in which many of them face a set of problems (lack of vocabulary, grammatical and pronunciation mistakes), and psychological problems as well (lack of self-confidence, motivation, fear of being judged, anxiety and nothing to say) which are crucial factors that affect students' interaction

negatively. Moreover, the fact that the teacher encourages and motivates students by giving them a free space to speak their minds, being friendly and tolerant when they even make mistakes, praising them, choosing interesting creative topics and using a variety of techniques help students to speak more, enhances their interaction and speaking abilities, and performs effectively during a presentation, free talk or any communication act. Consequently, this would answer this research question that in its turn confirms the hypothesis which stated that first year EFL students may face linguistic and psychological problems that prevent them from participating and interacting.

Based on students and teachers' responses on the administrated questionnaires, it can be assumed that students really face different serious linguistic and psychological barriers that impede their interaction during an OE session.

As shown in the results of teachers' questionnaires about the obstacles encountered by students like lack of self-confidence as a major problem observed, anxiety, fear of being judged, lack of vocabulary, grammatical mistakes, lack of motivation, pronunciation mistakes and nothing to say; all these factors contribute to their silence and non-interaction during an OE course. On the other hand, EFL teachers are required to pay more attention and design a motivating syllabus to overcome these barriers and get students involved in the interaction and learning process. Thus, they should make them more cognizant of the importance of classroom interaction.

Students' questionnaires proved that students do not interact regularly in the classroom due to multiple linguistic barriers such as fear of making pronunciation mistakes that make them feel embarrassed specifically when they mispronounce a word and they will be laughed at by their classmates or get a negative feedback from the teacher. Also, the lack of vocabulary has a major role in the hindrance of interaction as they lack the appropriate

words to use in order to interpret what they have in mind. Additionally, the fear of making grammatical mistakes contributed in reducing students' participation as they got afraid that their fluency as well as accuracy will be affected.

Moreover, a set of psychological barriers were introduced; for instance: anxiety impedes students' interaction as it makes them shy and stressed out when they find themselves in a position when they have to talk and speak up in front of their teacher and classmates. Then, the fact that they underestimate and doubt their speaking capacities and potentials led to the lack of self-confidence where they stress out each time they speak.

After that, the lack of motivation is a significant constraint that causes loss of interest in the course itself. Additionally, fear of being judged negatively lead to making students anxious when they commit mistakes and worried about what the teacher or classmates will think of them. Finally, the problem of having nothing to say contributes to the non-participation of students and create passive students who just receiving and listening without uttering.

**Question Two:**

The second question was set to check to what extent the difficulties faced by first year EFL students affect their interaction in the classroom.

Through the classroom observation's results, it was noticed that the majority of students have chosen not to talk or speak for the whole session as they feel embarrassed, shy or anxious if they make a mistake, and they do not take part of any discussion whether it is initiated by the teacher or their peers. So, they just listen and receive which leads to creating a demotivating atmosphere for the teacher to present the lesson. Hence, the results prove the hypothesis that first year EFL students face difficulties in oral expression class, thus their

interaction is affected and they are unwilling to take part in the classroom discussion because these obstacles hinder their interaction.

The results obtained from teachers and students' questionnaires revealed that these constraints affected students' interaction negatively where it can be reduced gradually and made them prefer to keep silent and mute even for the whole session or speak less and never complete what they say as they have a negative impact on their self-confidence and motivation that will be reflected sceptically on their interaction, participation and oral performance.

### **Question Three**

The third question tends to identify and demonstrate the most frequent strategies, activities and techniques used by both teachers and students in order to motivate them to participate and surmount these difficulties for better interaction and communication.

For the results extracted from the classroom observation, it is confirmed that the teacher employed a set of techniques to encourage his/her students to participate and speak more often in the classroom including oral presentations, referential and display questions, debates, discussions and communication games like drawing and guessing.

The findings of teachers' questionnaire revealed that teachers maintain successful techniques and strategies that help them to overcome those difficulties and enhance students' interactions such as: discussions and debates which are the most preferred strategies as they give more opportunities to students to speak freely, get insights of their way of thinking and speaking, and test their critical thinking's level. On the other hand, presentations and pair/group work, communication games and selecting interesting topics motivate them be a part in the discussions. After that, dialogues, role plays and question/answer practice help students to interact and participate more.

Whereas, students use paraphrasing as a main communication strategy to overcome some of the faced obstacles during classroom interaction where they enjoy changing the language's structure using their unique own style to add their creative comments or opinions. Others, when they encounter a difficulty in transmitting the ideas they got in mind, they tend to use the mother tongue instead or translate to Arabic and French to respond correctly. Additionally, some students they just ask directly for help when they got stuck or use gestures and body language to communicate.

### **Implications of the Study**

Classroom interaction is the pillar of the teaching/learning process; it is like a scale where the teacher is going to measure the success and effectiveness of his session and evaluate his teaching methods, techniques and strategies. And a space for students to learn and express themselves more and be good speakers. Moreover, it helps them to get rid of their shyness, anxiety and be more confident when they speak in public.

This study shed light on the main serious problems and difficulties that affect students' interaction negatively and inhibit their speaking. It also aims to come up with some modern solutions that can fix some of these obstacles whether for the teacher, students or to give some suggestions to be included in the curriculum.

The results drawn from this study imply that these difficulties cannot be fixed and dealt with sometimes even if the teacher does his best to create an anxiety-free atmosphere that motivates them to talk more. Unfortunately, pushing students to interact, speak and talk more often was and still a challenging task to fulfil and an impossible arduous mission to accomplish. Therefore, more creative and innovative techniques should be applied to make this come true. Further studies should be carried out to investigate the causes and reasons that

make these obstacles sprung out and reflected the students' academic level negatively which lead to increasing their apprehension and social anxiety.

Besides, techniques and strategies used by both teachers and students seem to be inoperative enough and cannot be generalized on all of the students especially nowadays as a radical change is detected on the different procedures, methods and patterns of learning the English language. So, more attention should be paid to the technology that is conquering the world to keep pace with it when it comes to teaching and learning English as a foreign language.

### **Limitations of the Study**

Several limitations to this study are to be noted. Due to time constraints, the size of the sample was not large enough to represent the whole population. Moreover, because of the pandemic disease "COVID-19" classroom observation and the administration of questionnaires took a lot of time since the study is every two weeks to respect the health protocol; corona virus prevented the researcher from getting instant results. Besides, first year EFL students did not justify or provide explanations when it was needed, so some questionnaires were not used at all.

Finally, the research and the subjects are restricted to a single geographical area which is Chadli Benjdid University EL-Tarf.

### **Recommendations for the Research Findings**

This study aimed to explore and identify the problems faced by first year EFL students that reduce their interaction in an OE classroom. After having consulted and investigated these challenges, a set of recommendations can be afforded to EFL students, oral expression teachers, administrators at Chadli Benjdid University and the Ministry of Education.

**Recommendations to EFL Students:**

- Students should be more open to speak and interact in the classroom without fear.
- Students should take advantage of technological advancements to improve their level in English by using the latest applications that give them the chance to practise the language and exchange culture with native speakers such as: Club house, Hilokal-language exchange and Linguado that are sufficient and operative online platforms give their users opportunities to speak with people from all over the world (natives) and practise without getting afraid of being judged in a relaxing encouraging environment full of fun, harmony and good motivating vibes.
- Students who feel afraid of talking and presenting in front of the teacher and classmates can use their phones to record videos by themselves talking about a specific topic and present it for them using the data show if they feel shy and apprehensive to talk in front of an audience.
- Students should understand that some teachers stick to old teaching methods that lack creativity and ingenuity because they are unaware of the up-to-date methods and they cannot keep up with the new technological materials and brand new ideas.

**Recommendations to Oral Expression Teachers:**

- Oral expression teachers are recommended to design some lessons that are mainly based on students' preferences and interests. Through observation, it was noticed that students interact more effectively when they are asked to talk about things they are familiar with and really like such as: friendship, bullying, body shaming...etc. or topics that embody one of their past memories or experiences; they find themselves expressing and giving even more than it is needed.

- Teachers need to find effective ways to organize the oral course in which time does not become a constraint such as doing more workshops, pair/group work that ensure that all students will interact with each other and encourage cooperative work.
- Teachers need to be adapted to the latest technological trends' use and be more creative and think out of the box when it comes to their teaching techniques and methods where they can organize meetings outside the classroom using zoom and Google meet. Certainly, it will help students to negotiate meaning and clarify things they were afraid to ask about in the classroom and feel motivated to take part in the discussion. Also, teachers will get to know their students' attitudes and wants closer.
- Teachers can take advantage of "Flipped Classroom Model" concept that becomes a beneficial educational trend that revolutionized the field of education as it enables students to engage more in their own learning process, take the wheel of leadership in the class where more time will be devoted to discuss thoughts and ideas rather than transmitting facts. Additionally, it emphasizes the role of technology in EFL classrooms which makes the teaching easier and less exhausting for the teacher, and funnier and more interesting and motivating for students.
- Teachers can devote at least one session where students have the freedom to suggest modifications and adjustments for the OE classrooms and what they expect to acquire concerning the course, teacher's methods, topics and the things they prefer to add or shed light on more often. This is similar to therapy sessions where they just speak their mind to be able to sort out the faced problems and get effective and sufficient remedies.

**Recommendations for the Administrators at Chadli Benjdid University:**

- Expand the time devoted for the oral expression.
- Provide teachers with the required technical materials to help them implement new ideas in their teaching techniques.
- Provide laboratories for students and teachers to be able to apply the concept of “Flipped Classrooms” and get access to authentic materials that facilitate bringing native speakers’ voice into OE classrooms.

**Recommendations to the Ministry of Higher Education and Scientific Research:**

- Should equip the universities with the necessary pedagogical technical materials which can help both students and teachers to improve their skills and make the teaching/learning process funnier and easier inside the classrooms such as: whiteboards and smart boards.
- Should adjust the teaching curriculum by designing courses that cope with students’ expectations and teachers’ teaching strategies and integrate information and communication technology (ICT) in English teaching/learning to improve interaction between teachers and students where their motivation and participation will be increased and anxiety will be reduced.
- Seminars, trainings, workshops and online events should be organized to highlight and introduce the various learning/teaching difficulties where meetings can be arranged with global high ranked researchers to discuss the recent latest updates and make enquiries concerning their field of study.

- Curriculum designers and educational planners should think of other alternatives concerning OE teaching and to radically change it to a learner-centred approach where real public fluent autonomous speakers can be shaped and not just good students.

### **Suggestions for Further Studies**

It is recommended and highly suggested to conduct further researches on the following subjects:

- The impact of language practice applications and online platforms on enhancing students' speaking and communication skills.
- Investigating the role played by information and communication technology (ICT) on improving students' classroom interaction.
- The effectiveness of "Flipped Classrooms" as a tool that boost students' interaction and participation in OE classes.
- Exploring EFL learners' attitudes and teachers' perspectives towards the significance of using online platforms (like Club house) to improve oral proficiency and communication skills.
- Enhancing students' classroom interaction through the use of zoom meetings and seminars.
- The role of classroom interaction in improving students' language proficiency.
- Analysing students' learning preferences and interests and its effect on the improvement of classroom interaction.
- Investigating the strategies and techniques that increase students' classroom interaction.
- The impact of classroom interaction on improving the students' communication skills.

## **Conclusion**

The present study has attempted to present the frequent difficulties that inhibit students' classroom interaction. The latter is a heavy burden on the teacher to be effectively accomplished and accompanied with his/her teaching methods and strategies.

This chapter covers the discussion of the obtained findings as it was detected that the majority of first year EFL students in this study whether they have a good level or not are facing serious problems that affect their interaction negatively. The presented pedagogical implications of the research attempt to raise awareness towards the importance of classroom interaction and finding new techniques and strategies to improve it. Besides, a number of recommendations and suggestions for further researches, concerning the targeted subject in the study, are highlighted.

## References

- Adam, M. A. A. (2016). *Role of vocabulary learning strategies in promoting EFL learners performance*. Sudan. University of Science and Technology.
- Aguebet, C.R. (2017). *Investigating the effects of self-confidence on students speaking performance*. The case of first year students at the University of 8 Mai 1945, Guelma. <http://dspace.univ-guelma.dz/jspui/handle/123456789/2688>
- Akanbi, B. T., & Ndidi, K. O. C. (2020). Improving learners' oral proficiency in French through the communicative approach: Colleges of education in Oyo in focus. *Journal of Curriculum and Teaching*, 9(1), 55. <https://doi.org/10.5430/jct.v9n1p55>
- Akhemetova, A.ZH., Dalebergenova, L.E., Menlibekova, G.ZH., Dujsenbina, Q.T., & Tleuberdina, G.T. (2020). Method to overcome psychological barriers in students learning the German language. *Utopia y Praxis Latino Americana*, 25(7), pp 121-128. <https://doi.org/10.5281/zenodo.4009620>
- Alsagheer A. Mohammad, A., & Atif Alshehri, A. (2021). The impact of learning platforms on fostering listening comprehension among Saudi high school students. *المجلة التربوية لكلية التربية بسوهاج*, 76-59, (85)85. <https://doi.org/10.21608/edusohag.2021.164345>
- Anwari, A. (2019). Investigating the causes and negative effects of English

language speaking anxiety: A case study among EFL learners at Kandahar University. *American International Journal of Education and Linguistics Research*, 2(2), 10–21.

<https://doi.org/10.46545/ajjelr.v2i2.184>

Arifin, S., & Pertiwi, L. (2017). The influence of self-esteem in speaking skill at the second grade students of man 2 Madiun. *English Teaching Journal: A Journal of English Literature, Language and Education*, 5(2), 43-49.

Arifin, W. (2017). Psychological problems and challenges in EFL speaking classroom. *Register Journal*, 10(1), 29.  
doi:10.18326/rgt.v10i1.87

Baker, J., & Westrop, H. (2003). *Essential speaking skills: A hand book for English language teachers*. London.

Brown, H. D. (2000). *Principles of language learning and teaching*. London: Pearson Longman.

Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.

Calderon, J. (2006). *Methods of research and thesis writing* (2nd ed.). Mandaluyong City: National Bookstore.

Chaudron, C. (1988). *Second language classroom: Research on teaching and learning*. New York: Cambridge University Press.

<https://doi.org/10.1017/CBO9781139524469>

Damaiyanti, S. (2021). Grammatical errors made by students in speaking

English. *JETLe (Journal of English Language Teaching and Learning)*, 2(2), 15–22.

<https://doi.org/10.18860/jetle.v2i2.11945>

Demir, S. (2017). An evaluation of oral language: The relationship between listening, speaking and self-Efficacy. *Universal Journal of Educational Research*, 5(9), 1457-1467.

Eisenring, M. A., & Margana, M. (2019). The importance of teacher – student’s interaction in communicative language teaching (Clt). *PRASASTI: Journal of Linguistics*, 4(1), 46.  
doi:10.20961/prasasti.v4i1.17052

Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. *Asian Journal of Education and Social Studies*, 10(4), 16-37. <https://doi.org/10.9734/ajess/2020/v10i430273>

Gherbi, H., & Allouti, S. (2020). *Exploring the Difficulties Reducing EFL Students’ Interaction in Oral Expression Class. Case Study: First Year LMD Students of English at University of Jijel.*

Gilakjani, A.P. (2011). Why is pronunciation so difficult to learn? *English Language Teaching*, 4(3), 74-83. <http://www.ccsenet.org/elt>.

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners’ listening comprehension difficulties in English language learning: A literature review. *English Language Teaching*, 9(6), 123.  
<https://doi.org/10.5539/elt.v9n6p123>

- Gordillo, L. M. (2011). Desarrollo de la comunicación oral en la clase de inglés  
Development of oral communication in the English class.  
*Revista Digital Innovación y Experiencias Educativas*, 38, 1-9
- Hanum, N.S., (2017). The importance of classroom interaction in the teaching of  
reading in junior high school. Graduate school conference.  
Universities Negeri Malang.
- Herrera Díaz, L. E., & González Miy, D. (2017). Developing the oral skill in  
online English courses framed by the community of inquiry.  
*Profile Issues in Teachers' Professional Development*, 19(3),  
73-88. <http://dx.doi.org/10.15446/profile.v19n1..55957>.
- Hwaider, S. (2017). Problems of teaching the listening skill to Yemeni EFL  
learners. *International Journal of Scientific and Research  
Publications*, 7(6), 140-148.
- Johnson, K.(2008). *An introduction to foreign language learning and teaching*.  
Pearson.
- Juhana. (2012). Psychological factors that hinder students from speaking in  
English class: A case study in a senior high school in South  
Tangererang, Banten, Indonesia). *Journal of Education and  
Practice*, 3(12), 100-110.[http:// www.iiste.org](http://www.iiste.org)
- Kadamovna, S.N. (2021). The Importance of speaking skills for EFL  
learners. *International Journal of Innovations in Engineering  
Research and Technology*, 8(1), 28–30. Retrieved from

<https://repo.ijert.org/index.php/ijert/article/view/9>

Khoiriyah, A., & Fauziati, E. (2018). Classroom interaction in English speaking class: A naturalistic study at English One Course Surakarta (Doctoral dissertation, Universitas Muhammadiyah Surakarta). Longman.

Kumar, T. (2021). 'Desire to learn, learn to shine': Idolizing motivation in enhancing speaking skill among L2 learners. *Cypriot Journal of Educational Science*. 16(1), 411-422.  
<https://doi.org/10.18844/cjes.v16i1.5542>

Lap, T. Q., & Thy, H. V. (2017). EFL teachers' challenges in maximizing classroom interaction. *Studies in English Language Teaching*, 5(4), 695. doi:10.22158/selt.v5n4p695

Lucha, Z. T., & Berhanu, A. (2016). A study on the implementation of students' classroom oral interaction in sire secondary school EFL class: Grade 10 in focus. *Science, Technology and Arts Research Journal*, 4(2), 294. doi:10.4314/star.v4i2.41

Lynch, T. (2009). *Teaching second language listening*. Cambridge: Cambridge University Press.

Lynch, T. (2009). *Teaching second language listening*. Oxford University Press.

Macis, M., & Schmitt, N. (2017). Not just 'small potatoes': Knowledge of the idiomatic meanings of collocations. *Language Teaching Research*, 21(3), 321-340.

- Mamasharifovich, N. B. (2020). The importance of listening to learn English language. *Pal Arch's Journal of Archaeology of Egypt/Egyptology*, 17(7), 8510-8520.
- Musa, H.M. (2019) The effect of motivation in improving students' speaking skill performance in secondary school. *Journal of the College of Basic Education*, 1(1), 105-136. <http://www.iasj.net>
- Najla, N., Fatimah, S. (2020). Common grammatical errors in oral communication made by Indonesian EFL learners. *Journal of English Language Teaching*, 9(4), 740-749, doi: 10.24036/jelt.v9i4.110341
- Pasarlay, M.N. (2020). Factors affecting student confidence in English Speaking classes. *International Journal of Science and Research*, 9(2), 275-278. <http://www.ijsr.net>
- Pazmiño, L. M., Saltos, M. Y., Muñoz, E. R., & Saltos, C. R. (2017). Método ecléctico, enfoque comunicativo para desarrollar aprendizajes significativos. Caso de estudio Instituto de Idiomas de l'Universidad Estatal de Bolívar, periodo marzo – agosto del 2013. 11, 549–583
- Pourhosein Gilakjani, A. (2011). A Study on the situation of pronunciation instruction in ESL/EFL classrooms. *Journal of Studies in Education*, 1(1). <https://doi.org/10.5296/jse.v1i1.924>
- Praise, S., & Meenakshi, K. (2014). Importance of grammar in communication. *International Journal of Research Studies in Language*

- Learning*, 4(1), 97-101. <https://doi.org/10.5861/ijrsll.2014.789>
- Renukadevi, D. (2014). The Role of listening in language acquisition; The challenges & strategies in teaching listening. *International Journal of Education and Information Studies*, 4(1), 59-63.
- Richards, J. C., & Schmidt, R. (2006). *Longman Dictionary of Language Teaching & Applied Linguistics* (3<sup>rd</sup> ed.). London: Pearson Education. Print
- Rustandi, A., & Mubarok, A. H. (2017). Analysis of IRF (Initiation-Response-Feedback) on classroom interaction in EFL speaking class. *EduLite: Journal of English Education, Literature and Culture*, 2(1), 239–250.
- Shimma, M.H. (2017). Problems of teaching the listening skill to Yemeni EFL learners. *International Journal of Scientific and Research Publications*, 7(6), 140-148.
- Surmanov, S, & Azimova, M. (2020). Analysis of difficulties in vocabulary acquisition. *Journal of Legal Studies and Research*.6(1), 144-153. [http:// www.thelawbrigade.com](http://www.thelawbrigade.com)
- Suwandi, D.T., (2009). Designing speaking test. *ELT Journals*, 4(8). 183-191. <http://journal.kopertis6.or.id/index.php/eks/article/download/74/59>
- Thornbury, S. 2004. *How to teach vocabulary*. London: Longman
- Tri, L. (2017). The influence of listening English song to improve listening skill

in listening class. *Academica: Journal of Multidisciplinary Studies*, 1(1), 35-49.

UR, P. (1996). *A Course in language teaching: Practice and theory*.

Cambridge: Cambridge University Press.

UR, P. (2000). *A Course in Language Teaching: Practice and Theory*.

Cambridge: Cambridge University Press.

Winanta, A., Rochsantiningsih, D., & Supriyadi, S. (2020). Exploring EFL classroom

interaction: An analysis of teacher talk at senior high school level. *ELS*

*Journal on Interdisciplinary Studies in Humanities*, 3(3), 328–343.

<https://doi.org/10.34050/elsjish.v3i3.11061>

Xiao-Yan, M. (2006). Teacher talk and EFL in university classrooms. Unpublished master's

thesis, Chongqing Normal University & Yangtze Normal University, China,

5-13.

Yanfen, L., & Yuqin, Z. (2010). A Study of teacher talk in interactions in English classes.

*Chinese Journal of Applied Linguistics*, 33(2), 76-86.

## Appendices

# Appendices

## Appendix A

### Classroom Observation Schedule

Title of the research: Exploring the Difficulties that reduce EFL Students' Interaction in Oral Expression Classes. The Case Study: First Year LMD Students of English at CBU -EL TARF.

Name of the teacher: Mrs. Ladaci Naima

Date of the session observed: \_\_\_\_\_

#### **A- Learners' Participation and Interaction**

1. Do students actively interact in the classroom?
2. Are the learners able to produce full sentences with correct vocabulary?
3. Do learners have enough confidence to participate?
4. Do they make pronunciation and grammatical mistakes?

#### **B- Teachers' Attitude in the Classroom**

1. Does the teacher encourage learners to interact and participate?
2. Does the teacher create interesting topics?
3. Does the teacher interrupt students' answers and correct them?

#### **C- Presentation of the Lesson**

1. Does the teacher have a lesson plan?
2. Does the teacher use a variety of techniques?
3. Does the teacher set his students to work in peers/groups?
4. Does the teacher ask them to prepare something for the upcoming sessions?

#### **D-Teacher-Student Interaction**

1. Does the student try to clarify and negotiate meaning with the teacher?
2. Does the teacher motivate the learners by praising them?

## Appendices

### Appendix B

#### Teachers' Questionnaire

Dear teacher,

You are kindly invited to fill in this questionnaire which serves as a tool for investigating the difficulties that reduce students' interaction in an oral expression classroom. I would be very grateful if you could take the time and energy to share your experience by answering these questions. Your answers are of great interest for the validity of this research.

Please, tick (✓) the choice that fits your answer and make full statement whenever necessary.

Thank you in advance for your cooperation

#### Section One: Classroom Interaction

1. How long have you been teaching oral expression?

.....

2. Teaching a language for you means:

a) Teaching grammatical rules and lists of vocabulary

b) Teaching how to communicate using these rules

Others, please specify

.....

.....

3. Is classroom interaction significant? a) Yes  b) No

Please, justify

.....

.....

4. In classroom, you are:

a) Most talking

b) Average talking

c) Less talking

Why?

.....

.....

## Appendices

5. How often do students interact in oral expression classroom?

- a) Always  b) sometimes  c) Rarely  d) Never

Whatever your answer, Say why?

.....  
.....

6. Do you try to be friendly and create a pleasant anxiety-free atmosphere in the classroom?

- a) Yes  b) No

How?

.....  
.....

### Section Two: EFL Students' Interaction Difficulties in Oral Expression Classroom

7. Do you think that the amount of time devoted to oral expression is sufficient?

- a) Yes  b) No

Justify your answer

.....  
.....

8. Is it possible to make all the students participate and interact in the classroom?

- a) Yes  b) No

Please, explain.

.....  
.....

9. If No, what are the frequent difficulties and causes that prevent your students from interacting in oral expression class?

- a) Lack of vocabulary  b) Grammatical mistakes  c) Pronunciation mistakes   
d) Fear of being judged  e) Anxiety  f) Lack of self-confidence   
g) Lack of motivation  h) Nothing to say

Others please specify.

.....

## Appendices

.....  
10. What are the speaking activities and strategies do you think are relevant to encourage and motivate your students to interact and create a successful interaction?

- a) Dialogues  b) Debates and discussion  c) Presentations  d) Role plays   
e) Communication games  f) Pair and group work  g) Question and answer practice   
h) Extra marks  i) Selecting interesting topics

11. Would you add any further recommendations about this subject?

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

**THANK YOU**

## Appendices

### Appendix C

#### Questionnaire for Students

Dear student,

The questionnaire serves as a data collection tool conducted as a part of research aiming to explore the difficulties that EFL students face when interacting in oral expression class. I would be very grateful if you could take the time and the energy to share your experience by answering the questions below. Your answers will be a great help for the completion of this work.

Please, tick (✓) the answer that represents your correspondent choice and give full answer or justification when necessary.

Thank you very much for your help

#### Section One: Classroom Interaction in Oral Expression Classroom

1. Do you interact in the classroom? a) Yes  b) No

2. Do you think that classroom interaction is? a) Important  b) Unimportant

Why?

.....

.....

3. Who does most of the talk in the oral expression class?

a) Student  b) Teacher  c) Teacher and student

Please, justify your answer.

.....

.....

4. How often does the teacher let you interact and share ideas in classroom?

a) Always  b) Sometimes  c) Rarely  d) Never

5. When you interact in the classroom, Is it?

a) Your personal decision  b) The teacher who asks you

6. What is the type of interaction you enjoy the most?

a) Teacher-Student interaction  b) Student-Student interaction

## Appendices

Please, Say why?

.....

.....

7. Which of the following interaction techniques do you prefer the most?

- a) Pair and group work  b) Communication games  c) Discussion games   
d) Asking and answering questions  e) Oral presentations  f) Role plays   
g) Story telling

8. Does your teacher encourage you to interact in the classroom? a) Yes  b) No

Please, justify your answer.

.....

.....

### Section Two: EFL Students' Interaction Difficulties and Causes in Oral Expression Class

9. Do you like oral expression course? a) Yes  b) No

Please, tell why?

.....

.....

10. How often do you participate in an oral course?

- a) Always  b) Sometimes  c) Rarely  d) Never

11. Do you feel stressed out and afraid about participation and interaction in oral expression class? a) Yes  b) No

12. If yes, is it because:

- a) Lack of vocabulary  b) Fear of making grammatical mistakes   
c) Fear of making pronunciation mistakes

13. Or you do not interact because of:

- a) Fear of being judged  b) Anxiety  c) Lack of self-confidence   
d) Lack of motivation  e) Nothing to say

Others please specify.

.....

## Appendices

.....  
14. What are the strategies you use to surmount those problems/difficulties that arise while interacting and speaking?

- a) Use of mother tongue instead  b) Use of paraphrasing  c) Ask for help   
d) The use of translation to Arabic and French  e) Use of gestures and body language   
f) Stop talking and avoid negotiating

15. Does regular interaction in classroom helps you to reduce speaking anxiety and overcome speaking mistakes? a) Yes  b) No

Please, justify your answer by telling how.....  
.....

**THANK YOU FOR YOUR COLLABORATION**