Investigating EFL Teachers' and Learners' Perception of the Effect of Classroom Interaction on Enhancing Learners' Communicative Competence

The Case of Third Year Students at Larbi Ben Mhidi University, Oum El-Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a Foreign Language

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Dedication

In the Name of Allah, the Most Gracious, the Most Merciful

I dedicate this modest work:

To my dear parents, my sisters and brothers. I thank you all for your endless love, patience, and support. You are the source of success.

To all my family.

To my husband

To all my friends and classmates.
Acknowledgement

First of all, I thank Allah for always guiding me and giving me strength to make this modest work.

My greatest gratitude goes to my supervisor Mr. BOULMAIZ; I appreciate his guidance, help, and support.

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My deepest thanks to all my teachers from primary to university.

Special thanks to third year students for their cooperation.
Abstract

This work is concerned with EFL teachers' and students' perception of the effect of classroom interaction on enhancing learners' communicative competence. It is certain that the cornerstone of language learning is to interact using that language appropriately. Consequently, classroom interaction is considered as an important aspect for EFL teachers and learners in language/learning process. This study aimed at testing one hypothesis which was formulated as follows: a successful classroom interaction has an effect on learners' communicative competence development. In the current study, a descriptive method was applied through two questionnaires. The first questionnaire was addressed to 40 third year LMD students from the department of English at l'Arbi Ben Mhidi University. The second one was administered to 10 teachers of oral expression at the same department. On the basis of the data collected from both questionnaires, our hypothesis was confirmed. Results showed that most teachers and learners believe that through classroom interaction, learners can enhance their communicative competence because both of them are aware of the importance of interaction inside the classroom.

Key words: classroom interaction, communicative competence
List of Abbreviations

%: Percentage

EFL: English as a Foreign Language

Q: Question

LMD: License-Master-Doctorate

TL: Target Language

IRE: Initiation-Response-Evaluation

VS: Versus

2L: Second Language
# List of figures

## Chapter One

- Figure 1. Interaction between Teacher and Students .................................................. 8
- Figure 2. Student- Student Interaction ........................................................................... 9
- Figure 3. Stages in the Management of Pair and Group Work ................................... 11
- Figure 4. Celce- Murcia, Dornyei and Thurell's Communicative Competence Dynamic Model ................................................................................................................. 24

## Chapter Two

- Figure 1. Students' Gender ............................................................................................. 36
- Figure 2. Percentage of Students Choosing to Major in English ................................. 37
- Figure 3. Students' Participation in the Classroom ....................................................... 38
- Figure 4. Students' Preference of Individual, Pair, Group Work ................................ 39
- Figure 5. Students' Preference of the Type of Interaction ............................................ 40
- Figure 6. Students Attitudes towards Teachers' Role in Oral Expression Module ........ 41
- Figure 7. Students' Preference of the Oral Activities to be engaged in ...................... 42
- Figure 8. Students' Awareness of the Importance of Classroom Interaction ............ 43
- Figure 9. Aspects Students Focus on when Learning a Language ............................... 44
- Figure 10. Students' Manner of Response ................................................................... 45
- Figure 11. Students' Manner of Speaking ................................................................. 46
- Figure 12. Students' preference of the Types of Activities ......................................... 47
Figure 13. Students' Manner of Participation .................................................................48

Figure 14. Students' Perception of the Effect of Classroom Interaction on Enhancing Learners' Communicative Competence .................................................................49

Figure 15. Teachers' Gender ..........................................................................................53

Figure 16. Frequencies of using Group and Pair Work by Teachers ..............................54

Figure 17. Teachers' Perception of the Role of Cooperative Learning in Enhancing Learning ..................................................................................................................55

Figure 18. Teachers' Preference of the Type of Interaction to conduct while Teaching ....56

Figure 19. Teachers' Frequencies of Using IRE Sequence ............................................57

Figure 20. Students' Freedom to Choose Topics to be discussed .................................58

Figure 21. Teachers Choice of Activities ......................................................................59

Figure 22. Teachers' Attitudes towards the Importance of Classroom Interaction .......60

Figure 23. Teachers' Use of Communicative Approach ..............................................61

Figure 24. Teachers' Frequencies of Using the Communicative Approach .................62

Figure 25. Teachers' Perception of Language Learning ..............................................63

Figure 26. Students' Application of Turn-taking ..........................................................64

Figure 27. Students' Frequencies of Responding Appropriately to the Setting ..........65

Figure 28. Teachers' Focus while Teaching oral Expression .......................................66

Figure 29. Teachers' Attitudes towards the Effect of Classroom Interaction on Students' Communicative Ability ..........................................................67
Figure 30. Teachers' Perception of the Role of Classroom Interaction in Enhancing Learners' Communicative Competence……………………………………………………68

List of content

Dedication……………………………………………………………………………… VII
Acknowledgement…………………………………………………………………… VII
Abstract………………………………………………………………………………….. VII
List of Abbreviation…………………………………………………………………… VII
List of Figures………………………………………………………………………….. VII
List of Content………………………………………………………………………… VII

General Introduction

Statement of the problem……………………………………………………………2
Aim of the Study…………………………………………………………………… 2
Research Questions and Hypothesis……………………………………………… 2
Means of Research…………………………………………………………………… 3
Structure of the Study………………………………………………………………… 3

Chapter One: Classroom Interaction and Communicative Competence

Section One: Classroom Interaction
Introduction ........................................................................................................................................... 5

1.1.1 Interaction and Classroom Interaction ...................................................................................... 5

1.1.2 The Role of Classroom Interaction .......................................................................................... 6

1.1.3 Types of classroom interaction .................................................................................................. 7

1.1.3.1 Teacher-Learner Interaction ................................................................................................ 7

1.1.3.2 Learner-Learner Interaction ................................................................................................ 8

1.1.3.4 Learner-Content Interaction ................................................................................................ 9

1.1.4 Aspects of the Classroom Interaction ....................................................................................... 10

1.1.4.1 Cooperative learning ........................................................................................................... 10

1.1.4.2 Managing Pair and Group work ........................................................................................ 10

1.1.4.3 Communicative activities .................................................................................................... 11

1.1.4.4 Teacher talk ....................................................................................................................... 12

1.1.4.5 Teacher’s role in an interactive classroom ........................................................................ 14

1.1.6 Management of Classroom interaction .................................................................................... 15

Conclusion ........................................................................................................................................... 16

Section Two: Communicative Competence

Introduction ........................................................................................................................................... 19
1.2.1 Chomsky's View of Competence

1.2.2 Communicative Competence

1.2.3 Communicative Competence Models
   1.2.3.1 Swain and Canal's Model of Communicative Competence
   1.2.3.2 Bachman and Palmer's Model of Communicative Competence
   1.2.3.3 Celce-Murcia, Dornyei and Thurell's Model

1.2.4 Fluency VS Accuracy

1.2.5 Criteria for Assessing Communicative Competence
   1.2.5.1 Adaptability
   1.2.5.2 Conversational Involvement
   1.2.5.3 Conversational Management
   1.2.5.4 Empathy
   1.2.5.5 Effectiveness
   1.2.5.6 Appropriateness

1.2.6 Morrow's Principles of Communicative Methodology

1.2.7 Classroom Communicative Competence

Conclusion
Chapter Two: The field of work

Introduction .............................................................................................................33

2.1 Methodology .....................................................................................................33
   2.1.1 Means of Research ...................................................................................33
   2.1.2 Population and Sampling .......................................................................33

2.3 Definition of Questionnaires ..........................................................................34

2.4 The Students' Questionnaire ...........................................................................34
   2.4.1 Description of Students' Questionnaire ..................................................34
   2.4.2 Analysis of the Questionnaire .................................................................35
   2.4.3 Discussion of the results .........................................................................50

2.5 The Teachers' Questionnaire ...........................................................................52
   2.5.1 Description of Teachers' Questionnaire ..................................................52
   2.5.2 Analysis of the Questionnaire .................................................................53
   2.5.3 Discussion of the results .........................................................................69

2.6 Pedagogical implications ..................................................................................70

2.7 Limitations of the study ..................................................................................70

2.8 Recommendations for Further Research .......................................................71
Conclusion…………………………………………………………………………………………71

General Conclusion…………………………………………………………………………………72

Bibliography

Appendices

Appendix One: The Students' Questionnaire

Appendix Two: The Teachers' Questionnaire
General Introduction

1. Statement of the Problem

2. Aim of the Study

3. Research Question and Hypothesis

4. Means of Research

5. Structure of the Study
General Introduction

1. Statement of the Problem

Recently, many researchers move their attention from teaching a second or foreign language using traditional methods that are based on transmitting lectures and courses to focusing on the most problematic issue, which is "interaction". Since the most important objective of teaching English as a foreign language is to make learners able to communicate successfully, we need to focus on classroom interaction. However, engaging learners in classroom interaction could be a significant factor which develops their communicative competence. Furthermore, knowing EFL teachers and students perception of the importance of classroom interaction will let teachers work to develop learners’ communicative ability through interacting inside their classrooms.

2. Aim of the Study

The present study seeks to investigate the effect of classroom interaction in improving EFL learners' communicative abilities from teachers' and learners' perspective. In addition, it aims to know whether teachers and students are aware of the importance of classroom interaction.

3. Research Question and Hypothesis

The proposed study will be guided by the following research questions:
• Do teachers and students at l'Arbi Ben Mhidi University believe that classroom interaction affects learners' communicative competence development in the target language?

• Are students and teachers at the department of English aware of the importance of improving learners' communicative ability through classroom interaction?

In the light of the above raised questions we hypothesize as follows:

• a successful classroom interaction has an effect on learners' communicative competence development

4. Means of Research

In order to answer the research questions mentioned above, a descriptive method will be conducted. It will be based on two questionnaires. These questionnaires will be distributed to both teachers and third year LMD students at the department of English at l’Arbi Ben Mhidi University; Oum El-Bouaghui. The first questionnaire will be distributed to a sample of 40 third year LMD students to investigate to what extent classroom interaction affects their ability of communication. The second questionnaire will be distributed to ten teachers of oral expression to investigate their beliefs towards classroom interaction and communicative competence.

6. Structure of the Study

This research will be basically divided into two main parts. The first chapter will be devoted to the theoretical part of the study which consists of two main sections. On one hand, the first section is a theoretical foundation seeks to shed light on the concept of classroom interaction and its different aspects (definition, types, cooperative learning...). On the other
hand, the second section will deal with the concept of communicative competence (definition, models...). The second chapter is devoted to the practical part of the study. It is mainly concerned with data analysis (the analysis of teachers’ and students’ questionnaires).
CHAPTER ONE

Section One: Classroom Interaction

Introduction

1.1.1 Interaction and Classroom Interaction
1.1.2 The Role of Classroom Interaction
1.1.3 Types of Classroom Interaction
   1.1.3.1 Teacher-Learner Interaction
   1.1.3.2 Learner-Learner Interaction
   1.1.3.4 Learner-Content Interaction
1.1.4 Aspects of the Classroom Interaction
   1.1.4.1 Cooperative Learning
   1.1.4.2 Managing Pair and Group Work
   1.1.4.3 Communicative Activities
   1.1.4.4 Teacher Talk
   1.1.4.5 Teacher's Role in an Interactive Classroom
1.1.6 Management of Classroom Interaction

Conclusion
Introduction

Interaction has a major role in the EFL classrooms in which teachers base their way of teaching on communication to transmit language knowledge. In this section of the first chapter, classroom interaction will be discussed through explaining its most significant roles, moving to stating its types including teacher–student interaction, student-student interaction and student-content interaction. Then, a part of this section will deal with various aspects of classroom interaction which highlight different communicative activities that teachers may adopt in the classroom to generate an active interaction. In addition, teachers' role and talk in an interactive classroom will be discussed.

1.1.1 Interaction and Classroom Interaction

Firth, Sowton, Hewings, and Thaine (2012) defined the word "interaction" as "an occasion when two or more people or things communicate with or react to each other" (p. 29). In other words, it is an occasion when people can go through exchanging verbal and non-verbal messages. In addition, Hadfield and Hadfield (2008, as cited in Batite 2013) gave another definition of "interaction" in their book Introduction to Teaching English mentioning that this concept joins expressing a message or a thought and replying to other participants you are talking to with the appropriate language that they are able to understand, which leads to an effective communication among them.

Moreover, language teachers consider "interaction" in the classroom as a significant concept in the learning process, when giving and receiving verbal or non verbal information between the teacher and the learner or among the learners themselves create a beneficial conversation that leads to a successful communication in the classroom. Brown (1994)
supported this idea when stating that "…interaction is, in fact, the heart of communication, it is what communication is all about" (p. 165).

1.1.2 The Role of Classroom Interaction

Classroom interaction is an effective factor that helps learners to produce comprehensible output; it gives them opportunities to practice the target language in the classroom and to receive an acceptable amount of feedback from the participants (teachers and learners). In language learning, interacting in the classroom allows learners to acquire what they lack through discussing in pairs and groups, because when a participant produces an appropriate language, it will be considered as an input for the rest of the participants (Hedge, 2000).

Therefore, interaction takes a significant place in teaching/learning process. Chauderon (1988 as cited in Allwright and Breen, 1989) stated:

Interaction is viewed as significant because it is argued that:

a. Only through interaction, the learner can decompose the TL structures and derive meaning from classroom events.
b. Interaction gives learners the opportunities to incorporate TL structures into their own speech (the scaffolding principles) and
c. The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners. (p. 10).
For Chauderon (1988), interaction in the classroom paves the way for learners to shape their language knowledge and structure in their own style, as well as he mentioned, also, that the communication that occurs every day between the participants is related to the type of classroom events they are engaged in and communicative tasks they attempt to solve.

1.1.3 Types of Classroom Interaction

Communication takes an important place in the classroom where teachers interact with learners and learners interact with each other as well according to the kind of the activity or the task. So, it involves all the participants in the classroom. Here, the most significant types of classroom interaction will be discussed.

1.1.3.1 Teacher -Learner Interaction

Many researchers who believed that when teachers exchange instructions and stimulate classroom interaction with their students, it gives an acceptable amount of chances for the learners to communicate and to acquire different skills of the target language and to get valuable feedback which are essential for an effective construction of students' knowledge (Chauderon, 1988). Moreover, in an interactive classroom, teacher-student interaction is helpful for learners in shaping their developmental ways through the various communicative activities and actions in the classroom in different approaches. The first way is that teachers show certain communicative actions and provide ways for learners to adopt them. Another way, which is giving students valuable opportunities to participate and express themselves and learn as much as possible from the tasks. Finally, teachers' interaction with learners allows them to reveal the standards against which students achievements are measured (Hall and Verplaetse, 2000).
The following figure shows how teacher-student interaction works in the classroom:

Figure 1.

Interaction between Teacher and Students (Scrivener, 2005 as cited in Kouicem, 2010, p. 14)

1.1.3.2 Learner-Learner Interaction

Many researchers pay the most of their attention to understanding teacher-student interaction under the umbrella of classroom communication. However, there is another type of classroom interaction that takes place during learning process in the classroom which is the interaction that occurs between students themselves.

Students communicating with each other leads to the achievement of certain cooperative, competitive, and individualistic goal structures: Cooperative goal structure deals with collaborative activities among the interactive students, whereas competitive goal structure assists the interaction of conservative students, and individualistic goal structure, which indicates little of communication among learners. Hence, the choice of a specific type
of goals structure depends on the kind of the instructional goals and the sort of the activities (Johnson, 1995).

Student-student interaction is illustrated in the following figure:

**Figure 2.**

**Student- Student Interaction (Scrivener, 2005 as cited in Kouicem, 2010, p. 15)**

![Student-Student Interaction Diagram]

**1.1.3.4 Learner-Content Interaction**

Moore (2013) explained this type of interaction as it is a kind of conversation between the student and the content including the way the author of the instructional material writes and addresses the student and how the writer uses descriptions, explanations and how the examples of the subject matter are illustrated. Actually, the learner-content interaction is well defined and organized, but it does not have enough focus from researchers in the current studies like the other interaction types have, simply, because teacher-learner interaction and
learner-learner interaction are decided by the choice and the selection of the content. Thus, it is not easy to get an overall discussion about such interaction (Spilk, 2015).

1.1.4 Aspects of the Classroom Interaction

Classroom interaction includes various significant aspects which take a place in learning-teaching process; the most important ones will be discussed below:

1.1.4.1 Cooperative Learning

According to Slavin (1995), cooperative learning is: "the variety of teaching methods in which students work in small groups to help one another learn academic content "(p. 18), that is to say, cooperative learning is an instructional method in which students are supposed to work together in groups for the objective of enhancing their learning and supporting each other to achieve their common goals.

1.1.4.2 Managing Pair and Group work

Teachers should prepare and organize their classrooms to avoid certain problems that may face them while interacting and communicating with their students, such as the errors that students commit and repeat frequently. They can do so through making pair and group work. And to get more oral interaction in the classroom, teachers can form groups or pairs at the beginning of the year; so that learners can form themselves automatically every time they have a group or pair work to avoid wasting time during the lesson or the tasks. Here, teachers can provide their students with various communicative activities to help them interact successfully with them or with their classmates (Lindsay and knight, 2006).
Stages in the Management of Pair and Group Work

A well organized pair or group work in the classroom leads to an effective communication and participation by the learners the teacher trains. So, Davies and Pearse (2000) listed different useful stages in the management of pair and group work illustrated in the following figure:

Figure 3

Stages in the Management of Pair and Group Work (Davies and Pearse, 2000, p. 126)

Teachers provide their learners with the needed instructions and knowledge then check out their understanding. After that, while students work in pairs or groups, the instructors
assist their learners and monitor their performance. At the end, they may give some tasks and correct their students when they commit errors.

1.1.4.3 Communicative Activities

In the classroom, it is a big challenge for teachers to make their learners communicate. So they may adopt various activities which encourage and motivate students to interact with each other. However, different scholars dealt with this type of activities, but the most important communicative activities will be discussed below.

1.1.4.3.1 Information-gap Games

It is a type of communicative activities that are based on giving the appropriate right words or phrases, when learners communicate with each other to complete a sentence, solve a puzzle, draw and arrange things according to what their classmates describe (Harmer, 2007).

Bygate (1987) reported some different examples of information-gap activities in her book *speaking*:

- Describe and draw: a student draws a picture and gives to a partner to describe it.

- Describe and arrange: a student gives some instructions and a classmate arranges the objects he or she is exposed to according to the given information.

- Describe and identify: a student describes a specific picture from different ones, and his partner should identify the described one.

- Find the differences: students work in pairs, each pair has the same picture with a particular number of differences which they should figure out through them.
1.1.4.3.2 Discussions

A second important type of the oral tasks which can be used in the classroom is discussion. Teachers can go through discussions with their students without being dominant or playing the role of the principle participant in this interactive activity. However, Gower, Philips and Walters (1995) suggested some tips for instructors to build up an active discussion; they believe that teachers should make sure that:

- Students show interest to the subject matter they are discussing and have the ability to give their own information about it.

- The subject provokes students and motivates them to interact and speak.

- Students have already the needed language to discuss (basically vocabulary and structure) through their preparation at home or from previous lessons;

- The activity is well organized and structured so that all students can be part of the discussion.

1.1.4.3.3 Role plays and Simulations

It is a type of communicative activities which is based on the oral presentation. In the classroom, the participants work together where they may act as themselves or play different roles according to a specific setting decided by the instructor and when they give these roles to their learners, the simulation becomes a role-play (Harmer, 2007). However, this point is illustrated by Gower et al (1995) definition of the role play by stating that: "A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person they take part in a situation, acting out a conversation" (p. 105).
Moreover, they gave an example of a simulation task which is telling students that the restaurant of their school is broke, and if there is no money to fix this situation, it will be closed, and they should find solutions as responsible persons in the school.

1.1.4.4 **Teacher Talk**

Teachers use the language in a particular way and in a specific manner to control classroom interaction and to avoid the problematic situations caused by the mismanagement in the classroom. Thus, Johnson (1995) emphasized an important sequence of acts that organizes classroom participants' communicative behaviors, which is called IRE sequence. It means:

- **Initiation act**: this phase suggests that the teacher is responsible of beginning the communication by asking a question or giving an issue to discuss, so that student will be exposed to the content.

- **Response act**: this aspect has relationship with students' response to the teacher question or instructions.

- **Evaluation act**: the closing phase deals with the teachers' evaluation of their students' performance and predicting their achievement concerning what they learned.

1.1.4.5 **Teacher's role in an interactive classroom**

Harmer (2007) suggested that a competent teacher is the teacher who plays different roles in the classroom, but there are specific roles that instructors need to take into consideration to create an interactive classroom and make their learners interact with each other. However, he focused on three main roles:
- Prompter: teachers may help students while they get lost during the discussion and lead them when they do not find what to say in a particular situation to get rid of the fear of failure.

- Participant: teachers may be a part of the participations in the classroom; they can communicate with their students while solving interactive tasks and in the same time they present new information indirectly (as a participant not as an instructor) which learners will develop and create unstoppable conversation using teachers' clues rather than stop them or order them to talk about a specific issue.

- Feedback provider: providing learners with feedback is considered as a difficult challenge for teachers, because this role requires instructors to know when and how to correct students and to be conscious of the appropriateness of the feedback they give.

1.1.6 Management of Classroom interaction

According to Bygate (1987), classroom participants have a kind of freedom scope when they interact with each other and benefit from the existent opportunities to speak and communicate. Furthermore, they have the right to participate without being interrupted by the other members. Bygate (1987) claimed that the most two significant aspects concerning an organized interaction management are: agenda management and turn-taking.

1.1.6.1 Agenda management

Agenda management deals with the right of teachers and learners to choose the topic they will discuss and decide how long the duration is. Moreover, they have the priority to begin, control and end the discussion without interpretation from another party.

1.1.6.2 Turn-taking
The participants should know when to speak and give opportunities to others to participate, because it will not be a healthy atmosphere for a better interaction in the classroom if the whole discussion is dominated by one or two participants. So, teachers and learners should:

- Get how they show signals or say particular phrases to take a turn to express their opinion.

- Know the appropriate moment to speak and avoid being a rude participant.

- Avoid interrupting the participants who talk and let them finish their ideas rather than braking their discussion.

- Recognize when other participants want to talk and understand their signals (gestures or phrases).

- Know the way how to let other participants take a part of the conversation.

**Conclusion**

The first section explained classroom interaction as an essential aspect in EFL learning process which has a great importance including different types of interaction (teacher-student interaction, student-student interaction, student-content interaction). In addition, it dealt with various significant aspects such as cooperative learning shedding light on pair and group work, communicative activities, and moved to explaining teachers' role and talk. Finally, it discussed the management of classroom interaction containing agenda management and turn-taking.
Section Two: Communicative Competence

Introduction

1.2.1 Chomsky's View of Competence

1.2.2 Communicative Competence

1.2.3 Communicative Competence Models

1.2.3.1 Swain and Canal's Model of Communicative Competence

1.2.3.2 Bachman and Palmer's Model of Communicative Competence

1.2.3.3 Celce-Murcia, Dornyei and Thurell's Model

1.2.4 Fluency VS Accuracy

1.2.5 Criteria for Assessing Communicative Competence

1.2.5.1 Adaptability

1.2.5.2 Conversational Involvement

1.2.5.3 Conversational Management

1.2.5.4 Empathy
1.2.5.5 Effectiveness

1.2.5.6 Appropriateness

1.2.6 Morrow's Principles of Communicative Methodology

1.2.7 Classroom Communicative Competence

Conclusion
Introduction

All language teachers and learners work to develop their ability to communicate effectively. The second section of the first chapter will highlight the concept of communicative competence which became an important issue in the field of language teaching/learning. Moreover, the development of this term and its most useful models that different scholars proposed will be discussed. In addition, communicative competence will be explained through shedding light on fluency vs. accuracy, the main criteria for assessing communicative ability, dealing with principles of communicative methodology, and classroom communicative competence.

1.2.1 Chomsky's View of Competence

Hymes came up with the concept of communicative competence based on the definition of Chomsky (1965) of competence in his book *Aspects of the Theory of Syntax*, but he believed that Chomsky's definition was inadequate. However, Chomsky (1965) stated that:

Linguistics theory is concerned primarily with an ideal speaker-listener, in a completely homogenous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distraction, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (p. 3).

Chomsky (1965) explained the difference between grammatical competence and performance. He assumed that competence is merely the linguistic knowledge that allows the participants to produce various grammatical sentences which form their language in a specific
situation but he disregarded the concept of the appropriateness of language to the context which was developed later by Dell Hymes.

1.2.2 Communicative Competence

Foreign language learners attempt to communicate with each other, but there are aspects they should put into consideration and rules they are supposed to apply for achieving an effective communication and to avoid unnecessary misunderstandings. Thus, Hymes suggested "communicative competence" as a term which gives a great significance to various important aspects including the referential and social meaning of language that learners need to interact successfully (Paulston, 1992). However, Hymes (1972, as cited in Peterwagner, 2005) pointed out:

To account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others (p. 10).

Hymes provided the field of language teaching/learning with the concept of appropriateness claiming that the child acquires this notion which includes different settings of communication (what, when, where, to whom, and in what way). Moreover, he or she speaks competently not only entails that he or she masters grammatical aspects, but also acquiring the concept of appropriateness which includes the specific setting of speaking besides the grammatical competence. In addition, this ability has a strong relationship with child's attitudes, values, and needs towards language learning aspects. Furthermore, he viewed
communicative competence as a set of grammatical, psycholinguistic, sociocultural, and probabilistic systems of ability which work together to give a meaningful information in a specific context (Canal and Swain, 1980)

1.2.3 Communicative Competence Models

Recent researches on communicative competence base their studies on previous models which discussed this concept in terms of various competences. This part will shed light on the main useful models of communicative competence.

1.2.3.1 Swain's and Canal's Model

Hymes’ concept of communicative competence was developed by Canal and Swain's (1980) model and further explained by Canal (1983) which divided this concept into four main subcategories. The first two components present the linguistic system, and the last two subcategories define the communicative aspects which will be discussed below:

1.2.3.1.1 Grammatical Competence

It is the competence which requires the knowledge of rules of lexis, morphology, syntax, semantics, phonology, and other grammatical aspects. So, learners are supposed to master these linguistic codes of the target language to communicate fluently (Brown, 2007).

1.2.3.1.2 Discourse Competence

Donaldson (2008) pointed out:“ discourse competence involves the ability to structure discourse coherently because it examines language use”(p. 53), which means that competence of discourse focuses on the intersentential relationships that underlie the ability of forming
discourse by connecting sentences whereas the grammatical competence is concerned with sentence-level grammar.

\textbf{1.2.3.1.3 Sociolinguistic Competence}

It is one subcategory of the communicative competence which reflects the knowledge of sociocultural rules of the target language which means having a wide idea about the social context including the participants and the shared information (Brown, 2007).

\textbf{1.2.3.1.4 Strategic Competence}

Bachman (1990) assumed that strategic competence requires a general ability which makes the participants use verbal communication and non-verbal strategies such as painting or composing a musical piece to convey meaningful information.

\textbf{1.2.3.2 Bachman's and Palmer's Model}

Bachman and Palmer (1996) suggested another model of communicative competence called "Communicative Language Ability". This model divided language knowledge into organizational competence and pragmatic competence which work together to generate an effective communication. The first aspect focuses on grammatical and textual knowledge; the former includes the ability to recognize and produce correct sentences by the knowledge of vocabulary, morphology, syntax, phonology, and graphology. Whereas the latter allows the participants to understand and makes spoken and written texts which cover the knowledge of cohesion, rhetorical organization, and conversational organization. The second aspect describes the ability of the participants to generate and interpret discourse; it covers functional knowledge which gives opportunity for speakers to express an acceptable language and to
interpret the illocutionary meaning of a particular discourse. In addition, it includes the knowledge of sociolinguistic conventions for expressing the appropriate utterances in a context of communication (Djigunovic, 2007).

Djigunovic (2007) added that communicative language ability includes as well strategic competence which is concerned with metacognitive aspects dealing with three main components; first, goal setting is about establishing a number of communicative tasks and deciding which ones are set to be completed. Second, assessment component deals with recognizing the needed information to meet the set goals in a communicative context through identifying which language competence, ability, and knowledge the participants share. Third, planning component is about the language knowledge use and the way it is expressed to complete the needed communicative task successfully.

1.2.3.3 Celce-Murcia's, Dornyei's and Thurell's Model

Celce- Murcia, Dornyei and Thurell (1995) proposed another model for communicative competence based on the previous model and they represented it as a circle of discourse competence. This circle is within a pyramid. Each point of the latter presents a competence: sociocultural competence, linguistic competence, and actional competence. Actional competence is considered the additional competence to Canal's and Swain's model of communicative competence and it is about the ability to transmit and perceive the communicative aims through performing and interpreting speech acts. Furthermore, the three competences of the pyramid work together to shape the competence of discourse and vice versa. In addition, there is a circle in this model that surrounds the pyramid which represents strategic competence. The latter provides an opportunity for the good speaker to go through
negotiations to treat the transmitted information or to make compensation for lacks on the other competences.

Figure 4.

Celce-Murcia, Dornyei and Thurell's Communicative Competence Dynamic Model (Celce-Murcia, Dornyei and Thurell, 1995, p. 10)

1.2.4 Fluency VS Accuracy

Nizegorodciew (2007) stated that: "fluency refers to the extent to which an L2 learner is able to demonstrate his/her control over the knowledge he/she has acquired/learned"(p. 33).
On one hand, Nizegorodcew (2007) viewed that the communicative approach confirms that fluency tasks and activities have more significance than accuracy in the language learning process; for example, if a performance of a speaker is described as fluent, it means that the participant masters that language like a native speaker of the target language. Moreover, oral communicative activities are based on fluency, especially role-plays and discussions when participants put their attention on transmitting messages and conveying meanings rather than on the formal or the academic form of the target language.

On the other hand, the importance of fluency does not neglect the role of accuracy. Rizvi (2005) believed that the concept of accuracy includes information and expression; which means one should be sure about the information he or she is going to tell before communicating to avoid misunderstanding problems. So, the speaker should be careful about conveying the appropriate meanings. In addition, accuracy is about selecting expressions that should be grammatically correct; that is to say, if a speaker takes a part of an oral activity like a conversation or a meeting, he or she should put into consideration many aspects that make their participation in the activity accurate and appropriate such as pronunciation, accent, and intonation.

Finally, the preference of fluency over accuracy in the communicative approach has a strong relationship with making errors and mistakes while using the target language (Pychova, 1996 as cited in Dvorakova, 2001). However, students are somehow allowed to make errors while communicating for two main reasons. First, learners should focus on transmitting the messages without giving any significance to the grammatical or pronunciation mistakes as long as the information is clear for and understandable by the other participants. Second,
students may go through discussions they did not know that they will make, so, they do not have any idea how to do such conversations which makes them do errors (Johnson and morrow, 1981 as cited in Dvorakova, 2001).

1.2.5 Criteria for Assessing Communicative Competence

Canary and Cody (2000 as cited in Moira, 2006) listed six main criteria to assess communicative competence which are: adaptability, conversational involvement, conversational management, empathy, effectiveness, and appropriateness.

1.2.5.1 Adaptability

Adaptability in communication is about the speakers' determination, capacity, and competency to regulate their conversations with others according to a specific context including time, situation, and relationships. It is considered as a strategy in which the participants in a communicative context adjust their behaviours to affect people positively and facilitate the way they interact (Allessandra, 2005).

1.2.5.2 Conversational Involvement

Manusove (2014) defined conversational involvement as attentiveness to a conversation; in other words, the engagement of the speakers in the context of communication and being aware of how the interaction is conducted. In addition, Littlejohn and Foss (2009) explained this concept as the individual's awareness of what comes in their minds and how they feel when they interact and receive messages from others in discussions and being conscious of the flow of conversations.
1.2.5.3 Conversational Management

According to Pauwels (1995), taking a part in a discussion is not merely knowing what to say, but also includes managing the conversation which plays an important role during communication. Conversational management is a concept which refers to the process of turn-taking; that is the knowledge of the individuals when to speak, when to keep silent, when to give signals for others to speak, and when to make pauses during the conversation.

1.2.5.4 Empathy

It is a communicative skill which allows individuals to express their understanding to people's emotional situations and their ability to recognize what others think about in their minds, their personalities, emotions, and desires through their behaviours (Howe, 2012). Moreover, empathy is defined by Decety (2012) stating that: "empathy, the natural capacity to share, understand, and respond with care to the affective states of others" (p. vii); it means that individuals can show that they are interested in what others think and feel through interacting with them.

1.2.5.5 Effectiveness

The effectiveness of communication is measured by the variously achieved objectives in a conversation; that is, it depends on how the communicative goals are accomplished through what the speaker wants to convey and expressing messages and what the listener understands in relation to expected results (Rogala and Bialowas, 2016). Furthermore, Collins (2009) listed four main components which enable an effective communicative ability:
- Inform: it is about making conversations start by asking questions.

- Invite: the situation in which the speaker waits for answers from the listener.

- Listen: giving importance to what the other participants say in order to make a successful discussion.

- Acknowledge: the hearer shows interest in what the speaker says to inform them that they are listening attentively.

1.2.5.6 Appropriateness

It is an important criterion to assess the communicative ability. It shows to what extent a specific behaviour made by the participant accords to the context in terms of acceptability or legitimacy; that is, the speaker is able to utter messages and information which are connected to the current situation and the participants (Larson, Backlund, Redmond, and Barbour, 1978 as cited in Green and Burleson, 2003).

1.2.6 Morrow's Principles of Communicative Methodology

According to Morrow (1981), the communicative approach is not just a set of communicative tasks and activities, but it sheds light on a collection of principles that plays a significant role paving the way for teachers to perform better in their classes using the communicative methodology and make their students communicate successfully in the foreign language. These principles are the following:
- Know what you are doing: It focuses on the learning process, the way to do the communicative activities, and operations which learners perform to do something in the lesson or part of it. So, these aspects should be clear for learners.

- The whole is more important than the sum of its parts: It is about students' ability to communicate and to exchange ideas, because a participant using linguistic elements does not entail that he or she can communicate effectively. This principle gives an importance to using language in a context as whole not in its parts.

- The processes are as important as the forms: In teaching procedures, information gap, choice, and feedback are the main processes which can be included individually or together during the running of the lesson; the more an exercise contains the previous processes, the more communication will be in the classroom.

- To learn it, do it: Practice is the key of an effective learning and it is considered learners' responsibility; they should do things, perform, solve problems, evaluate feedback, and make choices by themselves. However, teachers' responsibility is not neglected, but they are responsible to teach and help their student to learn.

- Mistakes are not always mistakes: Communicative language teaching is an approach which supports the idea that teachers should encourage their students to embrace their mistakes. And there are two main factors which force learners to make them. First, there are teachers who believe that grammatical and pronunciation mistakes do not matter if the learners recognize what they are saying. Second, if the learners are put into situation that they are obliged to do something they did not prepare before, they will make various errors.
1.2.7 Classroom Communicative Competence

Language learning is influenced by the way students speak and act in classrooms; it means that their participation in different types of activities requires a sufficient ability in both social and interactional aspects of classroom language, which means they should have communicative competence in classrooms. Furthermore, classroom communicative competence is considered as a significant means for students to participate fluently including structural, functional, social, and interactional norms which should be recognized by teachers to help their learners to meet their communicative goals: on one hand, the structural and functional norms are about the way language components are organized and the set of objectives which underlie specific lessons. On the other hand, the social and interactional norms indicate who talks and when, which depends on the teacher's choice of the way, time, purpose, and participants who speak in a particular classroom event (Richards, 1995).

Conclusion

Communicative competence is an important notion which is coined by Dell Hymes in 1965 and appeared as an opposed reaction to Noam Chomsky's competence. So this section focused on the aspect of communicative competence which was developed by many scholars who proposed different models to provide more details and to deal with additional aspects. Moreover, it highlighted the most important issues that developed Hymes' term such as discussing fluency vs. accuracy, criteria for assessing communicative ability, Morrow's principles for communicative methodology, and explaining classroom communicative competence.
Chapter Two: The Field of Work

Introduction

2.1 Methodology

2.1.1 Research Tool

2.1.2 Population and Sampling

2.3 Definition of Questionnaires

2.4 The Students' Questionnaire

2.4.1 Description of Students' Questionnaire

2.4.2 Analysis of the Questionnaire

2.4.3 Discussion of the results

2.5 The Teachers' Questionnaire

2.5.1 Description of Teachers' Questionnaire

2.5.2 Analysis of the Questionnaire
2.5.3 Discussion of the results

2.6 Pedagogical implementation

2.7 Limitation of the Study

2.8 Recommendations for Further Research

Conclusion

General Conclusion
Introduction

The present research seeks to investigate EFL teachers' and students' perception of the effect of classroom interaction in enhancing EFL learners' communicative competence. The first chapter discussed a literature review about classroom interaction and communicative competence. In the second chapter, a descriptive research method has been conducted, and it consists of a questionnaire which was delivered to teachers of oral expression module at L'Arbi Ben Mhidi University. Another questionnaire was addressed to third-year students in the same university. Hence, this chapter is concerned with the practical part of the research that aims to analyze the two questionnaires assigned to both teachers and students.

2.1 Methodology

2.1.1 Means of Research

As stated previously, the aim of this research is to investigate teachers' and students' views concerning the role of classroom interaction in enhancing EFL learners' communicative competence. So, to attain the goal of this research, a descriptive method, a survey method more precisely, was conducted for collecting data through two questionnaires which were
distributed to both teachers of oral expression and third-year students at L'Arbi Ben Mhidi University.

2.1.2 Population and Sampling

In the present research, the sample is comprised of forty (40) third-year students chosen from a whole population which consists of (155) students. The reason behind the selection of third-year student is that they are going to get their license soon, so, they experienced different aspects concerning the research variables for three years. In addition, another questionnaire was administered to ten (10) teachers of oral expression which were randomly chosen from a population of forty (40) teachers at the department of English at L'arbi Ben M'hidi University.

2.3 Definition of Questionnaires

Questionnaires are research tools which researchers design to collect data to be analyzed: they contain various written questions and statements about aspects concerned with the research asking the target sample about their attitudes and views. In addition, there are different types of questions that can be raised in the questionnaires such as open-ended questions, close-ended questions, and multiple choice questions (Denscombe, 2014).

2.4 The Students' Questionnaire

2.4.1 Description of Students' Questionnaire

The questionnaire assigned to students began with an introduction that informed them about the scope of the research and its purpose. In addition, it was made up of 15 (fifteen)
multiple choice and open-ended questions. This questionnaire was divided into four main parts.

**Part One: Students' Personal Information (Q1- Q2)**

This part aimed to elicit personal information of students, and it contained two questions. The first question was about students' gender. In the second one, students were asked whether studying English at university was their personal choice.

**Part Two: Classroom Interaction (Q3- Q8)**

In this part, students were supposed to answer six (6) questions which aimed at identifying students' perception of classroom interaction.

**Part Three: Communicative Competence (Q9- Q13)**

This part consisted of five (5) questions which interrogated students about their attitudes towards communicative competence and different aspects concerning this concept.

**Part Four: The Effect of Classroom Interaction on Communicative Competence (Q14- Q15)**

The final section included two questions. The first one asked them to what extent they believe that classroom interaction enhances learners' communicative competence. In the second question, students were invited to give any comments or suggestions.

**2.4.2 Analysis of the Questionnaire**
Part One: Students' Personal Information

Q1: Gender

Figure 1.

Students' Gender
Figure 1 shows that most of the students who participated in the questionnaire were females (82.5%), whereas only (17.5%) were males. Generally speaking, this may be due to female's preference to study literary subjects such as learning foreign languages, whereas boys like to study scientific subjects such as mathematics. A more important reason is that females outnumber males in our society.

Q2: Was studying English at university your personal choice?

Figure 2.

Percentage of Students Choosing to Major in English
The majority of students who participated in the questionnaire (80%) chose studying English at university by themselves in which they justified their answers stating that they like English, because it is an international language. Whereas (20%) of them were obliged to study English either by their parents' desire or by the ministry of higher education because their averages was not adequate to study branches they chose. Actually, we can say that students' self choice may affect their level of learning in positive way.

Part Two: Classroom Interaction

Q3: How often do you participate in the classroom?
Students' Participation in the Classroom

We can notice that (47.5%) of students responded with "sometimes", they participate from time to time. And (22.5%) of them participate once in a while, these students may have problems in speaking or they are introvert and shy persons. Whereas only 5 students (12.5%) participate at all times, they may believe that through participation, they can learn better. In addition, they may have strong personality to express their ideas freely as extrovert persons. Finally, (17.5%) of the respondents participate frequently.

Q4: Do you prefer working:

Figure4.
As it is shown in figure 4, the majority (45%) of the students preferred working individually. This result indicates that these participants might be motivated and self-reliant enough to do the tasks by themselves. According to their justifications, some believed that they are introvert and shy persons and they disagree with their classmates to do a particular activity, whereas others believed that they feel relaxed, comfortable, responsible, and free to work alone. Working in pairs is preferable for (37.5%) of the students. This indicates that these students are unlike the previous ones; they justified that they are extrovert and that the activity becomes more enjoyable if they work with their peers. The last category which represents (17.5%) of the sample, sees that group work is the best way of learning, they mentioned that it gives them opportunity to exchange ideas and opinions, to help each other, and to increase their level of self-esteem and confidence.

Q5: Do you like to interact with:
Figure 5.

Students' Preference of the Type of Interaction

In figure 5, we notice that more than half (57.5%) of the respondents preferred to interact with their teachers; they might choose this type of interaction for a useful feedback of their teachers. While on the contrary, (42.5%) of them liked to interact with their classmates the reason they preferred this option is because they might create a friendly relationship with their classmates and considered it as an enjoyable interaction which help them to learn effectively.

Q6: What are the roles played by your teacher in oral expression module?
The statistics related to this question showed that (42.5%) of the students considered their teachers as prompters during oral expression sessions and (40%) of them believed that their teachers play the role of feed-back providers. And few (17.5%) of them saw their teachers as participants. It means that teachers of oral expression play different roles, especially as prompter and feed-back provider, to help their students to be engaged in oral activities during the session.
Q7: Which of the following activities do you prefer to be engaged in?

Figure 7. 

Students' Preference of the Oral Activities to be engaged in

(47.5%) of students preferred to work on discussions, they justified their choice stating that through discussions, they may exchange ideas and thoughts, they may, also, correct each other either in pronunciation mistakes or grammatical errors. Information-gap games was the choice of (32.5%) of the participants arguing that these games are easy and more pleasurable than the other activities. only few students (20%) liked role-plays and simulation saying that they like acting because it decreases stress and anxiety.
Q8: Does your oral expression teacher raise awareness towards the importance of classroom interaction?

Figure 8.

Students' Awareness of the Importance of Classroom Interaction

This question aimed to investigate students' awareness of the importance of classroom interaction and whether their teachers of oral expression raise awareness towards it. The result pointed out that most students (75.5%) believed that their teachers are aware of it and at the same time, they assist their students to understand classroom interaction significance. This indicates that most teachers try to create a healthy atmosphere and good conditions to generate interaction in their classrooms. The rest (25%) of the students believed that teachers
do not make them aware of interaction value. From this view, we can say that these teachers
prefer to make their learners find out the significance of classroom interaction by themselves.

Part Three: Communicative Competence

Q9: Which aspect do you like to focus on when learning a language?

Figure 9

Aspects Students Focus on when Learning a Language

Figure 9 indicates that the majority (80%) of students believed that to learn a language
means to learn how to communicate in that language appropriately, they are aware of the
importance of interaction. So, they give a great value to communication and language use
rather than learning the grammatical aspects which was the choice of (20%) of the sample.
Q10: How often do you respond in complete and full statements?

Figure 10.

Students' Manner of Response

(42.5%) of students argued that they frequently respond in complete and full statements, and (37.5%) of them are accurate from time to time. Others (15%) are always accurate. This result indicates that most of the students are aware of the significance of accuracy in their speaking while interacting in classrooms. In addition, they try to be exact and correct.
Q11: How often do you speak clearly and in a comprehensible way?

Figure 11.

Students' Manner of Speaking

As it is shown in figure 11, (42%) of the participants responded with "sometimes" and (42%) of them frequently speak in a comprehensible way, whereas others (12.5%) always speak fluently and the rest rarely do so (2.5%). Students who speak fluently believe that to master a language means to speak it fluently, being capable to be comprehended, and to focus on transmitting a clear message.
Q12: Do you prefer working on:

Figure 12.

Students' Preference of the Types of Activities

It is clear from the results that the majority of the respondents (77.5%) preferred communicative activities because this type of tasks includes both linguistic and communicative aspects which students can develop. Grammatical activities are preferable to (22.5%) of students. These learners prefer so because they dislike communicating in the classroom for many reasons such as being introvert and shy students.
Q13: How do you participate in classrooms?

Figure 13.

Students' Manner of Participation

As it is shown in figure 13, three quarters (75%) of the sample participate in the classroom carefully and they prefer avoiding mistakes whereas the rest of students like to speak freely and quickly even if they make errors. It means that most students focus on accuracy rather than fluency when they participate in the classroom and these results indicates that students look for the perfection and do not like making mistakes to avoid embarrassment.
Part Four:

Q14: According to you, to what extent does interacting inside classrooms enhance your communicative ability?

Figure 14.

Students' Perception of the Effect of Classroom Interaction on Enhancing Learners' Communicative Competence
The obtained results revealed that (47.5%) of students asserted that interacting inside classrooms enhances their communicative ability to a great extent, and (30%) chose "to a moderate extent", they justified their answers arguing that through classroom interaction, they may exchange their ideas and increase their self-confidence, and they think that it improves their communicative ability inside and outside the classroom. Whereas (15%) could not decide and the rest believe that classroom interaction does not enhance the communicative ability believing that it depends on the teacher and the topic.

**Q15: other comments or suggestions**

Actually, the majority of participants did not give any comments or suggestions in this part. But there are few students who wrote different comments and they are as follows:

- The interaction is very important for the sake of enhancing the communicative ability

- Classroom interaction is very useful to improve students' communicative competence.

- Oral expression module is very important for students. So the role of the teacher must be pertinent to avoid excluding their students.

**2.4.3 Discussion of the results**

First of all, the chosen sample in this research reveals that females (82.5%) are dominant over males (17.5); this may be due to female's preference to study literary subjects, whereas boys like to study scientific branches. A more important reason is that females outnumber males in our society.

. Most of the respondents (80%) chose to study English at university by themselves because they like it. On one hand, concerning students' perception of classroom interaction,
(47.5%) of students participate from time to time. So, there is interaction in classrooms. In addition, only a minority of the students (17.5%) liked working in groups, the reason behind this preference is that they feel confident and free to solve tasks by themselves, and they are aware of group-work disadvantages such as being disagreed with group members. Furthermore, more than half of students (57.5%) prefer teacher-student interaction rather than student-student interaction for getting a better understanding and teachers' valuable feedback. According to most students, teachers are feedback provider and prompters during oral expression session. It means that teachers of oral expression module play different roles to help their learners achieve their communicative goals. Discussions are the most preferable activity for (47.5%) of students, they believed that discussions allow them to exchange thoughts and ideas and they can benefit from each other. Furthermore, (75%) of the participants believed that their teachers raise awareness towards the significance of classroom interaction. Likewise, they believe that teachers try to generate interaction in the classroom to help students achieve their communicative objectives. On the other hand, concerning students' perception of communicative competence, the majority of learners (80%) believed that language acquisition is learning more about how to communicate appropriately. Here, we notice that these students are conscious of communication value. The minority of the sample does not have the ability to respond in complete and full statements. In addition, they cannot speak clearly and in a comprehensible way. And a greater number of students (77.5%) chose communicative tasks as the preferable activities to be done; this result indicates that learners are aware of communication importance. Concerning fluency and accuracy, a highest percentage of participants focus more on accuracy; they are careful about saying something to avoid mistakes and errors rather than fluency which were the choice of the minority (25%).
Finally, students' perception of the effect of classroom interaction on enhancing learners' communicative competence is investigated in the last question in which the majority (77%) of the sample asserted that classroom interaction enhances learners' communicative competence arguing that interaction has a great role to improve their ability to communicate inside and outside the classroom.

Last but not least, from students' questionnaire results, we can say that third year students of Larbi Ben Mhidi University showed awareness to the significance of classroom interaction, and according to their answers, they can successfully improve their communicative abilities through interacting in the classroom.

2.5 The Teachers' Questionnaire

2.5.1 Description of Teachers' Questionnaire

The questionnaire addressed to the teachers started with an introduction which informed them about the scope of the research and its purpose. In addition, it was made up of 18 (eighteen) multiple choice and open-ended questions. This questionnaire was divided into four main parts.

Part One: Teachers' Personal Information (Q1- Q2)

This part aimed to ask about personal information of teachers, and it contained two questions. The first question was about teachers' gender. In the second one, teachers were interrogated about the length of their experience in teaching.

Part Two: Classroom Interaction (Q3- Q9)
In this part, teachers were supposed to answer seven (7) questions which aimed at identifying their perception of classroom interaction.

**Part Three: Communicative Competence (Q10- Q16)**

This part consisted of seven (7) questions which interrogated teachers about their attitudes towards communicative competence and different aspects concerning this concept.

**Part Four: The Effect of Classroom Interaction on Communicative Competence (Q17-Q18)**

The final section included two questions. The first one asked them to what extent they agree about this statement: "classroom interaction enhances communicative competence". The second question, teachers was invited to give any comments or suggestions.

**2.5.2 Analysis of the Questionnaire**

**Part One: Teachers' Personal Information**

**Q1: Gender**

*Figure15.*

**Teachers' Gender**
Figure15 shows that most teachers who participated in the questionnaire were females. So they dominate the department of English at l'Arbi Ben Mhidi University. This result indicates that females prefer language learning and they outnumber males in our society.

**Q2: How long have you been teaching oral expression at university?**

According to teachers' answers to the second question, the majority of them have more than 5 years experience in teaching. So they should be aware enough of different aspects in language teaching/learning field.

**Q3: How often do you involve your students in group and pair work?**

**Figure16.**

**Frequencies of using Group and Pair Work by Teachers**
Figure 16 shows that the entire sample involves their students in group and pair work. (40%) of them always do so, whereas (40%) of them frequently manage group and pair work and (20%) do it from time to time. So, teachers believe that cooperative learning is beneficial for students and important in the learning process.

Q4: To what extent do you think cooperative learning enhances your students learning level?

Figure 17.

Teachers' Perception of the Role of Cooperative Learning in Enhancing Learning Level
From the obtained results, we can affirm that the majority of teachers considered cooperative learning as a useful technique to enhance students' level of learning and only (20%) of them could not decide about it. This result indicates that most of l'Arbi Ben Mhidi University teachers of English are aware of the importance of cooperative learning.

Q5: Which type of interaction do you prefer to conduct while teaching?

Figure 18.

Teachers’ Preference of the Type of Interaction to Conduct while Teaching
Figure 18 illustrates that (70%) of the sample preferred to manage learner-learner interaction because this type of interaction may raise students' confidence and create a pleasurable atmosphere in the classroom which helps them to improve their learning, rather than teacher-learner interaction which was the preferable choice for one teacher (10%). Whereas (20%) of them believe that both of interaction types should be conducted.

Q6. How often do you use IRE (Initiation, Response, Evaluation) sequence?

Figure 19.

Teachers' Freqencies of using IRE Sequence
One can notice from the results displayed in figure 19 that half of teachers (50%) frequently use IRE sequence and 3 teachers (30%) always use this sequence, and others (20%) use it from time to time. These results indicate that oral expression module leads teachers to use IRE sequence because it is considered a useful approach to generate beneficial interaction in the classroom.

Q7. Do your students have the right to choose a particular topic to be discussed?

Figure 20.

Students’ Freedom to choose Topics to be discussed
A clear majority of teachers (70%) asserted that they give freedom to their students to choose topics to be discussed whereas (30%) of them do not do so. Giving learners chance to select the topics might motivate them to speak and interact inside the classroom, because they are supposed to suggest topics which interest them.

Q8. Which of the following activities do you use in your class?

Figure21.
Teachers Choice of Activities

Regarding teachers' answers, half of them prefer to do discussions in the classroom during oral expression because through discussions, learners might exchange their ideas and benefit from each other. As well as, they might express themselves freely. Whereas the other half prefer to do different tasks (role plays, simulations, discussions, and information gap games) for the sake of variation to avoid boredom in the classroom.

Q9. According to you, how important is classroom interaction in language teaching/learning?

Figure22.
Teachers' Attitudes towards the Importance of Classroom Interaction

It is obvious from figure 22 that all teachers are aware of the importance of classroom interaction in language teaching/learning in which (70%) of them responded with "very important" and others (30%) respond with "important". The reason behind teachers' belief concerning classroom interaction, they might experience this aspect through their educational career and noticed its positive effects on students' performance.

Q10. As an oral expression teacher, have you followed the communicative approach? Figure23.

Teachers' Use of Communicative Approach
As it is indicated in figure 23, the entire sample followed the communicative approach in their teaching experiences. In oral expression module session, teachers are supposed to follow this approach because it is based on communication with their students through different communicative activities such as discussions and simulation for the sake of stimulating learners to interact either with each other or with the instructor.

Q11: How often do you think you use the communicative approach in your teaching?

Figure 24.
Teachers' Frequencies of using the Communicative Approach

Figure 24 represents teachers' frequencies of using communicative approach in their teaching. Half of them (50%) always use communication in their classes, and (20%) prefer to use it from time to time, others (20%) use it frequently, whereas the minority of the sample prefers to use communicative approach once in a while. These results indicate that all teachers in the department of English use communication as an approach to teach oral expression module.

Q12: Do you think that learning a language is:

Figure 25.
Teachers' Perception of Language Learning

In question 12, teachers are asked about language leaning, whether it is about learning grammatical aspects or learning how to use language appropriately. Figure25 reveals that more than half of the teachers (60%) argue that it is about learning how to communicate and use that language and learning grammatical aspects as well, whereas (40%) of them believe that language learning is merely about how to communicate.

Q13: Do your students apply the process of turn-taking successfully?
Figure 26.

Students’ Application of Turn-taking

According to figure 26, teachers’ responses to this question are similar; all of them reported that their students apply the process of turn-taking successfully while they interact inside the classroom. This result indicates that teachers give their students opportunity to interact with each other where they ask and respond effectively; they know when to talk and when to keep silent.
Q14: How often do your students respond appropriately to the setting of the activity they are engaged in?

Figure 27.

Students' Frequencies of Responding Appropriately to the Setting

The findings of this question showed that the half (50%) of teachers reported that their students often respond appropriately to the setting of the activity they are engaged in, others (40%) chose "sometimes", whereas (10%) of them believe that their students always reply in suitable answers. This result indicates that students are aware of the setting they are engaged in and try to be relevant as much as possible.
Q15: Which one of the following aspects do you focus on while teaching oral expression?

**Figure 28.**

**Teachers' Focus while Teaching Oral Expression**

We can notice from figure 28 that the entire sample (100%) focusses on both fluency and accuracy while teaching oral expression. This result reveals that teachers are aware of the significance of fluency and accuracy to improve students' level of learning and they do not prefer one aspect over the other.
Q16: does interaction inside the classroom affects students' ability to communicate?

Figure 29.

Teachers' Attitudes towards the Effect of Classroom Interaction on Students' Communicative Ability

This item investigates teachers' attitudes towards the effect of classroom interaction on students' communicative ability in which all of them (100%) agree that interaction inside classrooms affects students' ability to communicate and responded with "yes". Teachers believed so because they might generate interaction in their classrooms and noticed development in their students' communicative ability through different aspect such as fluency and accuracy.
Q17: Classroom interaction enhances students' communicative competence

Figure30.

Teachers' Perception of the Role of Classroom Interaction in Enhancing learners' Communicative Competence

About the beliefs of teachers, the majority of them believed that classroom interaction enhances students' communicative competence in which they argue that classroom interaction may boost students' motivation and desire which lead them to a better production, whereas one teacher (10%) could not decide believing that it depends on several factors: students' level, competence, desire of learning, the teacher, and the syllabus.
Q18: Further suggestions or comments?

Finally, the majority of teachers did not give any comments or suggestions in this part, whereas two teachers made the following comments:

- Classroom interaction is the most important thing in oral expression session. Through interaction, students share their views; discuss different topics that may encounter them while communicating outside the classroom.

- Interaction helps EFL learners use English in different contexts (formal settings vs. informal settings)…etc

**2.5.3 Discussion of the results**

In the light of results obtained from the questionnaire addressed to teachers, we can assert that the majority of teachers are females (70%) in which indicates that females prefer language learning and they outnumber males in our society. And most of them have more than 5 years experience in teaching which means that they are conscious about language teaching features. In addition, all teachers involve their students in group and pair work believing that the cooperative learning is a beneficial technique for an effective learning. Moreover, a high percentage of participants prefer to conduct learner- learner interaction for raising learners' self- esteem, and all the sample use IRE sequence to generate an effective interaction in the classroom and provide them with useful feed-back. Furthermore, teachers prefer to give their students different activities (role plays and simulations, information- gap games, and discussion) and they focus more on discussions which play an important role
during oral expression session; they help students to go through conversations that allow them to exchange their ideas and correct themselves. No teacher neglected the significance of classroom interaction and all of them use communicative approach in their teaching believing that language learning is about learning how to communicate and knowing different grammatical aspects. Likewise, they asserted that their students apply the process of turn-taking and respond appropriately to the context as well to make an effective communication. Finally, teachers were interrogated about their perception concerning the effect of classroom interaction on enhancing learners' communicative competence and the majority affirmed that interaction inside the classroom enhances students' communication ability.

2.6 Pedagogical implications

Taking into consideration the research findings, we suggest:

✓ Teachers should often rely on classroom interaction as an educational strategy to improve learners' communicative competence.

✓ Teachers should stimulate and motivate introvert learners to interact in the classroom and they should not neglect them.

✓ Teachers should give opportunities to their students to participate and create appropriate conditions to do so.

2.7 Limitations of the study

This study is characterized by the following limitations:
Concerning the questionnaires, there are teachers and learners did not show enough interest in contributing to this study; so, they did not justify their answers.

Concerning the research method, it would be better if this topic was investigated using an experimental design, but due to time, we dealt with a descriptive study.

2.8 Recommendations for Further Research

For further research, we suggest:

Investigating EFL teachers' and students' perception of the effect of classroom interaction on enhancing learners' communicative competence on larger sample in different universities to get a wide view.

Investigating teachers' views concerning how to improve learners' communicative competence using different techniques.

Conclusion

This chapter has mainly shed light on teachers' and students' perception of the effect of classroom interaction on enhancing learners' communicative competence. The data was collected through two questionnaires. The first questionnaire aimed at checking students' perception of classroom interaction importance and what they believe concerning its effect on their ability of communication followed by the analysis of the results, whereas the second questionnaire addressed to the teachers to investigate their awareness of the significance of interaction inside the classrooms and its role in enhancing learners' communicative ability which was then followed by an analysis and discussion of the results. Then, we suggested
some pedagogical implications and recommendation for further research, ending with mentioning the limitation of the study.
General Conclusion

The present study has dealt with the role of interacting inside the classroom in enhancing learners' ability of communication. Its main goal was investigating teachers' and students' perception of the effect of classroom interaction on enhancing students' communicative competence. This study has contained two main chapters. The first chapter is the theoretical part which dealt with a literature review about classroom interaction and communicative competence as well. The second chapter is the practical part in which we conducted descriptive method by collecting data through two questionnaires; the first questionnaire was distributed to ten teachers of oral expression module whereas the second questionnaire was addressed to forty third year student. The analysis of both questionnaires reveals that teachers and third year students at the department of English at l'Arbi Ben Mhidi University are aware of the importance of classroom interaction and believe that classroom interaction has an effect on learners' communicative competence development, and the results of the research confirmed our formulated hypothesis.
Bibliography


Appendix One: The Students' Questionnaire

Dear students,

This questionnaire is designed as a tool for gathering information concerning your perception and attitudes towards the effect of classroom interaction on enhancing students' communicative competence. You are kindly invited to take a part in this work by answering the following questions as appropriately as possible.

Please, tick the box that fits or answers. You can choose more than one answer and make full statements whenever necessary.

Part One: Students' Personal Information

1. Gender
   a. Male
   b. Female

2. Was studying English at university your personal choice?
   a. Yes
   b. No

Why?
………………………………………………………………………………………………
………………………………………………………………………………………………

Part Two: Classroom Interaction

3. How often do you participate in the classroom?
   a. Always
   b. Often
   c. Sometimes
4. Do you prefer working:
   a. individually 
   b. in pairs 
   d. in groups 
   Justify
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

5. Do you like to interact with:
   a. Your teacher 
   b. Your classmates

6. What are the roles played by your teacher in oral expression module?
   a. Prompter 
   b. Participant 
   c. Feed-back provider 
   Justify why, please?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
7. Which of the following activities you prefer to be engaged in?
   a. Information-gap games  
   b. Discussion  
   c. Simulations and role plays  

   Others……………………………………………………………………………………………………

   Justify, please………………………………………………………………………………………

8. Does your oral expression teacher raise awareness towards the importance of classroom interaction?
   a. Yes  
   b. No  

Part Three: Communicative Competence

9. Which aspect do you like to focus on in learning a language?
   a. the grammatical aspects  
   b. How to communicate in that language appropriately  

10. How often do you respond in complete and full statement?
    a. Always  
    b. Often  
    c. Sometimes  
    d. Rarely  
    e. Never
11. How often do you speak clearly and in comprehensible way?
   a. Always
   b. Often
   c. Sometimes
   d. Rarely
   e. Never

12. Do you prefer working on:
   a. Grammatical tasks
   b. Communicative tasks

13. How do you participate in classrooms?
   a. Speaking quickly even you make mistakes
   b. Being careful about saying something to avoid mistakes

Part Three: The Effect of Classroom Interaction on Communicative Competence

14. According to you, interacting inside classrooms enhances your communicative ability
   a. Strongly agree
   b. Agree
   c. Undecided
   d. Strongly disagree
   e. Disagree
Justify your answer, please

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

15. Further comments concerning enhancing communicative competence through interaction…………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Thank you for your admirable collaboration
Appendix Two: The Teachers' Questionnaire

Dear teachers,

This questionnaire is designed as a tool for gathering information concerning your perception and attitudes towards the effect of classroom interaction on enhancing students' communicative competence. You are kindly invited to take part in this work by answering the following questions as appropriately as possible.

Please, tick the box that fits or answers. You can choose more than one answer and make full statements whenever necessary.

Part One: Teachers' Personal Information

1. Gender
   c. Male
   d. Female

2. How long have you been teaching oral expression at university?

Part Two: Classroom Interaction

3. How often do you involve your students in group and pair work?
   f. Always
   g. Often
   h. Sometimes
   i. Rarely
   j. Never
4. To what extent do you think cooperative learning enhances your students’ learning level?

a. To a great extent  

b. To a moderate extent  

c. Undecided  

d. To a small extent  

e. Not at all  

Justify…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

5. Which type of interaction do you prefer to conduct while teaching?

c. Teacher-learner interaction  

d. Learner-learner interaction  

e. Both  

6. How often do you use IRE (Initiation, Response, Evaluation) sequence?

d. Always  

e. Often  

f. Sometimes  

g. Rarely  

h. Never  

7. Do your students have the right to choose a particular topic to be discussed?
   d. Yes  
   e. No 

8. Which of the following activities do you use in your class?
   c. Role-plays and simulations  
   d. Discussions  
   e. Information-gap games  
   f. All of them  

Others………………………………………………………………………………………………………

Why? justify your answer, please
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

9. According to you, how important classroom interaction is in language teaching/learning
   a. Unimportant  
   b. Undecided  
   c. Slightly important  
   d. Important  
   e. Very important  

Part Three: Communicative Competence

10. As an oral expression teacher, have you followed the communicative approach?
   a. Yes
   b. No

11. How often do you think you use the communicative approach in your teaching?
   a. Always
   b. Often
   c. Sometimes
   d. Rarely
   e. Never

12. Do you think that learning a language is:
   c. Acquiring grammatical aspects
   d. Learning how to use that language appropriately

13. Do your students apply the process of turn-taking successfully
   f. Yes
   g. No

14. How often do your students respond appropriately to the setting of the activity they are engaged in
   f. Always
   g. Often
h. Sometimes
i. Rarely
j. Never

15. Which one of the following aspects do you focus on while teaching oral expression
   c. Accuracy
   d. Fluency
   e. Both

16. Does interaction inside the classroom affect students' ability to communicate
   a. Yes
   b. No

Justify

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

Part Four: The Effect of Classroom Interaction on Communicative Competence

17. Classroom interaction enhances students' communicative competence
   f. Strongly agree
   g. Agree
   h. Undecided
   i. Strongly disagree
   j. Disagree
18. Further suggestions or comments?

Thank you for your admirable collaboration
Résumé

Ce travail constitue une recherche qui permettra de comprendre l'influence et le rôle de l'interaction dans les salles de cours pour les enseignants et les étudiants de la langue anglaise ainsi que la promotion des capacités de communication des apprentis. Il est donc certain que la base de l'apprentissage d'une langue c'est interactions en utilisant cette langue de façon appropriée. L'interaction dans les salles de cours est considérée par les enseignants de la langue anglaise autant que langue étrangère ainsi que par les apprentis comme étant un volet très important. Le but de cette étude est d'examiner une seule hypothèse qui est formulée comme suit: (les enseignants et étudiants de la langue anglaise autant que langue étrangère croient que la bonne interaction dans les salles de cours à une influence sur le développement des capacités de communication des apprentis). Dans cette étude nous avons pu appliquer une méthode descriptive à travers des enquêtes, la première enquête a été orienté sur 40 étudiants de 3ème années classe langue anglaise de l'université EL ARBI BEN MHIDI pour ce qui est de la 2ème enquête elle comprend 10 enseignants en expression orale de la même classe. En se reposant sur les résultats de ces enquêtes nous avons pu confirmer notre hypothèse, ces résultats on démontré que la majorité des enseignants et étudiants croient qu'à travers l'interaction dans les salles de cours les apprentis peuvent promouvoir leurs capacités de communication car chacun d'eux est conscient de l'importance de l'interaction dans les rangs de l'enseignement.

Mots clés: l'interaction dans les sales de cours, la compétence communicative
ملخص

هذا العمل يقوم بالبحث في فهم أساتذة اللغة الإنجليزية وطلبة على تأثير التفاعل في قاعات الدراسة على تعزيز كفاءة التواصل للمتعلمين. ومن المؤكد أن أساس تعلم لغة ما هو التفاعل باستخدام تلك اللغة بالطريقة المناسبة. وبالتالي، يعتبر التفاعل داخل قاعات الدراسة جانبا هاما لمعمل اللغة الإنجليزية كلغة أجنبية ومتعلمها. هدفت هذه الدراسة إلى اختبار فرضية واحدة صيغت على النحو التالي: يعتقد أساتذة وطلبة اللغة الإنجليزية كلغة أجنبية أن التفاعل الجيد في القاعات الدراسية له تأثير على تنمية الكفاءات التواصلية للمتعلمين. في الدراسة الحالية، تم تطبيق طريقة وصفية من خلال استبيانين. تم توجيه الاستبيان الأول إلى 40 طالبا في السنة الثالثة من قسم اللغة الإنجليزية في جامعة العربي بن مهيدي. أما الاستبيان الثاني وُضع على 10 معلمين الذين يدرسون التعبير الشفوي في نفس القسم. واستنادا إلى البيانات التي تم جمعها من الاستبيانين، تم تأكيد فرضيتنا. وأظهرت النتائج أن معظم الأساتذة والطلبة يعتقدون أنه من خلال التفاعل في القاعات الدراسية، يمكن للمتعلمين تعزيز كفاءاتهم التواصلية لأن كلًا منهم على بيئة من أهمية التفاعل داخل الفصول الدراسية.

الكلمات المفتاحية: التفاعل في قاعات الدراسة، كفاءة التواصل