The Practice of Teacher-Student Classroom Interaction in EFL Context to Develop the Learners' Speaking Skills

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Abstract

Teachers need to apply appropriate classroom interaction to facilitate language learning in reality since interaction is in the heart of communication in an era of communicative language teaching. Therefore, the purpose of this study was conducted to assess teachers' application of classroom interaction on developing the students' speaking skills in Myanmar context. Specifically, the study was intended to assess whether the teacher uses a variety of classroom interactions. In order to achieve the objectives of the study, a descriptive survey method was used and the data were gathered through questionnaires by Pr. Moumene Ahmed' s questionnaire (2009) . Both open- ended and close- ended questionnaires

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were distributed to the sample students and EFL teachers. The collected data was analyzed by using Mean and SD. Based on the information gathered through the above instrument and its results and discussion, the findings of the study revealed that both teachers and students consider classroom interaction as an important pedagogical strategy in enhancing the skill of speaking. Based on the implications of the findings, recommendation was made to language teachers, students, and concerned bodies. Finally, on the bases of the findings, it was recommended that in order to improve the students speaking skill: the students have to practice in classroom interaction to develop their speaking skill in the target language by actively participating in the classroom speaking. In addition, teachers also ought to play a prominent role to improve the student's speaking skill by using an appropriate classroom interaction which give equal chance for the students to participate actively in the classroom interaction.

Keywords: Classroom interaction, EFL context, Speaking skills

Introduction

For learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of FL communication. Classroom Interaction then, is necessary and useful as an educational strategy to enhance learning. The concept of classroom interaction plays a significant role in the process of second language learning. In fact, the considerable interest in the role of interaction in the context of learning became an important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills. The understanding of the role of interaction in the classroom context in enhancing the speaking skill comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction. This research investigates how interaction effects the development of speaking skill. The learners' success in learning the second

language may be significantly influenced by the classroom interaction, and this will develop the students' speaking skill.

Literature Reviews

1. Classroom Interaction

Thurmond (2003) cited in Ahmed (2010) defines interaction as *"The learners' engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology result in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment."* From this quote we understand that there are four types of interaction: learner-course, content interaction, learner-learner interaction, learner-teacher interaction, and learner-technology interaction. We shall focus in this research work only on two main types: teacher-learner interaction and learner-learner interaction.

1.1. Teacher-Learner Interaction

Teacher-Learner Interaction (TLI) refers to the way teachers and students interact in their classroom relationship (Englehart 2009). On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective. During teacher-learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009) cited in Pourhossein (2014) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e., teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also must identify the ways in which they will speak such as the voice, tone, and intonation.

1.2. Learner-Learner Interaction

Learner-learner interaction refers to interaction between individual students or among students working in small groups. Johnson (1995) cited in Ahmed (2010) supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted, and isolation is reduced in the classroom. Naegle Paula (2002) cited in Pourhossein (2014) also adds that *"talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned."* The teachers then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

2. Teachers' Roles and Responsibilities

Most students will not engage in an interaction by themselves unless the teachers start first. Obviously, the role of the teacher is very crucial in motivating and creating interest in the topics. The basis of the communicative approach is this capacity of the teacher to adapt himself, to change roles. Hedge Tricia (2000) cited in Pourhossein (2014) identifies important roles the teachers can play, *"As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work."*

2.1. Designing Pairs and Groups

In an interactive activity, the teacher may divide the whole class into pairs and groups. In some cases, it is possible to let learners find their own partners. However, it is also better for learners who do not know each other

well to interact together, since one of the goals of interaction is to establish social relationships between the learners so that the learning process is facilitated. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed.

3. The Skill of Speaking

Teaching English as a foreign language (TEFL) requires learners' exposure to what is called the foreign language skills: reading, speaking, writing, and listening. The first and the last aim of acquiring such language skills is to achieve a high development of abilities of receiving and producing the second language either in oral or written form, i.e., achieving a good mastery in the productive and receptive skills. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency. Learners are going to be put in a situation where communication in English is needed, that is why the emphasis is mainly on speaking.

3.1. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Hughes (2002) cited in Ahmed (2010) defines fluency as the ability to express oneself in an intelligible, reasonable, and accurate way without too much hesitation; otherwise, the communication will break down because listeners will lose their interest. To achieve this goal, the teachers then should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind.

3.2. Accuracy

Most second language teachers nowadays emphasized the term of accuracy in their teaching because learners seek more to be fluent, and they forget about being accurate. Without structuring accurate speech, speakers will not be understood, and their interlocutors will lose interest if they perform

incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. (Skehan 1996 cited in Ellis and Barkhuizen 2005) cited in Ahmed (2010) define accuracy as referring *"to how well the target language is produced in relation to the rule system of the target language."* Therefore, learners should focus on several things in their production of the spoken language, mainly, the grammatical structure, vocabulary, and pronunciation.

Research Objectives

1. General objective

The main objective of this study was to assess the teachers' application of classroom interaction to develop the students' speaking skills.

2. Specific objectives

The specific objectives of this study were:

2.1 To identify how often the teachers apply classroom interaction to develop the learners' speaking skills.

2.2 To investigate teachers' opinion about applying classroom interaction in developing the students' speaking abilities.

2.3 To find out whether the learners give an important value to classroom interactions that happens inside the classroom in activating their speaking skill through participating with their classmates or teachers.

2.4 To find out how often teachers and learners practice the communicative language teaching and classroom interaction in their classes.

Research Methodology

The focus of this research is to investigate teachers' and students' opinion about the effect of classroom interaction on developing the speaking skill. The questionnaires are firstly collected from the 170 post graduate students specializing in English in Mandalay University and secondly from the 35 English language teachers teaching at certain Universities with different teaching experiences, qualifications, and years of teaching experience.

1. *Collecting Data from Student Questionnaire*

The data from students' responses are collected as the following. The total of 170 students in Mandalay University completed the questionnaire.

Q 1: What type of Relationship exists between you and your teacher?

Table 1

Students and Teacher Relationship (n=170)

SN	Theme	Good	No Relationship	M	SD	Interpretation
1	Student and teacher relationship	96%	4%	1.04	0.20	Good

Table (1) shows that almost of all the students have a good relationship between them and their teacher.

Q 2: How often does the teacher give the opportunity to interact (give and take) with her?

Table 2

Frequency of Teacher-Learner Interaction (n=170)

SN	Theme	Always	Sometimes	Never	M	SD	Interpretation
1	Frequency of teacher-learner interaction	59%	41%	0%	1.41	0.49	Always

Majority of the students state that they are always given the opportunity to interact with their teacher, those who say sometimes are (69) students.

Q 3: Does your teacher always provide comprehensible input that is suitable to your   level?

Table 3

Teachers' Comprehensible Input (n=170)

SN	Theme	Yes	No	M	SD	Interpretation
1	Teachers' comprehensible input	95%	5%	1.05	0.22	Yes

It is obvious from the table above that most of the students (161) state that their teacher always provides comprehensible input. However (9) students say no.

Q 4: How often do you interact with your classmates inside the classroom?

Table 4

Frequency of Learner-Learner Interaction (n=170)

SN	Theme	Always	Sometimes	Never	M	SD	Interpretation
1	Frequency of learner-learner interaction	41%	58%	1%	1.6	0.51	Sometimes

Table 4 shows that (99) students say that they sometimes interact with each other in the classroom, other (70) students state that they always do that. However, only (1) student says never.

Q 5: Do you interact in English with your classmates outside of the classroom?

Table 5

Frequency of Outside Classroom Interaction (n=170)

SN.9	Theme	Always	Sometimes	Never	M	SD	Interpretation
1	Frequency of outside classroom interaction	9%	79%	12%	2.03	0.46	Sometimes

The table above illustrates that (134) students sometimes interact in English outside the classroom and (16) students always do so. The remaining (20) students respond that they never interact outside the classroom.
For (No.5), the reason may be:

Table 6

Students' Reason for Using English Outside the Classroom (n=170)

SN	Theme	English is not spoken outside; it is considered as a second / foreign language	To improve the speaking skill	The teacher does not give the students many opportunities to interact inside the classroom	To intimate English native speakers	M	SD	Interpretation
1	Students' reason for using English outside the classroom	26%	65%	1%	8%	1.91	0.76	To improve the speaking skill

In Table 6, the most cited reason for using English outside the classroom is "to improve the speaking skill". If the students do not interact in English outside the classroom, this is because English is considered as a second foreign language. (13) Students interact in English outside the class to intimate English speakers. Only (2) students claim that they do so as the teacher does not give them opportunities to interact inside the classroom.

Q 6: If you interact in the classroom, it is:

Table 7

The students' Contribution in Interaction (n=170)

SN	Theme	You who wants	The teacher who asks you	M	SD	Interpretation
1	The students' contribution in interaction	33%	67%	1.67	0.47	The teacher who asks you

As shown in Table 7, (114) students interact if they are pushed by the teacher, while (56) students want to interact by themselves.

Q 7: How do you judge your speaking ability as a result of classroom interaction?

Table 8

Students' Speaking Ability as a Result of Classroom Interaction (n=170)

SN	Theme	Very well	Well	Not so well	Bad	M	SD	**Interpretation**
1	Students' speaking ability as a result of classroom interaction	12%	60%	25%	3%	2.19	0.67	Well

Table 8 reveals that while (101) students evaluate their speaking ability as being well because of classroom interaction, (21) students say very well. (43) Students state that their speaking level is not so well. The remaining (50) students evaluate their speaking ability as not so well because of classroom interaction.

Q 8: Does regular interaction in classroom help you to reduce your speaking mistakes?

Table 9

Regular Interaction as a Help to Reduce Speaking Mistakes (n=170)

SN	Theme	Yes	No	M	SD	Interpretation
1	Regular interaction as a help to reduce speaking mistakes	94%	6%	1.06	0.24	Yes

As Table 9 shows, (160) students find that regular interaction in the classroom may lead them to reduce their speaking mistakes, however, (10) students say "no'.

2. *Collecting Data from Teachers Questionnaire*

The data from the teachers' responses are collected as the following. The total of 35 English teachers completed the questionnaire. The questionnaire is administrated to ELT teachers in different universities in upper Myanmar.

Section One: Background Information
Gender:

Table 10

Teachers' Gender (n=35)

SN	Option	Number	Percentage
a	Male	12	35
b	Female	23	65
	Total	35	100

The Table 10 illustrates that (23) teachers are females despite the remaining teachers (12) are males.

Experience in teaching English:

Table 11

Teaching Experience of Teachers (n=35)

SN	Theme	1 year	2-5 year	More than 5 years	M	SD	Interpretation
1	Teaching experience of teachers	5%	35%	60%	2.55	0.59	More than 5 years

One can notice from the table above that (21) teachers have a long experience in teaching English and (12) teachers have spent from 2-5 years in teaching. Only (2) teachers have only one year experience in teaching.

Section two: Classroom Interaction

Q 1: Do you know about the value of classroom interaction?

Table 12

Teachers' knowledge about classroom interaction (n=35)

SN	Theme	Yes	No	M	SD	Interpretation
1	Teachers' knowledge about classroom interaction	100%	0%	1.00	0.00	Yes

According to Table 12, it is distinct that all the teachers insist that they all know about the value of classroom interaction.

Q 2: Some of its characteristics may be:

Table 13

Teachers' Remarks for Characteristics of Classroom Interaction (n=35)

SN	Theme	Classroom interaction is learner centered	Negotiation of meaning is highly highlighted	Classroom interaction means collaborative learning	It helps develop communication	Peer interaction is favorized	Students are supposed to use the language naturally and spontaneously	M	SD	Interpretation
1	Teachers' remarks for characteristics of classroom interaction	21%	2%	20%	24%	13%	20%	3.66	1.73	It helps develop communication

As shown in the Table 13, teachers express characteristics of classroom interaction in different ways.

Q 3: If you choose "yes", your reason may be:

Table 14

Teachers' Reason for Using Classroom Interaction (n=35)

SN		Learners need to speak and listen to each other and then acquiring speaking techniques such as taking turn and interruptions	Learners feel less inhibited	It is helpful to develop communicative competence	Learners will be able to argue their thoughts and ideas	M	SD	Interpretation
1	Teachers' reason for using classroom interaction	55%	3%	25%	17%	2.04	1.22	Learners need to speak and listen to each other and then acquiring speaking techniques such as taking turn and interruptions.

In Table 14, it can be seen all the teachers' reasons for using classroom interaction. Most of the teachers use it in their EFL classroom because they think that learners need to speak and listen to each other and then acquiring speaking techniques such as taking turn and interruptions.

Q 4: How often do you invite your students to interact with each other?

Table 15

Students' Fluency of Engagement in Classroom Interaction (n=35)

SN	Theme	Always	Sometimes	Never	M	SD	Interpretation
1	Students' fluency of engagement in classroom interaction.	22%	78%	0%	1.78	0.41	Sometimes

In Table 15, most of teachers describe that they sometimes invite their students to interact with each other.

Q 5: Do students enjoy this type of interaction (learner-Learner interaction)?

Table 16

Students' Enjoyment of Learner-Learner Interaction (n=35)

SN	Theme	Yes	No	M	SD	Interpretation
1	Students' enjoyment of learner-learner interaction	100%	0%	1.00	0.00	Yes

Regarding teachers' answer, all the teachers state that learners enjoy this type of Interaction.

Section Three: Teaching Speaking

Q 6: Which of these aspects do you focus on in classroom interaction?

Table 17

Teachers' Focuses on Classroom Interaction (n=35)

SN	Theme	Fluency	Accuracy	Both	M	SD	Interpretation
1	Teachers' focuses on classroom interaction	46%	0%	54%	2.08	1.00	Both

Here we can notice over half of the teachers claims that they focus on both accuracy and fluency in classroom interaction.

For (No.6), your reason may be:

Table 18

Teachers' Reason for (No.6) (n=35)

SN	Theme	Learners need to speak continuously and correctly at the same time to achieve a high level of interaction	Fluency is important to get the communicative messages, and it is primary in all learning stages, however, accuracy is secondary and would be more important in higher level	Accuracy must come first because once students are able to speak correctly in English, they start working on fluency	M	SD	Interpretation
1	Teachers' reason for (No.10)	51%	49%	0%	1.49	0.50	Learners need to speak continuously and correctly at the same time to achieve a high level of interaction

As shown in the table above, teachers specify their reasons for focusing on both fluency and accuracy in classroom interaction.

Q 7: What are the activities you focus on most to create a successful interaction?

Table 19

Teachers' Focuses on Speaking Activities (n=35)

SN	Theme	Dialogues	Debates and discussion	Presentations	Roleplays and simulations	Telling stories	M	SD	Interpretation
1	Teachers' focuses on speaking activities	43%	10%	21%	25%	1%	2.32	1.29	Dialogues

The table above illustrates that (29) teachers focus on dialogues to create a successful interaction. On the other hand (17) teacher prefer to focus on roles-plays and simulations, (14) teachers like using presentations. Only one teacher applies story telling as an activity in classroom interaction.

Q 8: Is it possible to make all the students to participate in the speaking activities?

Table 20

The Possibility of Having all the Students Participate in Speaking (n=35)

SN	Theme	Yes	No	M	SD	Interpretation
1	The possibility of having all the students participate in the speaking	43%	57%	1.57	0.50	No

In the above table, (15) teachers consider that it is possible to make all the students to participate in the speaking activities, whereas (20) teachers claim that it is impossible.

For (No.8), your reason may be:

Table 21

Teachers' Reason for (No.8) (n=35)

SN	Theme	It depends on the type of the activity	I oblige students to perform tasks individually	This happens through the appropriate design of tasks	The time and the number of the students in the classroom prevent them from involving all of the students in the interactive activities	M	SD	Interpretation
1	Possibility of having all students' participation in the speaking	34%	0%	9%	57%	2.89	1.38	Participants' size

In Table 21, teachers explain why they can make all the students to participate in the speaking activities, and why they cannot do so with their reasons.

Q 9: What are the speaking problems students most face in Oral Expression?

Table 22

Students' Most Speaking Problems (n=35)

SN	Theme	Inhibition because of shyness, anxiety, and stress	Nothing to say about the chosen topic	Low participation	Mother tongue use	Other problems	M	SD	Interpretation
1	Students' most speaking problems	48%	5%	28%	18%	0%	2.17	1.21	Inhibition because of shyness, anxiety, and stress.

As shown in Table 22, the common shared idea between most teachers is that students have the problems of inhibition because of shyness, anxiety, and stress. Some others (17) teachers say low participating problem. Others (11) teachers confirm that students still use their mother tongue in second language classroom. The remaining (3) teachers state that some students may have nothing to say about the chosen topic.

Q 10: If your students say anything wrong during interaction, do you:

Table 23

Teachers' Attitudes towards Correcting Students (n=35)

SN	Theme	Interrupt them to correct them	Correct them later	Ask students to correct each	Do not correct at all	M	SD	Interpretation
1	Teachers' attitudes towards correcting students	3%	54%	43%	0%	2.40	0.55	Correct them later

Table 23 reveals that (19) teachers prefer to correct their students later. Some others (15) teachers like to ask students to correct each other. Only one teacher enjoys interrupting her students to correct them.

Q 11: When you give corrective feedback to your students, do you**?**

Table 24

Types of Feedback Given by Teachers (n=35)

SN	Theme	Tell them about their mistakes (explicit feedback)	Reformulate what they said correctly (Implicit feedback)	M	SD	Interpretation
1	Types of feedback given by teachers	29%	71%	1.71	0.45	Reformulate what they said correctly (Implicit feedback)

While most of the teachers (25) prefer to give their learners implicit feedback, i.e., teachers reformulate what their students said correctly, (10) teachers state that they use explicit feedback that is to tell their learners about the form of mistakes.

Q 12: In classroom interaction, do speaking mistakes and problems

Table 25

The Effect of Interaction on Speaking Problems and Mistakes (n=35)

SN	Theme	Last	Reduce progressively	Disappear completely	M	SD	Interpretation
1	The effect of interaction on speaking problems and mistakes	0%	89%	11%	2.11	0.31	Reduce progressively

Most teachers (31) claim that speaking problems and mistakes may be reduced progressively in classroom interaction. And (4) teachers choose the option "c", i.e., these speaking problems and mistakes can disappear completely.

Results

The data generated through the descriptive analyses of the perceptions of students and teachers have been presented in the tables given below.

1. Students' and Teachers' Views towards the Opportunities for Production that Arises in a Classroom Setting and the Development of the Speaking Skill

Table 26

Students' Views towards the Opportunities for Production Arising in a Classroom Setting and the Development of the Speaking skill

SN	item	Opportunities	Calculation		Interpretation
			M	SD	
1	Q 1	Student and teacher relationship	1.04	0.20	Rare opportunity
2	Q 2	Frequency of teacher-learner interaction	1.41	0.49	Rare opportunity
3	Q 3	Teachers' comprehensible input	1.05	0.22	Rare opportunity
4	Q 4	Frequency of learner-learner interaction	1.60	0.51	Favorable opportunity
5	Q 5	Frequency of outside classroom interaction	2.03	0.46	Great opportunity
6	Q 6	The students' contribution in interaction	1.67	0.47	Favorable opportunity
7	Q 7	Students' speaking ability as a result of classroom interaction	2.19	0.67	Great opportunity
8	Q 8	Regular interaction as a help to reduce speaking mistakes	1.06	0.24	Rare opportunity
		Average Mean = 1.51			Favorable opportunity

In the above table, the students describes that they have favorable opportunity regarding classroom interaction with the average mean score **(**1.51**).** Moreover, they possess a good relationship between them and their teachers**.** It is clear that the one who does most of the talk in the classroom is the teacher since the students describe so**.** This shows clearly that most of the students do not show their ability without the encouragement of their teacher**.** Because over half of the students state that they are always given the opportunity to interact with their teacher, it is clear that learner-learner interaction is weak**.** Moreover, most of the students claim that they are always provided comprehensible input that is suitable to their level**.** It can delay the development of the learners**'** speaking skill**.** Thus, students describes that the most desired language skills to be mastered is the speaking

skill**.** According to these factors, students need more opportunity for production that arises in a classroom setting**.**

Figure 1

Students' Views towards the Opportunities for Production Arising in a Classroom Setting and the Development of the Speaking skill
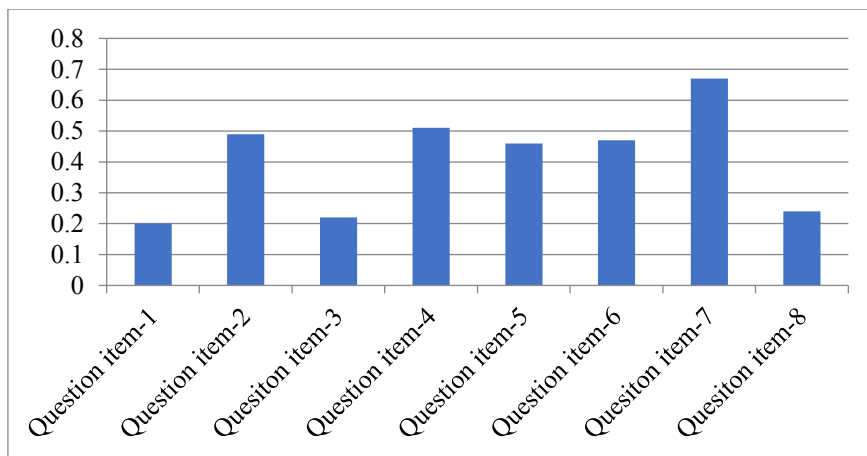
Note. 1.00-1.50=Rare opportunity; 1.51-2.00=Favorable opportunity; 2.01-2.50=Great opportunity

In the figure 1, over half of the students evaluate their speaking ability as being well because of interaction. This may be because the students frequently interact with their teacher or with their classmates, so they get the well speaking skill. Participation in classroom interaction will naturally affect on the students' speaking capacities. As shown in the figure, almost all the students respond that regular interaction in the classroom reduces their speaking mistakes. This may be because if the teacher calls their attention to mistakes, then the learners will avoid them in the future participation. Therefore, interaction can help the students to activate heir speaking skill according to the extent of using it.

Table 27

The Teachers' Opinions towards the Classroom Interaction Especially for Speaking Skill

No.	Opportunities	Calculation		Interpretation
		M	SD	
1	Teachers' knowledge about classroom interaction	1.00	0.00	Poor opinion
2	Teachers' remarks for characteristics of classroom interaction	3.66	1.73	High opinion
3	Teachers' reason for using classroom interaction	2.04	1.22	Favorable opinion
4	Students' fluency of engagement in classroom interaction.	1.78	0.41	Favorable opinion
5	Students' enjoyment of learner-learner interaction	1.00	0.00	Poor opinion
6	Teachers' focuses on classroom interaction	2.08	1.00	Favorable opinion
7	Teachers' focuses on speaking activities	2.32	1.29	Favorable opinion
8	The possibility of having all the students participate in the speaking	1.57	0.50	Poor opinion
9	Students' most speaking problems	2.17	1.21	Favorable opinion
10	Teachers' attitudes towards correcting students	2.40	0.55	Favorable opinion
11	Types of feedback given by teachers	1.71	0.45	Poor opinion
12	The effect of interaction on speaking problems and mistakes	2.11	0.31	Favorable opinion
	Average Mean = 1.99			Favorable opinion

In the table 27, the teachers describe that they have favorable opinion on regarding classroom interaction with the average mean score **(1.99).** Majority of the teachers describe that they are using classroom interaction for the reason that learners need to speak and listen to each other and then acquiring speaking techniques such as taking turns and interruptions. This is a good remark for classroom interaction. Moreover, majority of teachers express that they sometimes invite their students to interact with each other. At that time, most of the teachers focus on dialogues to create a successful interaction and to create a stress-free situation for those students who are facing the problems of inhibition because of shyness, anxiety, and stress because learners in such activities speak more freely. Moreover, most of the teachers claim that speaking problems and mistakes may be reduced progressively in classroom interaction. It means that a regular interaction

with the teacher or other learners lead to achieve speaking automaticity**.** According to these factors, the students**'** speaking skill can be developed by using classroom interaction**.**

Figure 2

The Teachers' Opinions towards the Classroom Interaction Especially for Speaking Skill
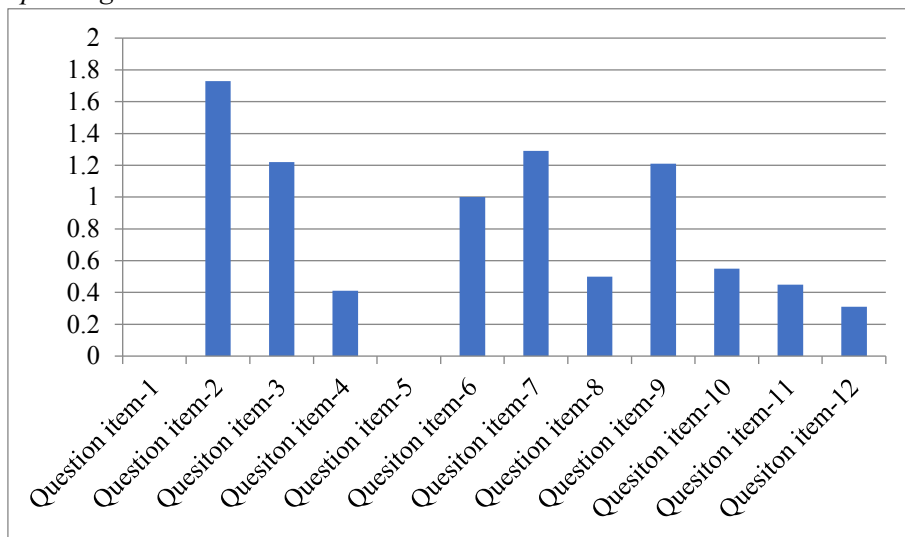
Note. 1.00-1.75=Poor opinion; 1.76-2.50=Favorable opinion; 2.51-3.25=Good opinion; 3.26-4.00=High opinion

As shown in the figure 2, majority of the teachers describes that they are average talking in the classroom. This is a good remark for classroom interaction. However, majority of teachers claim that they sometimes invite their students to interact with each other. As a result, students face the problems of inhibition because of shyness, anxiety, and stress. This is because students may lack self-confidence if they do not have enough practice. Therefore, students need to have more opportunities to interact in the class. To solve this problem, most of the teachers focus on dialogues to create a successful interaction. This may be intended to create a stress-free situation for those students because learners in such activities speak more

freely. Moreover, teachers mostly state that speaking problems and mistakes may be reduced progressively in classroom interaction. This means that, a regular interaction with the teacher or other learners lead to achieve speaking automaticity that is free of mistakes, since the interlocutors whom the learners interact with will contribute to giving feedback. According to these factors, the students' speaking skill can be developed by using classroom interaction.

Discussion

To assess teachers' application of classroom interaction in developing the student's speaking skill, it has been considered many aspects like teachers' roles, students' roles, the implementation of classroom interaction, problems that the students have to face and the value of classroom interaction, etc. To gather reliable information with regard to the above aspects, the questionnaires have also been used. As presented in the aim and objectives, the main purpose is to find out about the practicing of teacher-student classroom interaction in EFL context to develop the students' speaking skills. In the analysis of the data from students, most of the students have a good relationship between them and their teacher, and this may be because they have a good level in speaking or they regularly participate in classroom interaction. Moreover, students also confess that their teacher gives them the opportunity to interact with them. This indicates that the teacher really wants to his students to be involved with her in such type of interaction which has an impact on the students' performance in speaking. They also state that their teacher always provides comprehensible input that is suitable to their level. This enables us to predict that students need more to participate in classroom interaction as possible as they can. They must be given a lot of practice to activate their speaking skill. As a result of classroom interaction, majority of the students judge their speaking ability as being well, this judgment indicates that keeping silent all the time in classroom will limit the students' chance to learn or to speak the foreign language. They also claim that a regular participation in the classroom could help them to reduce their speaking mistakes, this may be because if the teacher calls their attention to

particular mistakes, then the learners will avoid them in the future participation. On the whole, students showed some interest to the value of classroom interaction. Their previous answers revealed that it can successfully lead them to enhance their speaking skill.

In the analysis of the data from teachers, all the teachers insist that they all know about the value of classroom interaction. Their reason for using classroom interaction is that students need to speak and listen to each other and then acquiring speaking techniques such as taking turns and interruptions. This is a good remark for classroom interaction. However, majority of the teachers confirmed that they sometimes invite their students to interact with each other. It seems that teacher-learner interaction may be stronger than learner-learner interaction. Most of the teachers claim that students have the problems of inhibition because of shyness, anxiety, and stress. This may be due to the ill development of communicative skill. It also means that students need to be given more chance to interact with each other in the class to improve their speaking skill. The role of learner-learner interaction is the top importance for learners to improve their language skills in general and speaking skills in particular (Karwan, 2016). This is because learner-learner interaction is a stress-free situation where learners feel less inhibited. Besides, it creates a funny, friendly, and relaxing atmosphere. Concerning the speaking activities which create a successful interaction, over half of the teachers focus on dialogues because they are the best activities for interaction management. This may be due to the fact that learners in such activities speak more freely. Almost all the teachers agree that classroom interaction could reduce progressively the speaking problems and mistakes. This means that, a regular interaction with the teacher or other learners lead to achieve speaking automaticity that is free of mistakes, since the interlocutors whom the learners interact with will contribute to giving feedback. So, learners will have the opportunity to notice the gap between the language they are using and the correct or target-like, and through interactions they speak to use the appropriate language that make them be understood by others. Long (1981) cited in Karwan (2016) also suggests that

it is the interaction which simplifies comprehension and promotes second language acquisition, in particular speaking skills.

Conclusion

The idea that interaction could and should take place in the classroom became more and more popular especially in second or foreign language classroom. Today, many researchers claim that through classroom interaction, knowledge can be constructed and skills can be developed. Teachers' roles and responsibilities were changed in the direction of facilitators of the learning and teaching processes. In this context, learners are supposed to be given opportunities to use the language naturally other than only memorizing dialogues and pattern practices. The present work aims at showing that classroom interaction can be a best pedagogical strategy to develop not only the learners' speaking skill, but also to foster their capacity to generate new language. This is confirmed by the results obtained from the analysis of data gathered from teachers' and learners' questionnaires. The analysis of their questionnaires showed that the learners are really given chances to use the language through engaging in interactions. But learners still have the problems such as inhibitions because of shyness, anxiety, and stress. However, the analysis showed that such problems can be reduced progressively or disappear completely. Teachers and learners showed a considerable awareness about the impact of classroom interaction on developing the learners' speaking skill through teachers' provision of comprehensible input which helps learners to understand, and the spoken language accurately and then use it appropriately.

Recommendation

The lack of interaction or the use of the language will negatively affect language learners in their communications. Therefore, they should be encouraged to participate in classroom interaction so that they can be fluent and well-versed in spoken language Mackey (2007) cited in Karwan (2016).

So, the ultimate aim of this study is to show whether it is possible to develop the speaking skill of learners through classroom interaction. The knowledge gain from this research shows that during regular interactions in the classroom, learners can reduce their speaking mistakes, thus strengthening their language ability.

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