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**The Effectiveness of Classroom Interaction on Reducing  
Learners' Psychological Problems in Speaking EFL**

**The Case of First Year LMD Students of English at Mohamed Kheider University**

**A Dissertation submitted to the Department of Foreign Languages in Partial  
Fulfillments of the Requirements for a Master Degree in Sciences of Language**

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# *Part one*

## *Theoretical overview*

# Dedication

In the name of Allah, Most merciful, most compassionate. All praise goes to Allah.

Throughout all my entire life one woman has always been there during the difficult times. I would like to dedicate this dissertation as well as my entire love to my dearest mother.

I would like to dedicate this work, to the person who teaches me how to be strong and be the woman I am: My lovely Dad.

In addition to them, I have always been surrounded with strong supportive girls. Thus, I could not be strong without the love and support of my two princesses Hana and Nabila.

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## **Abstract**

Classroom interaction is a very important aspect of the learning process that helps learners to be motivated to learn English and to engage in classroom tasks and activities. Thus, many studies showed that learners' psychological problems were overcome by good classroom interaction. So, the purpose of this research is to investigate EFL learners' psychological problems at Biskra University and to demonstrate the effectiveness of classroom interaction in reducing these problems. Moreover, we intended to shed the light on the teacher's role in providing adequate circumstances for effective teacher-students as well as students-students interaction through investigating the teacher's various strategies to fulfill the teaching-learning objectives. Therefore, we hypothesize that if a good interaction is established in class, learners' psychological problems would be overcome. Hence, in order to reach the aims of this research, we have chosen the descriptive method. Moreover, we used two tools for collecting data. First, a questionnaire for teachers of oral expression at the division of English at Mohamed Kheider University, and another one for a sample of first year LMD students at the same setting. Second, a structured classroom observation was done with one EFL class of first year. The analysis of both questionnaires and classroom observation revealed that many first year students do suffer from common psychological problems like anxiety, shyness, and a fear of making mistakes. These problems proved to prevent students from speaking and engaging in oral activities. Moreover, findings disclosed that establishing a good classroom interaction helps learners' reduce their psychological problems and encourage them to actively participate. Hence, the teacher is the main responsible of making learners interact and working to solve their problems and difficulties. To conclude, it is proposed that teachers have to apply suitable strategies to enhance learners' motivation and self-confidence, reduce their psychological problems and develop their speaking skill.

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*General*

*introduction*

# General Introduction

## Introduction

Throughout time, learning became more important everywhere. Therefore, each one should learn no matter if they are old or young, rich or poor; the very important thing is to get access to education. Learning is the process of gathering information from different sources in different fields. The process of learning requires many skills that help learners gain knowledge through listening, speaking, writing and reading. This process has a strong relationship with the environment where it occurs; i.e., the school or more specifically the class.

Learners spend most of their time in class ( may be even more than in their home) because the process of learning happens in class where both teachers and learners take specific responsibility. Indeed, both participants work together towards achieving certain goals, mainly to promote learners' skills. So, there exists a tied relationship between the teacher and learners, called "interaction". Recently, psychologists emphasized the importance of interaction inside the classroom where the teacher should provide learners with good methods and techniques of learning in order to make them feel at ease and interact in the classroom. During this process, the teacher considers learners' needs, preferences, aptitudes, and most importantly their difficulties and psychological problems. These particularly affect students' participation and interaction inside the classroom and hinder their achievement.

Therefore, the present study investigates the role of interaction and its importance and effectiveness in reducing learners' psychological problems like anxiety, shyness, fear, and attitude when they use the target language orally in class.

## 1. Statement of the Problem

Few years ago, psychologists paid attention to school and gave it more importance to help learners to progress because it was considered their second home. Indeed, “Classroom ought to be the children’s second home away from home.” A child friendly classroom is more than just mounting stuff on the walls—letters. (Retrieved from: [www.kaieteurnewsonline.com](http://www.kaieteurnewsonline.com).)

Moreover, the classroom is the place learners meet a teacher who becomes close to them as he/she motivates, monitors, guides, advises, and so on. Classmates will be close, too and would play the role of brothers and sisters. That way, interaction is established. It is defined as “the activity of being with and talking to other people and the way that people react to each other “(Mac millan publishers limite2009-2016 Macmillan English Dictionary).

Unfortunately, learners of first year English at the University of Biskra suffer from a lot from a lack of interaction between them and their new teacher which effects their motivation, involvement, and skills development. This can be due to some factors related to students’ psychological status. Indeed, first year students, in particular, encounter some difficulties because of the shift from high school into university. They are put in a new and challenging environment which may seem even threatening for some of them. Consequently, they feel insecure, anxious, and afraid to express themselves in front of others. So, the problem relies on the ability of the teacher to pick out the learner from his/her psychological problems and to work on overcoming them through establishing a safe atmosphere based on positive interaction.



## **2. Significance of Study**

In general, the issue of establishing good interaction in the classroom has been studied in the last few years. Through this research work, we conducted a descriptive research about the effect of classroom interaction on reducing EFL learners' psychological problems. We aimed to describe fully both variables and we tried to add new information to what researchers did in the past. Thus, this study has been undertaken to show the role of classroom interaction mainly between the teacher and the learner and its effect on decreasing some psychological problems that learners suffer from. Moreover, we attempted to shed the light on the crucial role of teacher in considering learners' difficulties to communicate orally in class and helping learners overcome these difficulties through establishing a safe interactive atmosphere.

## **3. Aims of the Study**

The major reason behind the selection of this research topic is that interaction is the key to successful learning. So, teachers need to know how to make students interact with them in the classroom in order to reduce their psychological problems that hinder them from learning in general and from speaking English more particularly. Therefore, the main aim of this study is to focus on the relationship that exists between class interaction and learners' psychological problems.

The study also comprises the follows aims:

- To show the suitable methods and techniques of effective interaction in the classroom that help reduce learners' psychological problems.

- To describe some of the psychological problems that EFL learners suffer from especially when they come to express themselves orally in class.
- To emphasize the importance of the teachers' role in eliminating learners' psychological problems as well as developing their speaking skill.
- To investigate the effectiveness of classroom interaction in reducing learners' psychological problems and raising their motivation to learn the T.L

#### **4. Research Questions**

The task of having effective interaction in class is a result of the contribution of the two main participants the teacher and learners. These work together in the process of interaction to reduce/ overcome learners' difficulties and problems like anxiety, fear, negative attitude, etc. Thus, the objective is to have an interactive classroom. Therefore, this research explores the effectiveness of classroom interaction in reducing learners' psychological problems that hinder mainly their speaking skill.

Therefore, this study is based on the following questions:

- To what extent can teachers attract their learners' attention and make them interact in class?
- What are the reasons that prevent learners from participating and speaking the target language in class?
- How can interaction (teacher-student interaction/ student-student interaction) reduce learners' psychological problems?

#### **5. Hypothesis**

In the light of the research questions, we hypothesis could be elaborated:

If good interaction is established in class, learners' psychological problems would be overcome.

## **6. Research Methodology**

### **6.1 Choice of the Method**

In this research, we used the descriptive method in order to investigate the effectiveness of classroom interaction in reducing learners' psychological problems. It is the most appropriate method to collect information about the topic.

### **6.2 Sample of the study**

The sample that we worked with was the first year L.M.D students and teachers of the English language in the department of foreign language at the university of Mohamed kheider Biskra . However, because it was unpractical to work with these two large populations, two representative samples were chosen randomly.

On one hand, 05 teachers of oral expression were chosen. This module is considered the best module to observe the students' behavior, participation and interaction in class. Moreover, the oral expression teacher is supposed to detect learners' problems easier (than in other modules) as the nature of the speaking activities require a direct contact with learners.

On the other hand, 45 students were selected out of 750 students forming the whole population of first year LMD. The sample represented one group learning all in one class out of 15. We needed to collect their views about the topic as they are fresh comers and are more predictable to suffer from some psychological problems like anxiety, shyness, fear, etc because of the new setting/environment they came in. Consequently, these reasons are supposed to affect their participation and interaction in class.

### **6.3 Data gathering Tools**

To collect information about both samples, two different data gathering tools have selected. The first tool was the questionnaire. In fact, one questionnaire was designed to

collect students' opinions about the topic, and other questionnaire was addressed to teachers to examine their points of view about class interaction and its relation to psychological problems. In addition, to see the different types of problems learners face during oral expression lectures and how these are overcome by teachers.

The second tool in this research work was a classroom observation. We opted for it to help us observe students' behavior in the classroom in terms of participation, motivation, interaction as well as their difficulties to speak and the problems (mainly psychological ones) they suffer from. Hence, a detailed checklist had been used to help us detect, examine, and observe specific behavior and attitudes. The main purpose of this tool was to confirm (or not) the findings obtained from students' and teachers' questionnaires as well as other aspects which have not been revealed by the first tool.

## **7 Limitation of the Study**

First, there is time limitation. Indeed, this study has been conducted for only 5 months. Second, in this research, we dealt with the different aspects of interaction in the classroom concerning first year students of English in the university of Mohamed kheider and its effects on reducing their psychological problems. Therefore, we had limited the study to a representative sample to make it more practical. A sample of 05 teachers of oral expression was also selected from the whole population to make it easier working with them. In fact, the observation was limited to the oral expression module as it is more workable to deal with the two variables of the research. The third limitation concerned the topic itself. Indeed, the issue of interaction was chosen only to examine its effect on learners' psychological problems reduction and not on another aspect of learning.

# *Chapter one*

## *Classroom interaction*

**Chapter One: Classroom Interaction**

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## **Introduction**

Nowadays, one of the greatest challenges in EFL classes is interaction in the classroom. Recent studies have paid more attention to the learner's performance and how he/she interact with the teacher or classmates. Moreover, this issue became something debatable among a lot of researchers since it revealed to be of paramount importance in the teaching and learning process.

Therefore, this chapter deals with the problem of classroom interaction and describes several points related to the topic such as the definition of classroom interaction, its types, importance as well as some techniques and methods to improve interaction. In addition, the chapter investigates some social interactive activities and the role of the teacher in the process of interaction.

### **1. Definition of Classroom Interaction**

Many researchers throughout time had different views and perspectives on the concept of classroom interaction. Here is a collection of some definitions according to several approaches and researchers who dealt with interaction to provide learning and teaching opportunities.

First of all, the term “ interaction” is made up of two morphemes; namely “inter” and “action”. It is a mutual or reciprocal action or influence in English language teaching. Interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom.(Rhalmi, 2016) Here, the researcher mentioned that the word interaction is composed of two words; he also defined interaction as being a conversation or debate among two participants. (Retrieved from [www.myenglishpages.com/blog/classroom-interaction](http://www.myenglishpages.com/blog/classroom-interaction))

Markey and Kasper (2004) state that classroom interaction is a form of institutional talk, which is locally managed but is a cooperatively constructed speech exchange system. Therefore, interaction in class is a matter of cooperation between the teacher and the learner, which can verbally or none verbally achieved to provide an interactive class.

Another researcher Wagner (1994, p. 8) defines the concept of interaction as reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another. According to Wagner, interaction is a process of acquiring knowledge in a specific time and place happening between two objects (teacher and learner), and this process of acquiring information can be from a teacher to a learner or vice versa in which between these two should be a strong relationship in order to help the learner gain information easily.

Allwright and Breen (quoted by Chaudron, 1988, p. 10) pointed to interaction as significant because of the following reasons:

- Only through interaction the learner can decompose the TL structure and derive meaning from classroom events.
- Interaction gives learners the opportunities to incorporate TL into structures into own speech the scaffolding principles.
- 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.

Here, both researchers focused on defining interaction from its significance side and they spotlighted on the important role of interaction in enhancing learners' target language and how interaction develop their capacities depending on the amount of exposure between learners and their teacher. Moreover, without interaction in the classroom, learners will be



unable to express themselves and would suffer a lot from disconnection, which means that they miss a lot of information.

## **2. Types of Interaction**

We will start first by mentioning all the types of classroom interaction and how they are classified. So, these are the most frequent ways of organization of classroom interaction, depending on who communicates with whom:

- a) Teacher – learners
- b) Teacher – learner/a group of learners
- c) Learner – learner
- d) Learners – learners

The first form of interaction (teacher – learners) is established when a teacher talks to the whole class at the same time. He takes the role of a leader or controller and decides about the type and process of the activity. The primary function of such interaction is controlled practicing of certain language structures or vocabulary. Mostly, they are in the form of repeating structures after the teacher (the model). This type of practice is also referred to as ‘a drill’.

The second arrangement is conducted when the teacher refers to the whole class, but expects only one student or a group of students to answer. It is often used for evaluation of individual students. This arrangement can also be used for an informal conversation at the beginning of the lesson or for leading students into a less guided activity.

The third type of interaction is called ‘pair work’. Students get an assignment, which they have to finish in pair. The teacher holds the role of a consultant or adviser, helping when necessary. After the activity, he puts the pairs into a whole group and each pair reports on their work.

The last type of classroom interaction is called 'group work'. As with pair work, the teacher's function here is that of a consultant and individual groups report on their work as a follow-up activity.

The last two ways of organization are particularly useful for encouraging interaction among students. In large classes, they present the only possibility for as many students as possible to use the foreign language. The research has shown (Long et al. 1976 in Nunan 1991, p51) that students use more language functions in pair- and group-work than in other forms of interaction. It has also been proven that students perceive them as the most pleasant ways of learning, because they feel relaxed and subsequently communicate better (Phillips 1983 cited in Hatch 1992,p 93). Such work encourages independent learning and gives some responsibility for learning to students. It approaches real-life communication where students talk to their peers in small groups or pairs. Nevertheless, whole - class organizations should not be completely neglected since it is still more appropriate for guided and controlled activities.

We will discuss in this research two main types of classroom interaction from the above types. These two types are teacher-student interaction and student-student interaction.

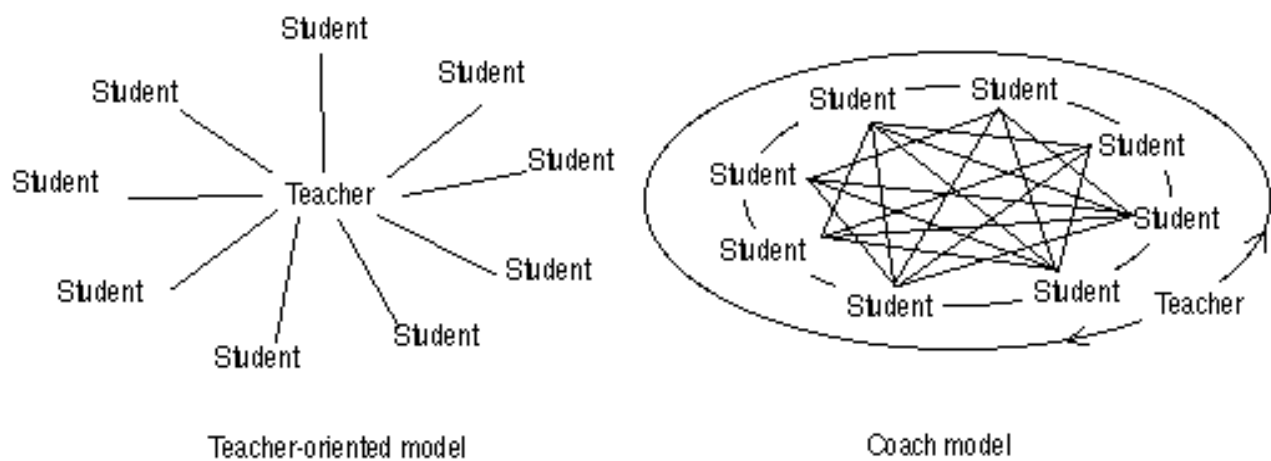
### **2.1. Teacher- Student Interaction**

It is undoubtedly a fact that the role of teacher in class is very important, especially when it comes to get the student involved and make him/her interact and participate during the lecture. A lot of researchers studied the teacher-student interaction from different perspectives and proved its crucial role in a successful teaching-learning process.

In class, the teacher is considered the pillar of learning because is the instructor, the organizer, the motivator and has many things to do beside these roles. As stated by Whitaker (2004), the main variable in the classroom is not the student, but it is the teacher.

According to Eschenmann (1991) the teacher should take his/her time in order to have a strong relationship with his/her learners; thus, he/she can facilitate for them learning and be closer to them, which lead, to motivate his learners in a smooth way and participate easily in class, i.e. no gaps between the two.

The down model emphasis teacher's ability to keep up the relationship between teacher and students, and compares the teacher-oriented and coach- oriented models. So in traditional lectures, teacher is often at the center, and teaching is often one-way. In the current educational system has not till this time, when the practice of using blackboard and lectures began particular subject. Therefore, the coach model is a way of teaching by coaching students with the premise that students may have more current or specific knowledge than the teachers, may be more appropriate. (Yamasaki, 1996)



**Figure 1: Teacher-students relationship model** (by Professor Gary Bardsley)

Many studies that examined classroom instructional conversation from a socio-cultural perspective have based their classroom interaction analysis on a pioneering study that identifies recurring patterns of teacher-pupil talk in first language classrooms (Sinclair and

Coulthard, 1975). This study describes a three-part sequence generally known as teacher initiation (the I move), learner response (the R move) and teacher feedback (the F move). This study shows that there is a three means aspect in the relation which is teacher-student interaction. First, one initiation means teacher gives the student information in the class, and then comes the student response to this feedback.

In the classroom, it is usually the teacher who initiates the exchange, often characterized by display questions requiring recitation and recall. Moreover, the teacher always has the right to provide the feedback which is very often evaluative in nature (Nassaji & Wells, 2000). The teacher all the time is the one who directs everything in class where he/she plays the principle element in the process of learning. Moreover, in this process, the teacher provides feedback to students to ensure good understanding.

According to Harmer (2009), teachers should pay attention to three main principles when dealing with their students. Firstly, the teacher should be careful with the kind of the language to use, which learners are able to understand, i.e. teachers should provide learners with a comprehensive feedback that feats the level of all the learners. Secondly, teachers must think about what they will say to their students because the teacher's speech is as an important resource for learners. Finally, teachers should identify the ways in which they will speak such as the voice, tone and intonation.

## **2.2. Student- Student Interaction**

Student- student interaction is the visual part of any course experience. In the classroom setting, this type of interaction happens naturally as students listen to each others' comments, ask each other questions, and build rapport through frequent contact. (Retrieved from <https://www.rit.edu/academicaffairs>)

Johnson and Johnson (1995) reported that over 600 research studies (dating back to the late 1800's) compared learning in cooperative, competitive and individualistic goal structures. These studies have been collected at the Cooperative Learning Center at the University of Minnesota. They confirmed that our students working together cooperatively are much more powerful than having students work alone, competitively or individually (Roger T. Johnson and David W. Johnson). In addition, findings revealed the following points:

- More students learn more material when they work together, cooperatively, talking through the material with each other and making sure that all group members understand than when students compete with one another or work alone, individualistically.
- More students are motivated to learn the material when they work in groups (and the motivation tends to be more intrinsic).
- Students have more positive attitudes when they work together cooperatively. They are more positive about the subject being studied, the teacher, themselves as learners in that class, and are more accepting of each other (male or female, handicapped or not, bright or struggling, or from different ethnic backgrounds).

From these studies, we can understand that learners learn more when they cooperate with each other because they feel at ease to talk with their classmates, and even when they make mistakes, it will be corrected among them without any fear. In addition to that, this kind of interaction is very significant to develop communication; thus, it is considered as a type of group work where learners express their ideas through speaking.

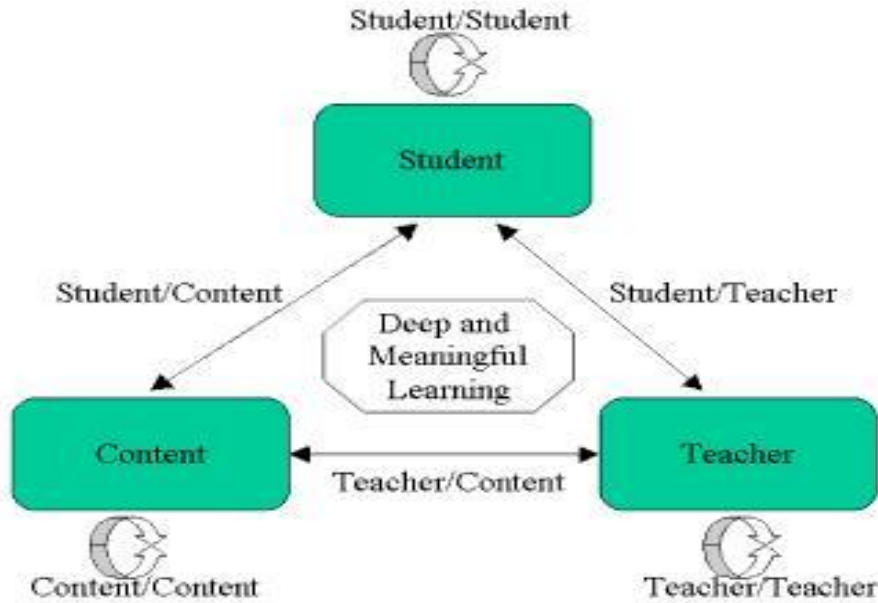
Moreover, researchers have shown that student-student interaction has a positive impact on the learners' level. For example:

- Student to student interaction is vital as it supports productive and satisfying learning. Also, it helps learners develop their critical thinking (Kolloff, 2011).
- Students who interacted more with their friends, acquire a high level of satisfaction and learning. (Swan, 2002)
- Interaction has an impact on students' achievement and satisfaction (Roblyer & Ekhaml, 2000).

Johnson (1995) supports that if learner-learner interaction is well structured and managed, it can help learners to develop their cognitive abilities. Moreover, it helps in elevating the learners' level of educational achievement. It can also develop their capacities through collaborative works; consequently, learners will establish social relationships through this kind of interaction where the sense of learning community is promoted, and isolation is reduced in the classroom.

Learner to learner interaction has the power to make the lesson more comprehensible. According to Paula (2002, p. 128), students talking with their peers about the content of the course is a powerful way for them to reinforce what they have learned. So, the main factor to make students comprehend the content of the lesson is to let them share ideas and collaborate with each other and to encourage interaction between them because it is the fastest and the best way that makes learners active rather than passive participants.

The following diagram shows clearly the elements contributing to the interaction and how they are interrelated.



**Figure2: Student-student interaction Diagram (Hobson and Terry)**

### **3. Interactive Classroom Activities**

In order to achieve effective interaction in class, teachers use varied activities to provide students with opportunities to deepen their learning by applying concepts and acquiring new knowledge. Many of these activities also provide the instructor with feedback about the students' learning and progress. The following are some examples of activities used in an interactive classroom.

#### **3. 1. Ice Breakers**

Over the past several years, a number of researchers have theorized that students vary significantly in how they approach classroom learning, and that each learner has a distinct and definable way of engaging in the learning process (Conrad & Donaldson, 2004; Dunn and Dunn, 1978; Gardner, 1983; Gregore, 1986; Kolb, 1984; Merriam, Caffarella, & Baumgather, 2007; Palmer, 2007; Vella, 2002). Furthermore, these researchers studied the problem how can students interact with the teacher and to break the barriers between them in order to progress in the process of learning.

Ice breakers are activities that help students talk to each other and encourage classroom interactions. They are useful at the beginning of the lesson. For example, students are asked to introduce themselves to each other in the beginning of the year, and what they would like to learn in the course. Icebreakers have a lot of advantages; for instance, they enhance the participation of each student, they create of a sense of community and focus students' attention on material that will be covered during the class period. (Retrieved from <https://www.brown.edu>)

### **3.2. Group Work**

During lessons, learners are often exposed to work in groups or in pairs. This kind of strategies is used to encourage the collaborative work among learners and to let them help each other to comprehend the task.

According to Hill and Flynn (2006, p. 55), group work is a powerful tool for fostering language acquisition. Thus, this tool is considered to be very effective as it permits the student to learn the language smoothly because it is a matter of exposure between the interlocutors. In this way, it becomes easy.

Hill and Flynn (2006) add that small group can also enable learners to correct each other's speech when they use it; therefore, they should rely on different sources especially the main source which is the teacher. In short, learners are obliged to practice language in small groups in order to foster their abilities in using the target language, but they must refer to authentic sources as the teacher.

### **3.3. Role Plays**

Learners take part in role play as authors or as characters and interact with their own ideas. With the help of the teacher, learners will break down the role play into specific tasks which make the content which teacher wants to cover will be addressed clearly. In addition to



that, role play develops the learners' cognitive ability. It also motivates students to explore and understand an issue or the development of skills such as writing, leadership, coordination, collaboration and research. (Retrieved from <https://www.brown.edu>)

As Larsen-Freeman (1986) pointed out in her book "Techniques and Principles in Language Teaching", role- plays are very important in the Communicative Approach because they give students an opportunity to practice communication in different social contexts and in different social roles. (p. 137). In order to help students improve their listening, speaking and communicative skills, teachers should design role play activities for their students to use English more as a practical language.

Ladousse (2004, p.7) stated that role play is one of a whole gamut of communicative techniques which develops fluency in language students, promotes interaction in the classroom, and increases motivation.

So, the key to improve learners' ability in communication is the role play, which helps the learner to be more fluent and motivated as well as it increases interaction between them.

#### **4. Techniques To Enhance Interaction**

Providing good techniques and strategies in class is very important in order to make the class more interactive. According to Scrivener (2012) the following techniques are needed in making learners interact easily:

- **Encouraging learners to speak**

Learners should be active in class and not passive spoon feeders' participants; also they need to participate and take from his- her mind to be a listener. In addition the role of teacher here is to let students take the time to do discussions among them then move to the evaluation.

- **Maintaining appropriate behavior**

Teachers should do the following:

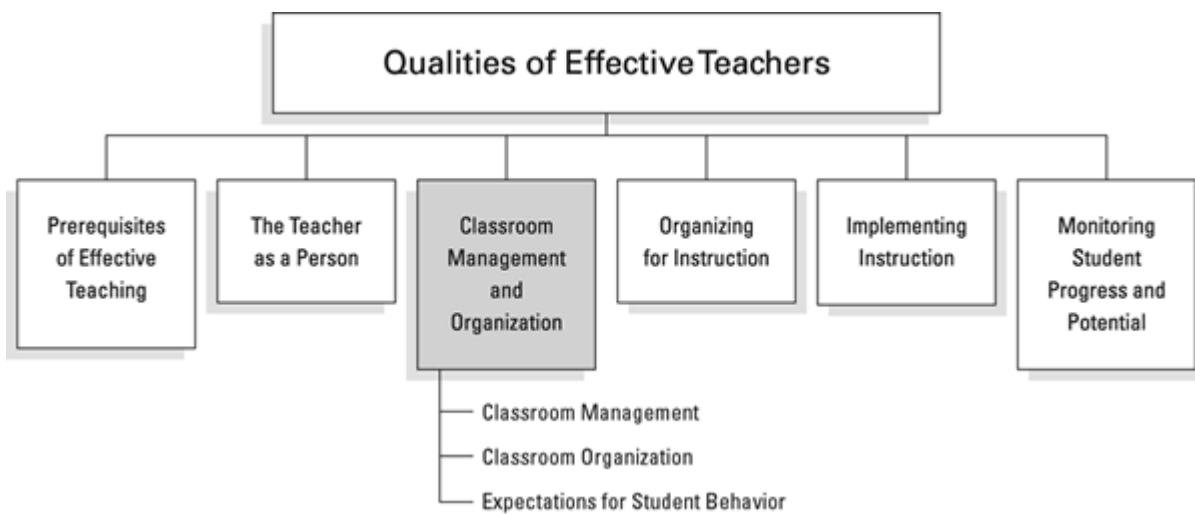
- ✓ You must know what you are going to look for During the whole class presentations
- ✓ Try to move from class around learners or eye contact
- ✓ During group/individual instruction try to sit where you can see the whole class and give help
- ✓ It is difficult to monitor projects from your desks so, do it from your desk where you can see the whole class
- ✓ Don't let learners make a circle around your desk
- ✓ Make sure learners understand expectations and assignments by checking their progress (*Retrieved from: www2.fiu.edu/~gavilanm*)

- **Good lesson preparation**

Teachers have to be all the time well prepared; they should not teach without a good a lesson plan. As Kounin (1970; Shindler, 2010) states that the good teacher is the one who can provide a good lesson plan which is the first step in teaching. Will be well lesson plan and lead the progression of learning (Swainston, 2008).

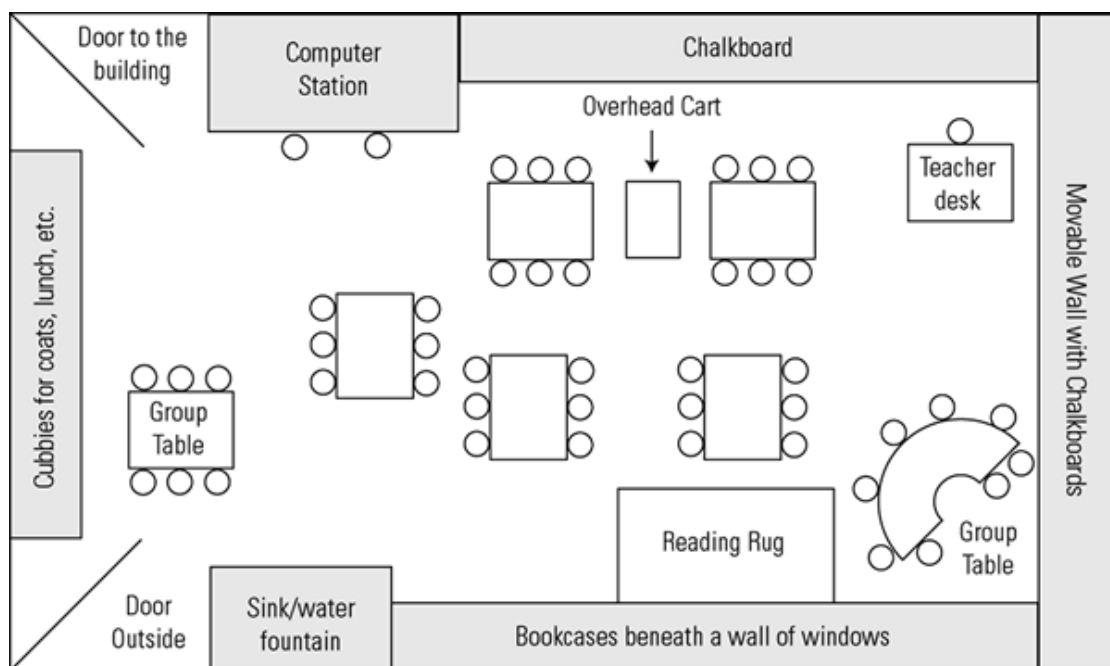
- **Maintaining an Organized Atmosphere**

Classroom organization is applied in a classroom, even if no one is present. Furniture arrangements, location of materials, displays, and fixed elements are all parts of the organization. Effective teachers decorate the room with the help of his student, they arrange the furniture to promote a better interaction, and they have to make it comfortable areas for working (Kohn, 1996).



**Figure 3: Qualities of Effective Teachers (ASCD, 2007)**

According to Kohn (1996), the teacher is responsible to organize the classroom with the help of their learners that class becomes more comfortable and more interactive as the way their sites as this model in the following picture:



**Figure4: Mandrel's Current Classroom Layout (ASCD, 2007)**

In addition, teachers have to pay attention to how arranging the classroom by leaving space for wheelchairs to maneuver; having walkways so students can access materials, pencil sharpeners, and help learners to minimal disturbance in class; and made it organized in such a way as to allow the teacher to freely move around the room to monitor student progress (McLeod et al., 2003). Effective teachers think about the little details that enhance the use of available space in the classroom as well as the big one.

## **5. The Importance of Classroom Interaction**

According to Hedge (2000), interaction is an important factor for learners to produce comprehensible output because it allows learners to practice their language in the classroom. Also, interaction in the classroom gives the learner opportunities to get feedback from the teacher or from each other that leads to improve their language system.

Hedge (2000, p. 13) argues that speaking in the classroom makes learners able to cope with their lack of language knowledge; for example, learner speaks slowly, repeating or clarifying their ideas while talking together is seen as discussion of meaning which aimed at making the output more comprehensible. This means that in ELT practice, interaction help learners to produce the suitable language when they work in pairs or in groups; because this language which is produced will be as an input for other students.

Moreover, Long (1996) argued that interaction plays a major role in developing second language. Thus the primary source of data for learners is when they have an effective interaction with a more competent speaker, that is mean that interaction is considered as the first source to control the input.

In addition, interaction makes the learner be able to test their communication success through exchanging information with the teacher or among their peers (as stated on Lyster, 2007, pp. 102-103).

Classroom interaction, contributes to language development by providing target language practice with more opportunities in designing classroom activities that make learning to use the target language. Littlewood (1981, p. 16) stated that there is a progression from “pre-communicative” to “communicative” activities which provide a lot of types of interactive practice of language i.e. practice an activity should be related to the “real-life” language use.

## **6. Factors that Influence Interaction**

In the classroom, learners’ interaction is necessary for the development of instruction. Students’ participation is not confined only to physical presence, but it means their mental presence. In class, learners’ interaction should take an interest in the class work and listen to the teacher what he or she says also give a good response.

Mukalel (1998, p. 104) states that interaction is a stimulus-response to verbal or non-verbal response that can be positive or negative feeling according to individuals. Interaction is a creative and productive factor; learners can participate if they are free from all confusions and problems. Some learners do not participate in class; they are present, but they do not pay attention to study. Also, they do not listen to the teacher and feel bored. There are some factors which affect the action of the learner in class. These can be personal factors such as anxiety, shyness, stress, etc or domestic problems, defective training of the teachers, their attitude, unsuitable course, way of examination, improper environment of school, mental level, deficiency of educational facilities, and conduct of class fellows, partial treatment, and act affect the participation of students.

Shockingly, this problem has been noticed and observed by other instructors in many SL/FL countries. They found that many SL/FL learners are passive in language classrooms

and they do not like to use the target language, especially when respond to teachers' questions and discussions (Cortazzi & Jin, 1996; Tsui, 1996).

## **Conclusion**

In conclusion, classroom interaction among teachers and students helps learners be more motivated and elevate their level. The teacher's role is to assist his/her students to make the feedback comprehensible for them. So, the teacher has to avoid dominating in the classroom. It is also necessary for to direct some activities which can foster learners' interaction in the classroom; for example, by using ice breakers, group work, role play, and discussion. Thus, when the teacher uses such activities in the classroom, he/she will be able to motivate learners to learn in a more motivated atmosphere. Also, the teacher will be able to reduce learners' psychological problems which hinder learners' progress.

# *Chapter two*

*Investigating some EFL*

*Learners' psychological*

*problems in Speaking*

**Chapter Two: Investigating some psychological problem in speaking EFL**

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## **Introduction**

Many EFL learners suffer from various type of barriers which influence negatively their learning especially in oral communication namely: the psychological problems. Learners may experience different psychological problems hurdles which include: shyness, lack of self confidence, fear of making mistakes and anxiety. Thus in this chapter we dealt with the definition of psychological problems and its types then we are going to mention the different strategies teacher use to make learners overcome these problems.

### **1. Definition of Psychological Problems**

psychological problems affect the learner ability on different levels. These problems can be noticed in term of specific difficulties in spoken and written language, interaction, self-control or attention. In addition it can extend to schoolwork and can impede learning to read or write. Retrieved from:( [www.naset.org/fileadmin](http://www.naset.org/fileadmin)).

Kenneth Roberson, Ph. D defined learning disability as follows: learning disability is neurological disorders that affect negatively the abilities of the learners to acquire academic and social skills. Learning disabilities may also affect child's motor and their performance in school, therefore; learners will suffer in both auditory and visual processing. (Retrieved from [www.kennethrobersonphd.com](http://www.kennethrobersonphd.com))

According to Great Schools Staff, children with learning disabilities (LD) mainly all the time has problems in reading, writing, math, memory, or organization these problems in learning differ according to the individual. Many, feelings as frustration, anger, sadness, or shame can lead to psychological difficulties in term of anxiety, depression, or low self-esteem as well as behavioral problems. (Retrieved from [www.greatschools.org](http://www.greatschools.org))

Dr. Marshall Raskind, an expert in the field of learning disabilities says. Unfortunately, psychology problems can be away from devastating than the academic challenges themselves. The severity and duration of a child's psychological difficulties may vary as grows up, but it can find their way through adulthood . ( ibid.)

Moreover, Chris Clause defines learning disability as the central nervous system which controls all the areas function in the process of learning. Generally, we can notice the disability of learning in terms of lower level of achievement in academic areas like reading, or writing depending on the learners' cognitive abilities. (Retrieved from *study.com*)

## **2. Types of psychological problems in Language Learning**

Many EFL learners are unable to use the target language for communication and this is due to some psychological problems. The most common ones are described the following part.

### **2.1. Anxiety**

#### **2.1.1. Definition of Anxiety**

Many researchers gave different definitions to the term anxiety. For example, Peters (2008) stated that anxiety is a mind -body reaction that occurs instantaneously, and its effects are felt physiologically, behaviorally, and psychologically all at the same time (p.4). So, Peters defined anxiety as a mind reaction that affects the behavior and the psychology of the person all at once.

Besides, Mussen et al. (1974) claimed that "Anxiety is a normal physiological and mental reaction used to defend in time of danger. Also, it considered very necessary to survival in some cases. Because failure is a result of a poor preparation in the control danger in the right time."( Mussen et al., 1974, p. 387).

In addition, Tyler (1999) explained anxiety as a cover which we find under it amount of experience. This latter can be normal and experienced throughout time in their life whereas other are pleasurable (p.1). On the other hand, the spectrum anxiety can become unpleasant and stressful. Anxiety can cause stress, an emotional experience that takes over our mind and body. Furthermore, Tyler (1999) adds that anxiety has an effect on performance. When the demands increase, anxiety increases too. Eventually, however, this can have an effect on performance, and in this case the learner cannot improve anymore. In these circumstances, learners feel stressed and anxious and under pressure, but they can be able to cope with this condition without improving their performance. Therefore, once anxiety levels increase, performance disintegrates rapidly. Concentration will be loosed, also the ability to perform physical and mental activities is the persons' capacity to control any task which is in his hand. (Tyler, 1999, p. 3)

### **2. 1. 2. Signs of Anxiety**

The state of being anxious is an abnormal behavior which effect on the individual on all the levels. Anxiety takes place mainly in visual cases as looking for a job, or taking a final exam. The individual experiences the same anxiety symptoms in all these situations (Beatty, 1988). Anxiety symptoms differ as physical, psychological and intellectual:

#### **a. The Physical Signs**

- Experiencing physical pain: Headaches, muscle pains, etc.
- Shortness of breath
- Faster heart-beat rate
- Excessive sweating
- Disturbed sleeping patterns: oversleeping or insomniac
- Stomach problems along with disturbed appetite: overeating or lack of appetite

- Nausea
- Remembering when speaking

#### **b. The Psychological Signs**

- Negative thoughts about one's self
- Feeling humiliated and embarrassed in front of peers
- Constantly comparing one's performance and achievement
- Constant worry about the feedback during the performance of the task.
- Pessimism about the feedback of one's performance.

#### **c. The Intellectual Symptoms**

- Slow processing of information and difficulty in understanding
- Memory problems: difficulties in remembering things.

Anxious learners are slower to process information that contains potential threat. Thus, depth and breadth worry increases, also their capacity to concentrate on tasks and solve problems decreases. Due to attention bias, possible threat is noticed more often and therefore deciding if it is true threat requires brain power more often decreased shorter memory capacity. (Retrieved from <https://www.aisnsw.edu.>)

#### **2.1.3. Types of Anxiety**

Freud (1856 - 1939) classified anxiety into three types:

- Neurotic anxiety which is the unconscious side of the human that we cannot control the id (the part of the [psychic apparatus](#) defined in [Sigmund Freud's structural model](#)) want, which lead to punishment for inappropriate behavior.
- Reality anxiety which is the fear of real-world events. This kind of anxiety is very common and its cause can be explained. For example, a person might fear receiving a dog

bite when he /she is near a menacing dog. So here the appropriate way to reducing this fear is to avoid dog or the object a person has we are Fear from it.

- Moral anxiety which means a fear of violating our own moral principles. Thus, Freud in that kind of anxiety believed that a human being uses his/her defense mechanisms to help the ego from the conflicts created by the id, superego, and reality.

According to some researchers, there are other types of anxiety depending on their point of view such as specific phobia, Obsessive-Compulsive Disorder and other types.

#### **2.1.4. Sources of Anxiety**

Language anxiety was explicated by Horwitz et al. (1986) as the fear of negative evaluation and test anxiety. According to them, second language anxiety consists of: “Self perception, beliefs, feelings and behavior related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al 1986: p.128, cited in Dörnyei 2001: p.364).

Anxiety is also a result of the fear of testing. There are a large number of students who experience test anxiety. Horwitz. et. al. (1986, p. 127 cited in Dörnyei 2001, p. 364) states that many students confessed that they knew the grammar rules, but they forgot them when taking the test. Therefore, anxiety is the result of a stressful situation when students make a mistake and writes down a wrong answer because of their nervousness during the test. Test anxieties can be also a cause of some question types that are in the test. Indeed if the student has never seen that specific question format, he / she might experience test anxiety during that test.

Young (1991) found that anxious learners think that their language is weaker than their classmates and they look down at them. Also, they are afraid to speak in front of the class, when they have to practice speaking.

In addition, Kitano (2001:p. 550) argues that speaking skill is the most things in which learners make comparison with their peers, teacher and native speakers as a result of their low self-confidence in their speaking ability. It is considered as a cause or source of anxiety in foreign language learning.

Young (1991, p. 429) states that, In language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous are the test tasks and formats, the more the learner anxiety is produced. Therefore, the student may suffer from anxiety when the text is very difficult or unfamiliar; i.e., they did not see it before in term of type of questions or the format of it, thus they feel themselves uncomfortable.

Horwitz et al. (1986, p. 127) add that anxious students become more sensitive and can also avoid studying and in some case they will skip from class because of their anxiety.

#### **2.1.5. Some Strategies to Improve Students' Performance and Reduce Anxiety**

It exists some strategies that the teacher uses to reduce learners' anxiety. Tsiplakides suggested the following strategies in order to help learners overcome anxiety (2006 cited in *pjp-eu.coe.int*)

- **Project work**

John Dewey (1859-1952) stated that it is a method which enables us to move from idea to action, structuring the various stages in that process and it is beneficial in foreign language settings because students become more involved, so they will have increased also, their motivation, they will feel at ease because they are not assessed. Moreover, students will find it easier to focus on communication, they will less concerned with language errors. In addition project work helps students to have a major role and take more responsibilities in their learning process since it requires them to be autonomous in designing and presenting it, consequently project work reduce anxiety.

- **Establishing a Learning Community and a Supportive Classroom Atmosphere**

The teacher has to create a learning environment and provide motivated and collaborative classroom that can help reduce fear of errors. The following classroom interventions were made for creating a supportive learning classroom atmosphere:

- **Improving Teacher –students’ relations**

Classroom rules and norms should be negotiated between the student and the teacher. For example, it should be clearly stated that making fun of a wrong answer is not accepted in class because errors are considered as a part of learning. Thus, students can participate and make errors without being afraid of any embarrassment (Dörnyei, 2001).

Moreover, the teacher should suggest some practice for all students; for example, group work in which here should, be mixed mean student with a different abilities in one group. Students are then given challenging tasks, to encourage them all in the task to encourage cooperation and raise their language performance.

- **Providing Indirect rather than Direct correction**

The teacher has to avoid correcting students’ mistakes directly during speaking activities because can affect their confidence and may discourage them. (Lightbown and Spada, 2006). In some cases, anxious students to aim continue a speaking activity even if they make errors, so teacher should provide a relaxed atmosphere that helps the student to continue his performance the teacher may then correct the mistakes by giving constrictive and supportive feedback.

- **Teacher Immediacy**

Teacher immediacy represents a competitive set of verbal and nonverbal behavior generates perceptions of psychological closeness with students (Andersen & Andersen, 1982).



Teachers' behavior which is verbal (use of humor, use of student first names) or nonverbal (eye contact, positive gestures) is types of immediacy behavior were employed; they can reduce students' anxiety and can have a positive impact in motivating them.

- **Provision of Praise**

Brophy (1981) explains that praise has many benefits in the classroom. Praise is very important in building student self-esteem when it is used correctly. It also makes the relationship between the teacher and the students stronger and creates a positive environment in the class.

praise student in front of their classmates proved to have a positive effect, so the teacher helps students to have confidence in their abilities. As a result, non-verbal or verbal praise push students to progress.

## **2.2. Shyness**

### **2.2.1. Definition of Shyness**

Shyness is defined as a heightened state of individuation. It is excessive egocentric preoccupation and concerned with social evaluation as a consequence the shy person inhibits, draws, avoids, and escapes (Zimbardo, 1982, pp. 467-468).

Moreover, Carver and Scheier (1986) see shyness as a self-regulation terms, with unfavorable social outcome expectancies thus can be seen in terms of disengagement in a task.

Another definition suggested by Coplan and Armer (2007) which shows that shyness refers to the feeling that the person have towards an uneasiness or hesitation situation which face him for the first time or in unfamiliar situations.

The fear of being judged negatively by others and the belief that desired impressions will not be conveyed leads to a tendency to adopt a cautious and protective self-presentation style during social interactions (Cheek & Stahl, 1986). This means that the fear that people

keep inside when they are judged by someone negatively or when we lack confidence to be in social moments lead them to feel shy.

According to Volbrecht & Goldsmith (2010), there is strong factor components that cause shyness. If parents are highly anxious, especially the mother, children are more likely not only to suffer from high levels of anxiety, but are also liable to develop other internalizing behaviour problems such as shyness. In fact, Children may exhibit the poor coping skills and aversion behaviors modeled by their parents.

### **2.2.2. Signs of shyness**

Shyness can be seen clearly seen and perceived according to some signs these help to Judge if a person is shy or not. So these are some signs of shy person can be stated in the following points:

Heart palpitations, shakiness, blushing, muscle twitching, sweating hand and feet, and urinary urgency. These are social phobics which are common physiological responses in shy students. (Beidel, Turner & Dancu, 1985; Henderson, 1992; Zimbardo, 1977).

Whereas, there are another sign is nausea and this sign is not famous among child than in adult people (Beidel, Christ & Long, 1991).

In addition higher heart rates in a stressful situation recently concerned as a sign of shyness correlated to children. However, there are some contradictory findings about this issue. (Henderson & Zimbardo, 2010).

### **2.2.3. Cause of Shyness**

Shyness appears in children cases when the parents have high levels of stress and anxiety. Moreover, children who suffer from a lot of conflicts with their parents this may increase the degree of shyness increased because they will be afraid of biting, they may also like to have a dependent relationship with parents as well as a have some distance with their peers and met people. (Feng, Shaw & Moilanen, 2011).

A strong factor component of shyness mentioned by Volbrecht & Goldsmith (2010), it is about that If one of parents are anxious, exactly the mother, children will suffer from anxiety, as well as shyness. In fact children considered as the copy version of the parents.

Biology or the genetics play another role in the contraction of a Childs' behavior, such as shyness. Studies have emphasize that a mother who is shy generally will give birth to shy a child (Daniels& Plomin, 1985)

Bowen (2005) and Robby (2010) stated that shy learners' shyness is caused by their nature because they are very quiet by their nature. In that case, learners are low confident of them and become shy because a lot of them find it very intimidating to speak English in front of their peers and teacher.

In addition, Saurik (2011) argue that most of learners of English became shy when they it comes to speak the language in front the whole class because of their thought that they will make many mistakes when they talk. And they will be laughed at in front of their friends.

#### **2.2.4. Some techniques to overcome Shyness**

Everything has a solution to solve it or to reduce it the same thing with shyness can be controlled and overcome bit by bit with the help of both of them teachers and parents and this is what Pesce (2011) supports; i.e., that the teacher have to create a friendly and open classroom environment. That way, shy learners will feel fine when they make mistakes in the classroom .Also in this way; learners will be embarrassed of their imperfect pronunciation.

In addition, Chinmoy (2007) suggests that as a help for students to be more confident in their speaking skill, teachers need to convince them not to give shyness a great deal

because it is a thing that see in all can overcome easily. Student's feeling of shyness needs to be solved, So that they need guidance from their teachers.

### **2.3. Fear of Making Mistakes**

#### **2.3.1. Definition of Fear of Making Mistakes**

As argued by many theorists, the fear of making mistakes is one of the most important factors of students' difficulty and unwillingness to speak English in the classroom (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010).

Aftat (2008) adds that this problem or fear has a relationship with the way of of correcting and evaluating mistakes. In addition, all these fears come from the thought that their classmates will be laughing on them or they will be criticized by their teacher. As consequences, learners will stop speaking in the classroom (Hieu, 2011). Therefore, it is the role of the teacher push the learner to speak and to participate. He /she has to learner tell that making mistakes is a part of the process of learning.

#### **2.3.2. Causes of Fear of making Mistakes**

Middleton (2009) argued that most of EFL learners have a fear to speak a foreign language. Also, learners do not like to be foolish. So they worry about how they will sound, and sounding silly in front of others.

The fear of making mistakes means that learners are afraid of looking foolish in front of other people and they are concerned about how others will see those (Kurtus, 2001). Most of students give more importance to how they will be judged by others and is what make them afraid to speak in public and they prefer to keep watching.

In addition, Hieu (2011) and Zang (2006); cited in He and Chen( 2010) show that learners afraid from the idea that their friends will laugh at them when making mistakes in

speaking English or when the teacher evaluates them negatively. The fear of making mistakes in speaking English is common nowadays.

### **2.3.3. Some Solutions to Overcome Fear of Mistake**

Zua (2008) suggests several steps that learners need to follow in order to decrease the worry of being afraid from falling in mistakes: First, emotional bonds between learner and teachers should be build. In this way, learner will feel comfort with their; teacher besides this will help the learner to be close to his teacher and believe in the idea that this latter will help them if they fall in mistakes. Second, the teacher has to raise the learners' concentration in the process of learning English but by creating a suitable learning atmosphere. Finally, the teacher needs to provide the suitable atmosphere which can reduce students' nervousness. For example, the way to deal with errors in conversational and show them how it will be the worth discussion and focus on the benefit of mistakes in communication which is a way to success.

## **2.4. Low self -esteem**

### **2.4.1. Definition of Low self -esteem**

The terms self esteem and self confidence are frequently used interchangeably because they are mainly have the same meaning, so these concepts were defined by many researchers. And Adalikwu (2002) for example suggests that self confidence can be define as the belief that the individual has it across their ability in the issue of success in doing a task, based on the thought that they are able to perform that task (pp.5-6).

Another definition suggests that self-esteem has been investigated as a self-motive, noting the tendency for individual to react in ways that increase a positive evaluation exactly the self (Kaplan 1975; Tesser 1988). Moreover, Self-esteem is the evaluation of the self-

concept that can make a judgment on the self like it is self worthy or unworthy (Baumeister, 1998).

This is what Coopersmith's (1967) which is a classic definition of self-esteem: it is an evaluation done by the individual with regard to himself: or it is an explanation of an attitude and indicates why individual believes in himself to be capable, significant, successful and worthy.

To sum up, Hale (2004, p. 12) claims that self-esteem is the belief of how you will achieve what you want to set to yourself ( e.g. is the short goal such as winning the next point , and the longer goal such as making selection )

#### **2.4.2. Strategies to avoid low self esteem**

- **Recognize your value**

This technique helps the learner to think positively about their talents and abilities as well as to think about their negative qualities so they can change them to positive points instead of weakness.

- **Stop harmful thought patterns by using thought stopping**

Thought that we have in our mind about same thing is the major factors which affect on us negatively or positively. Aaron (1999) earlier warned us of these thought which can stop persons from achieving their success. on the contrary there are some thought which may have a positive influence on the people.

- **Learn (begin) new thought patterns**

The teacher should help learners to counter all negative thoughts and to tell them to trust in their abilities to achieve their goals (Obidigb 2007, Onyekuru 2009).

- **Be patient**

Obidigbo ( 2007, 2009) stated that behavioral change or change in oneself is a process that we should learn. So teachers and learners need to assure that the desire to change will come one day; they just have to be courageous and patient.

## **2.5. Negative Attitude**

### **2.5.1. Definition of Attitude**

According to Eagly and Chaiken (1993), attitudes are defined as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p. 1). This means that it is a self-evaluation of things liked or disliked.

Moreover, Allport (1935) stated that attitude is a mental or neural state of awareness, guided by experience, which exert a dynamic influence on the individual's reaction to all objects, situations and its relationship.

In addition, Ajzen & Fishbein (1977) explained that attitudes are the way where a person reacts to his surroundings and the relationship between some aspects of the individual's world, such as another person, a physical object, a behavior, or a policy.

### **2.5.2. Aspects of Language Attitude**

Kara (2009), stated that the learning process is a positive transfer in the individual's personality in all levels: emotional, behavioral and cognitive since when a person learns a new subject, he/she will change his/her thinking and behavior. Furthermore, the learning process has social and psychological aspects. Thus, the concept of attitude comprises three components: behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches: behaviorism, cognitivism and humanism respectively.

Kara (2009) points to the Behaviorist school to refer to attitude. He stated,

Positive attitudes lead to the exhibition of positive behaviors toward courses of study, with participants absorbing themselves in courses and striving to learn more. Such students are also observed to be more eager to solve problems, to acquire the information and skills useful for daily life and to engage themselves emotionally.

According to Kara, behavioral aspect is the way a person behaves or reacts in a specific situation. Thus, learners need to acquire various aspects of behavior which characterize the target language in the process of learning.

On the other hand, Jane refers to the cognitive component of attitude as consisting of beliefs, knowledge, and thoughts that individuals have about the attitude object. Therefore, cognitive attitude involves the beliefs that language learners have about the knowledge which they receive in the process of learning. For example, Jane believes that volunteering at pet shelters is important; it is a positive and socially-responsible thing to do, and can benefit society. Retrived from: <http://study.com/academy/lesson/cognitive-component-of-attitude-definition-example> .

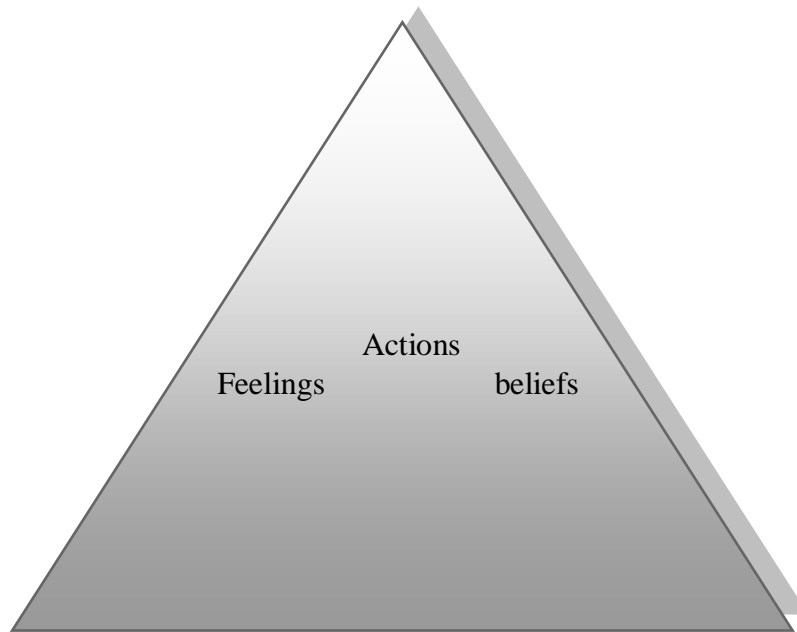
Finally, the affective component of attitude is focused by Feng & Chen (2009) who stated that the learning process is influenced by emotional factors and both teachers and students engage in a lot of emotional activities. Moreover, Choy & Troudi (2006) emphasize that attitude help learners to express their view about an object or situations. It is agreed that emotions influence the FL learners' learning process.

### **2.5.3. The Influence of Attitude on Behavior**

Ajzen (1985) identified that perceived behavioral control and influences behavior. .What a person believes about a behavior can also influence whether he or she will perform that behavior. The philosophy, here, emphasizes that attitude obviously determines behavior. Furthermore, Kiptui & Mbugua (2009, cited in Tella et al., 2010) revealed that negative



attitude towards English is the factor which affects the students' level and its consequences are showed in their poor performance in English.



**Figure 5 : Tri-component Model of Attitudes**

Adler stated that a person's thoughts, feelings, and behaviors were the reflect of one's physical, society. This direction of flow or influence takes two ways: attitudes are influenced by the social world where the social world is influenced by our attitudes. These interactions, however, may cause a conflict between a person's attitude and behavior. This conflict is referred to as cognitive dissonance which refers to any inconsistency that a person perceives or between one's behavior and attitudes. Moreover; Festinger (1957) suggested that any inconsistency which is uncomfortable for the person will drive to overcome the dissonance (conflict).

## **Conclusion**

To conclude, this chapter dealt with the definitions and perspectives of some psychological problems types and the strategies to overcome these problems which learners suffer from in the classroom. Throughout our studies, it has been confirmed that psychological problems affect learners' performance in speaking EFL. For that reason, the teachers are responsible for raising interaction with their students and for making them motivated by using interactive and motivational strategies in order to elevate their level in speaking English.

# PART TWO

## *The field work*

# *Chapter three*

## *The field work*

**Chapter Three: The field work**

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## **Introduction**

This chapter which is the field work of the dissertation, it aims at analyzing data collected from the different tools used in this study namely classroom checklist, and the questionnaires for both students and teacher in order to gather information about how interaction inside the class has the power to reduce psychological problems case of first year L.M.D student of English at Mohamed Khider University of Biskra .Thus the aim of the whole of dissertation is to investigate the effective role of interaction across psychological problems in speaking EFL ( shyness ,anxiety , fear of making mistakes , low self esteem , attitudes.)

### **1. Research Methodology**

#### **1.1. Research Method**

This research conducted the descriptive method according to the nature of the research which is mainly qualitative. Moreover; this method helps in investigating an actual situation as how psychological problems in EFL class can be decreased. The aim behind this is to describe the data which we collected it throughout this research and to spotlight on numbers of techniques and strategies to enhance interaction so as to overcome EFL learners' psychological problems disappear.

#### **1.2.Data Gathering Tools**

On the light of the present research, the study has been processed at Mohamed Khider University of Biskra during the second semester of the academic year 2016/2017after the first exams. The study was done to collect data about the effect of classroom interaction in reducing psychological problems in speaking EFL. The first tool used was the questioners: A questionnaire for teachers of English to gather their point of view on the subject and another questionnaire designed for students of first year L.M.D student of English. The second tool

was the classroom observation which was used to insure the data gathered by the previous tool and to make it more reliable.

### **1.3 Sample of the Study**

This research dealt with the first year L.M.D Student of Foreign Language at Mohamed Kheider University of Biskra. We worked with one class which contained 45 students. The choice to deal with this category is that students they are newcomers, so it is a new atmosphere for them might affect their interaction with the new teacher and classmates. The teachers' sample concerned 5 teachers of oral expression of first year at Mohamed Kheider University of Biskra in order to improve the research with their experience.

## **2. Students' Questionnaire**

### **2.1 Description of Students' Questionnaire**

The questionnaire was used to gather EFL learners' answers about the role of classroom interaction and how it helps them to reduce their psychological problems which they face them in the oral class. The questionnaire was mixed of close and open –ended questions categorized into three sections.

**Section One:** entitled Background Information, aimed to collected data about students' personal information, like Gender their choice of studying English is due to their personal choice or there are other purposes behind this selection besides their perception of the process of learning English (easy , difficult or in between ).

**Section Two:** the main questions in this section were all about the first part variable: classroom interaction in oral expression sessions. We investigated if students like oral expression module and the atmosphere that their teacher provides as being appropriate or not to make them interact with him /her.

**Section Three:** this section was under the title EFL Learners' Psychological Problems in Speaking. We tried behind it to investigate students' participation and motivation during the

oral sessions in addition to enumerate some psychological problems that they face when speaking English and how the teacher helps them to overcome them through interaction.

## 2.2. Administration of the Questionnaires

The questionnaire was administrated to two different classes First year L.M.D Student of English at Mohamed kheider. For the first class it was submitted to 20 students. When the teacher finished with the lesson, students spent 30 minutes answering the questions. We tried to explain some words and to clarify some questions. In the Second class, we submitted 20 copies at the beginning of the session and we got them back at the end.

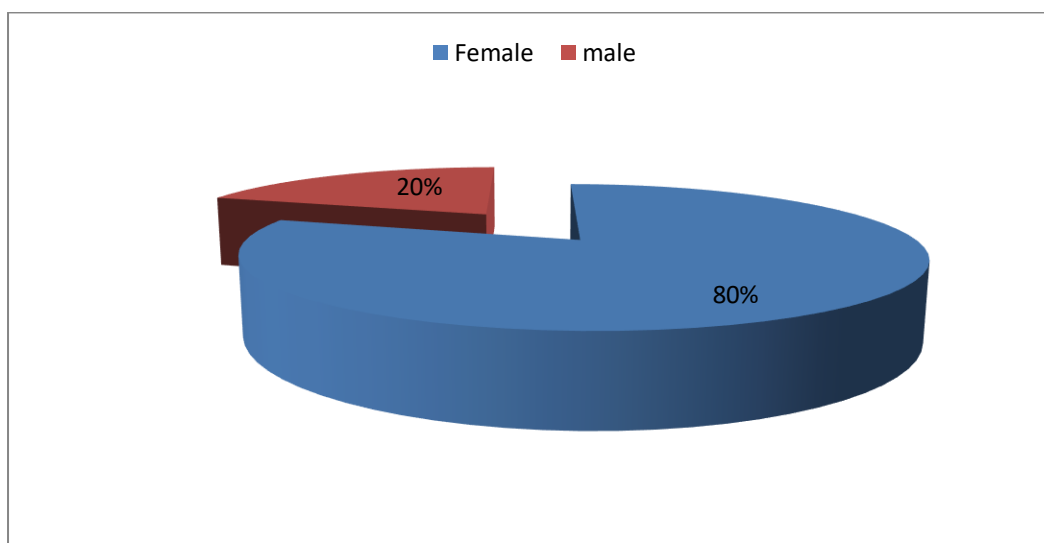
## 2.3. Analysis of the Results

### Section one: Background Information

#### Item 1: Student's Gender Distribution

Options	N	%
Male	8	20%
Female	32	80%
<b>Total</b>	40	100%

**Table 1: Students' Gender Distribution**



**Figure 6: Students' Gender Distribution**

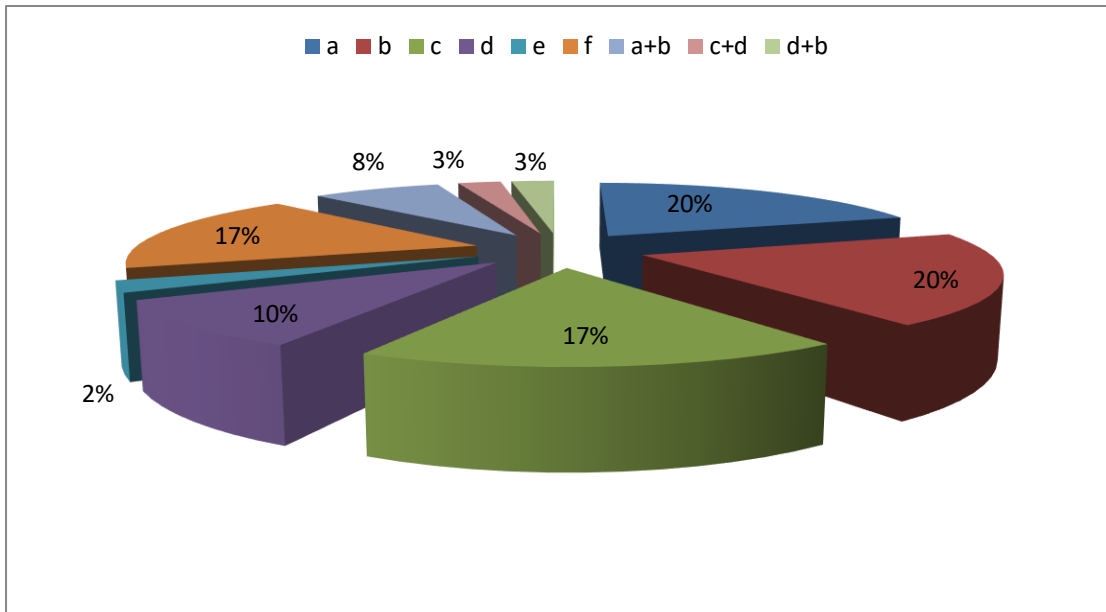


The above diagram reveals that the majority of students who study English language are females. Males are in less number (8) according to the high number of female, male students are (8) from (40) whereas females are three time double the number of male. The purpose of asking this question is to discover if there is difference in term of interaction from males to females and because the gender makes the interaction different from males to females.

**Item 2: Students' Choice for Studying EFL**

<b>Options</b>	<b>N</b>	<b>%</b>
a- To get a job	8	20%
b- To get a diploma	8	20%
c- To communicate with it	7	17.5%
d- To travel to foreign countries	4	10%
e- You have been imposed it	1	2.5%
f- Others reason(s)	7	17.5%
a +b	3	7.5
c+d	1	2.5
d+b	1	2.5
<b>Total</b>	40	100°°

**Table 2: students' Choice for Studying EFL**



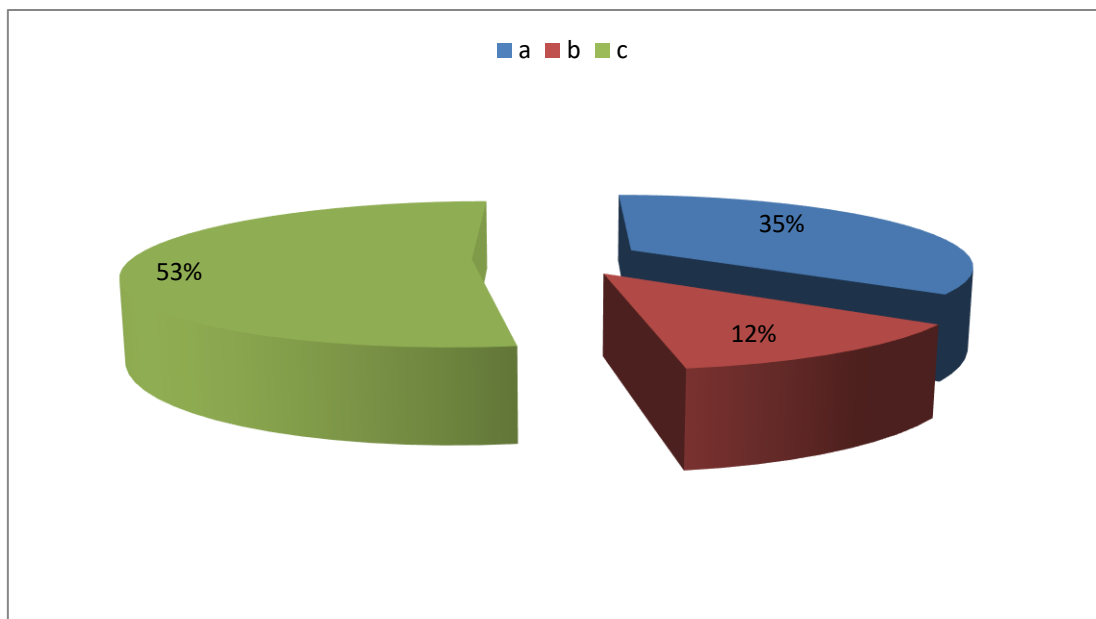
**Figure 7: Students' Choice for Studying EFL**

This graph shows that there is an equal percentage 2.5% of students whose choice to study English between whether to get a job or to get a diploma. However, one student said that he/she was obliged to it. Other respondents reported that they choose it to communicate with it or because of some others reason(s). In addition to that, there were some students who opted for more than one option from the suggested choices given to them.

**Item 3: Students' perception of English level of difficulty**

Options	N	%
a- An easy task	14	35%
b- A difficult task	5	12.5%
c- Somehow difficult	21	52.5%
Total	40	100%

**Table 3: Students' perception of English level of difficulty**



**Figure 8: Students' perception of English level of difficulty**

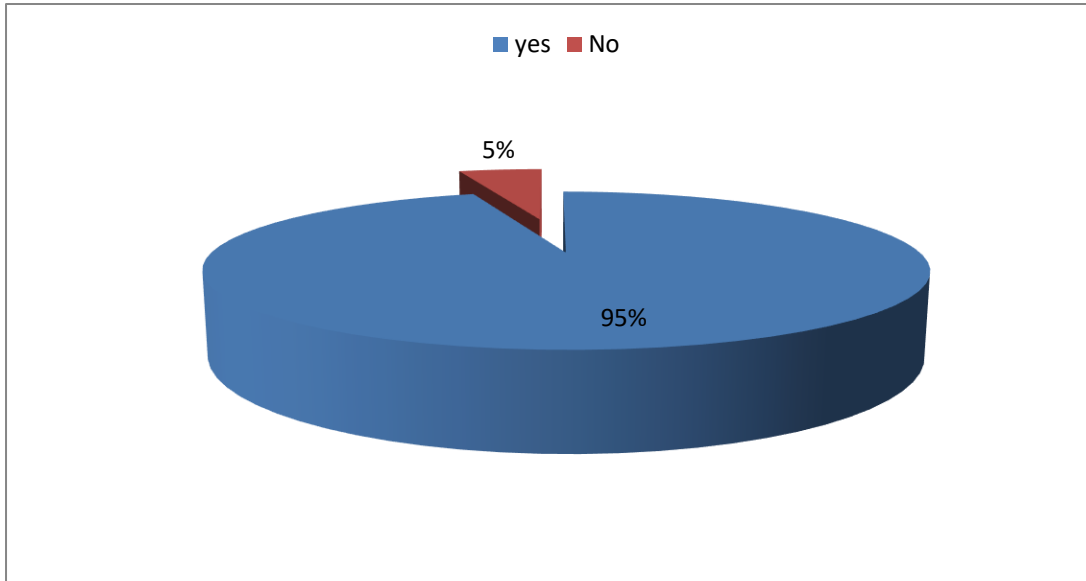
The results gathered in the table about reveals that the majority of students (21) found the process of learning English to be somehow difficult for them whereas (14) students consider that studying English is an easy task to deal with it. However, a small number of them (5) describe the process of learning English to be a difficult task. These results help us identify the students who may have more reluctance or unwillingness to participate and to interact in the oral class. Indeed, those who find learning English difficult are expected to be reserved and passive. They may also suffer from psychological problems.

## **Section Two: Classroom Interaction in Oral Expression Sessions**

### **Item 4: Students' Attitude towards the Oral Expression**

<b>Options</b>	<b>N</b>	<b>%</b>
Yes	38	95%
No	2	5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 4: Students' Attitude towards the Oral Expression**



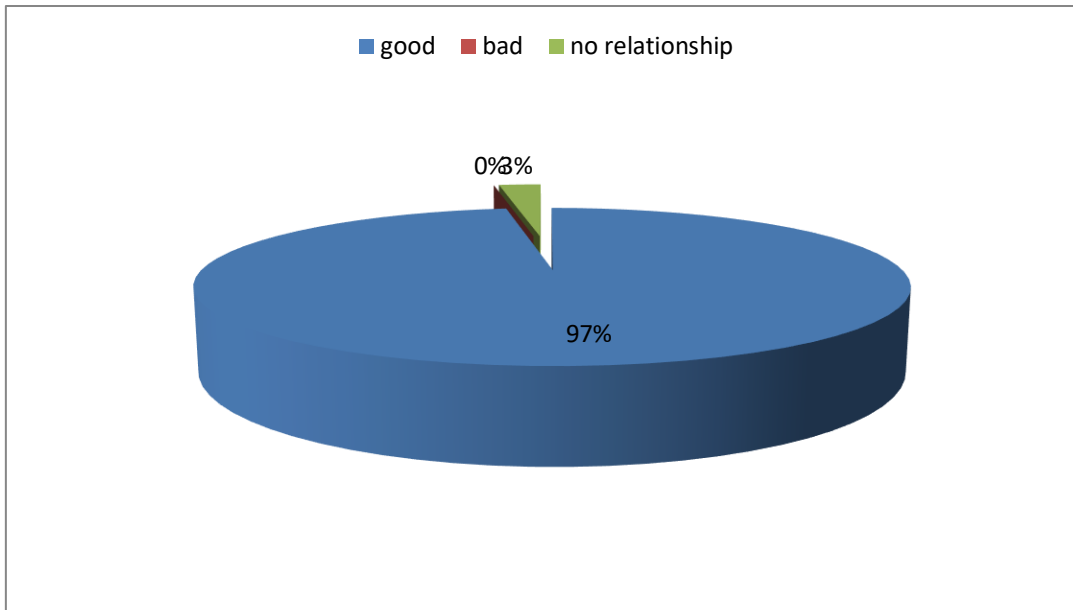
**Figure 9: Students' Attitude towards the Oral Expression**

The chart above indicates that the majority of students (38) like the oral expression module whereas the rest of students (2) do not like it. These results show clear positive attitude towards this module despite its difficulty. Indeed almost all the sample finds oral expression an interesting module because of the teacher who helps them to express themselves freely and the method which he /she used is very amazing. Moreover, the oral expression module is the best way to improve their oral skills especially pronunciation in English through the activities they do with their classmates. That means that students well in the oral expression sessions.

**Item 5: students' –Teacher relationship**

Options	N	%
Good	39	97.5%
Bad	0	0%
No relationship	1	2.5%
<b>Total</b>	40	100 %

**Table 5: students' –Teacher relationship**



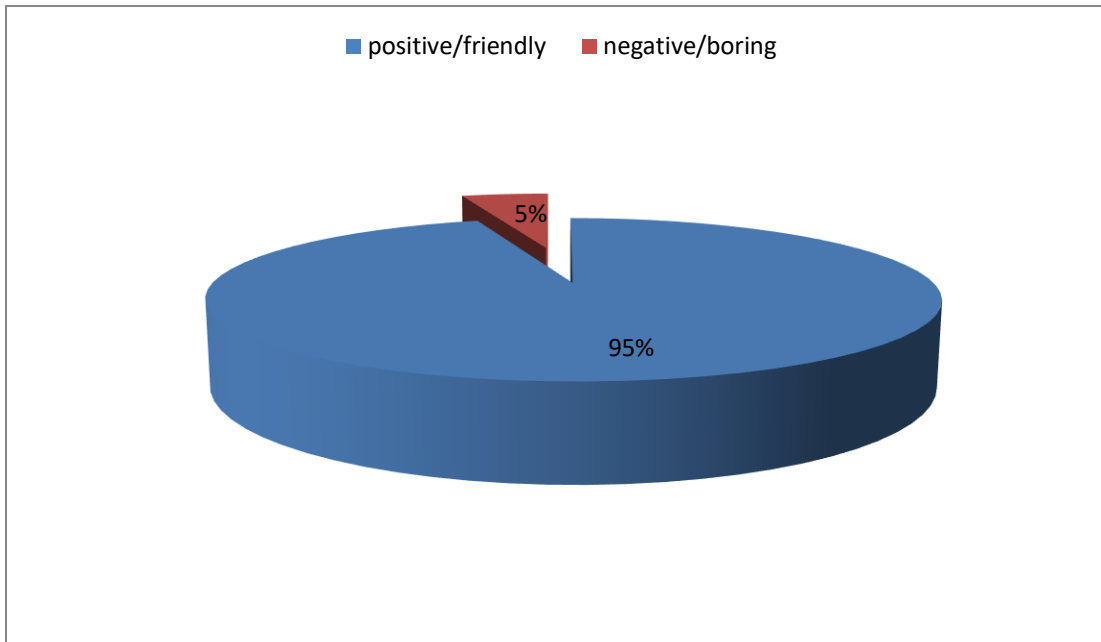
**Figure 10: students' –Teacher relationship**

The results which are illustrated in the above graph reveal that there are two categories of students. The first one (39) confessed to have a good connection relationship with their teacher. However, there is one student (1) who has a poor relationship with his/her teachers. The purpose behind this question was to investigate the teacher –learner relationship in the classroom. This relationship (whether being good or bad) determines students' motivation, attitudes and participation. These would affect (positively or negatively) their progress and achievement in learning to speak English.

**Item 6: students' perception of the oral class**

Options	N	%
a- Positive/ friendly	38	95%
b- Negative/boring	2	5%
<b>Total</b>	40	100%

**Table 6: Students' perception of the oral class**



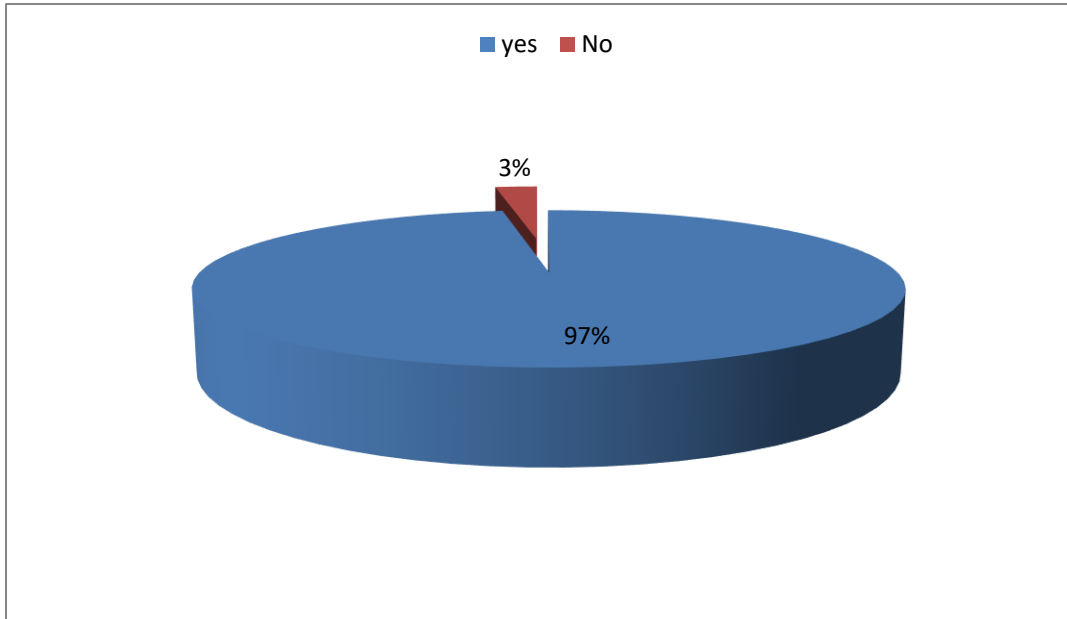
**Figure 11: Students' perception of the oral class**

This figure denotes that mostly all students (38) enjoy the oral session's atmosphere and it is a very friendly atmosphere. Whereas a very few students (2) found that the atmosphere of the oral expression is boring and not motivating at all. In fact, it is essential for the teacher to provide a safe, motivating and friendly atmosphere in order to engage all students in oral tasks and to make them interact. That way, they will overcome their anxiety and fear and feel comfortable to participate in class.

**Item 7: students' – Teacher Interaction**

Options	N	%
Yes	39	97.5%
No	1	2.5%
<b>Total</b>	40	100%

**Table 7: Students' – Teacher Interaction**



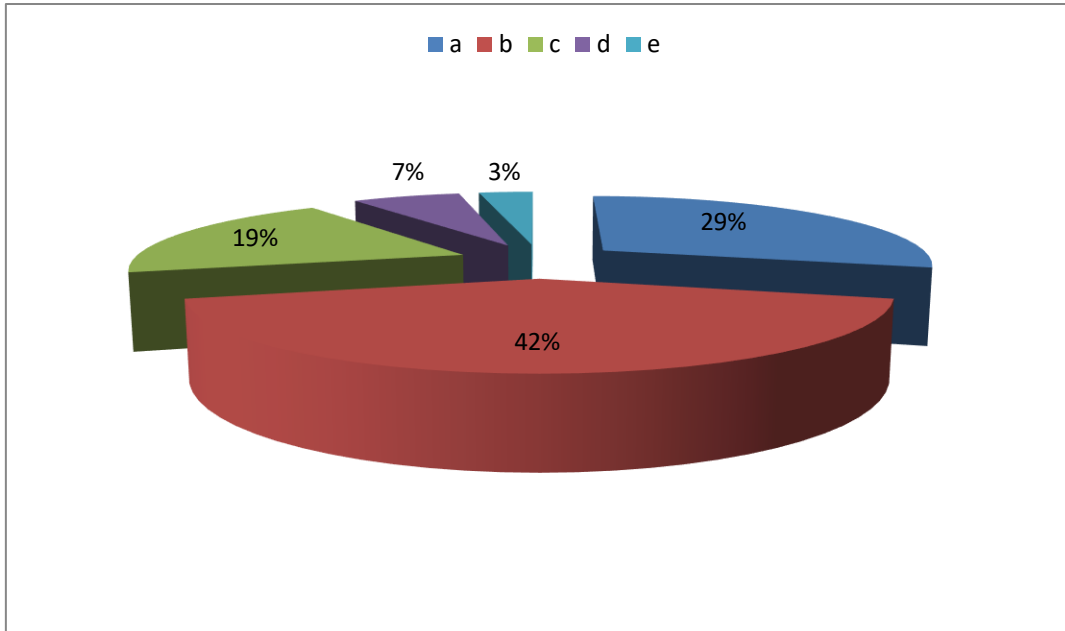
**Figure 12: students' – Teacher Interaction**

The above graph shows that almost all students (39) interacted with their teacher in class. Whereas, only one student claimed that his/her interaction in class is not very well because he/ she is not given the chance to communicate and interact.

**Item 8: techniques used to make student interact**

Options	N	%
a- Through asking questions	9	22.5%
b- Through suggesting the topics of discussion	13	32.5%
c- Through organizing groups	6	15%
d- Through letting you correct yourself (self-feedback)	2	5%
e- Other	1	2.5%
<b>Total</b>	40	100%

**Table 8: techniques used to make student interact**



**Figure 13: learner- teachers' interaction ways**

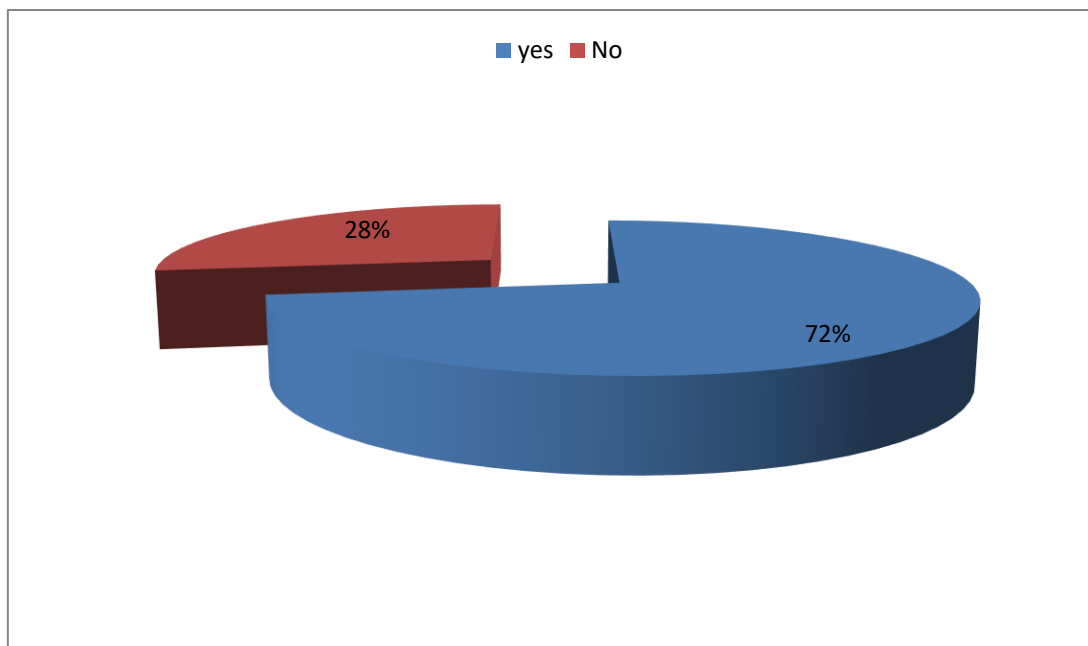
This question has been asked in order to investigate how learners interact with their teachers. It is observed that the teachers use different techniques in order to make students interact with them. So, we found that students interact with their teacher when they are given the chance to choose the topic and discuss it. Whereas, (9) students participate in class just when the teacher asks them questions to answer it, (6) students prefer to work in groups more than to work individually, the rest of the sample like to interact with their teacher through feedback , ice break, discussion.

**Item 9: Teachers Praise / Reward Students**

Option	N	%
Yes	29	72.5%
No	11	27.5%
<b>Total</b>	40	100%

**Table 9: Teachers Praise / Reward Students**





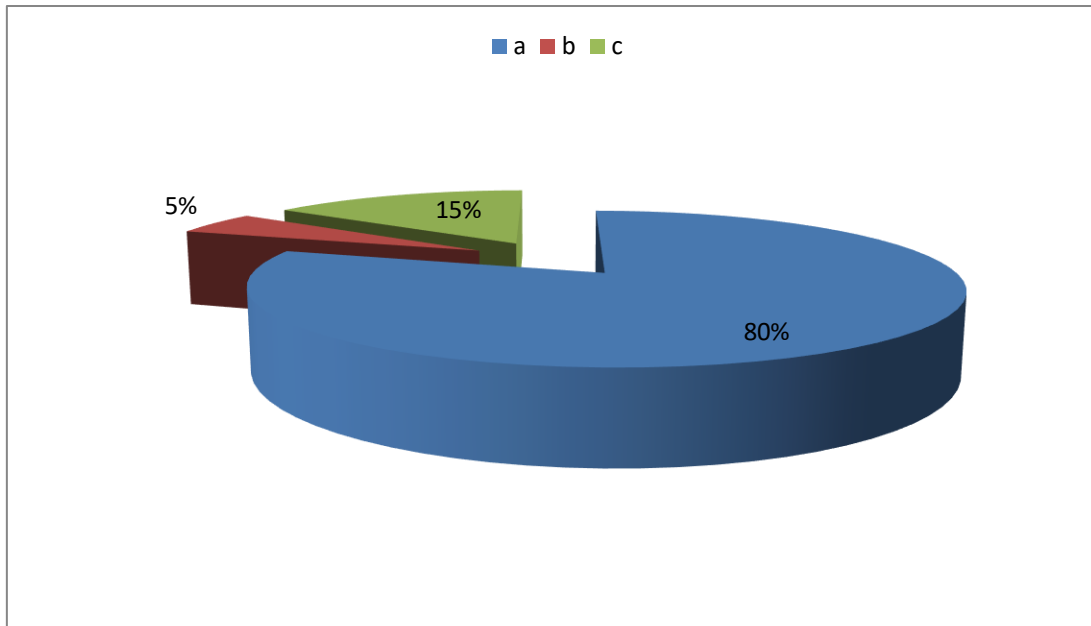
**Figure 14: Teachers Praise / Reward Students**

The results obtained demonstrate that the majority (29) of students see their teachers use praise or reward in the class to push them to interact. The rest of student (11) however, they claim that their teachers do not use reward at all. Moreover, reward work on enhancing learners' self esteem to participate, and overcome his/ her shyness and build strong relationship with his/her teacher.

**Item 10: Students' perception of Learner - Learner Interaction**

Options	N	%
a- Very important	32	80%
b- Not important	2	5%
c-not so important	6	15%
<b>Total</b>	40	100%

**Table 10: Students' perception of Learner- Learner Interaction**



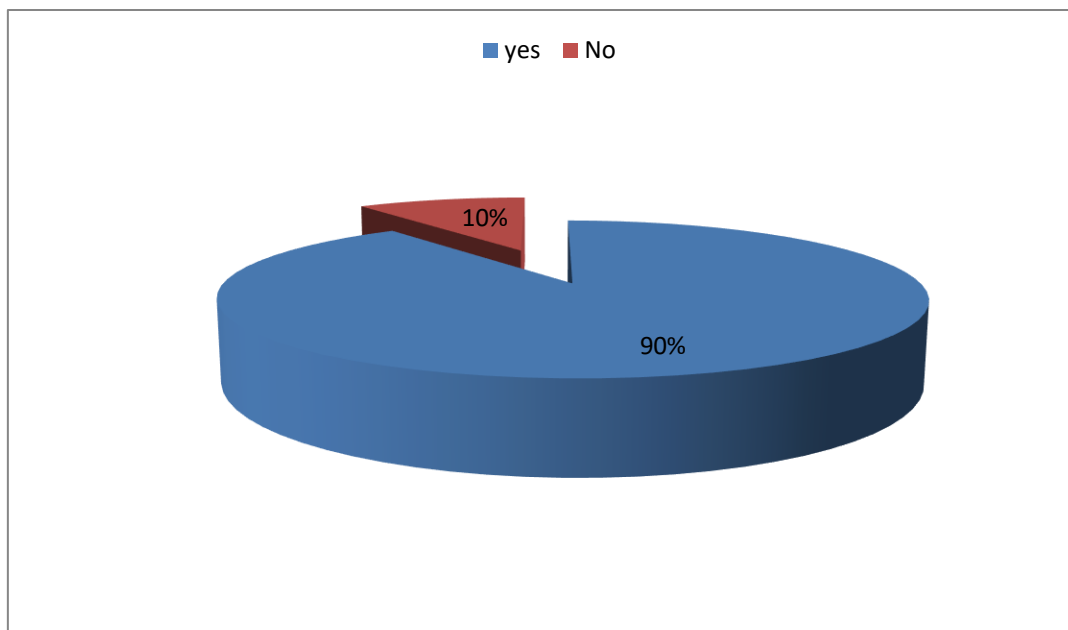
**Figure 15: Students' perception of Learner- Learner Interaction**

The graph demonstrates that almost all students (32) agreed that the learner –learner interaction is very important in the classroom, as the interaction among their classmates help them to exchange ideas, correct each other and is the preferable way to improve their communication (6) respondents, nevertheless; of them reported that learner- learner interaction is no so important because they enjoy working alone.

**Item 11: Students' Opinion about whether speaking needs more Practice**

Option	N	%
Yes	36	90%
No	4	10%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 11: Students' Opinion about whether speaking needs more Practice**



**Figure 16: Students' Opinion about whether speaking needs more Practice**

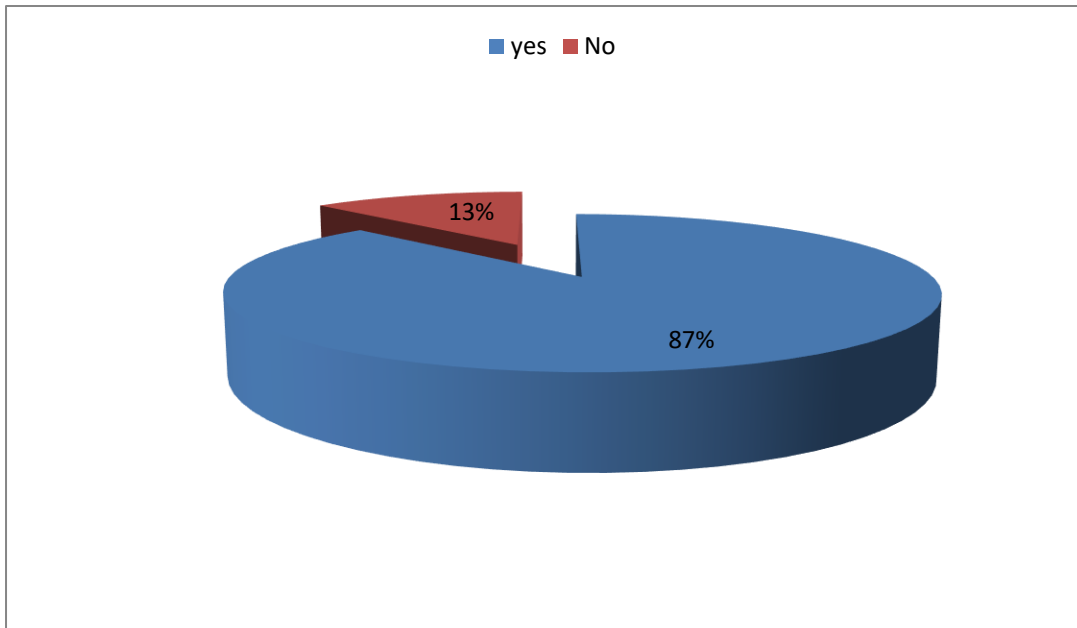
The majority of student (36) in this graph revealed that in order to master the speaking skill you have to practice it. However, (4) of them reported that it is not so important to practice the language. These results confirm that some students are not aware about the importance of practicing the target language in order to master the skill.

### **Section Three: EFL Learners' Psychological Problems in Speaking**

#### **Item 12: Motivation to Speak English in the Oral Class**

<b>Options</b>	<b>N</b>	<b>%</b>
Yes	35	87.5%
No	5	12.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 12: Motivation to Speak English in the Oral Class**



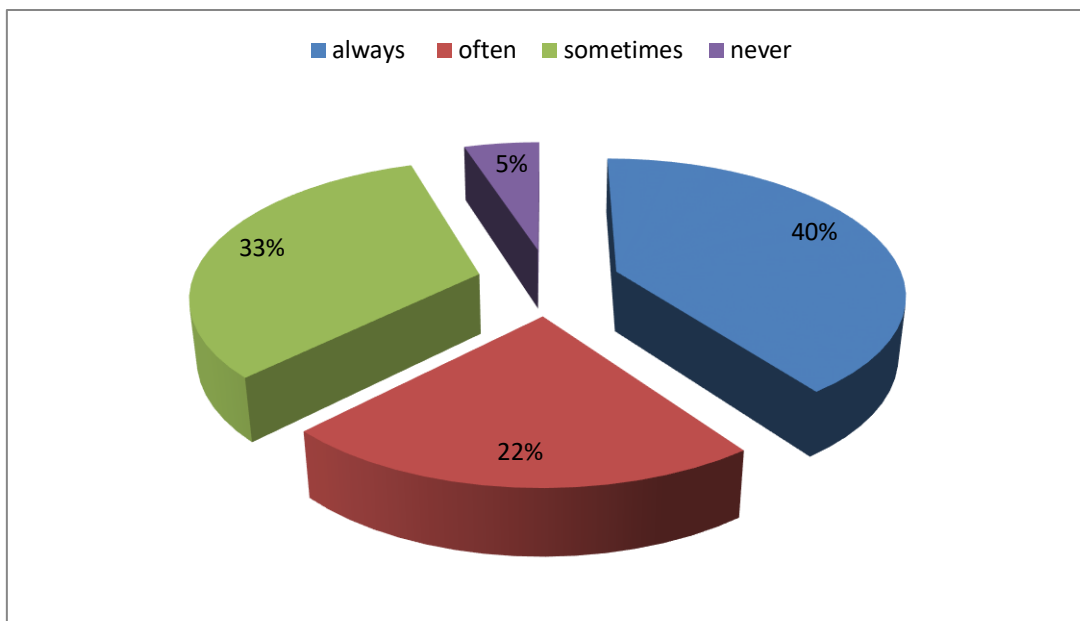
**Figure 17: Motivation to Speak English in the Oral Class**

The following results illustrate that (35) of students are motivated to speak English in the oral class while (5) of them they are not motivated to speak English. The aim behind this question was to identify students' motivation to speak English in front of their classmates.

**Item 13: Students' amount of Participation in the Oral Class**

Options	N	%
Always	16	40%
Often	9	22.5%
Sometimes	13	32.5%
Never	2	5%
<b>Total</b>	40	100%

**Table 13: Students' amount of Participation in the Oral Class**



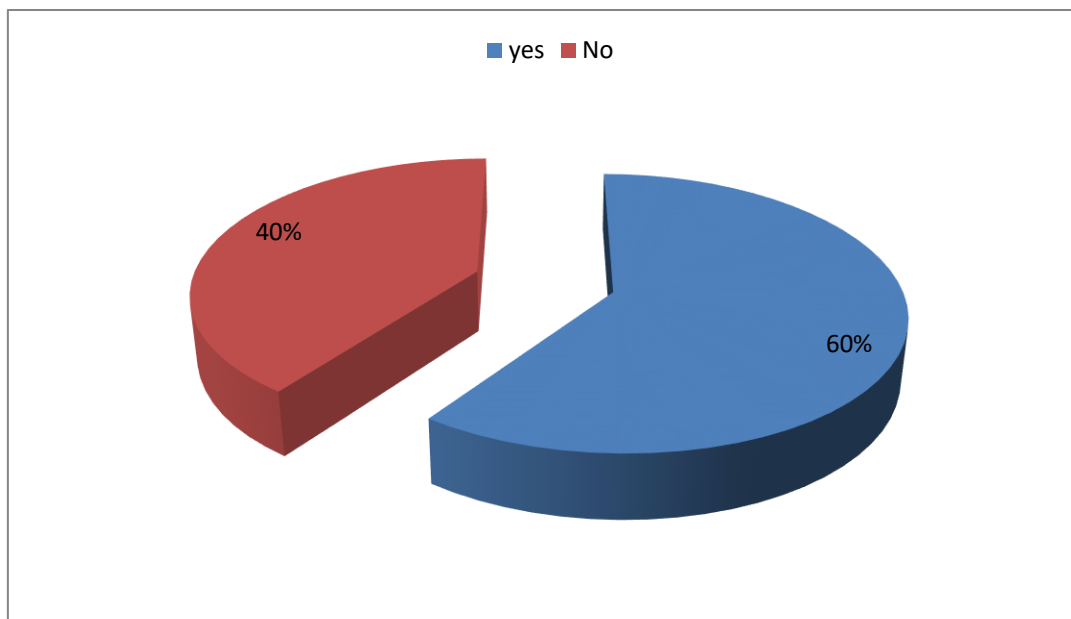
**Figure 18: Students' amount of Participation in the oral class**

This figure denotes that there are four categories of students, the first one (16 students) reported that they always participate during the oral expression. Whereas, the second category (13) claimed that they prefer to participate sometimes in the oral sessions. The third category (9) they often participate. The rest students (2) they never participate. According to some researches participation is a very important for both teachers and learner because it helps students to develop their speaking skill, encourage dialogues among learners also helps teachers to control the class and provides feedback.

**Item 14: Students' difficulties when speaking English**

Options	N	%
Yes	24	60%
No	16	40%
<b>Total</b>	40	100%

**Table 14: Students' difficulties when speaking English**



**Figure 19: Students' difficulties when speaking English**

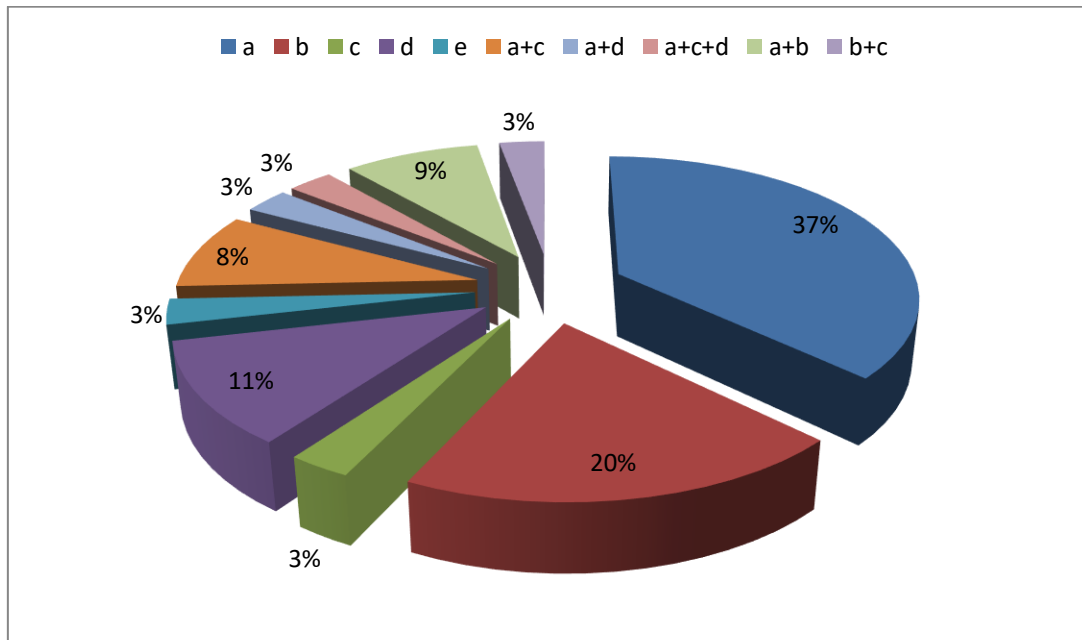
The above diagram reveals that (24) of students find difficulties when speaking English in class. Whereas, (16) do not suffer from any problem and they can speak fluently. The selection of this question is to investigate if the student can speak English in front of their classmates without any barriers.

**Item15: kinds of difficulties student suffer from it most**

Options	N	%
a-Grammar	13	32.5%
b-pronunciation	7	17.5%
c-vocabulary	1	2.5%
d-lack of background about topic	4	10%
e-other	1	2.5%
(a+c)	3	7.5%
(a+d)	1	2.5%
(a+c+d)	1	2.5%
(a+b)	3	7.5%

(b+c)	1	2.5%
<b>Total</b>	40	100%

**Table15: kinds of difficulties student suffer from it most**



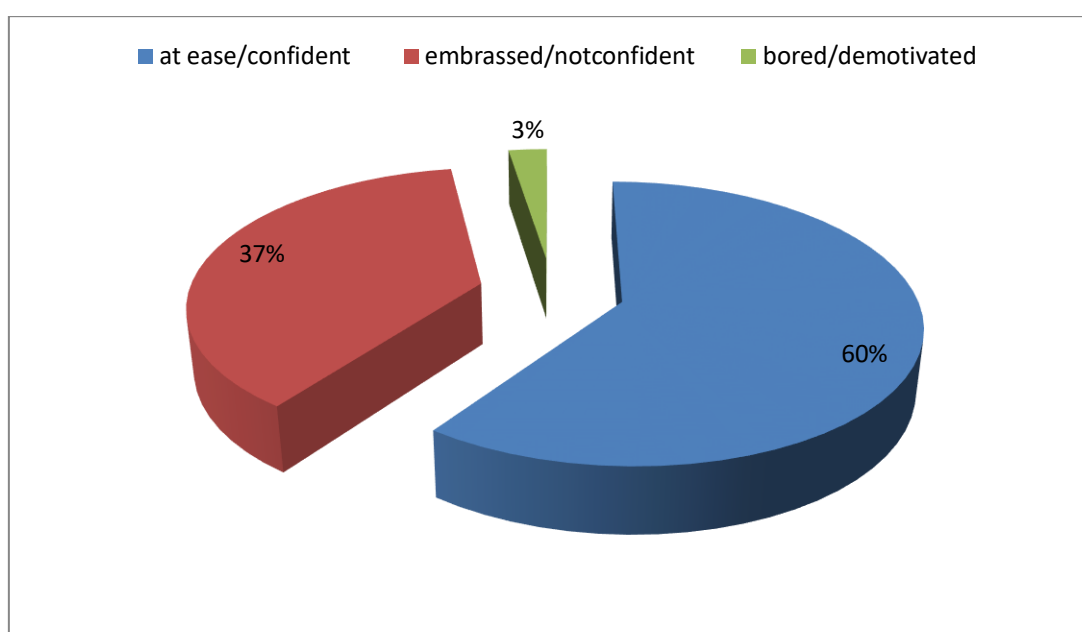
**Figure20: kinds of difficulties student suffer from it most**

This question is in fact related to the previous one. It concerns students who have difficulties to speak in class. (13) Of respondents do not speak due to problem in grammar. Indeed, they face difficulty to produce correct sentences, (7) students reported that some problems appear when they speak such as problems in pronunciation. The rest of the sample had difficulties with vocabulary (1) and lack of background and knowledge (4) these problems (and other) hinder students' development and progress in speaking. Therefore, it is the role of the teacher to motivate students and to use specific strategies to help them overcome their problems.

**Item 16: Students' feeling when speaking in front of the class**

Options	N	%
At ease/confident	24	60%
Embarrassed/not confident	15	37.5%
Bored/ demotivated	1	2.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 16: Students' feeling when speaking in front of the class**



**Figure 21: Students' feeling when speaking in front of the class**

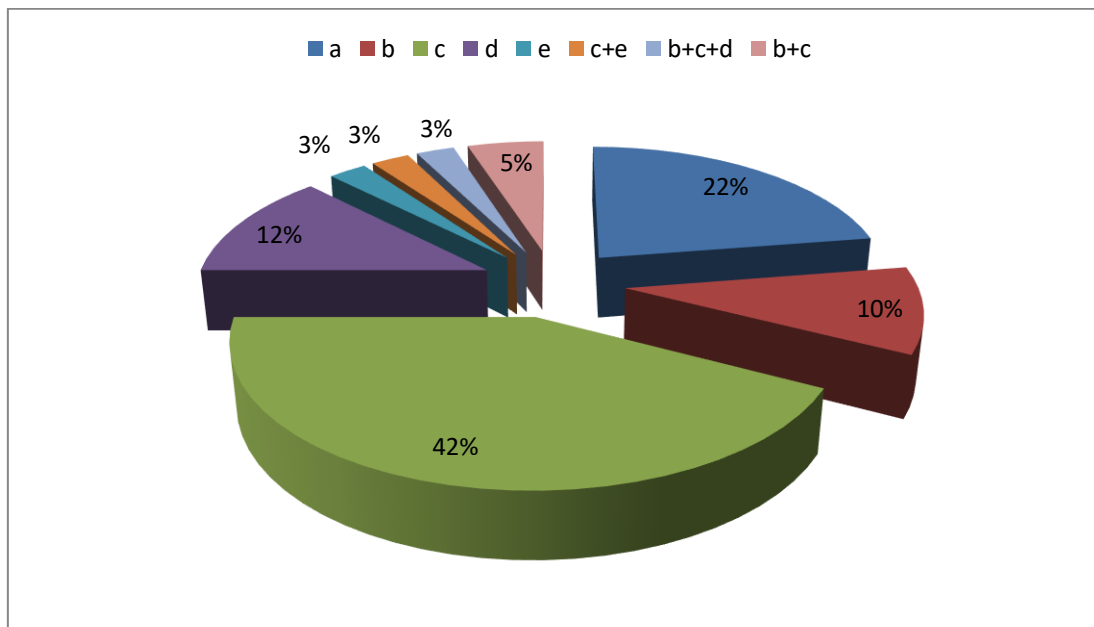
According to this graph, The majority of students(24) feel at ease when they speak English in class without any problems while (15) of them are not conformable to speak English in front of their classmates and teacher, (1) student feels confessed that he bored and not interested to speak.



**Item 17: Reasons that prevent Students' Speaking**

Options	N	%
a-anxiety	9	22.5%
b-shyness	4	10%
c-fear of making mistakes	17	42.5%
d-low self esteem	5	12.5%
e-Other	1	2.5%
(c+e)	1	2.5%
(b+c+d)	1	2.5%
(b+c)	2	5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table17: Reasons that prevent Students' Speaking**



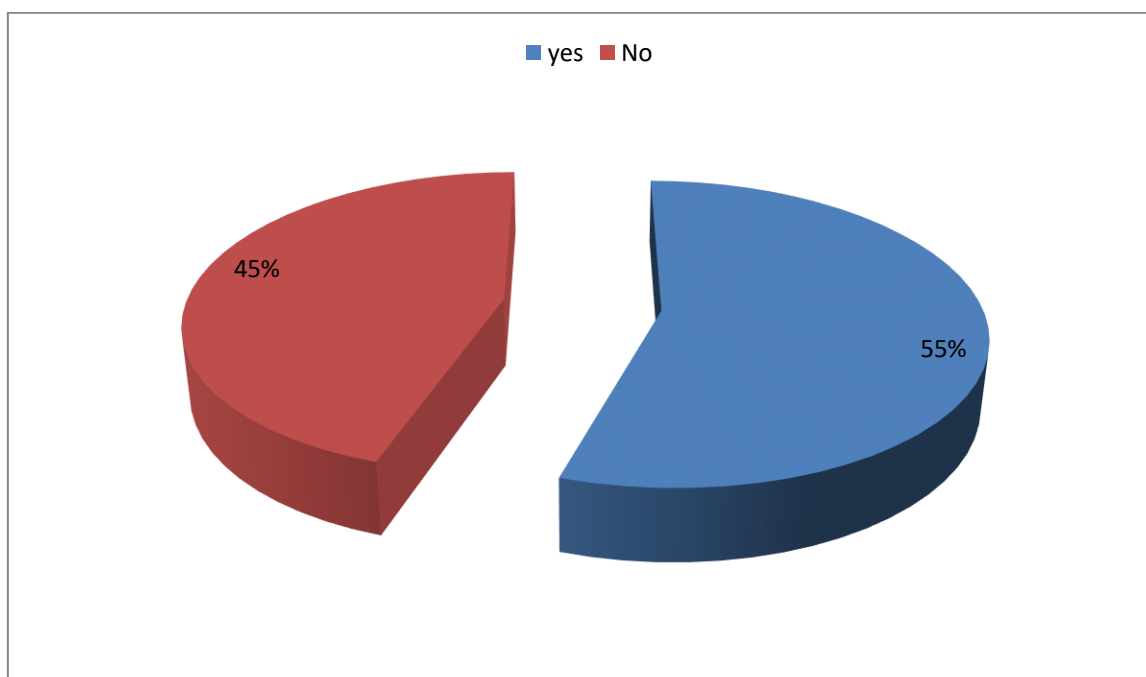
**Figure 22: Reasons that prevent Students' Speaking**

The study of this graph reveals that (17) students consider the fear making of mistakes is the hardest difficulty which face them when they came to speak with self confident whereas some of them (9) reported that anxiety is the problem which stops them to speak as well as low self -esteem (5) and (4) shyness . The question was asked to investigate what is the most problems which hinder the student to speak English in the classroom.

**Item 18: Students’ opinion about the importance of Classroom Interaction in Reducing Students’ Psychological Problems**

Options	N	%
Yes	22	55%
No	18	45%
<b>Total</b>	40	100%

**Table 18: Students’ opinion about the importance of Classroom Interaction Reduce Students’ Psychological Problems**



**Figure23: students’ opinion about the importance of Classroom Interaction Reduce Students’ Psychological Problems**

The table above shows that (22) students claimed that psychological problems can be overcome through classroom interaction. They added that when they interact more and more, those negative feelings or problems will disappear and they would be more self confident. Indeed, one student reported, that “interaction kills anxiety and shyness ". (18) Participants, however; did not agree with the fact that classroom interaction can reduce psychological problems they see it ineffective and helpless. According to Long (1996) argued that interaction plays a major role in developing second language. That is mean classroom interaction is considered as the first source to the learner to overcome his/ her psychological problems.

### **3. The Teachers’ Questionnaire**

#### **3.1. Description of Teachers’ Questionnaire**

The teachers’ Questionnaire was submitted to drum up views about the effectiveness of classroom interaction in overcoming learners’ psychological problems in speaking EFL. The questionnaire consisted of 16 questions classified into three sections.

**Section One:** the purpose of this section was to collect teachers’ general information about their gender, degree, and their experience in the domain.

**Section Two:** it aimed to investigate teachers’ views about the role of interaction in the classroom and how they push their students to interact with them. Also, they were asked about what the hinder interaction in class may.

**Section Three:** the last section aimed to identify students’ psychological problems in speaking EFL as well as whether teachers apply classroom interaction techniques to reduce those problems and if it is helpful for them.

### 3.2. Administration of the Teachers' Questionnaire

The teachers' questionnaire was directed to five teachers of oral expression at Mohamed Khider University in the English Division the 20<sup>th</sup> April, three of them handed it back after three days, but the two others gave it to us after a week.

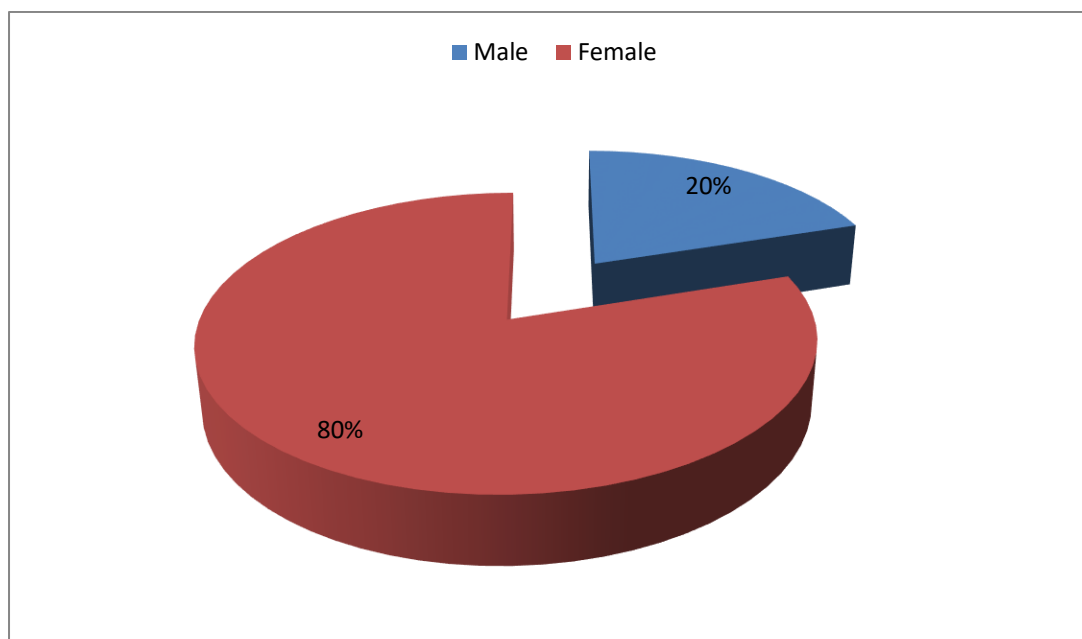
### 3.3. Analysis of the Questionnaire

#### Section One: Background Information

#### Item 19: Teachers' Gender Distribution

Options	N	%
Male	1	20%
Female	4	80%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 19: Teachers' Gender distribution**



**Figure 24: Teachers' Gender Distribution**

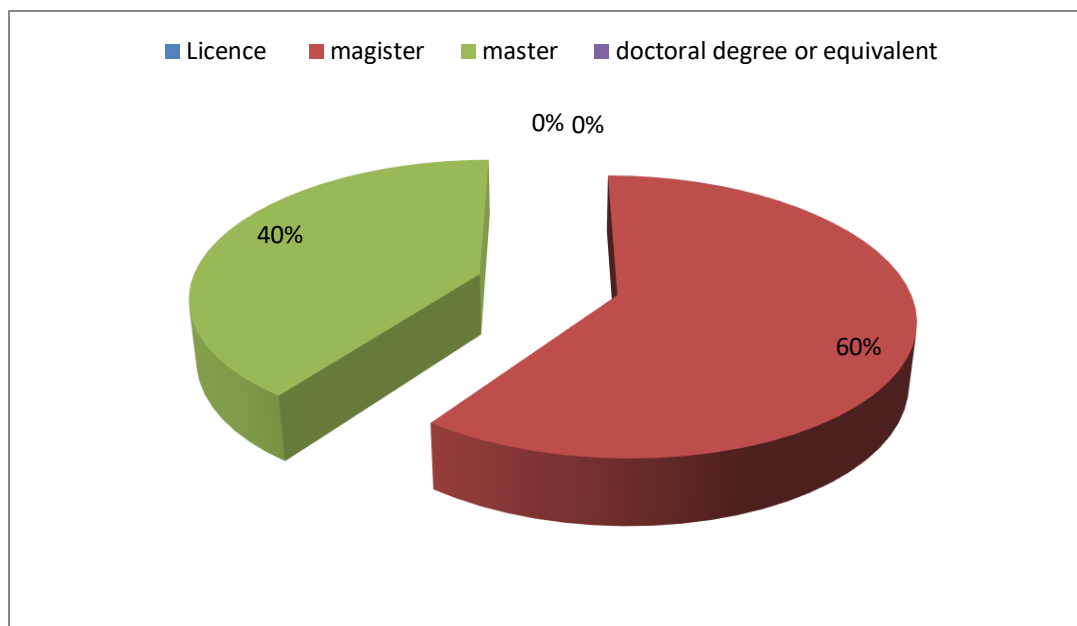
The above diagram reveals that the majority of the samples' are female (4) while (1) of them is a male. The aim of this question was to identify whether interaction differs according

to gender or not. Interaction differ from male and female; female in most cases we find them shy to speak in front of class or with male teacher whereas, male feel free to speak and participate.

**Item 20: Teachers' Degree**

Options	N	%
Licence	0	0%
Magister	3	60%
Master	2	40%
Doctoral degree or equivalent	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 20: Teachers' Degree**



**Figure 25: Teachers' Degree**

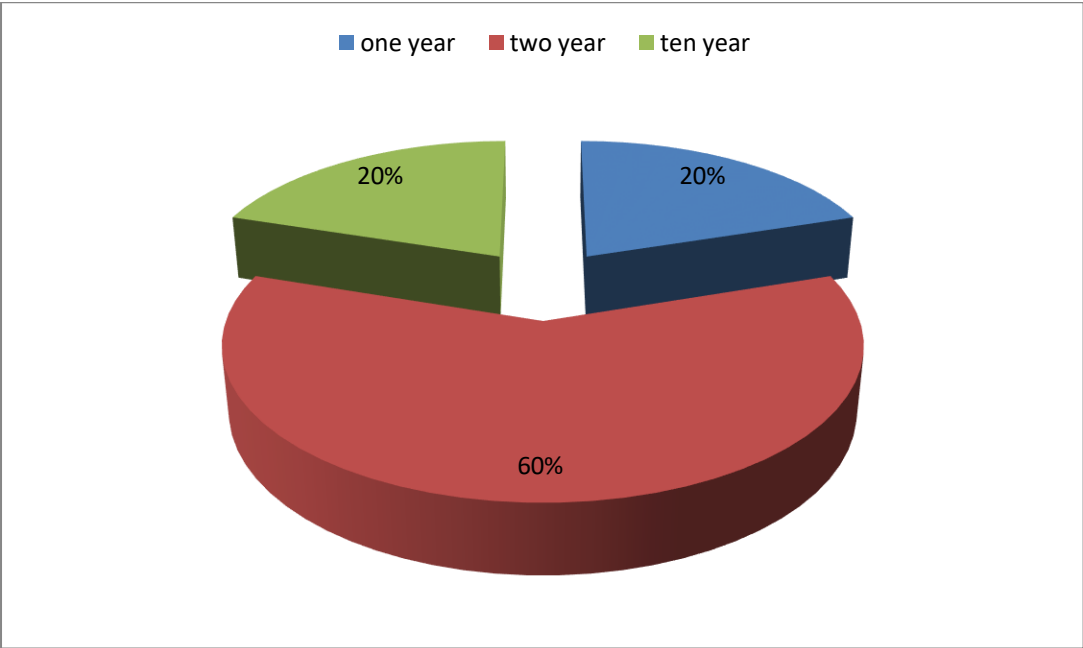
This graph shows that almost all teachers (3) have a magister degree whereas (2) teachers have a master degree. The purpose behind the question was to verify whether the

difference in the system of education (L.M.D) or (classical system) may differ in the terms of techniques of interaction in class.

**Item 21: Teachers’ Experience**

Options	N	%
One year	1	20%
Two years	3	60%
Ten years	1	20%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 21: Teachers’ Experience**



**Figure 26: Teachers’ Experience**

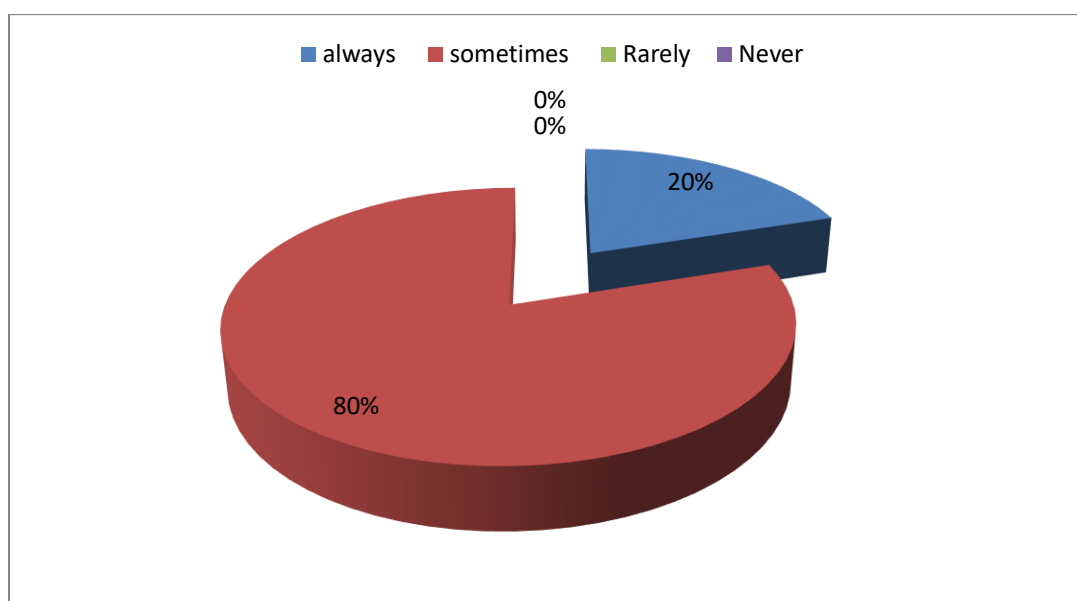
The results above show three categories of teachers according to years of experience. Here, we wanted to see whether teachers’ experience plays an important role and may in the use of interaction in class.

## Section Two: Classroom Interaction in Oral Expression Sessions

### Item 22: Students' Participation in Oral Expression Sessions

Options	N	%
Always	1	20%
Sometimes	4	80%
Rarely	0	0%
Never	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 22: Students' Participation in Oral Expression Sessions**



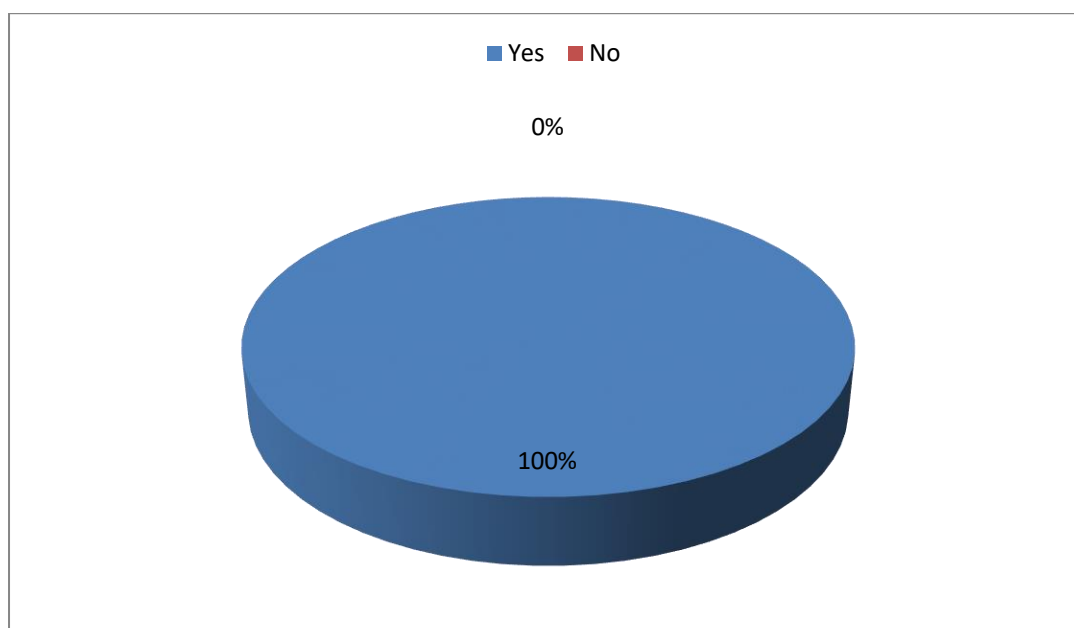
**Figure 27: Students' Participation in Oral Expression Sessions**

The results obtained from teachers' questionnaire show that student participate sometimes in oral sessions for 4 teachers of the sample. Whereas for 1 teacher his/ her students, their always participate. This question is to investigate students' amount of participation in order to evaluate their interaction in the oral sessions.

**Item 23: Teachers motivating Students to participate in oral class activities**

Options	N	%
Yes	5	100%
No	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 23: teachers motivate students to participate in oral class activities**



**Figure 28: Teachers motivate Students to participate in oral class activities**

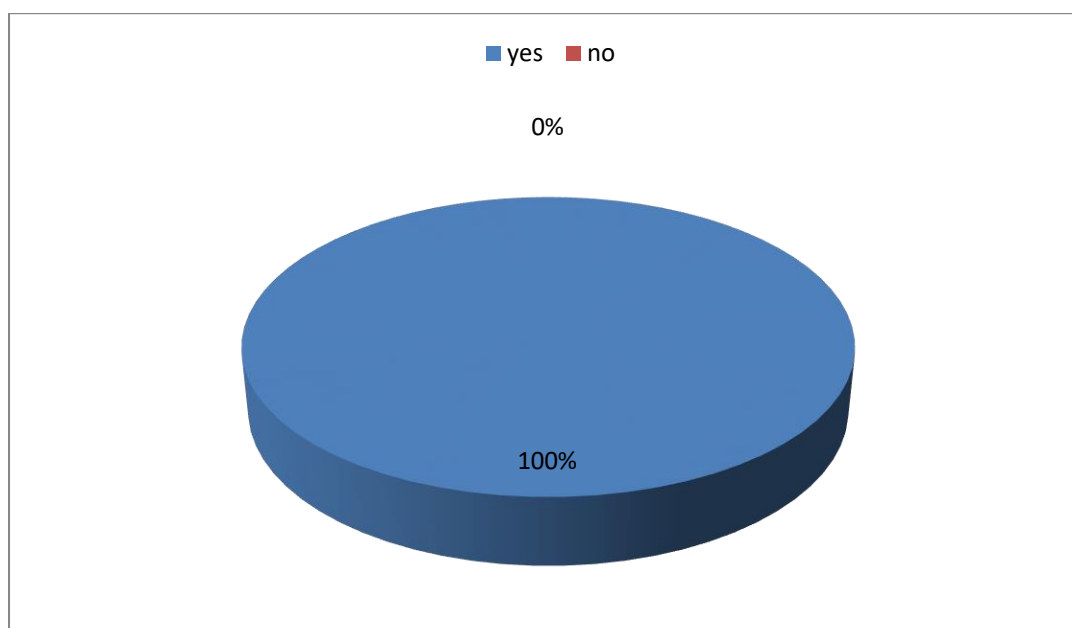
From the graph, it is clear that all teachers (5) are interested to motivate their student to participate in oral class activities because it is very important for them to have a strong relationship with them. It is clear indeed, that our sample is aware that motivation is a key factor for a good interaction and, therefore; for an active involvement of students in the teaching- learning process.



### Item 24: Teacher Encouraging Interaction in Class

Options	N	%
Yes	5	100%
No	0	0%
<b>Total</b>	<b>5</b>	<b>100 %</b>

**Table 24: Teacher Encouraging Interaction in Class**



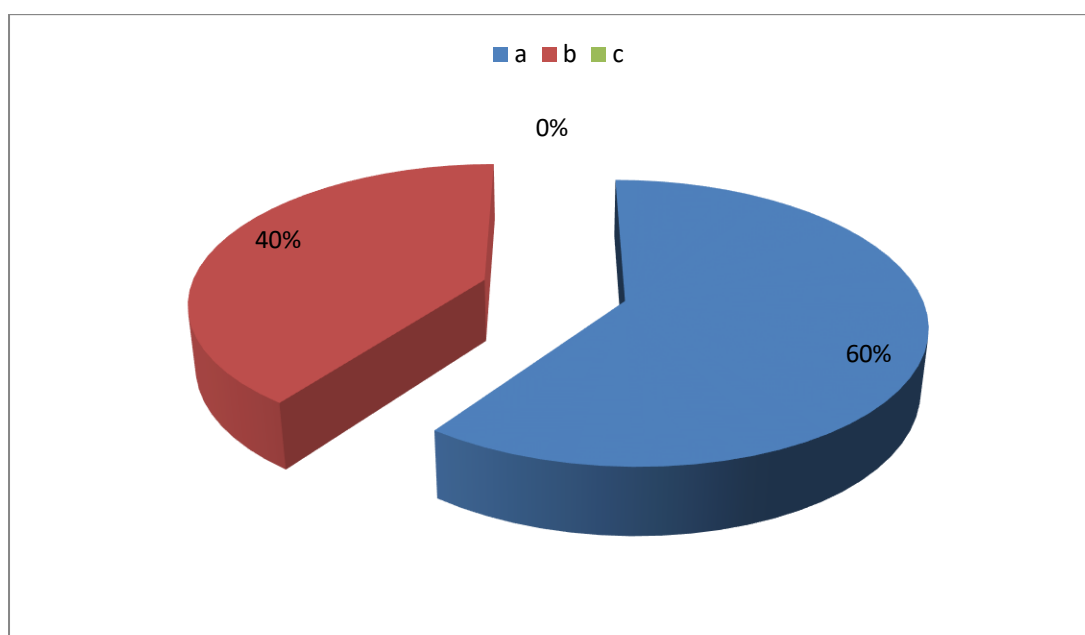
**Figure 29: Teacher Encourage Interaction in Class**

The previous graph reveals that all teachers (5) work on making their student interact with them through many different techniques and strategies. Through this question, we could affirm that teachers in class work on providing a suitable atmosphere to motivate their student participate in class. These results confirm the crucial role of the teacher is class as a motivator. He /she are the one responsible for overcoming students' shyness and fear and for motivating them to engage in the tasks and debates to develop their skills.

**Item 25: Kinds of Interaction in the Oral Class**

Options	N	%
a- Teacher –student	3	60%
b- Student –teacher	2	40%
c- Student-student	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 25: kinds of Interaction Oral Class**



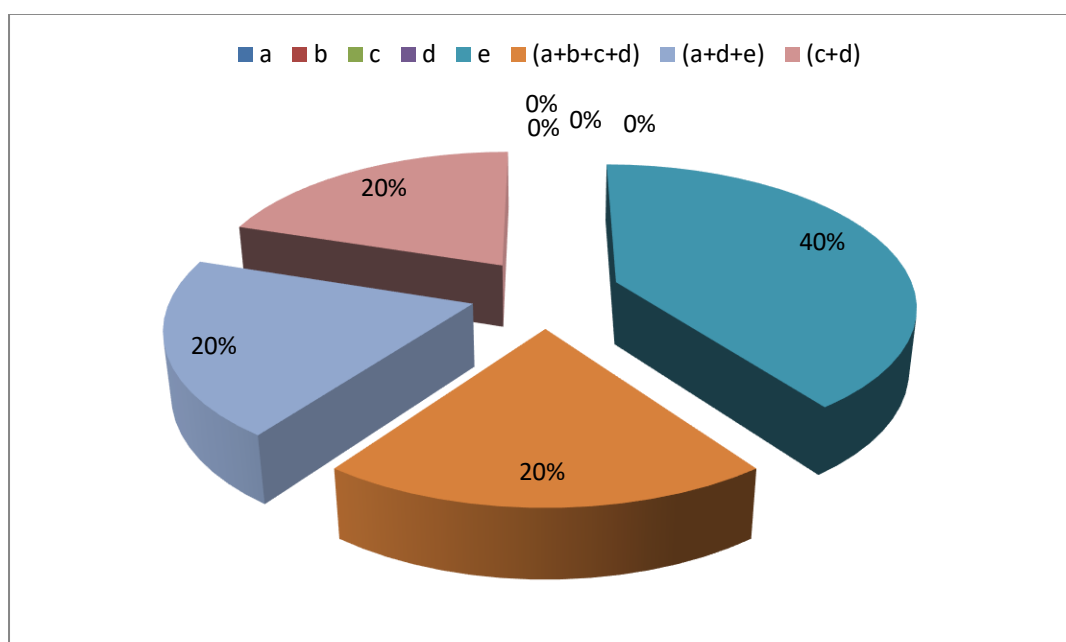
**Figure 30: kinds of Interaction Oral Class**

In this graph, 3 teachers reported that the kind of interaction which characterizes most their oral class teacher –student interaction due to the time allotted (only one hour and half). Moreover; teachers revealed that they are the ones who direct the instruction in class and give feedback. However (2) Teachers claim that student – teacher interaction characterized most their class, but we find that student like much more student- student interaction.

**Item 26: Teachers' Strategies to Encourage Interaction in Classroom**

Options	N	%
a- Letting students ask Question	0	0 %
b- Letting students choose	0	0%
c- Letting choose the activity	0	0%
d- Discussing students' problems / difficulties	0	0%
e- Organizing group work	1	20%
f- (a+b+c+d)	1	20%
g- (a+d+e)	1	20%
h- (c+d)	2	40%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 26: Teachers' Strategies to Encourage Interaction in Classroom**



**Figure 31: Teachers' Strategies to Encourage Interaction in Classroom**

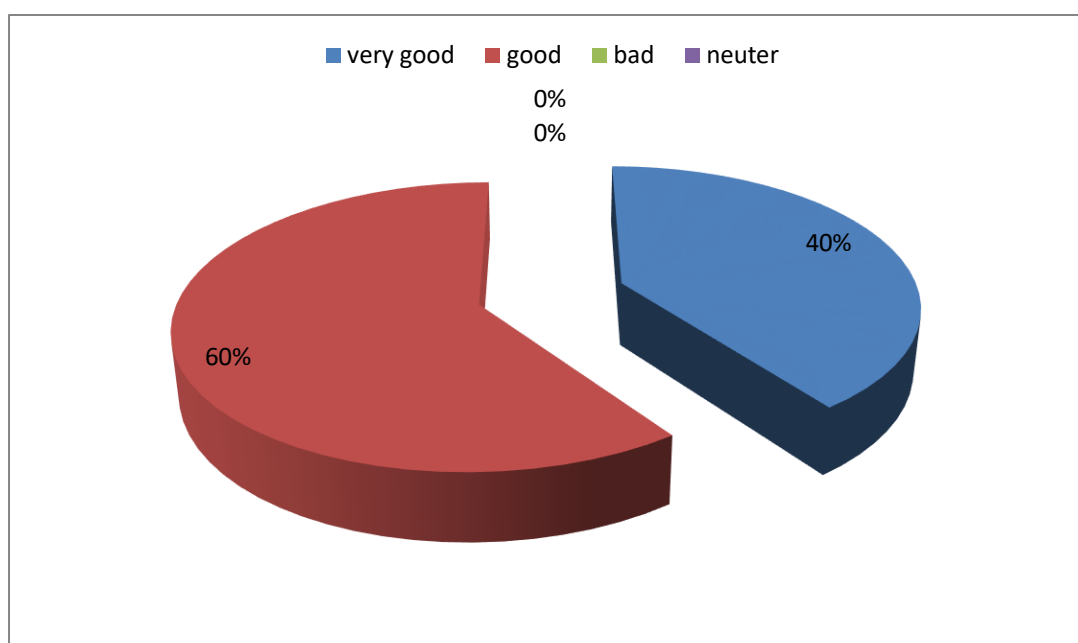
This question seeks to investigate teachers' techniques and strategies to encourage students participate and interact in the classroom. Thus (1) of teacher views organizing groups

as a means to encourage interaction in the oral class while the other teachers of the sample (4) use varied and different strategies like project work , role play, games ( delete the odd words in some phrases)....ect.

**Item 27: Teachers’ Evaluation of their Students’ Interaction**

Options	N	%
a- Very good	2	40%
b- Good	3	60%
c- Bad	0	0%
d- Neuter	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 27: Teachers’ Evaluation of their Students’ Interaction**



**Figure 32: Teachers’ Evaluation of their Students’ Interaction**

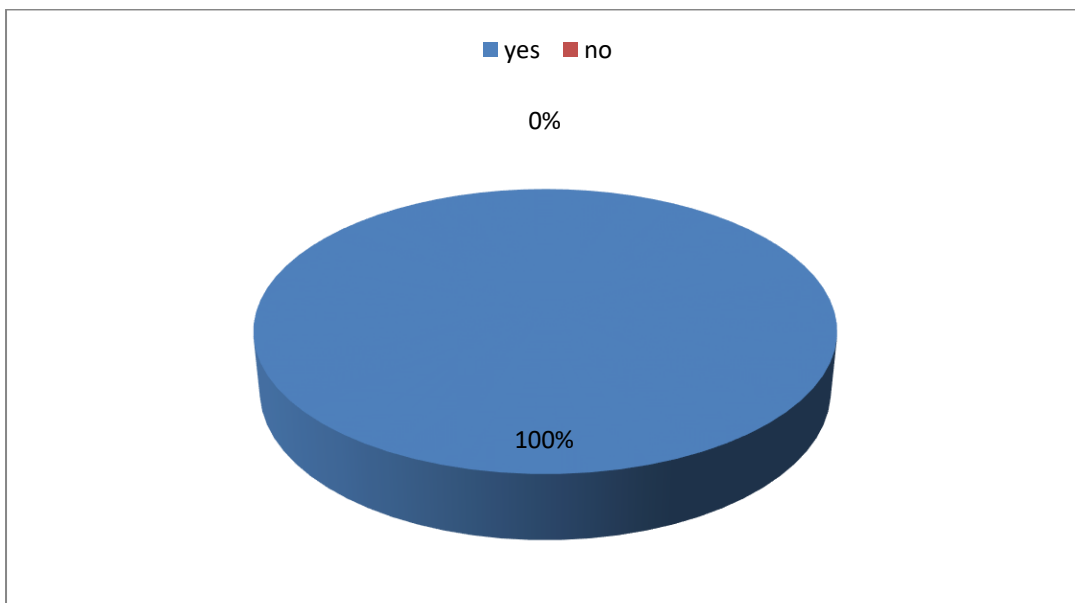
The graph reveals that teachers’ evaluation of their interaction or relationship with their student is almost good for 3 of them, and good for the rest of respondents 2. The reason behind asking the question was to evaluate the interaction between the teachers and students

in class because it affects largely the atmosphere, students' motivation and engagement as well as their achievement in class.

**Item 28: Encouraging Student-Student Interaction**

Options	N	%
Yes	5	100%
No	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 28: Encouraging Student-Student Interaction**



**Figure 33: Encouraging Student-Student Interaction**

It is obvious from the graph that all teachers (5) encourage the interaction among students in class as it helps them to participate and be more motivated. Indeed, teachers helps students to learn together to develop their English though learning new words from each other by using a verity of activities that fit their learners' needs like role play ,discussion ,dialogues, raising class ,ect. It is clear from the obtained results that teachers are aware of the importance of student- student interaction as how it could help students to develop their

communication skills, share ideas, correct each other, cooperate to solve problems, overcome some psychological problems and so on.

**Item 29: Obstacles that hinder Interaction in Class**

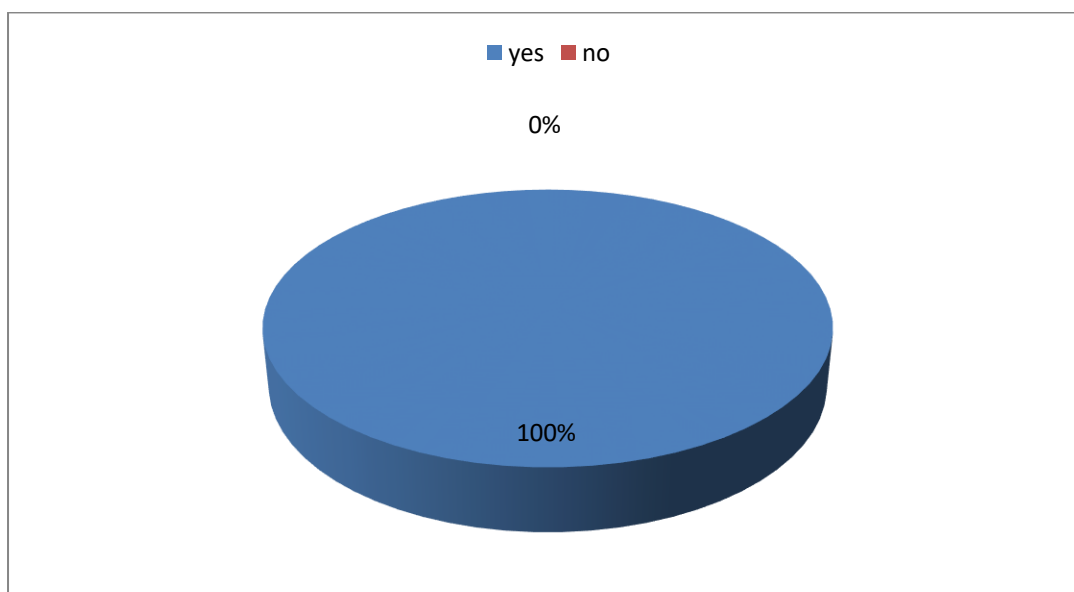
The majority of teachers noticed that there are some factors which hinder students’ interaction in class such as shyness, fear of making mistakes or lack of information about the topic. Indeed, teachers reported that in some cases students hate to interact in class due to topic treated (choice of topic is not suitable for them). Also students may be discouraged to interaction because of the teacher’s way of presenting feedback, the materials used to present the activity and the teachers’ method.

**Section Three: Students’ psychological Problems in Speaking EFL**

**Item 30: Students’ reluctance to Participate in Oral Sessions**

Options	N	%
Yes	5	100%
No	0	0%
Total	5	100%

**Table 29: Students’ reluctance to Participate in Oral Sessions**



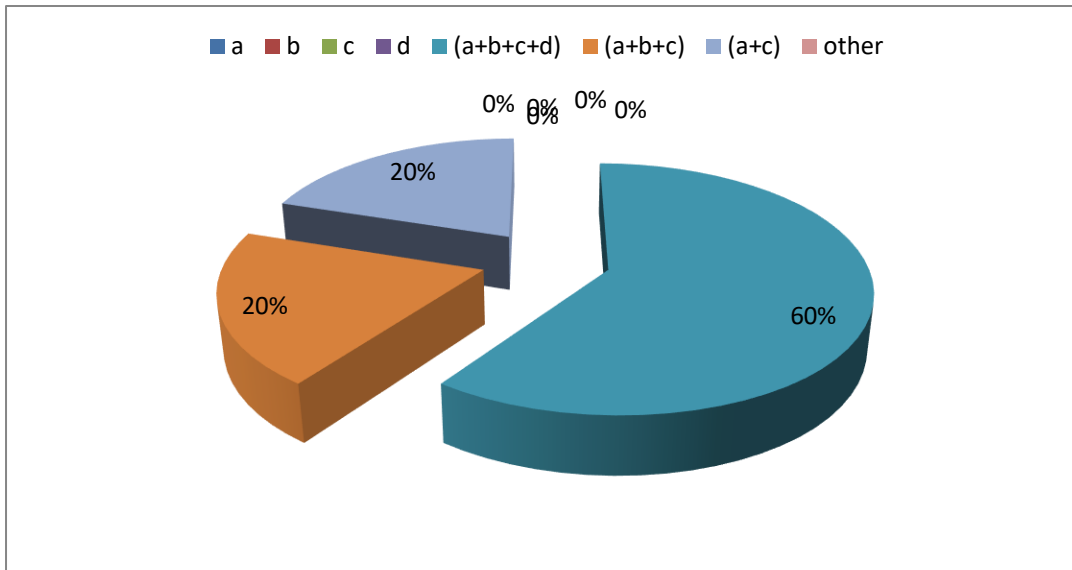
**Figure 34: Students feel reluctant to participate in Oral Sessions**

The results obtained from teachers' shows that the majority of teachers found that students feel reluctant to participate in oral sessions. This reveals that students lack motivation in class to interact. In fact, teachers find their students passive learners whom are affected by some problems / factors that provoke this passivity and reluctance.

**Item 31: Psychological Problems that Learners suffer from**

<b>Options</b>	<b>N</b>	<b>%</b>
a- Anxiety	0	0%
b- Shyness	0	0%
c- Fear of making mistakes	0	0%
d- Low self-esteem	0	0%
e- (a+b+c+d)	3	60%
f- (a+b+c)	1	20%
g- (a+c)	1	20%
h- Other	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 30: Psychological Problems that Learners suffer from**



**Figure 35: Psychological Problems that Learners suffer from**

This question seeks to see teachers' perception of the kind of problems which their students suffer from it and hinder their ability to interact with their teachers and classmates.

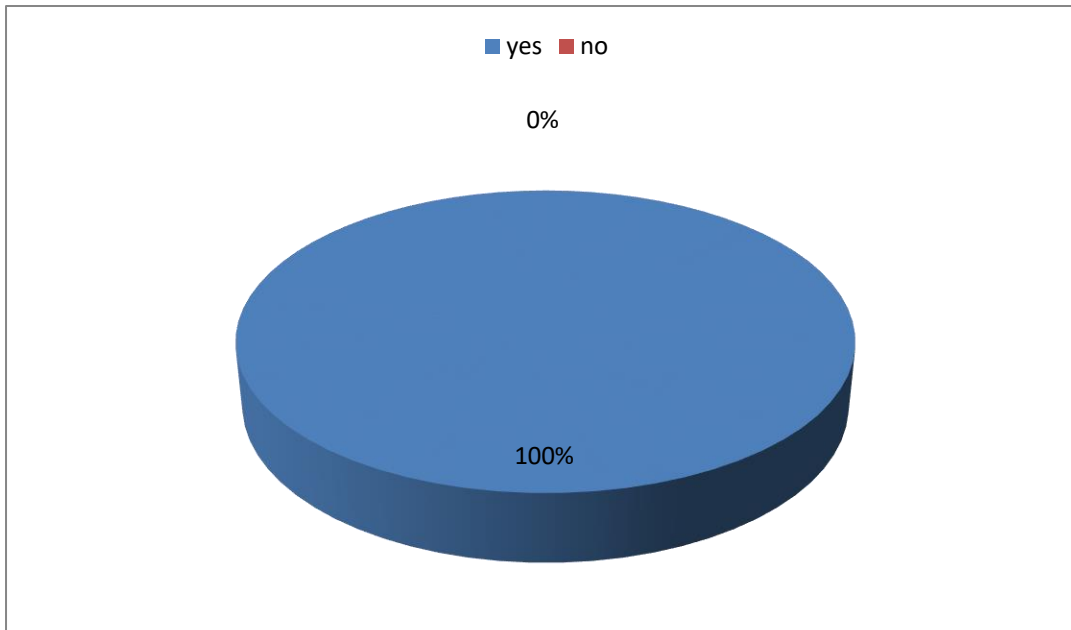
(3) Teachers reported that the majority of their students suffer from a lot of problems such as anxiety, shyness, and fear of making mistakes, low self esteem. The rest of the sample reported that there are students suffer from two to three problems and these problems may be due to there are newcomers to the university and that they will overcome these problems.

**Item 32: Psychological Problems effect on Students 'oral Performance**

Options	N	%
Yes	5	100%
No	0	0%
<b>Total</b>	<b>5</b>	<b>100%</b>

**Table 31: Psychological Problems effect on Students 'oral Performance**





**Figure 36: Psychological Problems effect on Students ‘oral Performance**

The results gathered in this graph show that all teachers (5) are agreed that there are some psychological problems hinder students ‘oral performance and progress. Moreover, these psychological problems affect negatively the students’ English speaking performance. Although most of the students think that they have a good level in English vocabulary and grammar, they are insecure while speaking English. Most of the problems were Fear of making mistakes, Feeling shy, Feeling hesitated, lack of confidence while speaking English.

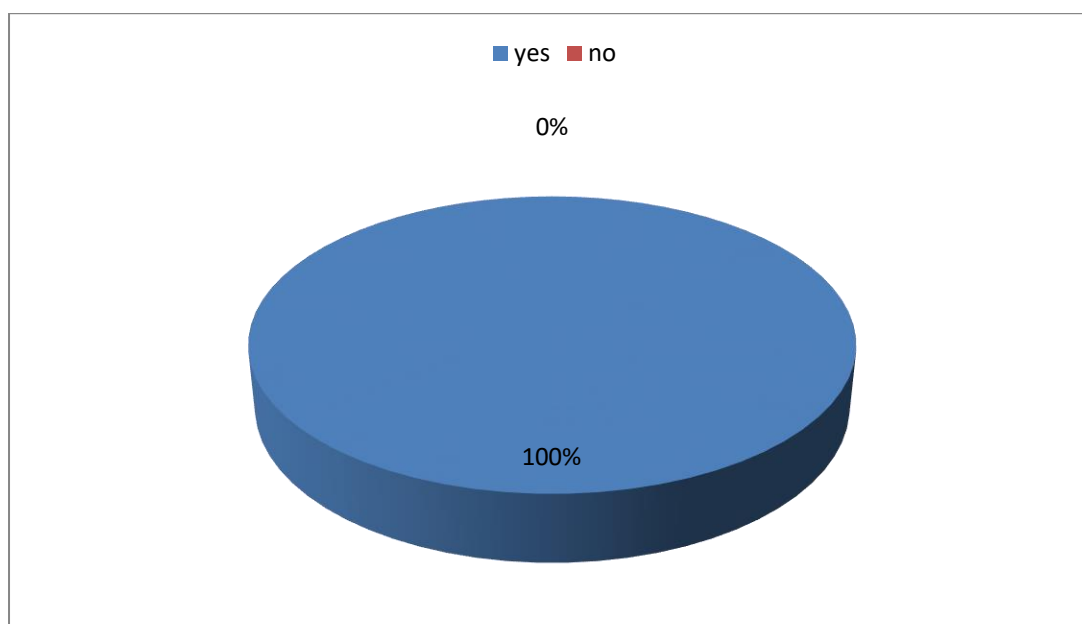
**Item 33: Teachers’ techniques to reduce Students’ psychological Problems**

Teachers reported that they use different strategies to help their students overcome their psychological problems. For them, group work is the best ways which help students’ motivation and reduce their problems in addition to role plays, games and discussion about a topic they chose or they suggested for them so they use reward which motivates students to participate more in class. There are other strategies teachers use to overcome those problems such as first of all teachers should be patient, project work, use indirect correction of feedback, have a relationship with their students, ect.

**Item 34: The effect of classroom interaction to overcome learners' problems**

Options	N	
Yes	5	100
No	0	0
<b>Total</b>	<b>5</b>	<b>100</b>

**Table 32: The effect of classroom interaction to overcome learners' problems**



**Figure 37: The effect of classroom interaction to overcome learners' problems**

The results from the above graph show that the total numbers of teacher are agree with the idea that is classroom interaction help learners to overcome their psychological problems. It is clear that teachers are aware of the importance of classroom interaction and its effective role in increasing motivation, providing a safe environment, and decreasing some psychological problems. All these results in students' willingness to participate in class and thus to make efforts and to enhance their oral proficiency.

## **4. Classroom Observation**

### **4.1. Aim of Classroom Observation**

In this research, we used the classroom observation as an additional tool besides the questionnaires in order to collect further reliable data as well as to confirm the results already obtained from the previous tool. The aim was to notice and to observe instruction, teachers' and students' behavior in an oral classroom in addition to in the kind of the relationship that exist between the teacher and his/her students in class in order to check the existence of interaction in the oral class. Moreover, we aimed to see whether teachers help their students to participate/interact and what strategies they use to motivate them. Also, our purpose was to see students' psychological problems that hinder their interaction in the EFL class and whether the classroom interaction can be an effective strategy to overcome these problems.

### **4.2. Description of the Observation**

We conducted our classroom observation during the second semester of the academic year 2016/2017 starting from February 12<sup>th</sup>, 2017. It was done with two oral expression classes of 1<sup>st</sup> year L.M.D students of English at Mohamed Khider University. We attended 5 sessions in all: five sessions with one class. In fact, the oral expression module was not chosen randomly; it is the most appropriate environment for observing interaction as well as students' psychological problems which mainly appear when they have to speak publicly.

This observation was structured and direct as we relied on an observation checklist (see appendix C). We used to set at back of the class in all sessions in order to observe teachers' and students' behavior in terms of interaction, participation, attitude, etc. We collected data and took all necessary notes. Each session took one hour and a half. We were just observers and did not try any interruption or intervention. Our observation checklist has been classified

into four parts to help us observe specific points: Course structure, teacher-student interaction, student-student interaction, psychological problems. The purpose behind using classroom observation was to determine the extent in which classroom interaction reduces learners' psychological problems in speaking EFL.

### 4.3. Discussion of Results

<b>Teacher:</b> Mrs. Guettal	<b>Date:</b> 12-02-2017
<b>Module:</b> Oral Expression	<b>Time:</b> 08:00 Am
<b>Level:</b> 1 <sup>st</sup> year	<b>Group:</b> 07
<b>Number of Students:</b> 45	<b>Place:</b> Room 06, Bentaibi

In this first session of the classroom observation, we noticed the attendance of a very few number of students (20). It was may be because they were tired (they have just finished taking exams). We waited 10 minutes for the late comers. The teacher started the lecture first by greeting her students then she checked if they did the homework (given the week before the exams), but no one did. To manage this problem, the teacher designed a new task: She gave students six topics about different domains (social, education) to discuss them. For this kind of activity, we noticed that student's preferred to talk freely without raising their hands. Many kept talking with a low voice and were afraid to speak and to make mistakes. The teacher praised students used expressions as "good" and gestures. In some cases, the teacher called students by their names to participate, but their interaction was still poor and participation was low despite the enjoyable atmosphere the teacher established. Indeed, students could make jokes about some topics.

In fact, students did not seem to be motivated and others seemed to be shy and afraid to express themselves in front of the class. They tended to raise their hands to participate in the

debate but soon put them down. They really looked uncomfortable and hesitant despite their desire to interact with their teacher and their classmates.

**Teacher:** Mrs. Guettal

**Date:** 14-02-2017

**Module:** Oral Expression

**Time:** 11:20 Am

**Level:** 1<sup>st</sup> year

**Group:** 07

**Number of Students:** 45

**Place:** Room 03, Bentaibi

The second session was somehow better than the first in terms of students' interaction and participation. The lesson started, with the teacher's distribution of a story to students then she gave them half an hour to read it silently and carefully. She started reading herself a paragraph from the story than asked whether, anyone wanted to read after her, but no one did. All students kept their heads down (not to be designated by the teacher) . Later, the teacher told a student (girl) to read a passage. Meanwhile, the teacher corrected her mistakes. After that, a (male) volunteered to read. He had a perfect out of any mistakes.

During this session, the teacher largely motivated the students and encouraged them to participate and to believe in their abilities. She went around them in order to hear their pronunciation of the words in the story and to explain difficult words. Finally, all the students had to read: Some of them were imposed and others volunteered. At the end of the session, the teacher told her students to read the story at home, then to reformulate it in their own words. Through this observation, we noticed that mainly all students suffer from some problems. These problems did not help them to interact and thus to develop their level. It was also hard for the teacher to deal with them and to help accordingly.

**Teacher:** Mrs. Guettal

**Date:** 19-02-2017

**Module:** Oral Expression

**Time:** 08:00 Am

**Level:** 1<sup>st</sup> year

**Group:** 07

**Number of Students:** 45

**Place:** Room 03, Bentaibi

In the third session of observation, the teacher greeted first students when she entered into the class then asked them if they brought the homework of the last session in the paper. And because few of them have done it, she gave marks. Later on, she asked them to form groups to do the activity in class. Here we had the opportunity to see clearly student- student interaction in action. Students shared ideas with each other, used tools such as dictionary...ect to explain some words. Moreover, they sometimes asked the teacher for help. This latter was going around them and moved from one group to another checking what they had done and correcting their grammar mistakes and checking whether they understand the task or not.

The work of the groups was done in an enjoyable atmosphere and that students liked to work in groups. After 40 minutes, students started reading their work. From their performance, we noticed that some students read the story with a low voice, stopped when they faced new words, and made a lot of mistakes in pronunciation. In addition, they did not participate from their own will but were urged by the teacher who threatened them that she would pick up names from the list. This reveals that most students are either not interested or capable to speak due to some reasons. At the end of the session, teacher referred to an assignment (preparing a role play) and asked students to choose a topic to perform it.

**Teacher:** Mrs. Guettal

**Date:** 21-02-2017

**Module:** Oral Expression

**Time:** 08:00 Am

**Level:** 1<sup>st</sup> year

**Group:** 07

**Number of Students:** 45

**Place:** Room 03, Bentaibi

In this session, all students (astonish) were present that day. We noticed also that all of them were well prepared for this session, which was the day when they had to perform the role play (assigned the previous session). We really perceived their pleasure and enthusiasm to attend the session.

As usual, teacher greeted joyfully her students then the first group went to the stage acting a role play about “violence against women”. Before they started, we noticed some shyness and fear from the part of participants as they kept looking down when they were speaking. The performance was good despite some problems of the pronunciation of words incorrectly during their performance. Moreover; they speeded up in speaking not to forget the script they learned by heart (it was evident for us). In addition to that, some students made many grammatical errors but they used gestures and brought some instruments to make the performance look real.

We also noticed also that students encouraged their classmates and sometimes corrected their mistakes during the performance. Teacher was sitting in her chair evaluating the students’ performance, and from time to time, she stopped students for correction.

**Teacher:** Mrs. Guettal

**Date:** 25-02-2017

**Module:** Oral Expression

**Time:** 08:00 Am

**Level:** 1<sup>st</sup> year

**Group:** 07

**Number of Students:** 45

**Place:** Room 03, Bentaibi

In this session of observation, we assisted to the role plays of the rest of the group who did not perform the previous session because of time shortage. In the beginning of the session, the teacher asked students about the groups which were ready to perform in order to gain time.

That day, what we observed was not as the previous day. The class was full mean that all students were happy, interested and motivated. The atmosphere was good all look to the performance of their friend with silent this atmosphere helped us a lot to observe many things we did not observe before because of noise. First of all, the content of the lesson emphasized the listening and the speaking skill. In addition, this kind of activity (role play) helped students to practice more interaction. In general, we noticed that many students were afraid of acting in front of the class even if they were well prepared. Indeed, it happened when their classmates gave them a remark, they felt shy and anxious. The teacher tried to solve this problem by encouraging them to believe in themselves and to take the remarks with sportsmanship.

## **Conclusion**

The outcomes of the field work, collected from the questionnaires and the classroom observation revealed that teachers' role is very important in class especially when their students suffer from psychological problems. Thus, a strong relationship between the teacher and students, between students themselves push them to interact more and to master the target language in class. Furthermore, this can help students overcome their psychological problems.



In addition, teachers should help learners and should be aware of their students' needs, interests, and difficulties, abilities to determine their progress and to elevate their level using different techniques.

# *General conclusion*

## **General Conclusion**

This research aimed to investigate the effectiveness of classroom interaction in reducing learners' psychological problems. A descriptive study has been conducted to search about the topic and employed two data gathering tools to collect information about first year LMD students of English in the department of foreign languages at the University of Biskra. Therefore, we hypothesized that if good interaction is established in class, learners' psychological problems would be overcome.

Indeed, the present research was based on the effectiveness or the role of interaction in the university of Mohamed Kheider classes to motivate students to learn English as a foreign language and to reduce their psychological problems. Moreover, this research focused on the role of the teacher to make his /her students interact by using some motivational techniques in class. This was confirmed by the outcomes obtained from the used data gathered tools; questionnaires, and the classroom observation.

Throughout the analysis of the both students' and teachers' questionnaires, it has been confirmed that classroom interaction is very important in the process of learning as it enhances learners' abilities and reduce their psychological problems. Also, it increases students' retention, builds self -esteem in students, develops their oral communication skills, and creates a stronger relationship between the teacher and student and between students themselves.

Therefore, the goal of this research study was to investigate the effectiveness of classroom interaction in reducing learners' psychological problems in speaking EFL. So, our hypothesis has been confirmed. Thus, the teacher is the one who should play the major role in motivating learners in class and students need to have a strong relationship with his/her teacher as well as their classmates.

## Suggestions and Recommendations

Now, we come to the most important part in the dissertation, so we recommend some suggestions to both teachers and learners to help them enhance the interaction in class so that learners' psychological problems would disappear.

### Recommendations for Teachers

- We suggest to EFL teachers to help their learners interact more with them through engaging and motivating activities such as role play, debate, or class discussion in order to motivate them and to enhance their oral performance.
- It is the responsibility of teachers to encourage their students to learn and practice the language in the classroom; thus, they should provide the appropriate conditions for learning including a well managed atmosphere and good materials.
- We recommend to the teachers to provide students with techniques and strategies which meet their needs because there are some students who suffer from problems that hinder their progress.
- Teachers should determine the factors which hinder learners' interaction in class and should work on controlling them. Therefore, they should keep an eye on students' difficulties and problems, especially the psychological ones. This will help learners to enhance their capacities and to build a strong relationship with their teacher.
- Teachers should be aware about the importance of praise and reward for the learners and should pay attention to their consequence. They can be used to push learners to be more motivated and to participate actively in class.
- Teachers should vary their techniques of teaching, speaking and should implement pair and group work certain oral activities.

## Recommendations for Students

- First of all, students should be aware of the importance of the process of learning a foreign language. Hence, they must focus on practising the language in class so as to master it because “Practice makes perfect.”
- Students should trust in their abilities and work on developing them. Also, they must make sure that mistakes are part of the learning process.
- They must comprehend that success and performance require their own contribution as well as the one of the teacher. Indeed, the teacher is a guide and a facilitator.
- Students need to be more responsible and become more autonomous of their learning process. Moreover, they should be more aware of what to do to improve their level.
- Students need to be aware of their psychological problems and should work to reduce/overcome them through interacting with their teacher as well as with their classmates.
- Therefore, students should consider the importance of interaction and should push themselves to cooperate with other members of the class to see their problems overcome and their competencies developed.

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# ***APPENDICES***

**APPENDIX A: Students' questionnaire**

**APPENDIX B: Teachers' questionnaire**

**APPENDIX C: Observation Check List**

## APPENDIX A

### *Students' Questionnaire*

Dear students

The present questionnaire seeks to gather information for a master dissertation that investigates the effectiveness of classroom interaction on reducing learners' psychological problems in speaking EFL.

Your opinion will be of great help for our research achievement. Please tick the box corresponding to your choice(s) and answer fully whenever asked.

Thank you for your cooperation.

#### **Section One : Background Information**

1. Your gender is :    Male                   Female
2. Why did you choose to learn English at university?
  - a- To get a job.
  - b- To get a diploma.
  - c- To communicate with it.
  - d- To travel to foreign countries.
  - e- You have been imposed it.
  - f- other reason(s) : .....
3. Do you find leaning English :
  - a- An easy task
  - b- A difficult task
  - c- Somehow difficult

#### **Section Two: Classroom Interaction in Oral Expression Sessions**

1. Do you like the oral expression module?  
Yes                   No   
- Whatever your answer, please say why :  
.....  
.....  
.....
2. How would you evaluate your interaction with your teacher of oral expression?
  - a- Good
  - b- Bad
  - c- No relationship



3. What kind of atmosphere characterizes most the oral sessions?

- a- Positive/friendly       b- Negative/boring

4. Does your teacher give you the chance to interact/ communicate with him/her?

- Yes       No

- how ?

- a- through asking questions   
b- through suggesting the topics of discussion   
c- through organizing groups   
d- through letting you correct yourself (self-feedback)   
e- other : .....

5. Does your teacher praise/ reward you when you answer well?

- Yes       No

6. What do you think about the importance of interacting with your classmates (student-student interaction)?

- a- Very important       b- Not important       c- Not so important

- Please justify your answer :

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

7. Do you think that in order to master the speaking skill you have to practice it ?

- Yes       No

### Section Three: EFL Learners' Psychological Problems in Speaking

1. Are you motivated to speak English in the oral class?

- Yes       No

2. How often do you participate in the oral session?

- Always       often       sometimes       Never

3. Do you find any difficulties when speaking English?

- Yes       No

- If « yes », what kind of difficulties do you suffer from most?

- a- Grammar (it is difficult for you to make a correct sentence/use tenses...)   
b- pronunciation (problems with accent/ silent letters/stress)   
c- Vocabulary (it is difficult to understand/use some words in context)   
d- Lack of background information about a topic.   
e- other(s) : .....

4. How do you feel when you speak in front of the class?

At ease/ confident  embarrassed/not confident  bored/demotivated

5. What can be the reasons that prevent you from speaking/participating in class?

- a- Anxiety
- b- Shyness
- c- fear of making mistakes
- d- low-self esteem
- e- other : .....

6. Do you think that interaction helps you reduce/overcome these psychological problems ?

Yes  No

- If « yes » , please explain how :

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

*Thanks for your help*

## APPENDIX B

### *Teachers' Questionnaire*

Dear Teachers

This questionnaire is devoted to collect information about the effectiveness of classroom interaction on reducing learners' psychological problems in speaking EFL.

We would be grateful if you could answers these questions and help us with your valuable points of view to successfully conduct this research.

Thank you for your cooperation.

#### **Section One : Background Information**

4. What is your academic degree  
.....
5. How many years have you been teaching oral expression?  
.....

#### **Section Two: Classroom Interaction in Oral Expression Sessions**

8. Do you students participate in oral session?  
Yes  No  always sometimes rarely
9. What are the psychological problems that learner's suffer from in oral expression?  
b- Anxiety  
c- Shyness  
d- Fear of making mistakes  
e- Stress  
f- Low self esteem

10. Do you think that these problems hinder their oral performance?

- f- Yes  b- No

Explain :.....  
.....

11. What techniques do you use to reduce them?

.....  
.....

12. Do you motivate your students to participate in oral classroom activities?

13. Yes  No

14. Do you think that a good classroom interaction helps overcome learner's problems? How

b- yes  b- No

15. Do you encourage interaction in class? how

Yes  No

16. how do you encourage interaction

- a- letting students ask qqs
- b- letting students choose topic
- c- letting students choose activity
- d- discussing problems \_ difficultés

\_ Other :.....

17. do you encourage student \_student interaction

-Yes -No

-how?

*Thanks for your help*

## APPANDIX C

**Date:**

**Time:**

**Teacher:**

**Module:**

**Level:**

**Group:**

**Number of students:**

**Place:**

### Classroom Observation Checklist

	<b>Sings</b>	<b>Yes</b>	<b>No</b>	<b>Comment</b>
<b>Course /Lesson Structure</b>	<ul style="list-style-type: none"> <li>-Reviews previous day's course content</li> <li>-Provides well- designed materials</li> <li>-Directs students preparation for next class</li> <li>-Employs group works</li> <li>-Variety in topic</li> <li>-Comprehensible at the level of learners</li> <li>-Delivers well planned lecture</li> <li>-The content of the lesson emphasis speaking skill</li> <li>-Employs individual work</li> <li>-The content of the lesson emphasis listening skill</li> </ul>			
<b>Teacher – student interaction</b>	<ul style="list-style-type: none"> <li>-Teacher greet student</li> <li>- Calls students by their names</li> <li>-Targeting question suddenly to student</li> <li>-Corrects students' mistakes</li> <li>-Reinforce and advise students to believe in their abilities</li> <li>- Uses gestures</li> <li>-Help students with their problems</li> <li>-Uses praises (good , excellent)</li> <li>-Uses repetition and more explain</li> <li>-The teacher talks loudly</li> <li>-Uses rewards (marks)</li> <li>-Uses simple words and structure</li> <li>-Teacher fosters students to speak</li> <li>-Students participate in class</li> <li>-Students motivated in class</li> </ul>			

	<ul style="list-style-type: none"> <li>-Students formulates sentences correctly</li> <li>-Students speak loudly</li> <li>-Students are passive in the classroom</li> <li>-Students express themselves clearly</li> <li>-Students are creative in their performance</li> <li>-Students do not prepare the lesson (do not bring their homework )</li> <li>-Students take notes</li> <li>-Students bring tools to facilitate their learning: dictionary, lap,ect.</li> </ul>			
<b>Student - student interaction</b>	<ul style="list-style-type: none"> <li>- Provides opportunities for students to work in pairs and small groups</li> <li>- Encourage students to work together as a class</li> <li>- Devotes a significant proportion of class time ( 15-30%)</li> <li>- Encourage in depth conversations among students</li> <li>- Features several students explaining their ideas to a respectful class that listens well</li> </ul>			
<b>Psychological problems</b>	<ul style="list-style-type: none"> <li>- Panic attacks especially when taken test</li> <li>-Sweaty hands and feet</li> <li>-Dry mouth and difficulty swallowing</li> <li>-Blushing</li> <li>-Angry _Hostile</li> <li>- Unmotivated</li> <li>-Dependent_ Follower</li> <li>-Non_risk-taker</li> <li>-Poor communication</li> <li>-Introvert</li> <li>-Difficulty to communicate what they are thinking</li> <li>-Fear of speaking or participating</li> <li>-Student raise fingers and put it down</li> <li>-Pronounced the words so slowly with low voice</li> </ul>			



# ***APPENDICES***

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## APPENDIX A

### *Students' Questionnaire*

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Yes                   No   
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4. Does your teacher give you the chance to interact/ communicate with him/her?

- Yes       No

- how ?

- a- through asking questions   
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e- other : .....

5. Does your teacher praise/ reward you when you answer well?

- Yes       No

6. What do you think about the importance of interacting with your classmates (student-student interaction)?

- a- Very important       b- Not important       c- Not so important

- Please justify your answer :

.....  
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7. Do you think that in order to master the speaking skill you have to practice it ?

- Yes       No

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- Yes       No

2. How often do you participate in the oral session?

- Always       often       sometimes       Never

3. Do you find any difficulties when speaking English?

- Yes       No

- If « yes », what kind of difficulties do you suffer from most?

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- d- low-self esteem
- e- other : .....

6. Do you think that interaction helps you reduce/overcome these psychological problems ?

Yes  No

- If « yes » , please explain how :

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

*Thanks for your help*

## APPENDIX B

### *Teachers' Questionnaire*

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  - d- Fear of making mistakes
  - e- Stress
  - f- Low self esteem
10. Do you think that these problems hinder their oral performance?
  - f- Yes  b- No

Explain :.....  
.....

11. What techniques do you use to reduce them?  
.....  
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12. Do you motivate your students to participate in oral classroom activities?

13. Yes  No

14. Do you think that a good classroom interaction helps overcome learner's problems? How

b- yes  b- No

15. Do you encourage interaction in class? how

Yes  No

16. how do you encourage interaction

- a- letting students ask qqs
- b- letting students choose topic
- c- letting students choose activity
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\_ Other :.....

17. do you encourage student \_student interaction

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-how?

*Thanks for your help*

## APPANDIX C

**Date:**

**Time:**

**Teacher:**

**Module:**

**Level:**

**Group:**

**Number of students:**

**Place:**

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	<ul style="list-style-type: none"> <li>-Students formulates sentences correctly</li> <li>-Students speak loudly</li> <li>-Students are passive in the classroom</li> <li>-Students express themselves clearly</li> <li>-Students are creative in their performance</li> <li>-Students do not prepare the lesson (do not bring their homework )</li> <li>-Students take notes</li> <li>-Students bring tools to facilitate their learning: dictionary, lap,ect.</li> </ul>			
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## المخلص

الهدف من هذه الدراسة هو التحري عن دور التفاعل في تقليل والقضاء على المشاكل النفسية لدى الطالب اللغة الانجليزية ، حيث يعتبر الأستاذ المسؤول الأساسي في تحفيز الطلاب لتفاعل معه/معها وذلك عن طريق استخدامه لطرق مختلفة.

وعلى هذا الأساس افترضنا انه إذا كان هناك تفاعل ملحوظ لطلبة في القسم فإن المشاكل النفسية تختفي. ولقد اعتمدنا في هذا البحث على دراسة وصفية محضة إذا استخدمنا أداتين وهما استبيان لطلبة سنة أولى بجامعة محمد خيضر قسم انجليزية وآخر للأساتذة وتم إرفاقه بالملاحظة الوصفية التي تمت في القسم سنة أولى جامعي (قسم الآداب ولغات الأجنبية )، ومن خلال النتائج تحققت الفرضية السابقة. حيث وجدنا إن لتفاعل الصفي دور كبير في القضاء على المشاكل النفسية التي يعاني منها الطالب داخل القسم.