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*The Role of Communication in Developing Classroom Interaction*

*The Case of 1<sup>st</sup> Year EFL Students at Tlemcen University*

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**Dissertation submitted to the department of English as partial fulfillment of the requirement for  
the degree of Master in Language Studies in English Language Education.**

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## **Dedication**

I dedicate this work to my parents, for their endless love, support, kindness, care and inspiration.

To my brother and sister who encouraged me all the time.

To my grandma who did not stop praying for me to get the higher of grades since my day one at university.

## **Abstract**

This dissertation explores how students find difficulties in communicating at university, not only with teacher under what is called the classroom interaction, but also when it comes to the daily communication with their friends in and outside the classroom. The purpose of this study is to find out the main reasons behind this lack of communicational skills and to find solutions for this issue. A questionnaire and interview were used as tools to collect the needed data for this investigation. The findings of this research allowed reaching the intended aim of this work by showing the main reasons behind this communicational failure.

## **List of Abbreviations**

**CC:**Communicative Competence

**EFL:**English as a Foreign Language

**ELT:**English Language Teaching

**TEFL:**Teaching English as a foreign language

**TTT:**Teacher Talking Time

**STT:** Student talking time

## **List of tables**

Table 2.1 Comparison between Qualitative and Quantitative Methods

## List of figures

Figure1.1: the Linear Model of Communication

Figure1.2: the Cycle Model of Communication

Figure1.3: the Noise Model of Communication

Figure3.1: Interview Question04

Figure3.2: Interview Question08

Figure3.3: Questionnaire question01

Figure3.4: Questionnaire question03

Figure3.5 : Questionnaire question04

Figure3.6 : Questionnaire question05

Figure3.7 : Questionnaire question06

Figure3.8 : Questionnaire question07

Figure3.9 : Questionnaire question09

Figure3.10 : Questionnaire question10

## Table of content

Acknowledgment .....	I
Dedication .....	II
Abstract .....	III
List of Abbreviations: .....	IV
List of tables:.....	V
List of figures: .....	VI
Table of content .....	VII
General Introduction .....	I
Chapter OneDefinitions of the main concepts .....	4
1.1 Introduction: .....	5
1.2 Language: .....	5
1.3 Classroom Interaction: .....	7
1.3.1 Teacher-Student Interaction: .....	8
1.3.2 Student-Teacher Interaction: .....	8
1.4 Communicative Competence: .....	10
1.4.1 Communication: .....	11
1.4.1.1 Types of Communication:.....	12
1.4.1.2 Modals of Communication:.....	15
1.4.1.3 Linear Communication: .....	17
1.4.1.4 Interactional Communication:.....	18
1.4.1.5 Transactional Communication: .....	19
1.4.2 Competence vs. Skill:.....	20
1.4.3 The Importance of communicative Competence: .....	21
1.5 Conclusion:.....	22
Chapter TwoResearch design and procedures .....	23
2.1 Introduction: .....	24
2.2 The Research Design:.....	24
2.3 Research Approach: .....	24
2.4 Case Study:.....	25
2.5 English Language Department Brief Overview:.....	25
2.5.1 Students Profiles:.....	26



2.5.2 Teachers Profiles: .....	26
2.6 DATA collection instruments: .....	27
2.6.1 Questionnaire: .....	27
2.6.1.1 Strength: .....	27
2.6.2 Interview: .....	28
2.6.2.1 The strength:.....	29
2.6.2.2 Procedures: .....	29
2.6.3 DATA analysis:.....	29
2.6.3.1 The quantitative approach: .....	29
2.6.3.2 The qualitative approach: .....	30
2.7 Conclusion:.....	32
Chapter ThreeResults, Interpretations and Suggestions .....	33
3.1 Introduction: .....	34
3.2 Interview results: .....	40
3.3Interview analysis:.....	44
3.4 Discussion and Interpretation of the main results:.....	44
3.5. Questionnaire analysis: .....	52
3.6 Future directions of the research: .....	52
3.7 Conclusion:.....	53
General Conclusion:.....	54
Bibliography.....	56
Appendices.....	59

# **General Introduction**

## General Introduction

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During the last four years at the university, and as an EFL student the researcher noticed a lack of communication in which students suffer from, when it comes to communicating with the teachers and not only that but also when they speak to each other. While making some research about the topic he understood how important the communicational skill is and decided then to tackle this subject in his investigation.

What motivated the researcher the most to keep making research about this topic is that every single sign he read about on the internet he also witnessed it in real life, meaning by that in his study-life at the university and with his classmates.

The objective of this research is to sensitize students about the importance of communication and how this feature would improve the quality of their relationships with people in general and as students with their teachers in particular.

The reason behind finding the problematic is that once in the classroom, it was the oral module session and one student wanted to ask the teacher a question about the lecture but could go not for it. At that very moment the researcher asked himself many questions and among them “why can’t this student ask the question? He did not get any answer back then and kept looking for the reasons behind this failure.

The research questions of this present research are:

- Q1 - What are the reasons behind the lack of communication?
- Q2 - How to overcome the problem of the students’ lack of interaction?
- Q3 - What is the role of Communicative Competence in developing the skill?

## General Introduction

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Thus these hypothesis were formulated:

- - Lack of communication, knowledge gap and psychological aspects are said to be the main reasons behind students' use of language inside the classroom.
- - The introduction of authentic materials into the learning situations and the enhancement of learners' personal experiences are regarded to help solve the problem of classroom interaction.
- - Communicative competence may serve to bridge the gap between theory and practice concerning students' inside classrooms.

Regarding the general layout of the work, three chapter were introduced:

As far as the first chapter is concerned, being a critical review of the literature, it tries to draw back to all the relevant literature defining the key-concepts used in this work, highlighting the importance of language and communication, the researcher tried to shed light on everything related to the topic.

The second chapter was about the research design and procedures including everything about the methods and tools of collecting data and the necessary information about the informants. The researcher opted for two research instruments including the use of questionnaire and the interview to check to what extent students find difficulties while trying to communicate inside the classroom with their teachers using the English language.

The third chapter aimed at analyzing, quantitatively and qualitatively the results obtained, and their interpretations, to sum up the whole study and draw the final conclusions from this research work, the researcher recommend further investigations to be conducted to better study the

## **General Introduction**

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case of the lack of communication and also the lack of interaction in classrooms.

# **Chapter One**

## **Definitions of the main concepts**

## 1.1 Introduction

Guy Deustcher once said that language is the forming organ of thought. Language is such an important human-related tool. Many investigations were made about it. Linguists of all the previous generations and actual ones too did and are still doing their best to analyze and know more and more about this amazing human ability.

## 1.2 Language

Steven Pinker said that Language is so firmly woven into human encounter that it is scarcely conceivable to suppose life without it. Chances are that in case you find two or more individuals together anyplace on soil, they will soon be trading words. When there's no one to conversation with, individuals talk to themselves, to their pooches, indeed to their plants. In our social relations, the race isn't to the quick but to the verbal—the spellbinding orator, the silver-tongued tempter, the influential child who wins the battle of wills against a brawnier parent. Aphasia, the misfortune of language following brain harm, is devastating, and in serious cases family individuals may feel that the complete individual is misplaced until the end of time.

Mark Hopkins once reported that language is the picture and counterpart of thoughts. We can trade information, convictions, feelings, wishes, dangers, orders, much obliged, guarantees, presentations, sentiments - just our creative mind draws certain lines. We can snicker to communicate entertainment, satisfaction, or insolence, we can grin to communicate entertainment, delight, endorsement, or harsh sentiments, we can yell to communicate outrage, fervor, or dread, we can grip our clenched hands to communicate assurance, outrage or a danger, we can raise our eyebrows to communicate shock or objection, etc. however our arrangement of correspondence prior to whatever else is language. In this book we will let you know a ton about language, however as an initial move towards a definition we can say that it is an arrangement of correspondence in light of words and the mix of words into sentences. Correspondence through language might be alluded to as

etymological correspondence, different ways referenced above - chuckling, grinning, yelling, and so on - are sorts of non-phonetic correspondence.

Most or all non-human species can trade data, yet not a solitary one of them are known to have an arrangement of correspondence with an intricacy that in any capacity instant amount to language. Principally, they speak with non-semantic means looking like our grinning, chuckling, shouting, gripping of clenched hands, and causing a stir. Chimpanzees, gorillas, and orangutans can trade various types of data by discharging various types of screeches, creating their countenances in various ways, and moving their hands or arms in various motions, however they don't have words and sentences. By moving in specific patterns, honey bees are obviously ready to tell their individual laborers where to find honey, yet evidently not particularly else. Birds sing unique tunes, whose fundamental capacities are to guard their region or to draw in a mate.

Language - as characterized above - is a solely human property. Among the qualities that make a somewhat clear qualification among etymological and nonlinguistic correspondence significant, two are especially significant: twofold verbalization and punctuation.

Language is what makes us human. It is how individuals communicate. By learning a dialect, it implies you've got a complex framework of words, structure, and linguistic use to successfully communicate with others. To most individuals, dialect comes naturally. We learn how to communicate indeed some time recently able to conversation and as we develop more seasoned, we discover ways to control dialect to genuinely pass on what we need to say with words and complex sentences. Of course, not all communication is through dialect, but acing a dialect certainly makes a difference speed up the method. This can be one of the numerous reasons why dialect is critical.



### 1.3 Classroom Interaction

The term classroom interaction alludes to the interaction between the educator and learners, and among the learners, within the classroom. Prior ponders of moment dialect (L2) classroom interaction centered on the dialect utilized by the instructor and learners, the interaction created, and their impact on L2 learning. More later considers have started to examine the fundamental factors which shape interaction within the classroom – e.g. educator and learner convictions, social and social foundation of the educator and learners, and the mental perspectives of moment and outside dialect learning – giving assist bits of knowledge into the complexities of classroom interaction.

The term “interaction” is made up of two morphemes, specifically associate and activity. It could be a shared or complementary activity or impact. In English dialect instructing, interaction is utilized to indicate the dialect (or activity) utilized to preserve the discussion, to instruct, or to interact with members included within the instructing and learning forms within the classroom.

Classroom interaction, classroom conduct portrays the frame and substance of conduct or social interaction within the classroom. In specific, course, and 'race' in instruction has inspected the relationship between teacher and understudies within the classroom.

Classroom Interaction may be a hone that upgrades the advancement of the two very important dialect aptitudes which are talking and tuning in among the learners. This device helps the learner to be competent sufficient to think basically and share their sees among their peers.

### 1.3.1 Teacher-Student Interaction

The vital part of teacher-student connections has been detailed in numerous thinks about. However, how teacher-student connections create from moment-to-moment intelligent amid lessons remains understudied.

The show consider combined bits of knowledge from interpersonal hypothesis and energetic frameworks approaches to consider files of interpersonal substance and structure in teacher-student intuitive and their affiliation with the teacher's interpersonal fashion. We found that moment-to-moment educator behavior was undoubtedly related to understudy recognitions of the teacher's interpersonal fashion.

Files of inconstancy (structure) in intelligent segregated between instructors with less favored and more favored interpersonal styles, whereas, opposite to prior investigate, the marker of predictableness of intuitive may not. Comes about are talked about considering the desires, and proposals made for future inquire about and hone.

### 1.3.2 Student-Teacher Interaction

Student-teacher interaction is regularly considered a key to scholastic victory. When the understudies keep up a association with a workforce part they are more likely to feel fulfilled with the scholarly handle and get propelled to do something extraordinary.

Student-teacher interaction, both in and out of the classroom, is impacted emphatically by the educating point of view grasped by the instructor. Inside the guidelines communication teach, instructing can be seen from two viewpoints: the explanatory point of view and the social point of view (Mottet& Beebe 2006). Instructors whose student-teacher interaction is

represented by the explanatory viewpoint communicate with their understudies as it implies to impact or convince them.

Communication is teacher-centered, which implies that instructors send a message to understudies who play an inactive part as the beneficiary of the message. To communicate successfully with their understudies, instructor's center on educating clearly, making course substance significant, and acting in an emphatic way. In pith, their in-class communication behaviors center on performing their classroom capacities as teacher and talk pioneer and overseeing the classroom.

Student-teacher interaction is considered as a critical angle for different reasons. Instructors who had a positive interaction with their understudies detailed that their understudies were more included and mindful in thinks about and had superior participation within the classroom.

Teacher-student interaction has brought about in a positive classroom environment that influences the learning and development of understudies emphatically. Keeping in intellect the advancement point of see, student-teacher interaction helps students' memory aptitudes, cognitive capacity, physiological advancement, and emotional growth. Assist, it includes a solid positive affect on a student's self-esteem, eagerness, and scholastic victory. These days, schools and colleges are effectively advancing student-teacher interaction and announcing tremendous benefits with such activities. The inclusion of workforce individuals and instructors in their student's scholastic development has brought about in an increment in their scholarly and proficient advancement.

Student-teacher interaction is frequently considered a key to scholarly victory. When the understudies keep up an association with a staff part they are

more likely to feel fulfilled with the scholarly prepare and get motivated to do something extraordinary.

The understudies who are more mindful, they feel propelled towards ponders, are effectively locked in within the learning process, and exceedingly excited to memorize modern things. One of the essential of student-teacher interaction would be the receptivity of modern thoughts by the instructors.

This fosters an environment where understudies feel free to specific their suppositions, agreements, and differences. It comes about in a agreeable learning environment and may result within the era of modern unfamiliar information.

#### **1.4 Communicative Competence**

Paul J. Meyer said that communication - the human connection - is the key to personal and career success. Communicative competence incorporates competences of a phonetic, social and social nature which show themselves in different capacities to approach communication circumstances.

The communicative approach refocuses the instructing of the remote dialect on communication: it may be a address of learning to communicate within the outside dialect, that's to say, of procuring a competence in communication. The utilize of the term "approach" marks a remove from past streams, called "strategy", regarded to be more unyielding. The communicative approach was at that point re-imagined and gave rise to the action-oriented approach, which centers the teaching/learning on the learner.

Dell Hymes, an anthropological etymologist, presents the idea of communication competence within the progression of Chomsky's etymological competence. For Dell Hymes, communicative competence isn't conceived as straightforward information but or maybe as a mien to act, to lock in in

communicative execution. This idea brings the thought that to communicate, it isn't enough to know the dialect, the etymological framework, it is additionally essential to know how to utilize it agreeing to the social setting.

Communication competence is the degree to which a communicator's objectives are accomplished through firm and fitting interaction.

#### **1.4.1 Communication:**

Karl Jaspers said that when language is used without true significance, it loses its purpose as a means of communication and becomes an end in itself. Communication is the act of giving, getting, and sharing data -- in other words, talking or composing, and tuning in or perusing. Great communicators tune in carefully, talk or type in clearly, and regard diverse conclusions. Solid communication abilities can offer assistance kids associated both face-to-face and within the online world.

Leil Lowendes said in her book that communications skills and attitude way over education, experience, and training communications skills get people to the top. Texting, chatting, and posting capably depends on understanding how words and images influence others. You'll offer assistance kids create their communication capacities by educating them to utilize social media dependably, modeling positive communication, and observing motion pictures and TV appears that emphasize the esteem of solid communication.

Ernest Hemingway once said that when people talk, listen completely. Most people do not. Communication is the method of sending and getting messages through verbal or nonverbal implies, counting discourse, or verbal communication; composing and graphical representations (such as infographics, maps, and charts); and signs, signals, and behavior. More essentially, communication is said to be "the creation and trade of meaning."

### 1.4.1.1 Types of Communication

The first type is Extra-Personal which means communication between human creatures and non-human substances is additional individual communication. For illustration, when your pet pooch comes to you swaying its tail as before long as you return domestic from work, it is a case of additional individual communication. Communication between human beings and non-human entities is called as extra personal communication.

The second type is Intra-Personal and it refers to intrapersonal Communication may be a sort of communication that happens inside oneself. It can be talked, composed, or fair arbitrary considerations. It can all happen in your intellect. It is like a discussion or a way of coming to out within the intellect. Intrapersonal communication happens each time.

We examine our well-being, wellbeing, happenings, creative considerations, and whatnot. It can be positive or negative with the bubbling of considerations. All the reexamining and overthinking are intrapersonal communication. Healthy communication can make us feel loose and revive us after an awfully long, upsetting, and tiring day. We some of the time put ourselves in fanciful circumstances and yes, that's moreover a portion of intrapersonal communication.

Also the Inter-Personal which means interpersonal communication is the method of trade of data, thoughts and sentiments between two or more individuals through verbal or non-verbal strategies. It regularly incorporates face-to-face trade of data, in a shape of voice, facial expressions, body dialect and motions. The level of one's interpersonal communication aptitudes is measured through the viability of exchanging messages to others.

Commonly utilized interpersonal communication inside an organization incorporate every day inner representative communication, client gatherings, and worker execution audits and extend dialogs. In expansion, online

discussions nowadays make a huge parcel of employees' interpersonal communication within the working environment.

The organizational communication may be a wide field that includes all shapes of communication that permit organizations such as companies, government organizations, and non-profits to operate, develop, interface with partners, and contribute to society. Organizational communication incorporates both inside communications, such as representative preparing modules, informing around an organization's mission, interpersonal communications between administration and representatives, and proficient communication such as emails. It moreover incorporates external-facing communications such as open relations declarations, press discharges, promoting materials, and branding.

Organizational communication is complex in that there are numerous moving pieces inside an organization, nearly all of which require clear communication in arrange to maximize the adequacy of said organization. Undoubtedly, organizational communication itself is comprised of numerous shapes of data exchange and relationship intercession, from interpersonal communication, gather communication, and cross-cultural communication, to mass communication and advanced and social media.

Due to the complexity and the significance of organizational communication, there's request for people who are well prepared in how to optimize inner communications as well as external-facing communications for enterprises, non-profits, government offices, and comparable organizations. Positions in organizational communication extend from those in open relations and extend administration to human assets, showcasing, and corporate communication management.

While organizational communication is essentially a proficient practitioner's field, there are moreover researchers who conduct inquire about on the marvel

of organizational communication, its components (i.e. interpersonal communication, bunch communication, media and its impact on human brain research and behavior, etc.), and its sociocultural, financial, and political impacts.

Researchers of organizational communication might ponder the effect of certain organizational and progressive structures on inter-team communications inside an organization, or how inside communication flow inside an organization transmit outwards to influence external-facing communications with partners, and along these lines the corporation's brand character. Other researchers might look at the crossing point of organizational communication and social differences or social justice.

Mass communication experts utilize their information of explanatory standards and key media hones to create, share, and assess successful messages focusing on expansive groups of onlookers.

Open relations pros, writers, broadcast experts, sponsors and marketers, substance scholars, realistic architects and artists, open wellbeing teachers, corporate media supervisors, and other media experts utilize mass communication techniques on an everyday premise to create and dispatch key communication plans — from broadcast news to online promoting campaigns and open wellbeing declarations — over about each industry.

The differing qualities of mass media designs and communication hones permits for inventiveness and adaptability in career choice. People with an instruction within the field can seek after business in a awesome number of regions, counting showcasing and publicizing, amusement, healthcare, news coverage, open relations, non-profit and government, communications counseling, broadcast media, money related administrations, and remote administrations, to title fair a few.



In expansion to being an impactful field of connected proficient hone, media and mass communication is additionally a investigate area within the scholarly community. Researchers within the field ponder and investigate subjects such as how media is utilized and its comparing impacts; the forms behind media generation; administrative, moral, and legitimate issues in mass communication; mass media hypothesis; and related social and sexual orientation issues.

For illustration, analysts might think about the waiting impacts of how news outlets report rough and appalling occasions, or how progressions in data innovation and rising media are reshaping interpersonal communication and connections. They might moreover investigate the relationship between social media and political voting designs, or the part that social and mass media stages play in political and social equity advocacy.

#### 1.4.1.2 Modals of Communication

##### Models

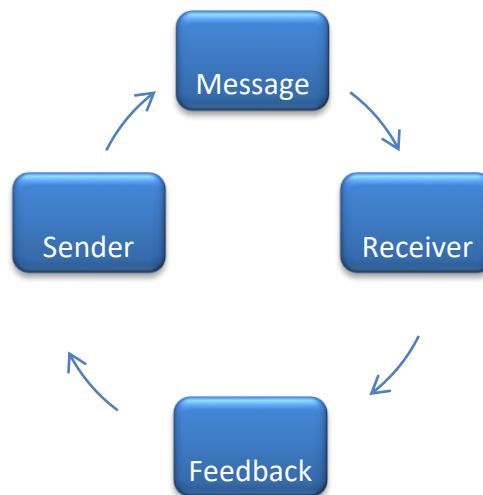
Linguists and applied linguists join both categories and types of



communication under the following models. The simplest model (a)

**the Linear Model of Communication (Adapted from McCornack and Ortiz 2017)**

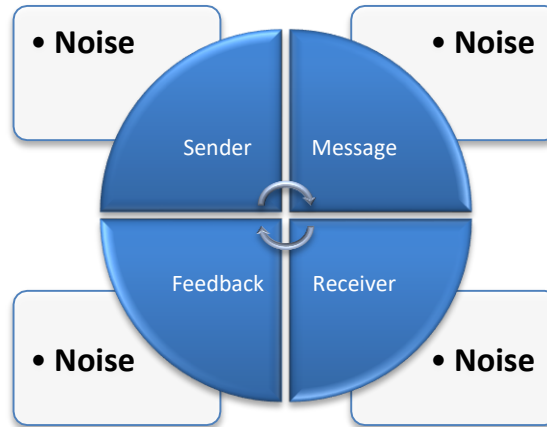
However, that model was criticized to miss important details concerning the process of communication. This is why; the next model (b) was seen to have clearinsights.



### **The Cycle Model of Communication**

(Adapted From U.S. Government Printing Office 1995)

In this model the notion of Feedback was added for the simple reason that the process of communication is not only a one-way process but rather a two-way one. This means that the message encoded by the sender will be decoded by the receiver; in return, the receiver will also encode his feedback to be decoded by the sender i.e., the positive or the negative reaction and /or interaction. The last model (c) takes the (b) model as a framework and adds the concept of Noise.



### The Noise Model of Communication (Adapted From Littlejohn and Foss 2008)

#### 1.4.1.3 Linear Communication

Linear communication could be a show of communication in which the communication handle does not incorporate criticism, or the input is very postponed. In order to fully get it straight communication, we have to be too get it the communication prepare, channels of communication and the other models of communication. It's moreover supportive to consider how straight communication may be utilized in trade settings, and why it may not be the foremost successful mode to choose.

This is a one-way model to communicate with others. was created with almost a objective perspective from non-communication related scholars in an attempt to understand and communicate how certain types of communication occur. It consists of the sender encoding a message and channeling it to the receiver in the presence of noise. In this model there is no feedback or response which may allow for a continuous exchange of information (F.N.S. Palma, 1993).

The linear communication model was first introduced by Shannon and Weaver in 1949. In this model, the message travels one direction from the sender to the receiver. In other words, once the sender sends the message to the receiver, the communication process ends. Many communications online use the linear communication model. For example, when you send an email, post a blog, or share something on social media. However, the linear model does not explain many other forms of communication including face-to-face conversation

#### **1.4.1.4 Interactional Communication**

The interaction demonstrate of communication depicts communication as a two-way prepare in which members substitute positions as sender and recipient and create meaning by sending and accepting criticism inside physical and mental settings. Interactive communication is an exchange of ideas where both participants, whether human, machine or art form, are active and can have an effect on one another. It is a dynamic, two-way flow of information.

Many forms of communication previously thought one-way, like books and television, have become interactive with the rise of computers, the Internet, and digital and mobile devices. These developing collaborative technologies, or new media, have rapidly increased the opportunities for interactive communication across mediums, disciplines, cultures, social classes, locations, and even time.

Interactive communication is a modern term that encompasses these evolving forms of conversation. It is a primary characteristic of the present Information Age. New experiments in interaction design are evolving on a daily basis.

Interactive communication forms include basic dialogue and nonverbal communication, game-books, interactive fiction and storytelling, hypertext, interactive television and movies, photo and video manipulation, video sharing, video games, social media, user-generated content, interactive marketing and public relations, augmented reality, ambient intelligence, and virtual reality.

Value-based demonstrate is the method of persistent alter and change where each component is changing such as the individuals, their situations and the medium utilized. Due to this, it expect the communicators to be autonomous and act any way they need.

Since both sender and recipient are vital to keep the communication lively in value-based demonstrate, the communicators are too forbid to each other. For example, value-based communication isn't conceivable in the event that the recipient isn't tuning in to sender.

#### **1.4.1.5 Transactional Communication:**

The transactional model of communication describes the flow of information from one person to another. This type of communication is most common in daily life and is the most general type of communication. In this model, the sender and the receiver are independent entities. In other words, the message can be delivered in any format, whether it's written or verbal, through different media.

The transactional communication model refers to a continuous exchange of information in which both the sender and the receiver are involved and take turns communicating messages. Participants are referred to as communicators, and they might be either humans or machines. This interaction model defines communication as a Circular model of communication since the communication process of sending the message occurs at the same time. Unlike previous communication models, the transaction model is a two-way process rather than a one-way linear model. The effect of these factors on the communication process is not always apparent, and in some cases, the receiver may misinterpret the message and not even realize it.

### 1.4.2 Competence vs. Skill

Competence in communication is imperative for our wellbeing, our connections, and indeed for all of the exercises in which we lock in as working humans (Hannawa&Spitzberg, 2015). Ponders have appeared a clear and positive relationship between viable interpersonal aptitudes and a extend of benefits such as more noteworthy bliss in life, flexibility to stretch and psychosocial problems, and improved scholastic and proficient accomplishments (Müller, Peter, Cieza, et al., 2015; Hargie, 2017). Undoubtedly, in analyzing the address as to why we ought to ponder this range, the reply given by Stewart, Zediker, and Witteborn (2005) was that we ponder it since there's a coordinate relationship between the quality of our communication and the quality of our lives.

Jordan B. Petrerson said that power is competence. Competency is characterized as the capacity to reply to person, or societal, requests in arrange to perform a movement or total a given assignment. They are created through acting and connection in both formal and casual instructive or proficient settings, and require going past the insignificant generation of obtained information.

At its most noteworthy level, this conceptualization of competence infers to select and adjust from inside the procured forms those ones fundamental to unravel an obscure complex errand or issue.

#### **Skill**

A skill is the learned capacity to perform an activity with decided comes about with great execution regularly inside a given sum of time, vitality, or both. Abilities can regularly be isolated into domain-general and domain-specific abilities.

For illustration, within the space of work, a few common aptitudes would incorporate time administration, collaboration and authority, self-motivation and others, while domain-specific abilities would be utilized as it were for a certain work. Expertise more often than not requires certain natural boosts and circumstances to survey the level of ability being appeared and utilized.

A expertise may be called an craftsmanship when it speaks to a body of information or branch of learning, as within the craftsmanship of pharmaceutical or the craftsmanship of war.

In spite of the fact that the expressions are too aptitudes, there are numerous aptitudes that frame a craftsmanship but have no association to the fine expressions.

### **1.4.3 The Importance of communicative Competence**

The oral expression ability is one the most important skills in the acquisition of a foreign language because through speaking, thoughts and knowledge are transmitted. According to Bailey and Savage (1994), “speaking in a second or foreign language has been often viewed as the most demanding of the four skills”. For decades, foreign language learners have struggled to communicate their ideas; however, nowadays students count on with a wide variety of virtual tools to develop such a skill.

Mark Twain once composed that It is way better to keep your mouth closed and let individuals think you're a trick than to open it and evacuate all doubt. Twains words apply within the sense that communication without competence isn't communication at all but or maybe words that shape sentences that are traded between one another.

On the off chance that one needs the capability to execute the aiming message in an articulation at that point that utterance is regarded futile. In arrange to realize competency one must actualize the components that make up

communication speculations. The overarching topic of communication competence is adequacy and suitability. These characterizing characteristics can be seen in other communication speculations such as, Graces Agreeable Rule, Brown & Levin sons courteousness hypothesis and Barbara O'Keefe's Message Plan Rationale Dell Hymes came up with the term communication competence in 1966 when he came over American etymologist Noam Chomsky's conception on phonetic competence. Hymes realized that a dialect client should utilize dialect not as it were accurately (based on etymological competence), but too suitably (based on communicative competence). These characterizing characteristics can be actualized in interpersonal communication competency; which permits one to attain their communication objectives without jeopardizing the confront of the other party.

### **1.5 Conclusion**

To Conclude Communication is very important generally it solves what other ways cannot solve. It is very important to be good at communication because as they always say "Communication is Key. " The communication competence is a very important skill for students so that the interaction between them and the teachers gets smoother and easier, not only with teachers but also between students in the classroom.



## **Chapter Two**

# **Research design and procedures**

## 2.1 Introduction

The current chapter attempts to describe the research design, approaches, and procedures. It states the rationale behind using the case study. It also gives a more or less clear idea of the combination of the research methods adapted to both quantitatively and qualitatively approach and; essentially used to analyze the obtained data.

## 2.2 The Research Design

This research was conducted under the umbrella of the case study research design. The reason for choosing this type of research is that it focuses on understanding the phenomenon -in this case writing a scientific article by master physics students - within its natural settings and objectives. Before talking about the case study as a research design, it is worth mentioning here that the whole process can be summarized- as stated by Mouton (2001:133): “To satisfy the information needs of any study or research project, an appropriate methodology has to be selected and suitable tools for data collection and analysis have to be chosen”.

## 2.3 Research Approach

The deductive approach includes starting with a hypothesis, creating theories from that hypothesis, and after that collecting and analyzing information to test those speculations. Inductive and deductive approaches to inquire about can be utilized together for a more total understanding of the subject that a analyst is studying.

A deductive approach is concerned with “developing a theory (or theories) based on existing hypothesis, and after that planning a inquire about technique to test the theory. It has been expressed that “deductive implies thinking from the specific to the common. In case a causal relationship or connect appears to be suggested by a specific theory or case, it may well be genuine in numerous cases. A deductive plan might test to see in case this relationship or connect did get on more common circumstances. Deductive approach can be clarified by

the implies of theories, which can be determined from the recommendations of the hypothesis. In other words, deductive approach is concerned with deducing conclusions from premises or suggestions. Derivation starts with an anticipated design “that is tried against perceptions, while acceptance starts with perceptions and looks for to discover a design inside them.

Deductive approach offers the following advantages:

1. Possibility to explain causal relationships between concepts and variables
2. Possibility to measure concepts quantitatively
3. Possibility to generalize research findings to a certain extent

#### **2.4 Case Study:**

In this work the researcher opted for the case study dealing with the performance of the students in the classroom and for this 1<sup>st</sup> year EFL students were chosen at the level of the English department of the university of Tlemven - Abu BakrBelkaid to determine the research questions, to select the case to investigate, to collect the needed data, and the techniques for the analysis.

#### **2.5 English Language Department Brief Overview:**

This investigation was undertaken in Tlemcen University, precisely in the department of English Language during the academic year of 2022/2023. The later have been through different organizations and changes from 1989 to 2014, it was an important section of the department of foreign languages. Recently, the English section raised as an independent department including Translation. The English department offers three major specialties which are: Language Studies, Literature and Civilization and Didactics taught by 60+ fulltime teachers and studied by 1200+ students. The educational system adopted in this department is the LMD system, this later is based on three degrees which are: License, Master and Doctorate is it based on credits that refer to a certain degree which the student should reach in order to pass.

### 2.5.1 Students Profiles

It is very important to mention that one of main steps in the research is in fact selecting an appropriate sample. Once done the subject of population is chosen, the researcher is able to gain time and effort. However, this sample may not always be representative if the researcher does not take it into consideration the criteria of representativeness.

Within the current investigate, the analyst utilized irregular sampling which infers the choice of a littler estimate populace arbitrarily from a larger one, this sort of examining permits the analysts to be unbiased, thus, maintain a strategic distance from inaccurate conclusions. It moreover gives equal chances to the informants to be selected.

The researcher focused his work with first year LMD students at the level of the English department at Tlemcen University, 30 students were randomly chosen, these students belong to the three existing specialties, Didactics, Literature and Civilization, and Language Studies. They are in the age of 20 to 25; they have studied English for 10 years, 7 years prior to entering university. They carry different backgrounds with at least two languages, Their mother tongue is Arabic or Tamazight, their first foreign language is French, English became their second foreign language which they acquired as an additional background after three years 20 of studies that are taught only in English, these students are influenced by English language at various levels and with different degrees.

### 2.5.2 Teachers Profiles

For the teachers profiles I took teachers from different modules so that we see the difference between the module the students prefer and the others that they do not like. Two teachers; one teacher of ESP (English for Specific Purposes) and another teacher of Oral Expression.

## **2.6 DATA collection instruments**

The data collection instruments I chose for my investigation are; the questionnaire and the interview, because they are simple and also because the informants would feel comfortable while answering the questions, which will make the final results more realistic.

### **2.6.1 Questionnaire**

A questionnaire is a list of questions or things utilized to assemble information from respondents almost their states of mind, experiences, or conclusions. Surveys can be utilized to gather quantitative and/or subjective information. Questionnaires are commonly utilized in advertise inquire about as well as within the social and wellbeing sciences.

It is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts. Research questionnaires were developed in 1838 by the Statistical Society of London. The data collected from a data collection questionnaire can be both qualitative as well as quantitative in nature. A questionnaire may or may not be delivered in the form of a survey, but a survey always consists of a questionnaire.

#### **2.6.1.1 Strength**

The questionnaire is going to ask some questions to the students to see if they communicate well in the classroom, if the modules are important to them, if they communicate well with each other and with their teachers, and to evaluate their communicational skills too.

### 2.6.2 Interview

An Interview could be an organized discussion where one member inquires questions, and the other gives answers. In common speech, the word "meet" alludes to a one-on-one discussion between a questioner and an interviewee. The questioner inquires questions to which the interviewee reacts, ordinarily giving data. That data may be utilized or given to other groups of onlookers promptly or afterward. This highlight is common to numerous sorts of interviews – a work meet or meet with a witness to an occasion may have no other gathering of people display at the time, but the answers will be afterward given to others within the business or investigative handle. An Interview may too exchange data in both headings.

Interviews can be unstructured, free-wheeling and open-ended conversations without predetermined plan or prearranged questions. One form of unstructured interview is a focused interview in which the interviewer consciously and consistently guides the conversation so that the interviewee's responses do not stray from the main research topic or idea. Interviews can also be highly structured conversations in which specific questions occur in a specified order. They can follow diverse formats; for example, in a ladder interview, a respondent's answers typically guide subsequent interviews, with the object being to explore a respondent's subconscious motives. Typically the interviewer has some way of recording the information that is gleaned from the interviewee, often by keeping notes with a pencil and paper, or with a video or audio recorder. Interviews usually have a limited duration, with a beginning and an ending.

The traditional two-person interview format, sometimes called a one-on-one interview, permits direct questions and follow-ups, which enables an interviewer to better gauge the accuracy and relevance of responses. It is a flexible arrangement in the sense that subsequent questions can be tailored to clarify earlier answers. Further, it eliminates possible distortion due to other parties being present.

Face to face interviewing helps both parties to interact and form a connection, and understand the other. Further, face to face interview sessions can be more enjoyable.

### **2.6.2.1 The strength**

The interview with the teachers will be very important, it would be on what the teachers have noticed in students at the classroom, and how they see them reacting to the lessons.

### **2.6.2.2 Procedures**

The researcher opted for the questionnaire and the interview to collect the needed data for his investigation, both of them were online because of the period of Covid-19, they were made and shared online for both students and teachers to answer them.

## **2.6.3 DATA analysis**

Data analysis involves the analysis of the gathered information. In this step, data are classified and analyzed for the sake of getting results and drawing conclusions. It enables the researcher to come out with the evident truth about the studied subject.

### **2.6.3.1 The quantitative approach**

Quantitative research is a research strategy that focuses on quantifying the collection and analysis of data. It is formed from a deductive approach where emphasis is placed on the testing of theory, shaped by empiricist and positivist philosophies.

Associated with the natural, applied, formal, and social sciences this research strategy promotes the objective empirical investigation of observable phenomena to test and understand relationships. This is done through a range of quantifying methods and techniques, reflecting on its broad utilization as a research strategy across differing academic disciplines.

The objective of quantitative research is to develop and employ mathematical models, theories, and hypotheses pertaining to phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships.

Quantitative data is any data that is in numerical form such as statistics, percentages, etc. The researcher analyses the data with the help of statistics and hopes the numbers will yield an unbiased result that can be generalized to some larger population. Qualitative research, on the other hand, inquires deeply into specific experiences, with the intention of describing and exploring meaning through text, narrative, or visual-based data, by developing themes exclusive to that set of participants.

Quantitative research is widely used in psychology, economics, demography, sociology, marketing, community health, health & human development, gender studies, and political science; and less frequently in anthropology and history. Research in mathematical sciences, such as physics, is also "quantitative" by definition, though this use of the term differs in context. In the social sciences, the term relates to empirical methods originating in both philosophical positivism and the history of statistics, in contrast with qualitative research methods.

Qualitative research produces information only on the particular cases studied, and any more general conclusions are only hypotheses. Quantitative methods can be used to verify which of such hypotheses are true. A comprehensive analysis of 1274 articles published in the top two American sociology journals between 1935 and 2005 found that roughly two-thirds of these articles used quantitative method.

### **2.6.3.2 The qualitative approach**

Qualitative research relies on data obtained by the researcher from first-hand observation, interviews, questionnaires (on which participants write



descriptively), focus groups, and participant-observation, recordings made in natural settings, documents, case studies, and artifacts. The data are generally nonnumeric. Qualitative methods include ethnography, grounded theory, discourse analysis, and interpretative phenomenological analysis. Qualitative research methods have been used in sociology, anthropology, political science, psychology, social work, and educational research. Qualitative researchers study individuals' understanding of their social reality.

Qualitative research has been informed by several strands of philosophical thought and examines aspects of human life, including culture, expression, beliefs, morality, life stress, and imagination. Contemporary qualitative research has been influenced by a number of branches of philosophy, for example, positivism, postpositivism, critical theory, and constructivism. The historical transitions or 'moments' in qualitative research, together with the notion of 'paradigms' (Denzin & Lincoln, 2005), have received widespread popularity over the past decades. However, some scholars have argued that the adoptions of paradigms may be counterproductive and lead to less philosophically engaged communities. In this regard, Pernecky proposed an alternative way to implementing philosophical concerns in qualitative inquiry so that researchers are able to maintain the needed intellectual mobility and elasticity.

**Comparison between Qualitative and Quantitative Methods Adopted from (Farrington and Nelson: 1997)**

<b>Qualitative Approach</b>	<b>Quantitative Approach</b>
Inductive approach to conducting Interviews.	Deductive approach to taking physical counts
Sampling approach related to relative value of data sources.	Sampling approach related to a pre-determined statistical design
Observation recorded in representational form (images, narratives, notes)	Observations recorded as pre classified categories or numbers
Open-form observation approach subject to contextual variables	Closed-form observational approach to meet already-established methodological criteria
Interpretation situation-driven, representing specific situations and difficult to generalize	Interpretation procedure-driven, deriving objective facts and easy to generalize

## **2.7 Conclusion**

Believing that research is a process of defining the unknown and redefining the known, chapter two was devoted to have insights on the data collection process. The rational behind choosing the different instruments used to collect and analyze the needed data was given more emphasis. Besides, qualitative and quantitative approach were used to ensure more validity and reliability. All of which to help reaching credibility and generalization.

**Chapter Three**

**Results, Interpretations and**

**Suggestions**

### 3.1 Introduction

In this part, the formulated hypothesis in the general introduction are going to be proved or rejected by designing an exploratory case study that explores the causes behind the lack of the communicational skills and the absence of the classroom interaction. This chapter is divided into three parts. The first part will deal with the interpretation and the discussion of the result findings. The second and third part are for recommendations and suggestions to enhance the academic achievement of students.

#### Teachers' Interview Results

The interview was administered to eight(8) teachers from the Department of English, University of Tlemcen. These teachers have a teaching experience that ranges from five (5) up to twenty (20) teachers.

As far as the results of the second question is concerned, the respondents were asked about the different status (s) of English in today's world. Their answers range as follows:

**Table 2.1. Respondents' attitudes towards the status of English**

It has become more important mainly in our country.
The most spoken language all over the world. It is very important
It is taken by most non-native communities as a prestigious language but nowadays most youngsters in many nations care more about English because of social media and work hard to better understand it as well as the culture of the U.S or U.K as the language's main source and the first step towards traveling to the U.S,
Worldwide use- Global language- language of science- variety of languages
A powerful language that has become global, universal.
Global language, lingua franca
English has imposed itself in all domains. It has become the language of the World.
Regarding its status in Algeria as a third or even fourth foreign language, I've observed that it is growingly manifesting itself in the very local contexts in Algerian society. On a global scale, in contrast, one needs to master this language and it allows you to reach

---

out almost to every corner of the world. To put this in perspective, there are over 6000 languages worldwide, 60% of the content of Internet is in English (I read this somewhere, but you can check it up).

---

As far as the third question is concerned, it was related to the motivations of people to learn and speak the English language. The responses were as follows:

**Table 2.2. Respondents' answers about the motivation of people to use English**

---

What motivates people to speak English

---

Job, travel, career, culture,...etc

---

English is the best way to communicate, to find jobs, to make research...

---

Their dream of traveling to one of the English-speaking countries. And the need and thirst to get in contact with native speakers. The attempt to look for opportunities such as scholarships and jobs is also an important one

---

To be able to communicate worldwide- to communicate via social networks- to study abroad- to become teachers

---

It's the most practical language in the world, in all fields including scientific research, politics, trade, business and economy... but also for tourism.

---

Different reasons: education, business, tourism, emigration, social media

---

To be communicatively competent in this language.

---

A wide range of motives: e.g. travel, studies, hobbies, surfing the net, reading, international communication, job necessities, inter alia.

---

When it comes to the next question which has a relation with the approaches of teaching inside the classroom, answers were as follows:

**Table 2.3. Respondents' answers about their teaching approaches of English**

---

Historical one as it is more suitable for teaching civilisation

---

I mostly exchange and hold debates in class with my students

---

---

Student-based approach. Students tend to be more active when I make them feel "important" and that they do have the right to speak and share their ideas

---

It's a learner-centered Approach. Students are active participants in the classroom

---

Communicative approach

---

Eclectic approach that suits the learners' needs

---

I use different approaches according to the students and the content of the lesson.

---

I teach one course: Oral Communication. Broadly speaking, I consider myself as "pragmatist" which means I make use of whatever works to achieve the learning objectives, a rather eclectic approach. However, I explain in the introductory session that "the" long-term factor for a progressively successful learning is the "attitude" towards the language. I make sure that students are or become aware that they are agents of their own language, if you, as a student, are attending the course only because it is a mandatory part of the curriculum, then you might learn the language, but never, ever, the way you wish to do so. Such positive attitudes should extend beyond the classroom walls. One aspect of these positive attitudes is that the learner should be intrinsically motivated to learn the language, because, compared to be instrumentally motivated, it sets limits for the learner to learn more.

---

When asked about the time devoted to speaking in the classroom by both the teacher and the students, answers are presented in the table below with reference to what the interviewees have mentioned.

**Table 2.4. Respondents' answers towards the time devoted to speaking in the classroom**

---

Teachers should keep silent and let learners talk and learn by doing. A good teacher is the one who makes her/himself gradually redundant and useless.

---

They should be balanced, though of course there are lectures that are more teacher centered because of what they hold as new information to students

---

Students should talk when allowed and the teacher should know when to allow it and when not to. But it is very important to make them express themselves when needed and in a proper way.

---

It should be complementary. Teachers are not supposed to monopolize the discussion

---

---

inside the classroom. Students must be considered as an important element in a participative discussion

---

Interaction '(student/teacher and student/student) is the most important approach to use in class.

---

University should be students' centered by things being as they are it is more teaching centered

---

It depends on the approach used by the teacher.

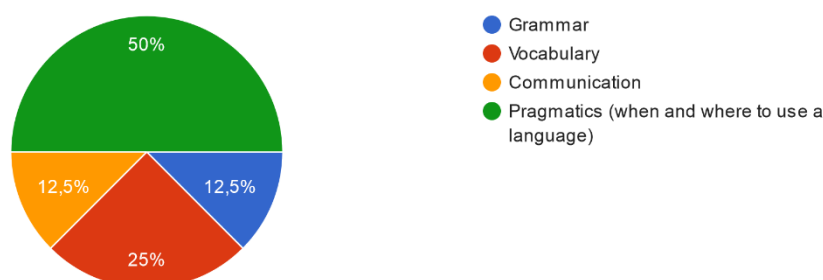
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Again, as pragmatist as I consider myself, it depends on the situation. However, in my sessions in that particular course, I endeavor as much TTT as possible throughout the sessions, because the main and basic point of the course is to get the learners talk.

---

Regarding the ranking of teachers for the four language skills based on their degree of difficulty, the following diagram summarizes their answers.

Q4 : based on your experience, what do you find most difficult when learning English :  
8 réponses



**Figure 2.1. Teachers' classification of skills in relation to their difficulty**

Teachers have justified the importance of using English in communication in relation to the following reasons:

**Table 2.5. Respondents' justifications to using English**

---

It is important to elicit answers from learners, for brain storming, and understanding

---

If there's no communication, students will lose interest in the lecture

---

It is the main gate that makes the link between students and teachers possible. If there is no communication, no learning is possible

---

---

To be able to exchange ( to learn others culture ) to express ideas and to defend our opinions. To use the language at the work place.

---

It is obvious that learners of English will learn more to speak English when they communicate.

---

Simply you can't learn without communication

---

To learn how to express your ideas- To improve your communicative skills for advancement in your career- To develop your professional, academic and social life.

---

It is crucial, period. It is crucial in life in general, let alone in education. We use language to communicate about language itself. Miscommunication is a huge problem in our society, no is listening or at least try to listen, and we can barely convey to one another what we intend to communicate. You can extrapolate effects of this issue to the context of the classroom as a social context.

---

Teachers have evaluated their students as active or not with reference to:

**Table 2.6. Teachers' answers on whether students are active or not**

---

It depends on their level and individual differences

---

They start shyly, only a few take part in it, but the more they see their friends reactions and debates, the more they participate

---

They are quite active when given a chance to express themselves freely

---

Very active most of my lectures are based on reversed model of teaching. Students are the first and main actors in the classroom

---

Not so active, but again it depends on the module taught.

---

Active at varying degrees

---

They are active to an extent.

---

The small minority is active, but overall, they wouldn't speak unless I make them do so. However, they occasionally speak on their own initiative, especially when I bring up some contentious topics that strike a nerve within them.

---

According to teachers, oral production is seen in:

**Table 2.7. Students' oral production evaluation according to teachers**



---

Shyness, lack of time, fear, lack of vocabulary, dictatorship of some teachers...etc

---

Shyness ...low self confidence

---

Negative responds of teachers. Students never talk when not feeling comfortable or when the teacher's reactions are aggressive or negative

---

Lack of confidence- Lack of practice- Lack of ideas - afraid to make mistakes and to be judged by the others- shyness- not feeling at ease in the classroom

---

Lack of practice, lack of motivation, anxiety.

---

Lack of self-confidence, fear of making mistakes, be judged by others, anxiety

---

-Vocabulary-pronunciation-some students are shy-lack of self-confidence-afraid of making mistakes-the reaction of their classmate.

---

Anxiety as the primary factor. They are terrified of making mistakes and eventually being judged. I also would say,excessive immediate corrective feedback. Third, the topics dealt with in the classroom and the extent to which they are world-relevant.

Further, but not least, the students' self-motivation. This is just to name a few factors.

---

Among the suggestions to better understand the importance of communicative competence and raise students motivation to communicate in English, respondents' have provided the following:

### **Table 2.8. Teachers' suggestions on improving oral production**

---

Projects, games, presentations

---

Involve students in the lecture all the time, give them tasks in groups

---

Empowering their self-confidence and encouraging them to listen and watch English native programs as well as encouraging students to practice speaking skills among other students

---

To make them aware about their competencies- to make them feel as an active participant in the session- to promote reading books/articles/news/ magazines to enrich their vocabulary and to enhance their knowledge about different topics.- to motivate them through interactive and recreational activities- the use of technology to attract their attention-

---

First, make them listen to native speakers and ask them to try their best to imitate; also, interesting topics may lead learners to feel more motivated.

---

To create a friendly atmosphere in classroom, emphasis on fluency rather than accuracy at the beginning

---

-We should inform them about the main goal of speaking and the importance of developing the speaking skill-Try to motivate them by using different types of activities to engage with the target language-To encourage and reinforce their attempt each time they speak-To give them more opportunities to use this language-To create a good atmosphere or a positive learning (classroom) environment.

---

I think the problem is deeper than we might think. For instance, the students, and even some teachers for that matter, are still obsessed with having either American or British accent when they talk in English to the detriment of being able to properly communicate their ideas and feelings. I always tell my students that they could be better "communicators" than so many native speakers themselves. To get my point, check the link below of the winner of the 2015 world champion of the "communication" contest in USA (in English) : he is not a native speaker, he certainly has an accent, yet he won the contest as the best communicator with his presentation (the Power of Words). <https://youtu.be/Iqq1roF4C8s>

---

### **Discussion of the interview's results**

The teachers who responded to the Interview mentioned some very important points such as the importance of the English language nowadays in the world and introduced the problems that students face when they try to communicate such as the fear of making mistakes and being anxious. They also added some suggestions to improve oral production such as games, projects, presentations and giving space for more STT.

### **3.2 Interview results**

#### Question 01

How long have you been teaching English?

- This question was asked to actually have an idea about the background of each teacher and their experiences too.

#### Question 02

What can you say about the different status (s) of English in today's world?

- This question was asked in order to know how each of the teachers see English and think of it as a language in the world.

#### Question 03

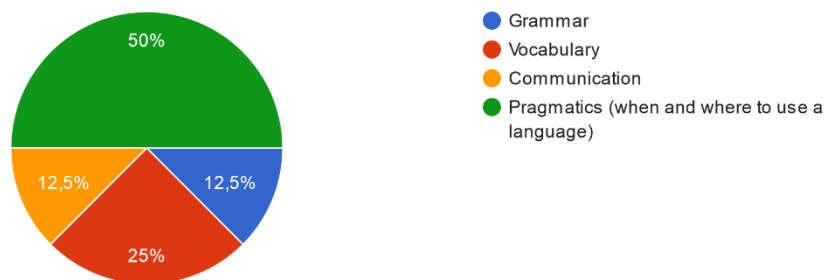
What motivates people to learn English?

- This question was mentioned particularly to get what motivates the students they teach to learn English and to stay focused with them during the sessions.

#### Question 04

Q4 : based on your experience, what do you find most difficult when learning English :

8 réponses



Based on your experience, what do you find most difficult when learning English?

- This question was asked to let the teachers tell us what the students and them as teachers find as difficulties while teaching and learning English.

**Question 05**

Can you give an idea about the teaching approach are you using in class?

- This question was asked to see if the approach the teacher is using is causing the lack of communication or not.

**Question 06**

What can you say about TTT(teacher talking time) and STT (student talking time)?

- This question was asked to see if the teacher is trying to give chances for the students to communicate in the classroom or he just prefers to speak and them to listen.

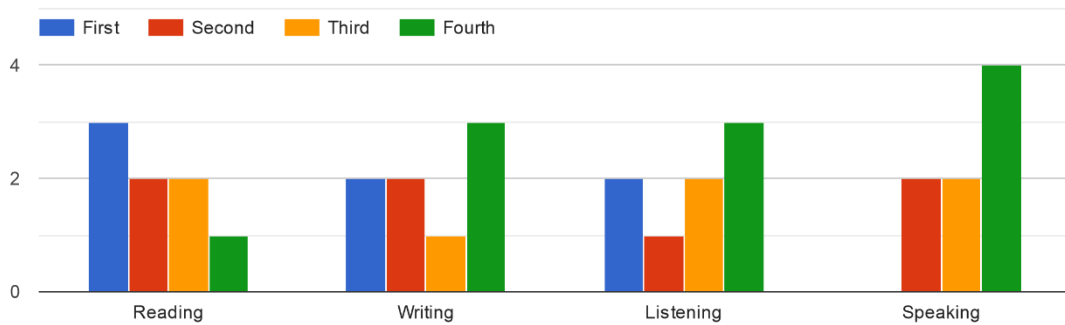
**Question 07**

Which one of them are you in favor of? Why?

- This question was created to figure out whether the teacher also noticed that students are a little bit not motivated to speak in the classroom or he just talks and does not care whether the students interact with the lesson or not.

**Question 08**

Q8 : regarding the 4 language skills, would you please rank them in terms of importance ?



Regarding the 4 language skills, would you please rank them in terms of importance?

- This question was directed to see if the teachers students aware of the skills and if their students are using them.

Question 09

Why is communication crucial while teaching English?

- This question was asked to see if the teachers are aware of the importance of communication in the classroom with their students or not.

Question 10

Concerning oral communication, how active are your students?

- This question was asked to check if the students interact with their teachers of oral expression since it is the most liked module among most of the students.

Question 11

Can you list some factors that hinder student's engagement in oral communication?

- This question was asked to know what prevents students from interacting with teachers in the classroom.

Question 12

What can you suggest to better understand the importance of communicative competence and raise students motivation to communicate in English?

- This question was found to let the teachers suggest some solutions since they are the ones in touch with students in real situations and they know deeply the matter with them.

### **3.3 Interview analysis**

To give the research more reliability, the researcher used a method of data collection which is the Interview. It contained twelve questions through which the interviewers who are teachers wanted to analyze, qualitatively to see if the students interact at the classroom with the teachers or not, thus, a structured interview was undertaken to get clear answers and to be capable of comparing the obtained results. Therefore, five teachers were randomly selected.

This interview lasted from 4 to 6 minutes to each teacher, the interviewer started with a small introduction of the research work in addition to the purposes behind the interview; the conversations were only in English since the informants from themselves were comfortable with it.

### **3.4 Discussion and Interpretation of the main results**

For the sake of testing the three hypothesis that were formulated at the beginning of this work, the researcher will try to discuss and interpret the results obtained from the student's questionnaire and the teacher's interview. The data obtained supply a large amount of reactions.

In this case study, two instruments were used to collect data in order to draw conclusions on the validity of the hypothesis formulated in the first chapter. Based on data analysis, the majority of students who took part in providing their views to fulfill the questionnaire proposed, showed that “ the lack of communication, knowledge gap and psychological problems are said to be the main reasons behind students use of language inside the classroom” as the first hypothesis denotes.

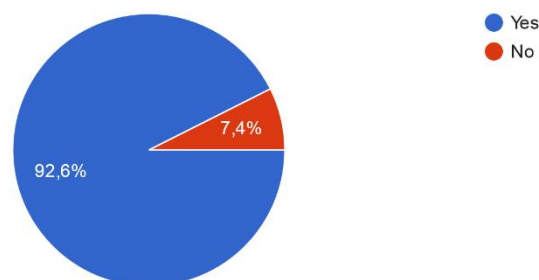
The second and third hypothesis made clear that the communicative competence may serve to bridge the gap between theory and practice concerning students’ inside the classroom which the students confirmed during the questionnaire when I asked them at the end to propose solutions for the problem.

Regarding the culled data from the teachers interview, the results revealed that there was no problem with the teachers mostly but with students who generally do not try their best to get in touch with their teachers which was the case based on the personal experience of the researcher during his studying years at the university and also on the results in which the tools of collecting data that were used came up with.

### 3.4.1 Questionnaire results

#### Question 01

Q1 : was studying English your first choice ?  
27 réponses



Was studying English your first choice?

- This question revealed that 92.6% chose English as their first choice because they wanted to study it since day 1. Whereas 7.4% of the other students have chosen it because they did not find a better choice.

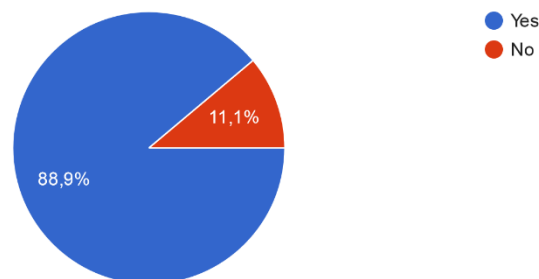
Question 02:

What do you know about English today?

- This question was asked to actually see if the students have an idea about the language they are studying.

Question 03

Q3 : do you find learning English interesting ?  
27 réponses



Do you find learning English interesting?

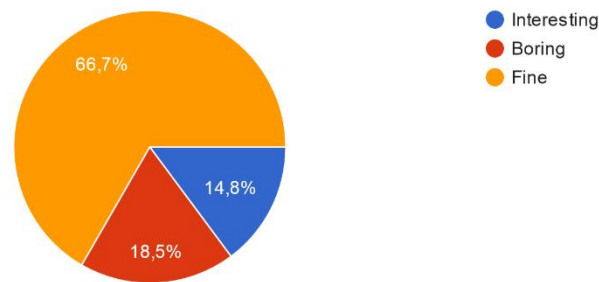
- This question clarified that some students find it interesting and some others do not do so. But generally most of students find English an interesting language.

Question 04



Q4 : how do find your teacher's way of lectures delivery ?

27 réponses



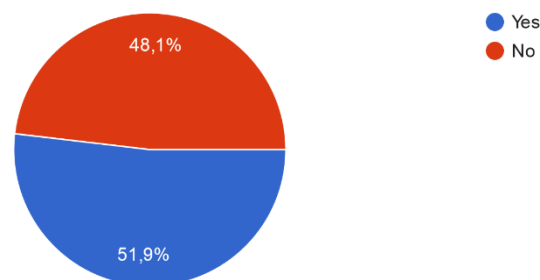
How do find your teacher's way of lectures delivery?

- This question clarified somehow that students were not very satisfied with the way their teachers follow to deliver the lectures and it was displayed in their answers.

#### Question 05

Q5 : do you find difficulties in understanding your teacher ?

27 réponses

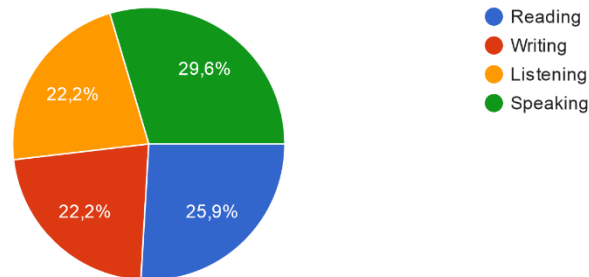


Do you find difficulties in understanding your teacher?

- This question showed that students found many difficulties while learning and especially understanding their teachers. Most of the students said that the teachers use some hard words or words of higher language status.

## Question 06

Q6 : which of the following language skills are you more comfortable with  
27 réponses

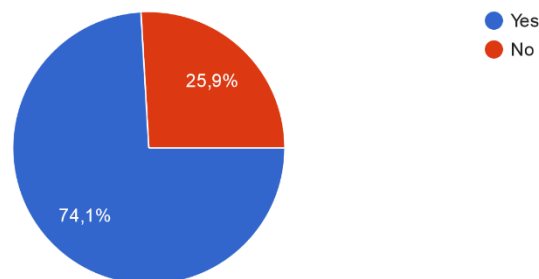


Which of the following language skills are you more comfortable with?

- This question showed that most of the students were more comfortable with reading rather than the other skills.

## Question 07

Q7 : do you speak English fluently ?  
27 réponses



Do you speak English fluently?

- This question was asked to see if the student's language is understandable to the teachers. Most of the students answered no, that they do not speak English fluently.

## Question 08

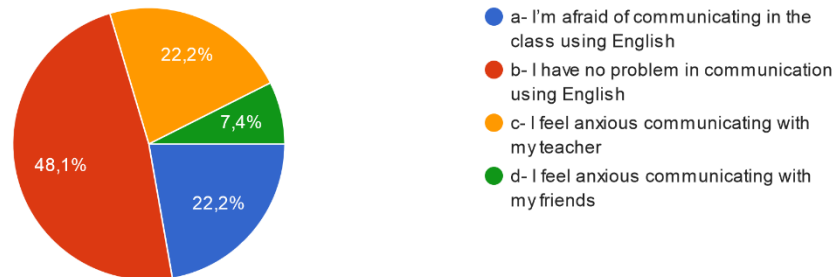
What does communication mean for you?

- This question was asked to check whether the students are aware of the phenomena of communication and its importance or not.

## Question 09

Q9 : which of the following sentences better describe your attitude ?

27 réponses



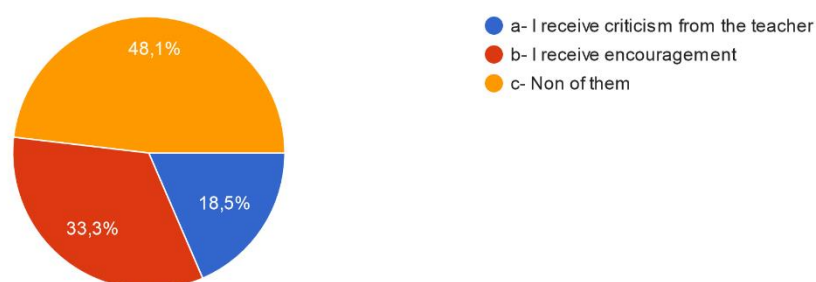
Which of the following sentences better describe your attitude?

- This question revealed that some of the students suffer from anxiety while trying to communicate with their teachers and friends using the English language.

## Question 10

Q10 : when making a mistake using English as a medium of communication

27 réponses



When making a mistake using English as a medium of communication, what do you receive?

- This question showed that some students are afraid to make mistakes while speaking in English, which prevents them from communicating freely.

**Question 11**

What can you suggest to better understand the importance of communicative competence using English?

- This question was asked to know what students want to do to develop their communicative skills and if they want to or not. Results have shown that students are ready to improve their communicative levels and they suggested entering clubs and joining events that are organized in the department of English.

### Questionnaire Design

A careful consideration has been given to the design of the research questionnaire. This was to ensure greater validity and reliability of the information obtained. However, it was not an easy task since efforts were needed in developing the different stages of the design. The following figure illustrates more:

#### 3.5. Questionnaire analysis

In the same line another tool of collecting data, which is the questionnaire, to ask the students and get in touch with them personally at the university to see what is their opinion about the subject treated and what are the struggles that they are facing at the classroom in a daily bases.

This questionnaire lasted 6 to 8 minutes with each student, they were 25 students, mixed of boys and girls so that the results be organized and equal and they were asked eleven questions.

#### 3.6 Future directions of the research

Within every research there will always be some limitations to the researcher, as far as the current work is concerned, not all the students were at ease with being interviewed and recorded, and not all the questionnaires were handed back to the researcher, this has lowered the number of respondents which pushed the researchers to generalize the results on a bigger scale.

On the far side of this investigation, there are still other areas of research that need to be taken into consideration and to be studied, as for language use in communicational spaces rather than classrooms and the issues and causes behind the lack of communication in which the Algerian student of English suffers from, many research works can be done to clarify and investigate all the existing phenomena.

### 3.7 Conclusion

In this chapter, the researcher tried to throw some light on the settings where this investigation was undertaken, defining the English language department of the university and giving a brief overview about the students' profile providing the reader with an idea about the background of the research work, he also tried to clarify the methodology used mentioning the chosen research instruments along with the description of the findings.

The researcher attempted to display the results and the analysis of the questionnaire, and the interview in order to prove whether students communicate easily with the teachers and each other or not, to close his research work he encouraged further studies to be taken giving some suggestions and recommendations.

# **General Conclusion**



## **General Conclusion**

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The present research work was done to see whether students of the English department are able to maintain a good type of communication with their teachers in the classrooms and their friends too or not.

The study has determined that there is a kind of frustration and anxiety in which some students suffer from and it was clearly noticed during the interview when some students hesitated to take the questionnaires and some others refused completely to contribute. This kind of anxiety prevents them from communicating freely under any kind of communicational situation.

As far as the first chapter is concerned, being a critical review of the literature, it tries to draw back to all the relevant literature defining the key-concepts used in this work, highlighting the importance of language and communication, the researcher tried to shed light on everything related to the topic.

The second chapter was about the research design and procedures including everything about the methods and tools of collecting data and the necessary information about the informants.

The researcher opted for two research instruments including the use of questionnaire and the interview to check to what extent students find difficulties while trying to communicate inside the classroom with their teachers using the English language.

The third chapter aimed at analyzing, quantitatively and qualitatively the results obtained, and their interpretations, to sum up the whole study and draw the final conclusions from this research work, the researcher recommends further investigations to be conducted to better study the case of the lack of communication and also the lack of interaction in classrooms.

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# **Appendices**

Appendix A

Teachers' interview:

Q1: how long have you been teaching English?

.....

Q2: what can you say about the different status (s) of English in today's world?

.....

Q3: what motivates people to learn English?

.....

Q4: based on your experience, what do you find most difficult when learning English?

- Grammar

- Vocabulary

- Communication

- Pragmatics

Q5: can you give an idea about the teaching approach are you using in class?

.....

Q6: what can you say about TTT (teacher talking time) and STT (student talking time)?

.....

Q7: which one of them are you in favor of? Why?

.....

Q8: regarding the 4 language skills, would you please rank them in terms of importance?

.....

Q9: why is communication crucial while teaching English?

.....

Q10: concerning oral communication, how active are your students?

.....

## Appendices

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Q11: can you list some factors that hinder student's engagement in oral communication?

.....

Q12: what can you suggest to better understand the importance of communicative competence and raise student's motivation to communicate in English?

The overall aim of this interview is to collect data about the rationale behind the notion of communicative competence and its impact on learning English. Your answers will add more value to the present investigation.

**Appendix B**

Students' questionnaire:

Dear students, the following questionnaire aims to have insights about communicative competence and its contribution to learning English as a foreign language. Your participation will add value to enrich my investigation in particular and academic research in general.

Q01: was studying English your first choice?

.....

Q2: what do you know about English today?

.....

Q3: do you find learning English interesting?

.....

Q4: how do find your teacher's way of lectures delivery?

.....

Q5: do you find difficulties in understanding your teacher?

.....

Q6: which of the following language skills are you more comfortable with?

- Reading
- Listening
- Speaking
- Writing

Q7: do you speak English fluently?

.....

Q8: what does communication mean for you?

.....

Q9: which of the following sentences better describe your attitude?

.....



## Appendices

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Q10: when making a mistake using English as a medium of communication what do you receive?

.....

Q11: what can you suggest to better understand the importance of communicative competence using English?

.....

## الملخص

يُعرف وضع النظام التعليمي في الجزائر بتطوره في السنوات الأخيرة، ولكن حتى لو تم إجراء الكثير من التعديلات على النظام، فلا تزال هناك بعض المشكلات التي يواجهها الطلاب يوميًا خلال الفصول الدراسية. تناول هذا البحث التفاعل الصفّي كموضوع رئيسي حيث لاحظ الباحث نقص مهارات الاتصال التي يعاني منها الطلاب منذ بداية رحلته التعليمية في الجامعة. استخدم الباحث أداتين لجمع البيانات في تحقيقه، الاستبيان للطلاب والمقابلة للمعلمين، وذلك للتوصل إلى الأسباب الرئيسية وراء هذا الفشل الاتصالي.

**الكلمات المفتاحية :** اللغة، التواصل، القدرة، المشاركة داخل القسم.

## Summary

The situation of educational system in Algeria is known by its advancement in the latest years, but even if a lot of modifications were done on the system there are still some issues the students face every day during the classroom sessions. This research tackled the classroom interaction as the main topic since the researcher noticed the lack of communicational skills the students suffer from, from the beginning of his educational journey at the university. The researcher used two tools of collecting data in his investigation, the questionnaire for students and the interview for teachers, in order to come up with the main reasons behind this communicational failure.

**Keywords :** Language, communication, skill, classroom interaction.

## Le résumé:

La situation du système éducatif en Algérie est connue par son avancement au cours des dernières années, mais même si de nombreuses modifications ont été apportées au système, il reste encore des problèmes auxquels les étudiants sont confrontés chaque jour pendant les séances en classe. Cette recherche a abordé l'interaction en classe comme thème principal puisque le chercheur a remarqué le manque de compétences communicationnelles dont souffrent les étudiants, dès le début de son parcours scolaire à l'université. Le chercheur a utilisé deux outils de collecte de données dans son enquête, le questionnaire pour les élèves et l'entretien pour les enseignants, afin de dégager les principales raisons de cet échec communicationnel.

**Mots-clés** : Langage, communication, compétence, interaction en classe.