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*Belhadj Bouchaib University Centre Ain Temouchent*



**Institute of Letters and Languages**  
**Department of Letters and English Language**

***The Development of Learners' Speaking Skill through  
Classroom Interaction***

**Study: Third Year English Students at Belhadj Bouchaib University  
Centre of Ain Temouchent.**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a  
Master's Degree in Advanced Studies in Contemporary Linguistics*

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## **Abstract**

Throughout the previous and the recent conducted researches, classroom interaction is still considered as a requisite for the development of students' speaking skill. It has been proved to be the best pedagogical strategy that teachers have to adapt in order to develop the learners' competences in producing utterances in the target language. Therefore, this project has been designed specifically to spot light on its roles. This work aims at investigating the crucial role of the interaction held inside the foreign language classroom with the emphasis on the effective contribution of both learners and teachers in making it successful. It is quantitatively and qualitatively conducted through questionnaires set to the third year English students at university center of Ain Temouchent, with the intention of eliciting reliable data about the way classroom interaction can be a key towards proficiency in speaking foreign languages on one hand, the role of the oral expression teachers in exploiting the communicative exchanges to explore such effective tool on the other hand. The findings of this study revealed that the participants do share the same opinion concerning the promotion of the mentioned macro skill through the classroom interaction. Hence, it is inferred that the teachers' and learners' wise treatment of this strategy (interaction) is likely to bring positive effects in developing the students' competence in speaking. The first chapter is devoted to speaking skill and the importance of classroom interaction with both its types, in improving learner's oral production. The hypothesis adopted in this study sets out that teaching oral skills through more interaction in foreign language classes will enhance student's oral proficiency and then speaking difficulties can be traced. The research adopts a descriptive method. Chapter two is based on the analysis of two questionnaires have been designed for both students and teachers, On the basis of the results obtained, some recommendations have been proposed in the last chapter to help students overcome their difficulties in order to improve their speaking skill, and others to help teachers in their way of teaching the oral skills.