

The Role of Interaction on the Development of Oral Proficiency in English as a Foreign
Language Classroom Setting

By

Jeshua Churchyll Arévalo Enriquez

In the Linguistics and Languages Department
Universidad de Nariño
May, 2013

The Role of Interaction on the Development of Oral Proficiency in English as a Foreign
Language Classroom Setting

By

Jeshua Churchyll Arévalo Enriquez

Submitted to the Faculty of the School of Human Languages
in partial fulfillment of the requirement of the
degree of Bachelor of Arts in English and French

Advisor

Ana Clara sanchez Solarte

In the Linguistics and Languages Department
Universidad de Nariño
May, 2013

Las ideas aportadas en el Trabajo de Grado son responsabilidad exclusiva de los autores, artículo 1° acuerdo # 324 del 11 de octubre de 1966 del Honorable Consejo Directivo de la Universidad de Nariño.

Nota de aceptación:

Firma del presidente del jurado

Firma del jurado

Firma del jurado

San Juan de Pasto, mayo de 2013

Resumen

Este trabajo titulado *The Role of Interaction on the Development of Oral Proficiency in English as a Foreign Language Setting*, pretende dar a conocer la importancia y la influencia de la interacción en el contexto educacional, para el desarrollo de la competencia oral de los estudiantes. En las clases de inglés como Lengua Extranjera (EFL), la interacción facilita no sólo el desarrollo del lenguaje, sino también de los alumnos. Proporciona la práctica del idioma, las oportunidades de aprendizaje y construye el proceso de desarrollo del lenguaje.

Múltiples son las situaciones de interacción que a diario envuelven a los estudiantes de EFL, dentro y fuera del salón de clases. Y a menudo ellos carecen de algún vocablo o expresión lingüística indispensable para un intercambio satisfactorio y eficaz en esa lengua extranjera. Ante ese desequilibrio inevitable de no ser competente en la expresión oral, se hace preciso el uso de alternativas efectivas. Y el uso de estrategias de comunicación es, justamente, una de las herramientas más útiles para cubrir el vacío entre las necesidades comunicativas y los limitados recursos de que dispone el estudiante para lograrlo. El uso y desarrollo constante de las estrategias de comunicación oral en los actos de interacción, influye en el grado de dominio obtenido y en su importancia de ganar control sobre la competencia oral.

Los elementos teóricos tratados en esta investigación pueden ser valiosos para todos los profesores y estudiantes como una base para la toma de decisiones en su labor educativa, y la aplicación de los conocimientos proporcionados pueden elevar los niveles motivacionales del aprendizaje de la expresión oral.

Abstract

This work entitled *The Role of Interaction on the Development of Oral Proficiency in English as a Foreign Language Setting*, seeks to highlight the importance and influence of interaction in the educational context for the development of students' oral competence. In English as a Foreign Language (EFL) setting, interaction facilitates not only the development of language, but also of the students. Provides language practice, learning opportunities and builds the language development process.

There are multiple situations that daily interaction involving EFL students, inside and outside the classroom setting. And often they lack some essential language word or expression for a satisfactory and effective exchange in that foreign language. Given this inevitable imbalance to not be competent in oral expression, it is necessary the use of effective alternatives. And the use of communication strategies is precisely one of the most useful tools to bridge the gap between the communication needs and the limited resources available to the student to do so. The use and constant development of oral communication strategies in the interaction acts influence the degree of control obtained and its importance to gain control over the oral proficiency.

The theoretical elements discussed in this research can be valuable for all teachers and learners as a basis for decision-making in their educational work, and the application of knowledge provided may raise the motivational levels of speaking learning.

The Role of Interaction on the Development of Oral Proficiency in English as a Foreign Language Setting

Foreign language learning, the interaction process requires the use of oral proficiency as basic process for the development of learners. This skill becomes the essential element of socialization and learning. And within the foreign language acquires an important value. Here comes the necessity to develop the speaking skill through interaction, which is based on the principle of communication.

In order to acquire and develop oral communication skill, it assumes that student is able to interact orally in and outside the classroom setting, in any situation and context, where there will be a social and personal reason to do it. Thus, to meet successful communication, it should fulfill some goals such as fill information gaps, solve linguistic problems, make decisions, establish new contacts, etc., which is required that students develop a linguistic alternative to overcome difficulties and getting the communication exchange.

Likewise, this paper tests the use of communication strategies in the teaching-learning process, as they are quite useful alternative procedures with a very effective application in the field of foreign languages. For the communicative approach, due to the social dimension of language, and from the perspective of communication, this communication phenomenon of the interaction is where oral contact between speakers and its development is materialized.

Consequently, this paper investigates *The Role of Interaction on the Development of Oral Proficiency in English as a Foreign Language Setting*.

The purpose of this research theme lies in standing out the importance of classroom interaction on the development of learners' speaking in English Foreign Language setting, within the communicative approach framework.

The general organization of this paper is:

It is reviewed related literature such as communication and interaction, communicative approach and communicative competence, interaction, classroom interaction, speaking skill, EFL setting, the role of interaction on speaking, communicative strategies, and finally commentaries and conclusions are suggested.

It is hoped that the result of this study serves as reference for another researcher that intends to analyze the interaction on speaking.

Among, speaking, listening, reading and writing skills, speaking is needed in having communication and interaction with others. In scholar setting, there will be interaction between teacher and learners or learner and learner, in order to transfer knowledge. Interaction in classroom is necessary and useful as an educational tool to enhance the Oral Proficiency skill. This interaction that occurs in English as a Foreign Language (EFL) classroom setting is considered of great importance, during the learning process and it is the key to improve learners' oral proficiency.

Communication and Interaction in Classroom

Communication can be seen as interaction by which human beings familiarize their behaviors with the environment. As a result of the interaction, teaching-learning process can be considered as a communication process, because it takes place in the context of interactive relations. The transfer of skills, knowledge and attitudes take place through dialogue or interaction between teacher and student. And the students' knowledge is judged by teacher through trials, also developed in the communication process.

Into the educational field, classmates set relationships using the interaction that is understood as a social process. In the process of interaction, the result is always the modification of the states of participants who affect each other through communication.

The interaction in classroom, between teacher and learners or among learners is made possible by communication. These relationships allow the communicative exchange of information (contents) to the acquisition of knowledge. Not only facilitates the exchange of ideas, feelings and thoughts, but also resolving concerns of participants producing a human enrichment and of personality in emotional and intellectual aspects.

In a broad sense, communication term refers to the process of interaction among interlocutors. In school setting, this interaction takes place through the use of language.

The nature of communication itself demands interaction. A subject supported by many current theories of communicative competence.

After communicative competence term was introduced by (Hymes 1967 - 1972) to refer to the use of the mother tongue, Canale and Swain (1980) used it to speak of the second language to describe the use of the target language. Later, Richards and Rodgers (2003) rediscovered the concept and design the communicative approach. This approach known as communicative language teaching (CLT), favors the use of language as a basic element in communication through interaction: "the primary function of language is communication and interaction."

Communicative competence and communicative approach are two terms related to the language teaching-learning, to understand and produce texts significantly; learners need to acquire a communicative competence that allows them to transfer knowledge to interact with the world and other learners, to achieve active participation in society, using language as a medium.

The Communicative Approach

The communicative approach emerged between 1960 and 1970 from the considerations of Noam Chomsky. The latest trends emphasize the need to focus on the language teaching to the communicative production. This type of education has evolved its knowledge and deepened in the elements that influence the foreign language teaching-learning process. Besides, taking into

account the linguistic elements, it is important other learning processes related to: the approach process, the tasks teaching, the pragmatic, holistic approach, teaching by projects, and cooperative learning.

The Communicative Approach or Communicative Language Teaching (CLT) emphasizes interaction as both, the means and the ultimate goal of language teaching-learning. This interaction understood as active and passive, as well as oral and written encompasses the four core competencies that define linguistic competence in communicative competence (linguistic, pragmatic and cultural). This approach also emphasizes the communicative value of language and highlights the interest in developing a communicative competence in students (Richards and Rodgers, 2001). The communicative approach is based on the development of the teaching-learning from interaction, negotiation, and exchange of experiences and meanings in an active and critical participation in communicative spaces. It puts more emphasis on the process of construction and acquisition of knowledge that in learning outcomes.

One of the objectives of the communicative approach has been to create authentic communication situations in the foreign language classroom. But this goal was difficult to achieve and often fell into the simple drill and repetition of behaviors language. For tasks processors, these situations did not generate in students a genuine need for communication. There was thus, a gap in the communicative approach. And the question is How to create a real situation of communication in the classroom? The found answer was the development of a teaching methodology based on solving tasks that create the context for a real situation of communication. This type of situation creates in students an aid to communicate and create meaning, essential condition that allows an inner process, acquire the language. Perhaps the greatest impact of the resolution of tasks has fallen in the field of methodology, an area in which they have filled a gap, which has become the central elements of program development (Nunan 1991).

The five features of CLT are:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language, but also in the learning management process.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom (Nunan 1991).

The communicative approach should facilitate the integration of grammatical, socio-cultural and strategic knowledge. This is not achieved by proportioning competing against another. For the success of the communication should be based on the learners' needs on language and respond to them. Learners should have the opportunity to interact with competent speakers, as well as respond to real needs in real communication. Students should use, especially in the early stages of learning, the characteristics of the communication skills that are acquired through the use of the mother tongue and have coincided with the communication skills that are acquired for the domain of a second/foreign language. A program oriented to communication should provide learners with practice information and necessary experiences for them to meet their communication needs in the language. It is important that learners are aware of the culture of the second language, so that they can understand frames involved in the statements (Michael Canale and Merrill Swain 1981).

The communicative approach gives the greatest importance to the interaction as a means and the final goal in target language learning. This approach is the result of the evolution of other communication methods to find the functional and communicative aspects in language teaching.

And it generates an extensive development and application of its principles in textbooks and school curricula.

The communicative approach emphasizes communicating the target language through interaction. It relates the classroom language study with real activities outside. And also, it gives importance to students' personal experiences as an aspect of classroom learning. In general, this approach refers to the methodology and its application in the classroom teaching through which students can achieve communicative competence.

In short, the communicative approach is an alternative methodology that fosters curricular conditions for developing communicative competence. The goal of language learning, according to this approach, is to develop what Dell Hymes called communicative competence. It means skills that the speaker needs to be competent in the target language. This means, having the ability to communicate in an effective and appropriate way in that language, either orally or in writing, in different situations of everyday life.

Communicative Competence

In the communicative approach the goal is to achieve the development of communicative competence in the teaching-learning process. In order to achieve this, it is necessary to develop a set of knowledge and processes of various types (linguistic, discursive, sociolinguistic, socio-cultural and strategic), that the speaker-listener should bring into play to understand or produce appropriate speech to the situation, communication context and the degree of formality required (Hymes, 1966).

Communicative competence refers to something that the individual needs to communicate effectively and being understood by the members of his/her social group. Grammatical knowledge about a particular language is not enough by itself to have a command of the

language; by contrast, it is affirmed that these grammar rules added together with other pragmatic factors result in the concept of communicative competence Hymes (1972).

The communicative competence is described by three dimensions initially: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Then socio-cultural competence is added Canale y Swain (1980). These authors recognize the importance of context to include socio-cultural rules of use on the sociolinguistic component. Hymes (1972), had already hinted at what is appropriate or not in a given socio-cultural context, but, van Ek (1986) was who personalized and included in the concept along four dimensions established before.

Components

1. Grammatical competence (mastery of the lexicon, morphology, syntax, semantics and phonology),
2. Sociolinguistic competence (socio-cultural rules),
3. Discursive competence (mastery of coherence and cohesion resources),
4. Strategic competence (offset faults management rules language).

(Canale y Swain 1980).

The idea of communicative competence is related with what the speaker needs to communicate appropriately within a particular community speech and how to acquire new knowledge and skills to interact with speakers of the target language learning. This means, understanding the language in context. The language cannot be separated from how and why it is used (Hymes 1966).

Communicative competence involves not only know the code of the language, but also, the target theme of communication, people, mode and time. That is, related to socio-cultural

knowledge that allows speakers interpret linguistic forms (Saville-Troike (1994), agrees with Hymes (1966).

It is written above, that communicative approach is mainly based on the theory of communicative competence that includes grammatical, sociolinguistic, discourse and strategic competence. Grammatical or linguistic competence refers to language aspects such as knowledge of spelling, pronunciation and grammatical structure. Sociolinguistic competence or pragmatic competence refers to the social rules of language use which includes a better understanding of the social context where communication takes place like the shared knowledge of the participants; it is also called the illocutionary competence. Discourse competence deals with the ability to understand individual messages and to recognize all the discourse features. Strategic competence consists of the strategies involved for a successful communication; such strategies take place when learners cannot express what they want to say because they lack the resources to do it (Hedge 2000).

In the communicative approach, most researchers agree on the need for the communicative competence to support learning and make the classroom interaction successful. Classroom communicative competence is essential in order to the second/foreign language students to participate in and learn from their classroom experience (Johnson (1995).

It is important to note with the review of the concept of communicative competence is that both the interaction and strategic competence have been considered by various authors since the concept was coined. And the origin of the communicative approach almost chronologically coincides with the beginning of interest in the strategies. Selinker (1972) was the first to talk about strategies in his study of the inter-language of learners.

For Savignon (1972) communicative competence is the ability to function in a truly communicative setting. That is, in a dynamic exchange in which linguistic competence must

adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors. These ones interact with other speakers and convey meaning, unlike their ability to act based on knowledge grammar. In a certain way she uses the concept of communicative competence for a more specific context for us who teach and learn a foreign language. In that sense her idea is more appropriate.

Communicative competence is reflected on both the writing code and in oral. The process in our educational setting has been, for a long time, quite neglected in foreign language teaching. For these shortcomings, teachers have led to use their own intuition, or use their experience in trying to promote and develop oral skills in class. Precisely, the limitations in the studies on the theme imposes the need for deepening, given the serious consequences that poor use of language occurs in learners, who necessarily are involved in real situation of interactions.

From the work of Hymes were developed many others trying to complete his definition. In Richards and Rodgers (2003), are related seven basic functions that children learn when they are acquiring language, one of which is the "interactive: use language to create an interaction with others."

It is important to note that from the acquisition and development of communicative competence depends on the success of the interaction process in classroom.

Interaction

Within the language teaching and learning process, interaction is viewed from different angles. Moore (1989) for example defines it as a mutual influence between two objectives in a way that one affects the other. She suggested that interaction is an event that occurs between the learner and his environment. Thurmond (2003) defines interaction as the learner's connection with the content of course, with other learners, the instructor, and the medium of technology in certain course which all results in a close exchange of thoughts and ideas. Wagner (1994)

emphasizes that reciprocity and mutual influence are two defining qualities of interaction. For Robinson (1994), interaction is the process of one-to-one action, it can be verbal as in the written and the spoken word, or it can be non-verbal through eye contact, facial expressions, and proximity. Bygate (1987) considers interaction as a means of the language used for keeping communication among people. In the same sense, Martha and Indiana (1998) define interaction in their research as a central factor that creates communication through speaking, debates, and discussions about desired topics that have common views among a group of students.

Rivers (1987) similarly argues that interaction involves not only the expressions of the learners' view but also understanding the views of others, so the learners will share their ideas among each other; one listens to others, one responds; others listen and respond. The learners also work out the interpretation through interaction. He states that a key part of the teacher's task is to encourage students to create situations in which interaction naturally grows and for which students can use real communication occurring in formal fashion. The interaction is still significant in language learning-teaching situations. Through interaction, students can increase their language store as they listen or read materials. Students may have the opportunity to develop their production of language as they listen to their fellows in the classroom. In addition, there will be much listening to the materials without any discouragement of the spoken response.

Ellis (1994) defined interaction as when the participants of equal status that share similar need, make an effort to understand each other. If relationship role is asymmetrical, meaning negotiation is inhibited. He said that some other factors that influence interaction, except status, were: the nature of the task, characteristics of participants and participant structure. Today, with the focus on "process" in the path of language acquisition, it is believed that language is emerging through interaction and negotiation of meaning. The same Ellis (2003) suggested that interaction is beneficial to language development overall, but whether it is beneficial to develop

all the skills of second language learning is not known. For him, certain skill may be developed in different manners. Obviously, speaking is considered as the major skill to be developed for learning a foreign language.

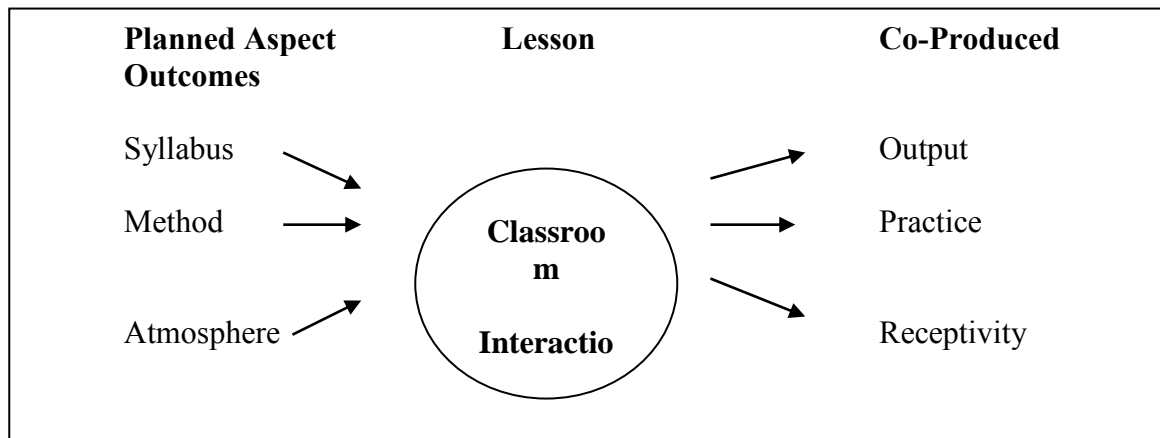
Interaction in classroom is an essential factor to enhance the foreign language teaching and learning process. It is considered the educational setting where the importance of interaction between teacher and student is highlighted.

Interaction in Classroom

The communicative approach in EFL education has generated a concern for the development of interaction in classroom.

According to Celce-Murcia, (2001), Interaction in the classroom is an essential part of teaching learning process. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal.

Allwright and Bailey (1991) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he/she intends to teach (syllabus, method, and atmosphere). So, the classroom interaction has an important role in the teaching-learning process. It can be seen from the figure below.



Lier (1988) believes that interaction in the classroom creates the best learning of language through the real performance and the increased knowledge. He confirms the importance of meaningful interaction of learning in terms of process and result. He is more concerned with how social interaction develops the cognitive aspect of language learning.

On the other hand, Nunan (1991) motivates the oral interaction in the classroom through a list of speaking exercises, which can help learners to use the language in real situations. First, students listen and read two lines of a dialogue. Then, they practice it with other partners. Second, students listen and repeat the same lines of the dialogue. The next exercise is to let the students read the cues of questions and make a correct question to ask their partner. The students are required to read a model dialogue and practice a similar conversation with other partners. The other exercise is to study a table of substitution and form meaningful sentences. The students may also need to look at a picture and study a model sentence and then to make up similar sentences about a similar picture. In this model, Nunan reaches the point that through the mentioned exercises, students' interaction in the classroom can be activated.

The notion of classroom interaction plays a significant role in the process of foreign language learning. In fact, the considerable interest in the role of interaction in context, because it creates opportunities for the classroom participants to develop knowledge and skills. The understanding of the role of interaction in the classroom context in enhancing the speaking skill comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction.

Types of Classroom Interaction

There are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. This paper shall focus on two main types.

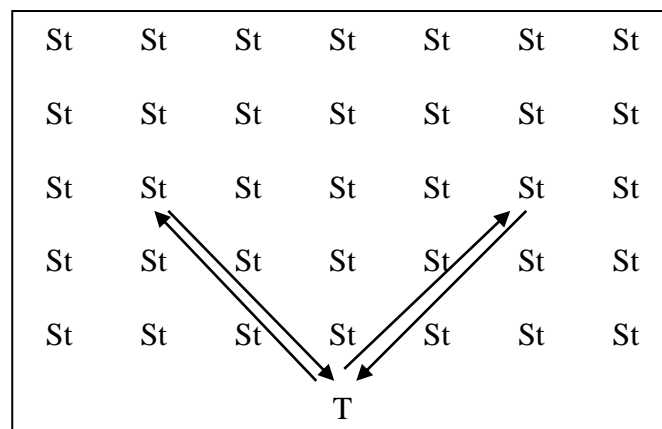
Rivers (1987) stated that the teacher in teaching learning process should not be too focused on the best method, the teacher should be looking for the most appropriate approach, design of materials, or set of procedures in a particular case. The teacher is being flexible, while keeping interaction central; interaction teacher/learners, learner/learner, or between learner/authors of texts, and learner/the community that speaks the language. The teacher should not be directed and dominated in the classroom. The interaction cannot be one-way, but two-way, three-way or four-way.

Teacher-Learner Interaction

This type of interaction has received a great deal from teachers in a wide range of disciplines, Coulthard (1977).

It happens between the teacher and one learner or many other learners, that is to say, a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers, on how well to interact in the manner that is most effective.

Scrivener (2005) made the following diagram to show clearly how the interaction happens between the teacher and the students.




Interaction between teacher and students

Key:

T Teacher

St Student

 Teacher interacts with student

 Student interacts with Teacher

During teacher-learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why the latter should consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

Learner-Learner Interaction

Johnson (1995) argues that interaction among students, if managed appropriately, could play a key role in student's educational achievements as it encourages informal learning styles and new techniques among students. He adds, "It can promote students' abilities to work collaboratively, and enhance collaborative rather than competitive social relationships among learners as well as establishing positive motivation toward school". Moreover, interaction provides a greater social context for prompting language use than traditional instructions. This would increase the students' chances to use the second language for purposes associated with

must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

Promoting interaction in the classroom can have a positive impact on learners' speaking capacities. So, through a regular interaction with others, learners can try new hypothesis about how English works and then increase the pace of their speaking.

Speaking

The highest motivation for learners of a second/foreign language education program is getting oral proficiency. To be able to communicate in the target language directly with a native speaker, or through available technology, to know new cultures, to access to new information, or getting a scholarship student, etc., is the final goal of these learners.

But, communicate effectively is not easy. In our educational setting, after many years of English language study, students experience some frustration at not being able to develop the speaking skill effectively.

Theories of Speaking

The term speaking can be defined as the people way to convey the message to others. The purpose of speaking is to make the receiver understand the topic that is being uttered.

Brown (2000) stated that speaking is the process of communication that involves two or more people in which they are speaker and listener who exchange information. It is supported by Johnson (1995) who implied that speaking is the people's way in delivering information to others. Another definition of speaking proposed by Brown (1994); Burns & Joyce (1997) as cited in Florez (1999), refers to an interactive process of constructing meaning that involves producing, receiving and processing information.

Lado (1971) states that speaking has produced language; language is the chief means by which the human personality expresses itself and fulfills its basic need for social interaction with

other people. However, we get involved in many conversations anytime and anywhere. Florez (1999) says that form and meaning of speaking are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Thornbury (2005) suggests various dimensions of different speaking events in order to describe different speaking genres, transactional and interpersonal function. Transactional function has as its main purpose conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relations between people.

In language teaching and learning, speaking is considered a skill to practice and master. In this idea, Nunan (2003) put it that “speaking is the productive oral skill. It consists of producing a systematic verbal utterance to convey meaning.” Also considering speaking as a skill, Bygate (1987) investigated the distinction between knowledge and skill in speaking lesson, which he considered as crucial in the teaching of speaking. Indeed, to be a good learner of speaking, studying knowledge of grammar, vocabulary pronunciation, intonation, etc. is not enough but the skill to use this knowledge to communicate successfully is indispensable.

For Chaney (1998) speaking is a process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts. Sharing the same view, Florez (1999) added that speaking is an “interactive” process, which consists of three main stages “producing, receiving and processing information.”

Speaking is one of skills needed in having communication and interacting. It is taught in almost all English courses. In speaking, there are some components, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Someone is successful in speaking English when he/she can carry out a conversation fulfilling with those elements in comprehensible way.

Speaking is a basic competence that language learners should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expressions, but, it also involves nonverbal symbols such as gestures and facial expressions. Hedge (2000) defines speaking as a skill by which people are judged while first impressions are being formed. That is to say, speaking is an important skill which deserves more attention in both first and second language, because it reflects people's thoughts and personalities.

According to Ur (1996), "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important." Indeed, whether for business or pleasure, a primary motivation to learn a second language is to be able to converse with speakers of that language. This explains why so many language learners are very interested in speaking skill.

In the communicative approach speaking was given more importance. It involves speech, where learners are expected to interact verbally with other people. Today, many second/foreign language learners give the priority to speaking skill in their learning. If they master speaking, then they will be considered as if they have mastered the rest of the skills. The importance of speaking is more revealing with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. Through speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, it can display the different functions of language. It is told that, student who can speak English well, may have a greater chance for education, finding employment or gaining promotion too (Baker and Westrup 2003).

Interaction determines what learning opportunities learners obtain. In English as a Foreign Language (EFL), this process needs an appropriate environment in which teacher and student can

settle down to productive work. This is the classroom that is considered an education formal setting.

EFL Setting

Talking about Settings, they are distinguished two: Natural and Education settings. The latter are traditionally found in institutions such as schools and universities but, increasingly, in computer-mediated environments. The focus on this paper is Educational Setting.

The language classroom is defined here as a setting where the target language is taught as a subject only and is not commonly used as a medium of communication outside the classroom. In this sense, it includes both foreign language classrooms and second language classrooms, where the learners have no or minimal contact with the target language outside the language classroom. Whereas the second language classroom has been the subject of a number of sociolinguistic, the foreign language classroom has been largely neglected by sociolinguists.

The context refers to the place of construction of knowledge and socialization conditions that characterize the teaching and learning of foreign language.

The formal setting in foreign language acquisition refers to the school where is carried out the activities of teaching and learning a foreign language (FL). The need for such learning space is usually the classroom, where essentially conversation occur exolingües. As is noted by Nussbaum (2001: 143), an interaction will be exolingual, when one of the speakers dominates slightly the linguistic code that he/she is using. And therefore, the participants will have to resort to various strategies to comprehend what is said and be understood. A unilingual-exolingual conversation is maintaining by a native and non-native or a teacher and students in a foreign language class, in which only the target language is used.

Classrooms are social settings. Teaching and learning occur through social interaction between teacher and student. As teaching and learning take place, they are complicated processes

and are affected by peer/group relationships. The interactions and relationships between teacher and students, or among students, as they work side by side, constitute the group processes of the classroom. Classroom setup can dramatically affect students' attitudes and habits of learning. Students need an environment that is organized, stimulating, and comfortable, in order to learn effectively. Creating such environment entails arranging a practical physical layout, supplying diverse materials and supplies, and encouraging students to have a sense of belonging and ownership.

Through interaction and interpersonal relationships, creative language use plays an important role as the learners engage in a discussion to meet the mutual understanding. If it is to claim that our language learning is meaningful, it should be embedded in conversation. By providing technological aids, software and realia in the classroom, even traditional textbooks and exercises like drills would be beneficial and promote acquisition. In general, in a social setting and in classroom setting in particular, there has always been misunderstood or problems in communication between the interlocutors. But, through an appropriate setting with “time interaction”, these meaningful problems would be faded away.

The Role of Interaction on Speaking

As it was said before, in speaking class there will be interaction between teacher and students in order to transfer knowledge. It always takes part in the language teaching and learning process. Interaction simply means communication which is done by more than one person. Interaction in speaking takes important role because actually the functions of spoken language are interactional and transactional. A transactional exchange is to use language to communicate information, discuss or share content or ideas; in interactional function, language is used to develop and maintain a social relationship.

Richard and Willy (2002) describe the importance of interaction in speaking class.

Interaction is the key to improve EFL learners' speaking ability. In speaking class, the teaching-learning process runs through the interaction between teacher and students. However, creating meaningful interaction in speaking class is not easy. That's why; it is necessary that teacher promotes interaction strategies to help learners to develop speaking skill.

The end aim of learning a foreign language should be the acquisition of the oral communicative competence, i.e. the ability to speak appropriately and confidently. However, learners may find difficulties in taking parts in interactions. So, the best way to overcome these problems of communication is through using communicative strategies.

Communication Strategies

The teaching and learning of communication strategies can help learners to achieve security and self-confidence in their attempts to communicate with the resources that they provide. They affect learner's motivation to learn and use the target language. The stimulus or the need for the speaking act leads to development of tools to make this exchange. So, if learners do not understand others and interaction is tackled, they will have to resort to communication strategies to better understand and get the desired information.

Rubin (1987), who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. For Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are:

➤ Learning Strategies

They contribute directly to the development of the language system constructed by the learner.

➤ Communication Strategies

They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended.

➤ Social Strategies

Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language.

Ellis and Barkhuizen (2005) define communication strategies as “Speakers-oriented”; that is, they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have. These strategies help learners to avoid the breakdown of the oral communication. Hughes (2002) also defines this term as the ability of the learners to manipulate a conversation and negotiate interaction in an effective way. Such strategies are particularly important where there are problems of expression and communication.

Bygate (1987) classifies two main types of communicative strategies. First, achievement strategies which include: guessing strategies, paraphrase strategies and cooperative strategies. And second, reduction strategies that involve avoidance strategies. Both achievement strategies and reduction strategies compensate for a problem of expression.

Achievement strategies compensate for a language gap by improvising a substitute and reduction strategies are used when a part or a complete message is abandoned. The speaker adapts his utterance to his language competence by reducing his speaking to what he can express. However, he is still able to keep the fluency of an interaction even though he shortens his speaking turn.

Achievement Strategies

Learners use such strategies to compensate for language gaps by using a substitute; they try to find a way to convey their messages without losing or changing it.

Achievement strategies involve the following sub-strategies.

➤ Guessing Strategies

A speaker who deploys guessing strategies probes for a word which he does not know or he is not sure what it means. If the listener recognizes and understands the expression then his strategy was successful.

➤ Paraphrase Strategies

This mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language. He might use a synonym or a more general word; this is called a lexical substitution strategy. The speaker can explain a concept or a word by making some sort of phrases to express his meaning, this is also called circumlocution. For example, a mixing of beige and brown: light brown.

➤ Co-operative Strategies

These are used when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, or through indicating the object that he means.

Reduction Strategies

Learners reduce their communicative objectives through giving up the topic or abandoning a specific message.

➤ Avoidance Strategies

Avoiding strategies prompt speakers to alter the message in order to avoid communication trouble. They may avoid phonemic, grammatical or lexical problems. Nevertheless, speakers have to be aware that in this case the original intention of their message is partly or wholly lost. The learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, “th” in English. Some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In using this kind of strategies, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they keep silent.

Comments and Conclusions

Communication can be seen as interaction. As a result of interaction, the teaching-learning process can be considered as a communication process, because it takes place in the context of interactive relations. The transfer of skills, knowledge and attitudes takes place through dialogue or interaction between teacher and student, and the students' knowledge is judged by teacher through trials also developed in a communication process.

Interaction is the basis of current theories of communicative competence. In scholar setting, communication and interaction between teacher/ learners or learner/learner, are established as a basic foundation for the teaching and learning process of a foreign language.

Interaction in classroom setting is necessary and useful as an educational tool to enhance the oral proficiency skill. It helps learners to develop the language learning and social skills. And it is the key to improve learners' oral proficiency.

The communicative approach gives the greatest importance to the interaction as a means and an end goal in target language learning. It emphasizes the use of language, the communicative value of the target language and the context in which communication takes place.

One of the main objectives of teaching learning process of a foreign language is the development of communication competences. To achieve the improvement of oral proficiency, the traditional grammatical approach should be replaced by the communicative approach, in order to show learners how to develop oral expression.

The communicative approach promotes interaction between students in authentic communicative contexts. It motivates them to take part in their own learning process. And they discover that learning a new language can serve as a means to express their ideas, thoughts and experiences.

Communicative competence is not only the knowledge of the linguistic code, but also the social aspects that involve the interaction situations. It means to perceive the utterances not only as linguistic realities, but also as social realities. Communicative competence engages to operate some skills related to the use of language, linguistic, discursive, pragmatic, and socio-cultural competence.

Institution and teachers need to select linguistic content to help develop students' communicative competence and systematically sorting and grading these contents in relation to the knowledge and skills sought in the classroom. This Treatment focuses on the reality and needs of students should encourage the progressive development of their linguistic awareness. In this sense, it should have a clear orientation of the learning process to the contents that are meaningful to the learners; the teaching materials which are flexible and can be adjusted to the objectives and needs of the learners; learners should have an active role in their own learning.

Teacher and learner should worry to the development of learning strategies and self-assessment criteria to provide greater autonomy; It should have changes in working social forms: individually, in pairs, in small or large groups, depending on the possibilities of the group, the objectives and the learning process; The teacher's role is no longer in the teaching process, because teacher is who facilitates learning and fosters cooperation between him and learners.

In brief above, learners in their scholar period should move through a system that combines rules, objectives, methods, means, setting conditions, etc., to reach communicative competence.

Interaction becomes a challenge for the student who has to take risks to achieve his/her communicative competence. Constantly, they need to practice the target language supported by all available language resources. In this sense, the interaction promotes the student faces his/her shortcomings, forcing him/her to study and acquire these linguistic resources to communicate. So these opportunities for oral communication in the classroom enable students to express themselves safely and freely. The interaction allows student to develop his/her linguistic creativity, his/her imagination and improvisation skills.

The interaction constitutes a fundamental process in learning a foreign language for the development of oral proficiency in English. The classroom interaction provides the opportunity to exchange information regularly and in this process the learners also realize their strengths and weaknesses. They can reduce mistakes; have the opportunity to produce new grammatical forms and words, thus, strengthening their language ability. Moreover, they can test their hypothesis about language forms and receive immediate feedback from the teachers or from another learner on whether or not their predictions are correct.

Classroom interaction allows the active participation of teachers and students for the teaching-learning process to fulfill its purpose. Classroom interaction is an information exchange

relationship conducted by the language as a means of communication. This dynamic activity in classroom between teacher and student or among students is determined by interaction rules that are necessary factor in the teaching-learning process. It is in this process where the student as the protagonist must assimilate knowledge oriented by the teacher to learner achieves autonomy in the language acquisition process and becomes builder of knowledge.

Bring the classroom interaction to get an ideal level in speaking is no easy task in our environment. Traditional patterns that characterize our foreign language teaching-learning process visualize a long way for the adequacy of a suitable communication environment. On one hand, the authoritarian role of the teacher and on the other hand, the student's passive attitude, who merely is a receiver of information preventing the feedback process in class.

The culture features are the key for achieving efficient oral interaction. It is perceived that in our environment, these emotional elements (psychic inhibitions, shyness, mental and expressive limitations and more) added to the linguistic shortcomings, become huge problem in the development of oral communication skill. For this reason is necessary to stress the importance of interaction as knowledge practiced in the target language to achieve a better performance in use. All these mentioned factors should be primarily considered for the education authority to get the active participation and interaction of students in the classroom.

Ur reminds us that, of all the four skills listening, speaking, reading and writing, speaking seems intuitively the most important. But, it is a great challenge for foreign language learners. That why, it is necessary to master several difficult micro skills, including the pronunciation of unfamiliar pho-nemes, the correct placement of stress and intonation, and the appropriate use of formal and informal expressions. In addition to this, learners of English foreign language (EFL) setting have few opportunities to speak English outside the classroom.

Speaking competence is important, because it is the natural mode of expression. It involves the production and reception of information. Teacher ought to understand and manage appropriately the class to promote participation exercises, in order to develop skills that allow learner to communicate fluently and accurately. He/she should teach appropriately oral communication strategies to solve linguistics problems of learners and achieves a better level of autonomy of the learner in classroom interaction.

Strategy is effective, if it provides positive support to the students in their attempts to learn or use the foreign language. Both, foreign language learning and use strategies consists of the actions selected by learners to improve the learning or the use of a foreign language, or both. Oral communication strategies are a set of procedures or mental processes used by learner in a particular learning situation to facilitate the acquisition of knowledge.

Classroom is defined as a setting where the target language is taught. The classroom provides several opportunities for students to develop knowledge and interaction and an environment that leads to EFL. Classroom interaction creates a collaborative learning through the communicative processes that happen between learners and it is helpful to develop communicative competence too. Classroom organization can also be adapted more often for one-to-one or group-work arrangement to encourage peer interaction.

Learners should be trained to be effective communicators in a foreign language through different ways of encouraging classroom interaction. Teachers can take on a variety of roles, not always performing the role of an instructor, but also that of a consultant or a negotiator. On the other hands, they should observe classroom interaction more consciously and analyze the gathered data in an interpretive way. They might put some of the results of the research in action and see how different strategies can improve students' interaction.

Classroom interaction can be more effective if a variety of teacher and student talk is applied in the classroom. If relationship between teacher and student is more flexible and affective, this will motivate learners to be more confident, active and enhances their participation. Classroom interaction can be improved through a variety of activities for developing accuracy or fluency and controlled alternately by a teacher and students.

Classroom interaction should be developed by applying different strategies for helping students to communicate. Teachers help students by asking questions, choosing appropriate topics and providing them with comprehensible input. Students can improve their interaction skills by deploying a variety of communication strategies.

The understanding of the classroom interaction role in the context in enhancing the speaking skill comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction then involves the verbal exchanges between learners and teachers; however, teachers should know that the learners need to do most of the talk to activate their speaking, since this skill requires practice and experience to be developed.

Learning to speak entails learner's engagement in communicative situations so that they will activate their speaking capacity. So, the development of oral skill requires students to make active use of the language.

The role of the teacher in the interaction process is crucial. He/she must develop an interactive learning strategy to force the interaction in the classroom in order to master the art of speaking, since learners who always keep silent in the class will feel at a loss for words when they find themselves in talk situations for interaction. But teachers' talking time must be reduced in classroom interactions as opposed to learners who should increase their speaking because their teachers need time to take other roles.

Communication strategies are a group of learning strategies. They consist of all those mechanisms which serve students to communicate effectively, overcoming the difficulties caused by the insufficient command of the target language. These strategies allow the student to maintain communication instead of dropping to unforeseen difficulties, thus providing greater contact with the new language and more chances to practice and learning.

Teacher should encourage the use of communication strategies in classroom to develop the autonomy of his students. Learners must identify and learn what strategies use, in what situations and for what purpose. And therefore, they should decide the procedures to help themselves to get the most effective way to do it.

Teacher should analyze the needs, interests and goals of students to plan his/her academic program, which should integrate the communication strategies with communicative activities to promote speaking development. These alternative mechanisms should be used regularly and become a learning style.

Teacher must provide students with all available resources and materials that permit them to access, use and development of communication strategies. He/she must verify the effectiveness and validity of these strategies and analyze its functionality. The teacher should not forget the importance of affective strategies throughout the above process.

Learners should be aware of their own learning. They must be able to assess themselves considering their needs and objectives to achieve autonomy in learning. The more strategies they use, the more they will be autonomous and competent in their social participation.

REFERENCES

- Allwright, D. &. (1991). *Focus on the Language Classroom*. Oxford : Oxford University Press.
- Baker, J. and Westrup. H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum International Publishing.
- Brown, D. (. (2001). *Teaching by principles: An interactive approach to language pedagogy*. 2nd Ed. White Plains. New York: Pearson Education.
- Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.
- Canale, M. a.-4. (1980). *Theoretical bases of communicative approaches to second language teaching and testing*. *Applied Linguistic* 1,1-47 .
- Canale, M. &. (1981). *A Theoretical Framework for Communicative Competence*. In Palmer, A., Groot, P., & Trostler, G. (Eds.), *The construct validation of test of communicative competence*, 31-36.
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language, 3Rd edition*. Boston: MA: Heinle & Heinle.
- Chaney, A. a. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
- Coulthard, M. (1977). *An Introduction to Discourse Analysis*. London: Longman.
- Ellis, R. & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

- Florez, M. C. (1999). *Improving adult English language learners' speaking skills*. *National Center for ESL Literacy Education*, 5, 16-20.
- Harmer, J. (2009). *How to Teach English*. London: Longman.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Hughes, R. (2002). *Teaching and Researching Speaking*. New York: Pearson Education.
- Hymes, D. (1966). *Two Types of Linguistic Relativity*. In W. Bright (Ed.), *Sociolinguistics*. The Hague: Mouton.
- Hymes, D. H. (1972). *On Communicative Competence*, *Sociolinguistics* (Ed. PRIDE, J. B.). Harmondsworth: Penguin Books.
- Johnson, K. (1995). *Understanding Communication in Second Language Classroom*. Cambridge: Cambridge University Press. .
- Lado, R. (1971). *Linguistics across cultures: Applied linguistics for language teachers* . Michigan: University of Michigan Press: Ann Arbor.
- Lier, L. (1988). *The Classroom and the Language Learner*. London: Longman House.
- Martha L & Indiana C, (1998). *Promoting Interaction and Participation of First Year University Students*.
- http://www2.uah.es/nicoop/htm/Evaluation%20%20publications/ensonanza_ingles.html.
- Moore, M. G. (1989). *Three types of interaction*. *The American Journal of Distance Education*, 3(2), 1-6.

- Naegle, P. (2002). *The New Teacher's Complete Sourcebook*. USA: Scholastic Professional Book.
- Nunan, David. (1991). *Language Teaching Methodology: A Textbook for Teachers*. Prentice Hall
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- Nussbaum, L., Bernaus, M. (ed.) (2001): *Didáctica de las lenguas extranjeras en la Educación Secundaria Obligatoria*. Madrid, Editorial Síntesis.
- Richards, Jack C., Rodgers, Theodore S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). Cambridge, New York: Cambridge University Press.
- Richards, J. y. (2003). *Approaches and methods in Languages Teaching*. Madrid: Cambridge University Press.
- Richards, Jack C. & Renand, Willy A. 2002. *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Rivers, W. M. (1987). *Interactive language teaching*. Cambridge New York: University Press.
- Robinson, H. A. (1994). *The Ethnography of Empowerment – The Transformative Power of Classroom Interaction*. Newbury Park, U.S.A.: Sage Publications.
- Rubin, J. (1987). *Learner strategies: theoretical assumptions, research history and typology*. In A. Wenden & Joan Rubin (eds), 15-19.
- Savignon, S. J. (1972). *Communicative Competence: An Experiment in Foreign-Language Teaching*. Philadelphia: The Centre for Curriculum Development, Inc.

Saville-Troike, M. (1994). *The Ethnography of Communication*. In S.L.McKay & N.H. .

Scriven, J. (2005). *Learning Teaching*. UK: Macmillan Education.

Selinker, L. (1972). "Interlanguage", *International Review of Applied Linguistics*.

Thornbury, S. (2005). *How to Teach Speaking*. New York: Longman.

Thurmond, V. A. (2003). *Examination of interaction variables as predictors of students' satisfaction and willingness to enroll in future Web-based courses while controlling for student characteristics*. Published Dissertation. University of Kansas.

<http://www.dissertation.com/library/1121814a.htm>

Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.

Van Ek, J. (1986). *Objectives for Foreign Language Learning (Vol I)*. Strasbourg: Council of Europe.

Wagner, E. D. (1994). *In support of a functional definition of interaction*. *The American Journal of Distance Education*, 8(2), 6-29.