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**Analysis of the Impact of Self-Confidence of EFL
Students on Classroom Interaction and Participation:
Case study: First year LMD Students at University of Ghardaia**

Dissertation submitted to University of Ghardaia for obtaining the Master's degree
in Didactics

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Dedication

To express my thanks to all who contributed in my way to success in this study and make it unforgettable experience for me.

Thanks GOD for giving me the strength to complete this work. To my family thank you for believing in me to reach my dream .

To you mum thank you for your sacrifices since my first step to school till now, without you I wouldn't be here today .

To my dear sisters: Sara, Radia and my dear Hadjar thank you for all the things you have done for me I know you will be proud of me in doing this accomplishment .

To my brothers Mohamed, Youness and Youcef Islam .

My niece: Aridge, Ghofrane, Hadil and Dania.

To my grandparents, Aunts and Uncles .

To all my friends , classmates and colleagues .

To all my delightful professors, doctors and teachers thank you for sharing your knowledge and your effective teaching.

AOUNAF Bachira



Dedecation

I dedicate this work to my dearest parents without your prayers I wouldn't be here today

To All my brothers :Yacine, Abdelhakim Mohamed , and to the soul of my dearest brother Abdelkarim .

To my lovely sister Salsabil.

To my dearest husband and our kids Tesnime, Abderrahmane, Alaa and my angel Djana .

To all my friends , classmates and colleagues

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I say Thank you for being there when I needed you the most, Thank you indeed

To every person who encouraged me

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Abstract

This study aims to shed light on the Impact of students self confidence on classroom interaction for 1st year LMD students at the University of Ghardaia, in which we aim to analyze and provide teachers and students with tools and methods that may enhance learners' self confidence develop their personality through classroom activities and teachers strategies . Data were collected through three tools; observation , questionnaires and interviews for the purpose of collecting quantitative and qualitative data . The findings of this research can provide significance pedagogical approaches to promote positive interaction offering insights for educators and researchers seeking to enhance holistic study.

Keywords: *Classroom interaction, self-confidence ,EFL learner*

List of Abbreviations

List of Abbreviations

% : Percentage

C I : Classroom Interaction

E F L : English as a Foreign Language

HIG : High Impact Generation

I : Interaction

L- LI : Learner-Learner Interaction

L : Learner

LMD: license master doctorate

LIG: Low Impact Generation

Q : question

SC : Self-Confidence

T : Teacher

T-LI : Teacher-Learner Interaction

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ملخص

Introduction

The process of learning and teaching English as a foreign language has been the subject matter of many studies throughout the world. With the extraordinary development of psychology, more attention is attributed to the difference within learners in terms of personality and how other contributing factors may affect this process.

Among these factors, self confidence which has tremendous impact on classroom interaction. This latter plays an important role in learning process; it fosters the student's knowledge and offers opportunities for students to work either in pairs or in groups, hence the implementation of classroom as a pedagogical strategy contributes in improving the student participation and reducing learner's learning difficulties.

In a contemporary educational discourse, the main focus is to foster a conducive environment for effective classroom interaction. Student's self-confidence has various cognitive, effective, and behavioral dimensions. This dissertation deals with nuanced exploration into the relationship between self-confidence and classroom interaction. It aims to explain the complications which effect these implications on the pedagogical practice and the student learning outcomes. By analyzing of self-perception, social interaction and academic engagement within education settings. This study seeks to shed lights on the pivotal role that self-confidence plays in shaping the dynamic of classroom discourse ultimately paving the way for informed strategies aimed at nurturing a culture of confidence and collaboration in educational context. Also, Classroom interaction and participation play an important role in shaping the personality development and confidence of students. The dynamic exchanges within the classroom environment extend beyond academic knowledge acquisition, influencing social and emotional facts of student's growth. This analysis delves into multifaceted impact of classroom interaction and participation on development of personality traits and the fostering of confidence among students.

Examining these aspects is needed for understanding the broader implications of educational experiences on holistic student development.

Background

Teachers of foreign languages need much efforts and strategies for EFL learner's to develop their communicative competence and self-confidence which has been an important key of learning process. Teachers in the past focused only on transmitting linguistic competence and neglecting the psycho pedagogical aspects of learners. Researchers have been involved some effective strategies to improve learner's communicative capacities in acquiring linguistic knowledge and involving the psychological side in learning process and reinforce student's self-confidence for better interaction in classroom and receive the input in order to involve them to provide the output.

Statement of Purpose

Since the interactions that take place in the classroom are important; research about its role is something vital. Therefore, as an academic research this study aims for achieving the following objectives:

- To examine the influence of students self-confidence on classroom interaction.
- To explore how variations in students' levels of self-confidence impact their participation, engagement, and overall interaction within classroom environment.
- Assessing and measuring the level of student participation in a various academic activities.
- Make teachers create good classroom atmosphere during interaction.
- To provide valuable insights into the dynamic of classroom discourse and suggest some pedagogical recommendations to enhance student's self-confidence.

Statement of Problem

During years of study EFL students often came across different issues one of them is the impact of student self-confidence and classroom interaction in developing student personality.

The present study aims to answer the following main question:

- To What extent can student's self-confidence affect their classroom interaction?

Under this question, four sub-questions are formulated:

- What are the main characteristics' of students' self- confidences?
- How can students self - confidence improves their classroom interaction?
- How can teachers improve their students' self-confidence to participate in class?
- What is the impact of self-confidence on student performance in the Classroom?

Research Hypothesis

In order to achieve the objectives of the research, we suggest the following hypotheses as a primary answers for the main problematic:

- Higher level of student self-confidence positively correlate with increased participated and encouragement in classroom interaction, while low level of self-confidence correspond to decreased involvement in class.
- Targeted interventions and supportive strategies implemented by educators can effectively enhance student self-confidence, thereby promoting more inclusive and dynamic learning atmosphere by implementing teaching techniques.
- Positive teacher student relationship contributes significantly to student confidence levels, mediated through the quality of interactions and feedback within the classroom.

Research Methodology

The present case of study takes place at University of Ghardaia with first year LMD students of English to explore the impact of self-confidence of the students on classroom interaction. These study is based on descriptive analytical method, in which we combined descriptive and analytical techniques to gather, describe, and analyze data about "self –confidence and classroom interaction in order to describe characteristics and functions of interaction in classroom and student. As we involved different research tools quantitative and qualitative such as surveys,

classroom observation, Student questionnaires, and Teacher interview for the objectives of providing an accurate representation of the subject.

The reason behind giving questionnaires to the students' first year LMD(100) interview with their teachers of oral expression and literature (4 **teachers**) was to consider their opinion. Concerning the function of interaction inside the classroom in developing a better self-confidence ; Moreover, the researchers choose two Groups of the first year (group 4 and 5) as a sample of classroom observation to examine whether teachers and learners are aware of the importance of the impacts of self-confidence on classroom interaction and performance.

Structure of Dissertations

The present dissertation is divided into two major parts: theoretical and practical. Part one includes the first chapter that focuses on the students' self-confidence. The second chapter deals with the classroom interaction. The second part consists of the third chapter which deals with the analyses of teacher's interview, learner's questionnaires and classroom observation and the findings.

Limitations of the Study

Our study has some limitation within which our findings should be carefully interpreted thus. Some limitations of the study should be mentioned. First, and for most, Time was the real obstacle we faced. Second, we found some difficulties in completing the surveys and the questionnaires. Last but not least, result of this study may not be complete generalized because the sample was restricted to 98 students and only 4 teachers.

Definition of Terms

Self-Confidence

Self-confidence refers to the belief in oneself and his/her abilities. Self-confidence depicts an inner state formed of what one thinks and feels about himself/ herself and his/her abilities. Self-confidence being an attribute of perceived self refers to an individual's perceived ability to handle successfully the situations without relying on others and to encourage constructive self-evaluation. Self-confidence is an individual's trust in his/her own abilities and capacities or belief that he/she can successfully face day to day challenges and demands.

Classroom Interaction

Classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom. Earlier studies of second Language (L2) classroom interaction focused on the language used by the teacher and Learners, the interaction generated, and their effect on L2 Learning. More recent studies have begun to investigate the underlying factors which shape interaction in the classroom providing further insights into the complexities of classroom interaction.

***Part One: The
Literature
review***

CHAPRER ONE Student's Self -Confidence

Introduction

1-1. Definition of Self-Confidence

1-2. The Characteristics of Student's Self-Confidence

1-2-1. Characteristics of Student with High Self-Confidence.

1-2-2. Characteristics of Student with Low Self-Confidence.

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Introduction

In the process of learning and teaching English as a foreign language, teachers should pay attention that students have different personalities which can be affected by some affective factors. Self-confidence is one of the affective factors which have a noticeable impact on the progress of students' learning. In the classroom, there are students with high self-confidence and others with low self-confidence. This latter, self-confidence can cause to the students difficulties in the process of acquiring foreign language. Therefore, this chapter shall focus on the importance of self-confidence in improving students' learning achievement.

1-1. Definition of Self-Confidence

In learning English as foreign languages, there are some problems that learners may encounter; one of them is the lack of self-confidence. Self-confidence refers to the belief that you can do things well and that other people respect you (Cambridge dictionary). It refers to the degree to which people have confidence in themselves and tend to take action to overcome obstacles.

Generally, self-confidence is defined as the belief or trust that a student has in performing something successfully (Kenza, 2016). According to Perkins(2018), self-confidence is related to success, achievements in education, conciliation, and a person's well-being, among other things, and self-efficacy, self-esteem, and self-compassion are the three factors which can affect the level of self-confidence of any individual. Cited by (Akbari O, 2020)

Murray (2006) argued that, Confidence is defined in my dictionary as firm trust. If you are confident about something you don't worry about its outcome, you just take it for granted that it will go well(kenza, 2015). This means that self-confidence is the trust that something will go well and successfully. In the same context, Rubio (2007), define self-confidence as

“A feeling of self-competence that an individual requires for overcoming the fundamental problems of life”.

This means that self-confidence is needed for any person not only learners but for individuals who should be confident to face the problems in their lives as it is linked to self-competence which is a very important aspect in the leavening process.

Additionally concerning this point of defining self-confidence. Laurance (2001) also mentioned another definition,

"confidence, which is basically a set of beliefs about your talents and capabilities".

Thus, self-confidences students are successful in their learning as they believe about their abilities and never give up. Therefore, SC can refer to someone's belief in his/her ability. So that when learners have self-confidence about their abilities, they will succeed and be able to participate and communicate easily in a foreign language.

This belief is a key concept for EFL Learners who must have a belief in their capacities to reach a high level of SC which will help them to use the language effectively in classroom and real life.

1-2.The Characteristics of Student's Self-Confidence

Self-confidence is a psychological factor that affects positively or negatively learners' performance and their learning in general. So, if a learner wants to improve his/her SC , he/she should have some qualities to be a confident person because not any one can be a confident person unless he/she acquire some qualities which are linked to personal behaviors.(genera lself confedence and its implecation on students achivement in oral presentation, 2015)

Due to low self-confidence, a number of students having lack of enough participation and unsatisfactory progress.

Norman and Huland (2003) state that self -confidence is a factor in learning which effects the students' participation and their learning progress. It means that self-confidence is essential for a student to involve himself in the learning activities and those who have self-confidence they are assured of their abilities and are setting goals for themselves and work hard to achieve their goals without worrying about the result. Cited in (Akbari O, 2020)

Muthuer (2006) and Yavuzer (1998) assert that

“human is born with self-confidence but it is changeable during the age student's self-confidence can be lowered due to students' anxiety, self-insecurity, fear and feeling of being apart from society “(Rubio 2007)

Tripathy and Srivastav (2012)believe that self-confidence is an attitude and students with self-confidence believe on their abilities, they are goal directed. This means that they believe and they will reach their goals and expectations. It is possible that an individual be very confident in one area of life and less confident in some other areas of life.

According to Wright (2009), there are two characteristics of self-confidence : low and high. "Someone with low self-confidence shows fears of change ; low confidence people tend to be reactive, and pessimistic. Also, they want to please others more than be true to themselves. On the other side, some people have high self-confidence ; they are ambitions and goal-oriented" . This means that people with high level of confidence are more active than non-confident people because they have goals to reach and challenges to pass, unlike others who fear making changes being isolated from other people.(Agung putra mangunsung)

Moreover, to know someone's confidence level is by assessing some indicators such as direction and values, motivation, emotional stability, self-confidence, awareness, flexibility, good health and willingness to take risk. These indicators are seen as signs to assess someone's level of confidence, whether learners have high or low level of self-confidence that plays an essential role in affecting learners' readiness to participate and if learners have been known that they have a low self-confidence ; so, it appropriate activities in the classroom.

General self-confidence is developed during the age of childhood and emerges from the accumulation of inter and intrapersonal experiences (Harris, 2009).

The literature on the sources of building general self-confidence points to self-confidence being derived from several factors. The most important factors are :

- 1) Personal experiences. Successful experiences increase the development of high self-confidence, while the experiences of failure have the opposite effect.
- 2) Social messages received from others. Community, home, school, and peers are important for self-confidence. Sending positive messages for others is thought to be detrimental to the development of high self-confidence, whereas exposure to negative messages decreases the level of self-confidence (Clendra and Anstey, 1990).

1-2-1. Characteristics of Student's with High Self-Confidence

Students who have confidence have the following characteristics :

- 1) Believing in one's own abilities is a belief in oneself against all phenomena that occur that are related to the individual's ability to evaluate and overcome the phenomena that occur.
- 2) Able to do it own, namely being able to act independently or without the involvement of other people both in acting and making decisions about themselves.
- 3) Positive thinking about their self is the existence of a good judgment from within yourself is the existence of good judgment from within ourselves, both from the views and actions taken that give rise to a positive feeling towards themselves and their future.
- 4) Courageous is the existence of an attitude to be able to express something in themselves that wants to be revealed to others without any feeling that can hinder such disclosure.

1-2-2. Characteristics of Student's with Low Self-Confidence

Students who have low self-confidence have the following characteristics :

- 1) Negative feeling : The constant self-criticism can lead to persistent feelings of sadness, depression, anxiety, anger, shame or guilt.
- 2) Relationship problems : for example they have to tolerate all sorts of unreasonable behavior for parents or Teachers.
- 3) Fear of trying : the person may doubt their abilities and avoid challenges.
- 4) Fear of judgment : they may avoid activities that involve other people like social events, because they are afraid they will be negatively judged.
- 5) Perfectionism : - a person may push themselves and become an over-achiever to atone for what they see as their inferiority.

1-3. Steps For Building and Developing Students' Self-Confidence

Many researchers try to find strategies and ways to build and develop self-confidence, like Carnegie (1956) who summed up four main points to develop self-confidence:

- a. Start with a strong and persistent desire. Students should train themselves on having a strong and continuing desire because their progress will depend on it.
- b. Preparing. Students should prepare what are going to say or to do before.
- c. Act confident and control your fear.
- d. Practice. It is important things to practice because lack of practice will cause lack of confidence.

Other steps created by Teacher to improving student self –confidence are a follow:

- Understand each student's strengths and weaknesses : every student has unique strengths and weaknesses. Teacher should know about those two points in order To create realistic expectations for students and encourage students to focus. On their strengths.
- Do not compare student.
- Create a safe and supportive learning environment.
- Providing feedback and encourage self- reflection.
- Collaborative environment : creating a supportive classroom environment that encourages teamwork instead of competition helps students focus on their own growth and development without feeling the need to outperform their peers.
- Motivate student to develop new skills and encourage creativity.
- Celebrating achievement : celebrating student achievements can help build up confidence and self-esteem.

1-4. The Interference Between Self –Confidence and some Concepts

1-4-1 Motivation

Motivation is considered as an important issue in the process of learning language.

Dornyei (2001) argued that:

"motivation is one of key issues in language learning".

Motivation can be described as something that energizes, directs, and sustains behavior toward a particular goal, This means that motivation is the power and support to do something in order to achieve specific goal.

For H Douglas Brown :

" Motivation is some kind of internal drive which pushes someone to do things in order to achieve something" .

This means that motivation pushes Learners to act in a way that gets him closer to his goals.

Marion williams and Richard Burden (1997) Suggest that motivation is a

"state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and or physical effort ‘so that the person can achieve some previously set goal".(Harmer, 2001)

It means that they go on to point out that the strength of that motivation will depend on how much value the individual places on the outcome he/ she wishes to achieve.

➤ Types of motivation

In discussions of motivation an accepted distinction is made between extrinsic and intrinsic motivation. That is motivation which comes from outside and from inside .

• Extrinsic motivation

Is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. (Harmer, 2001) Richards and Schmidt (2010).claimed that:

"...Extreme motivation, driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments"(sathiyairirajan)

• Intrinsic motivation

Intrinsic motivation, by contrast comes from within the individual this a person might be motivated by enjoyment of learning process or by a desire to make themselves feel better. (Harmer, 2001), Brophy (2004) said

"Intrinsic motivation refers primarily to affective experience-enjoyment of the processes involved in engaging in an activity"

When students are motivated intrinsically, they will enjoy learning. Also, **Richards and Schmidt (2010)** claimed about it that " intrinsic motivation, enjoyment of language learning it self.

Most researchers and methodologists have come to the view that intrinsic motivation is especially important for encouraging success. Even where the original reason for taking up language course, for example, is extrinsic, the chances of success will be greatly enhanced if the students come to love the learning process.(Tom hutchinson)

Motivation in classroom involves three interactive components which have great impact on student's motivation. The first component is the personal and socio-cultural factors (student individual characteristic, the second is the classroom environment factors (instructional experiences), and the third component is internal factors (student's beliefs and perceptions) (as cited in Dembo(2004)

Motivation has strong relationship with self –confidence when students are highly motivated to learn, their self –confidence automatically increased. Burtonx Plattes (2006) mentioned that " if you can increase your motivation, you automatically increase your confidence"

Lack of motivation led to the low self-confidence of student, Furthermore, having low self-confidence students feel embraced while speaking. This result impacts in students' low capacity of speaking in English.

Therefore, students with high self-confidence will involve actively during the learning activity rather than those. With low self-confidence.

Additionally, the self-confidence of the students improved after being taught by group discussion by making a communication environment that serves more chances for students to speak and practicing.

Group discussion provides a fun activity, which enhances students' motivation to learn English.

1-4-2. Creativity

Creativity is the ability to imagine or invent something new, it's the ability to generate new ideas by combing, changing, or reapplying existing ideas.(Awatef chikh, 2019)

All individuals with healthy brains have some degree of creative potential, but individuals vary in how much novelty they in fact produce. It is possible that creativity is not a general ability or process, but that creative behaviors and products emerge when a competent and knowledgeable person is motivated to engage in a cumulative effort over a long period of time. If so, a person who is unusually creative in one domain of activity is not necessarily unusually creative in other domains.

Students with high ability will perform better than others in activities that require design, imagination, or invention, but participation in such activities. Encourages the disposition to create in students at any level of ability.

A student who has a high self-confidence can create and participate in a flexible way.

1-4-3. Self-esteem

Self-esteem is considered as an essential affective factor in the learning process, which it can have a great influence on student academic achievement. Self-esteem is the abilities. (Hewitt, 2009) defined self-esteem as " a reflects a person's overall subjective emotional evaluation of his/her own worth. It is a judgment of oneself as well as an attitude toward the self".(p.159)

Richards and Schmidt (2010) defined self-esteem as " a person's judgment on their own worth or value based on a feeling of efficacy's sense of interacting affectivity with one's own environment".(mohammed Arshad, 2015)

Also Lawrence (2006) stated that " self-esteem is an attitude towards oneself "So Lawrence. define self-esteem as the person's way of thinking about his/her character.

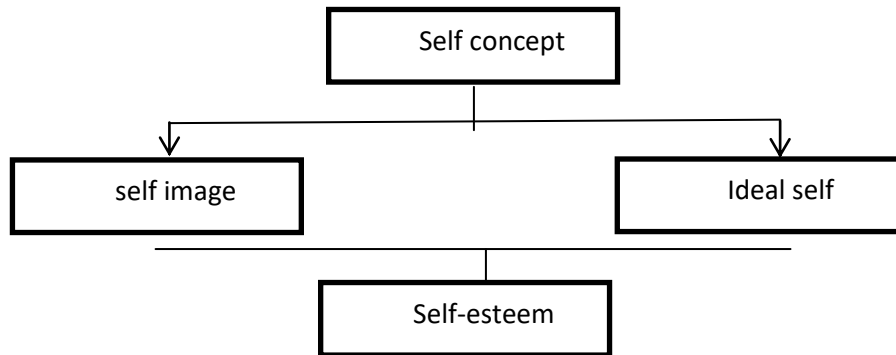


Figure01 :Self -Esteem as an Umbrella Term(kenza, 2015)

Lawrence (2006) Described Self-Esteem as an Umbrella Term

Self image : is known as how students see themselves. When students are aware of their self-image, they will start to think low to possess ideal self. On the other hand, self-esteem is something include both of them. It low student see themselves and low they desire to be. As Lawrence (2006) viewed that "**self-esteem is the individual's evaluation of the discrepancy between self-image and ideal self**"

Self-esteem is the students' evaluation of themselves however, self-confidence is students' belief in their own abilities.

1-5. Individual Differences

Individuals are not created equal, nor do they become more alike as they grow older. By the time physical, intellectual, social and emotional differences have increased. Each of us is a unique individual, with a distinctive pattern of thoughts, feelings and behaviors.(sathiyairirajan)

The major areas of individual differences are intelligence level, physique, achievement, aptitude, interests, personality dimensions und gender, differences.

1-5-1. Intelligence level

Historically, it was assumed that intelligence was a fixed, inherited ability, but research in recent years has frequently suggested that intelligence can change. Flynn (2007) assumed this change to the more scientific thinking demanded by today's society with greater emphasis on visual screens, rapid responses of mental activity.(Martyn long, 2011)

Intelligence is not knowledge, but the ability to acquire knowledge and use it on requirement. According to Wechaler,"Intelligence is the global capacity of the individual to act purposefully, to think rationally and to deal effectively with environment".This means that :

- 1) The intelligence is an overall capacity ; it has three equally important components – purposeful, objective oriented, meaningful activity.
- 2) Applying reasoning to thinking and for acting.
- 3) Ability to pull on nicely in society with a high degree of adjustment.

Stoddard defines intelligence as the ability to undertake activities that are characterized by difficulty, social value, emergence of originals and to maintain such activities under conditions that demand a concentration of energy and resistance to emotional forces. Here he implies that intelligence is manifest in activity and complex ones, it implies with which activity is performed by the individual.

Types of Intelligence

Thorndike identified three types of intelligence-abstract, concrete and social

1. **Abstract intelligence** : refers to the ability of the individual to understand and deal with verbal and mathematical symbols, to deal with thoughts and ideals.
2. **Concrete intelligence** : refers to the ability of the individual to understand and deal with things as in skilled occupations and mechanical appliances.
3. **Social intelligence** : refers to ability of the individual to understand and deal with people.(Sathiyairajan)

The Impact of Intelligence on Student Self-Confidence

It can be positively affect their willingness to take challenges, preserving thoughts, difficulties, and engage actively in learning when students believe in their selves and their abilities. They are more motivated to embrace learning, seek out new knowledge and improve academic performance and intellectual growth.

1-5-2. Aptitude

It's a combination of characteristics indicative of an individual's capacity to acquire some specific knowledge, skill or set of organized responses such as ability to speak a language, to become a musician, to do mathematical work etc.

Aptitude impact on the growth and the development of student self-confidence. The development of student self-confidence can significantly influence the growth of their aptitudes.

When students believe in themselves and their abilities, they're more likely to take on challenges, persist through difficulties, and explore new opportunities, all of which are crucial for enhancing their skills and talents.(Harmer, 2001)

Conversely, low self-confidence can hinder their willingness to try new things and can limit their academic and personal growth. Therefore, fostering self-confidence alongside nurturing aptitudes can lead to more well- rounded and successful students.

1-5-3. Learning Achievement

Each student has different achievements depending on the abilities they have, usually classified into two high-input generators and low input generator:

- 2- **High-input generators**: who are active student that participate in the classroom considered as good achiever.

- 3- Low-input generators: they need time to understand and somehow passive once they are a bad achiever

However, not all students are able to achieve good achievements, even to achieve maximum scores students often take unexpected actions such as cheating. This is influenced by several factors, one of which is the level of confidence student's level.(student self confidence and their learning achievement on elementary schools, 2019)

So having high self-confidence in students can help them achieve good learning achievement:

- 4- Achievement is a change in behavior that expected in students after the learning process is carried out.
- 5- Learning achievement is a measure of success obtained by students during the learning process.
- 6- According to factors that influence student learning achievement are divided into two :
- 1) Internal factors: it comes from within a person that can affect their learning achievement it consist of physiological and psychological factors.
 - 2) External factors: include family factors, school environment and society.

self-confidence is one of the factors that influence student achievement. Learning achievement is the result obtained by students in the learning process that contains cognitive, affective, and psychomotor aspects through educator assessment.(marpoung, 2019)

So self-confidence is very important in supporting students to achieve learning achievement.

1-6. Describing Learner

- **learner differences**
- **Neuro- linguistic programming :**

Revel and Norman (1997) stated that some people are better at something's than others; better at analyzing or at remembering faces than others. It also suggests that people respond differently to the same stimuli. There are two basic theories that teachers applies hem with their learners. these systems are described in the acronym VAKOG which stands for :

- Visual we look and see
- Auditory we hear and listen
- Kinesthetic we feel externally, internally or through movement
- Olfactory we smell things
- Gustatory we taste things.

In case of the latter two nose and mouth is involved in the presentation of certain topics, it must be added that they have not been explored in language teaching so far. (Harmer 2003:41)

- **Multiple intelligences theory- Gardner(1983)**

Introduced by the Harvard psychologist Howard Gardner in his book *Frames of mind*, he suggested that as humans we do not possess a single intelligence but a range of intelligence (Gardner 1983) he listed seven of these.

- **Musical /rhythmic:** learners like singing , listening to music , they are good in remembering melodies, picking up sounds, they can learn languages best by music.
- **Verbal /linguistic:** (left brain dominant learners like reading, writing and telling stories, they are good at memorizing names, places, dates, they learn best by saying hearing and seeing words.
- **Visual/spatial:** learners are the same as visual learners in the previous system, they like drawing, looking at pictures, movies and drawings, they are good in imagining things , reading maps charts ,they learn best by dreaming, visualizing and working with colors and pictures.
- **Bodily kinesthetic:** learning like moving around touching and talking, using body language , they are good at physical activities such as dancing, sport and acting.
- **Logical/ mathematical:** learners like doing experiments figuring things out, working with numbers exploring patterns and relationships, they are good at maths, reasoning and problem solving; they learn best by categorizing classifying working with abstract patterns.
- **Intra personal** (introverted) learners are the loners they like learning alone, perusing their own interests they are good at understanding selves, focusing inward on feelings, goals, being original.
- **Interpersonal** (extroverted) learners like having lots of friend , talking to people, joining groups ,they are good at understanding people , leading others they learn best by sharing, comparing, relating, cooperating, intervening.

Conclusion

Self-confidence is one of the most affective factors that can develop the progress of students' learning. Student will be able to express all their abilities without fear or doubt, so that the learner can face all the challenges that exist in his lesson class or even in his life . Furthermore, They will believe in their own abilities, being independent, thinking positively about themselves, being brave and increasing their critical thinking .

Throughout this chapter, we try to cite some different definitions of self-confidence which are given by some researchers. In addition, it highlighted the characteristics of high and low level of self-confidence and it pointed out some steps to build and develop self-confidence of students. Furthermore ; this chapter mentioned the interference of self-confidence with some concepts.

Certainly, it is important to describe learners and mention the levels intelligence, the aptitude, The personality and the students achievement.

In concluding, Teacher and students should pay attention to the importance of self-confidence in order to improve the process of teaching and learning the foreign language.

***Chapter two:
Classroom
Interaction***

Introduction

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2-7. Learning Strategies

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2-7-3. group work

2.8. Difficulties and Challenges in Classroom

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2-8-2. Low chance of participation

2-8-3. Nothing to say

2-8-4. Using mother tongue

Introduction

Recently, most of researchers based their studies on learners performance in the learning process . thus, a number of interests has been grown up in classroom research focusing on interaction and language learning as these two issues are considered to be essential components aimed to find out the impact of self confidence and personality development on students classroom participation and interaction in EFL classes

2.1. Definition of Classroom Interaction .

Since classroom interaction has been signified as a method in the process of teaching and learning a foreign language . it also the engagement of two persons who collaborate in face to face interaction. Classroom interaction is defined by Jack C. Richard, John Platt, and Heidi Platt(1992) as “ the patterns of verbal and non-verbal communication and the types of social relationship which occurs within the classroom. Describing the classroom interaction may be apart of studies of classroom Discourse. Teacher talks and Second language acquisition. (Richards, 1992)

Allwright (1984) has also defined interaction as “the fundamental fact of pedagogy” and that “successful management of classroom interaction “ (p.156) as quoted in Ellis, 1997, p. 173) . from that quotation we can notice that classroom interaction is one of the primary ways in which learners gather information . (Ellis, 1997)

2.2. The Role of Classroom Interaction

For the learners, interaction is an important factor in providing comprehensive output because it allows students to practice their language in the classroom. This offers them chance to get feedbacks from their teacher or their classmate to improve their language system (hedge2000). Making learners able to cope with their ideas while talking together is regarded as negotiation of meaning which aimed at making the out-put more comprehensive. So, interaction pushes EFL learners to produce appropriate language when they are working in pairs or groups. Moreover, lyster (2007) stated that interaction makes the learners able to test their communicative success through exchanging information with the teacher or among student themselves. (Lyster, 2007)

The role of classroom interaction is multifaceted and uncial for effective teaching and learning some key roles include:

- **Facilitating learning:** interaction allows students to interact with course content, clarify concepts , ask questions, and receive feedback, which promotes deeper understanding and retention of knowledge.

-**Promoting active engagement:** classroom interaction encourage active participation, critical thinking and problem solving skills development among students, fostering a dynamic learning environment

-Building communication skills: interaction provides opportunities for students to practice communication through discussion, presentation, and collaborative activities.

-Fostering social development: interacting with peers and teachers promotes socialization teamwork, empathy and respect for diverse perspectives , contributing to students social and emotional development.

-Providing feedback and assessment: interaction enables teachers to assess student's understanding progress, and learning needs through observation questioning and dialogue allowing of timely feedback and adjustments to instruction.

-Enhancing motivation and engagement: positive interaction between teachers and students as well as among peers create a supportive and stimulating learning environment that enhances student's motivation interests, and enthusiasm as well as self confidence for learning.

Classroom interaction plays a central role in enhancing learners self confidence by creating an enriching and effective learning experience that meets the divers needs of students and preparations for success in academic, personal, and professional endeavors.

2-3. Aspects of Classroom Interaction

2-3-1. Input

Roughly- turned Input

It is a kind of input which helps students acquiring new language, it can come in various sources such teacher's talk in the class, or any reading passage. Much of this teaching will involve students in receptive skills (reading or listening) to achieve some kind of purpose reading or listening texts that are roughly turned do not only train the students to read and listen but they we make it possible for students to acquire new language .

Finely -Turned Input

Finally turned input is a language which has been selected for conscious learning. Such language is presented by learners at the presentation stage were they encouraged to to employ the cognitive strategies. during the presentation stage teacher select the language for students with a certain linguistic aim and insist on accurate reproduction of the new item. (Judith Sarosdy, 2006)

2-3-2. Output

Practice output

According to Harmer 1985: 34-37 practice output marks a half- way stage between input and communication output . Practice output is also a way to encourage students to use language they have learnt in a realistic way. Students mistakes and errors will be corrected accurately when they occur.

Communication Output

Communication output refers to activities when learners are asked to complete a kind of a communicative task , it means the focus is on the success communicative competency rather than

accuracy . errors and mistakes must be corrected gently or delayed to prevent students from getting inhibited .

Output and input mutually affect each other . According to Harmer 2003 when a student produces a piece of language and sees how it turns out . it can be a kind of feedback into the acquisition process. (Judith Sarosdy, 2006)

2-4. The Role of Feedback

There are a number of researchers who believe that feedback is more beneficial aspect of interaction . Learners can develop their learning process in general. Mackey (2007) stated that through interaction that involves feedback, the students attention is paid to the form of errors and are pushed to create modification “ (Mackey, 2007)(p. 30)

2-4-1. Teacher Feedback:

Assessment: teachers provide feedback to assess student’s understanding progress, and performance in various tasks and arrangements.

Guidance: teachers offer guidance, suggestions and advice to help students improve their skills, addresses misconception, and meet learning objectives.

Instructional support: feedback from teachers informs instructional decision, allowing them to adopt teaching strategies, materials and pacing to better meet the needs of students.

Evaluation: teachers use feedbacks to evaluate the effectiveness of their teaching methods and curriculum identifying areas for improvements .

Motivation: positive and constructive feedback from teachers can motivate students by recognizing their efforts and achievement, fostering a positive learning environment.

2-4-2. Student Feedback

Self Assessment: student provide feedback on their own learning experiences, reflecting on their understanding, progress and challenges

Peer Assessment: students offer feedback to their peer providing alternatives perspectives, suggestions for improvement, and support for collaborative learning.

Reflection: student feedback encourages reflection on the learning process, helping students identify their strengths, weakness and areas for growth.

Engagement: soliciting feedback from student empowers them to take ownership of their learning increasing their engagement and investment in the learning process.

Communication skills: providing feedback to teachers and peers help students develop communication skills, empathy and constructive criticism abilities.

Both teacher feedback and student feedback play complementary roles in fostering supportive collaborative and effective learning environment, they contribute to the continuous improvement of teaching and learning outcomes while empowering students to take an active role in their own educational journey.

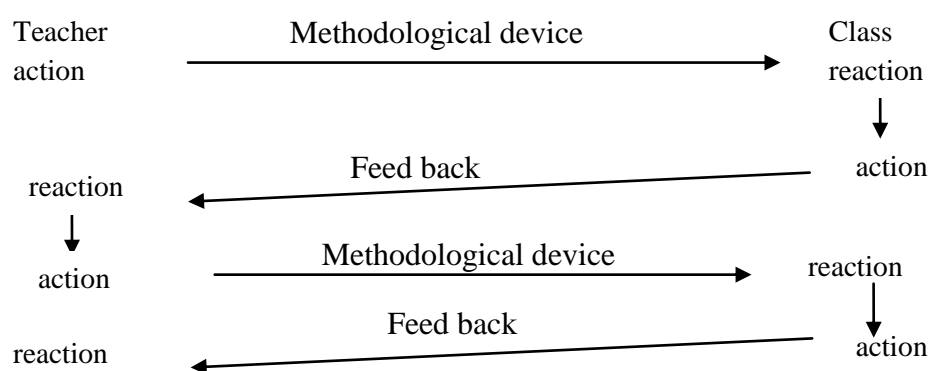


Figure 02: Classroom Interaction Cited in (Judith Sarosdy, 2006)

1-5.Types of Classroom Interaction

classroom Interaction is an important factor in EFL classes since it occurs either between the teacher and learners or between learners themselves, individually or collectively according to the communicative situation .

Classroom interaction can take various forms including:

2-5-1. Teacher -Learner Interaction:

According to Harmer (1998), teacher interaction with his learners considered as an important action used by the teacher in classroom during the teaching process. Teacher focuses on the type of the input he should provide his students with a meaningful and understandable input which can lead learners to interact with the teacher and respond with him (Harmer J. , 1998).

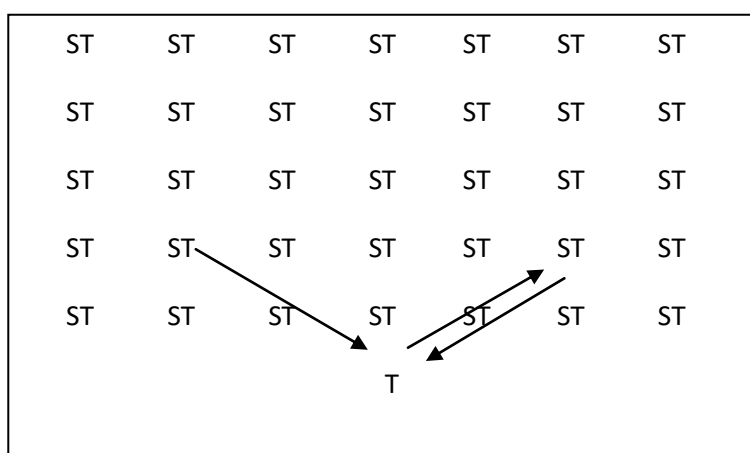
Harmer stated that unlike newer teachers who concentrate only on their learners understanding in the classroom , experienced teachers concentrate also on the way they speak using their physical movement like: mime facial expression and gestures as technique used in the classroom . (p3-4) teacher – student interaction can be one on one or small groups where the teacher provides individualized support , feedback and guidance to students. (Harmer, 2001)

Kundu (1993, As quoted in Lynch, 1996, p. 109)

Most of the time we talk in class hardly ever giving our students a chance to talk ,except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes , they are always on the defensive(p. 13)

Example :

- 7- Teacher: is the word “ expensive” an adjective ? Initiation
- 8- Amine (learner) : Yes Respond
- 9- Teacher : Yes, the word “ expensive” is an adjective . Feedback



Keys:

T Teacher

ST student

↗ The teacher interacts with the student

↖ The student interacts with teacher

Figure 03: Interaction Between The Teacher and Students Cited in Interaction Between the teacher and students (Scrivener,2005.p.85)

2-5-2. Learner - Learner Interaction

Mackey(2007,p30) claimed that Learner-learner interaction make learners receive a comprehensive input, opportunities to negotiate meaning and receive others feedback, through correcting also each other mistakes.

Learner-learner interaction occurs among learners .students engage with course materials, such as text books, multimedia, and online resources, to deepen their understanding of the subject matter in order to negotiate meaning through speaking activities . it also can occurs either in group , it called learner -learner interaction , or in pairs called peer interaction for the sake giving learners opportunities to participate and interact in classroom in order to receive feedback

2-6-1.Controller

Teachers are controllers are in charge of the class and of the activities going on in groups. This control is not the most effective role for the teacher to adapt. This control should be released to some degree.

2-6-2.Organizer

Organizing students to do various activities is one of the most important roles that teachers have. It involves giving the students information's, defining the work forms in the classroom and organizing teaching materials skilful classroom management involves. (Harmer J. , 2001)

2-6-3.Promoter/(motivator)

In this role the teacher needs to encourage students to participate in a role play activity or needs needs to make suggestions about how students may proceed in an activity. The role of promoter has to be performed with discretion because if the teacher is too aggressive, he/she will take over the joules from the students and he/she will make students lazy and passive.

2-6-4.Assessor

A major part of a teacher's job is to assess the student's work, to see how well they are performing and how well they have performed. The different types of error must be distinguished. As the accurate reproduction stage, where the teacher is totally in control gentle correction or delayed correction should be used lest the teachers should make students inhabited. (Judit Sarosdy, 2006).

2.7.Learning Strategies

2.7.1.Individualized Learning

Individualized learning is a vital step in the development of learner autonomy. Students do activities on their own in class. Teachers are able to spend time working with individual student. Allowing them to read privately, answer questions individually, write compositions, essays of their owns.

➤ Advantages

- It allows teachers to respond to individual student differences in terms of pace of learning.
- This work-form is less stressful for students then performing in a whole class setting.
- It will develop learner's autonomy and promote skills of self reliance.

➤ Disadvantages

- It does not encourage corporative between students and decrease a sense of belonging.
- It demands more time from the tutor than interacting with the whole class.

2.7.2.Pair Work

Student can practice language, so they can participate in information group activities, writ dialogue. They can work simultaneously with other pairs

Advantages

- It increases student talking time
- It is easy and quick to organize
- It helps teachers to promote two pairs while the other student go on working.

Disadvantages

- Pair work is very noisy, teachers sometimes lose control of their class
- Student often use their mother language
- Student would rather relate to the teacher as individuals than interact with another learner who is just as weak linguistically as he is.

2.7.3.Group work

Student in groups can write a group story or role play involving four or five students small groups provoke greater involvement and participation than larger group.

Advantages

- Like pair work, it dramatically increase the amount of talking for individual student.-
- There is a greater chance of different opinions than in pair work.
- Plenty of chances to cooperate and negotiate with one another than pair work.

Disadvantages

- It can be noisy
- Teacher can lose control over class
- Sometimes groups are fossilized, some of students are passive where as others are dominate.

2.8.Difficulties and Challenges In Classroom

2.8.1. Inhibition

It means student reluctance or shyness. It has been explained as learners shyness to speak in a foreign language in class, or they are reluctant to make mistakes or to be criticized in front of his classmates. Or they don't like being a center of attention.

In EFL context, inhibition to speak English develops a sense of fear which became mater hating speaking English. However, it is a necessity to do a step, speak initiate and participation order to decrease inhibition (Varghese,2015).

Basic (2011) conducted a study to investigate the influence of challenge and obstacle that prevent. (Basic, 2011)

The problem of inhibition appears when learners tries to say something in the classroom. Litterwood(1981) states:

“It is all too easy for a foreign language classroom to create inhibition and anxiety[...] the learners remain constantly aware of their own state of ignorance before the teacher who possesses all relevant knowledge [...] whatever they say or do is scrutinized in detail, with every shortcoming being made a focus for comment. (Littlewood, 1981) (p. 93).”

EFL from speaking and participating the purpose of the study was to examine how a teacher can encourage students to communicate orally and increase the frequency of participation, asking and answering. Basic (2011) found that the teacher’s behaviors, speaking anxiety and namely foreign language anxiety prevent student from making actions, subsequently; their communicative and oral skills were negatively influenced in order to encourage learners to interact in class. Basic (2011) considered it important to strive for a pleasant atmosphere where every student can feel relaxed and motivated to speak, inhibition caused by anxiety effects EFL learners classroom interaction hence, effects their language learning, the study was concluded with some implications that can be helpful for teachers who have less interactive classrooms. (Basic, 2011)

2.8.2.Low Chance of Participation

Time for speaking is significantly reduced in the classroom when it is crowded. In addition some students like to participate in dominant manners, minimizing others chance of speaking.

Thaheer (2005) claims that large English classes are often associated with disarrangement, lack of control, lack of concentration, and lack of classroom interaction. These bad conditions led to the lack in the ability to practice speaking English. Thahar (2005) stated that the little attention of teacher on each learner and the production of real physical discomfort and distraction or results of overcrowded classes. (Thaheer, 2005)

Thahar (2005) asserts “ classroom interaction in large classes are negatively associated with class size” (p.1079). large classes can reduce the opportunities to participate and speak for English language student. better than crowded classes , there are also some items may prevent learners from interaction with each other or with teacher are timing of courses, teaching styles also social and emotional reasons can do so. (Thaheer, 2005)

2.8.3.Nothing to Say

UR (2012,p.118) pointed that “ students need to feel that they have something relevant and original to contribute to the discussion so that it is worth making the effort to speak”. So for some learners who are not anxious or shy, so for some learners who are not anxious or shy, they may not participate , ask or answer due to the fact that they have nothing to say. Some learners making an effort to speak should only occur if the contribution is pertinent to the subject. Besides, teachers need to motivate them to speak

2.8.4.Using Mother Tongue

Ur (2012) explains that some students rely on their mother tongue because its more natural, easy and comfortable to participate. Teachers should motivate learners instead of interactive them, teachers can train learners how to be interactive through shifting smoothly to the target language. However, over using the first language will result in decreasing their opportunity to enhance the speeding skill in foreign language.

Harmer (1991) set a number of reasons behind the student's use of mother tongue in classes. first of all, students use mother tongue when the topic under discussion is difficult for them. In this case, if learners want to say anything about the topic they will use their own language. Second, use of mother tongue to explain to each other if there is no encouragement from the teacher, finally, student feel more comfortable to use mother tongue if the teacher frequently does so (as cited in Tuan and Mai, 2015, p10) (Tuan, 2015)

Confirming Harmers' point of view, Duymovic (2014) reported that humanistic view of teaching speculates that while they are still learning a language, it is natural that they will periodically shift into their mother tongue, which is more comfortable for them. (Dujmovic', 2014)

Furthermore, Goh and Burns (2012,p15) stated that the reason behind avoiding speaking and participating is that they are influences by effective factors such as anxiety and lack of motivation". (Goh, 2012)

It means they considered the key factors behind student's lack of interaction in classroom are being anxious and unmotivated towards the target language.

Organizing students to do various activities is one of the most important roles that teachers have. It involves giving the students information's, defining the work forms in the classroom and organizing teaching materials skilful classroom management.

Conclusion

Classroom interaction is considered as a key factor that leads to a successful communication and participation

The present chapter has mentioned the role of CI and the role of feedback a source of international benefits .In addition , this chapter has dealt with the types of CI that involves not only face to face communication but also teacher- learner interaction , LL Interaction . also, this chapter dealt with the aspects of CI, group work , pair work and an individual advantages and disadvantaged. Moreover, this chapter has reviewed the relationship between the classroom interaction and second language acquisition through input and output

Part two
Practical Part

Part two Practical Part

Chapter three Methodology and data analysis

Introduction

3-1. The Sample

3-2. Methodology

3-3. Data Collection tools

3-4. Data Analysis

3-5. Discussion of the Findings

3-6 Recommendations

Conclusion

Introduction

The present study attempts to investigate the impact of self confidence and personality development of student's classroom interaction.

Since the learner and the teacher are the main variable of this research, their opinions are very vital to examine the research hypotheses; in which the researchers hypothesize that students will succeed in enhancing their self confidence of they interact with each other and the teacher in the classroom. The second chapter examines student's questionnaire and teacher's interview .(100) students, who participated in the study. Also with the experimental side, which is the observation of classroom interaction

Finally, it concluded with a discussion of results that are obtained from booth questionnaires and observation .

3-1. The Sample

The case study is first year LMD English students university of Ghardaia during the academic year 2023/2014. The population o is composed of seven groups, two groups were selected that contains 34 student in number as a sample of study. We have selected this sample because of the limited time.

This sample is chosen based on different reasons, they encounter different techniques and teaching strategies as they study oral and literature session. Therefore it is helpful to examine the impact self confidence on classroom interaction and teachers role in achieving it.

3-2.Methodology:

In this research, both quantitative and qualitative methods are used for collecting data, the researchers gave a series of questions.

To both teachers and learners 2 sessions of observation were made with two groups of first year license student. The questionnaire devoted to all the student of first year license LMD students . for teachers we have made an interview

3-3.Data Collection Tools

Data collection is considered as an essential component for conducting a research; it is generally regarded as a hard task. However, there are different tools to collect data such as questionnaires and observation. The tools used in this study will be described in details below :

❖ Students' Questionnaires

Because it is a effective way to gather information from a large number of learners in a in a standard way in order to ensure that each respondent is asked the same question in the same way. Furthermore, it facilitates quantitative analysis and summarizes and compares data related to students' self-confidence and classroom interaction. In addition it encourage the first year EFL

students to be more honest and open to responses because they were administered anonymously, which demonstrate them to the modest important dimensions of the topic.

❖ **Observation in the classroom**

The aim of the observation is to provide a better understanding for the topic. We relayed this technique to assess and evaluate the process in which classroom interaction. Also the self-confidence in classroom is being operated among teacher and students as well as between students themselves. It allows us as researchers to witness and notice what may not be mentioned in the questionnaire outcomes or interviews answers and take a notes that helps us in interpreting the collected data.

❖ **Interview With Teachers**

The third research tool we used is an interviewee with some first year LMD teachers, to collect more detailed and reliable information about students and their attitude in classroom

Due to short time we had, we prepared only eight 8 questionnaires that were sent to more than eight teachers, unfortunately, we made only four 4 interviews .

3-4. Data Analyses

Description and Analysis of the Classroom Observation

To investigate whether both students and teachers give importance to the classroom interaction as a significant strategy to develop their personality and self confidence, we carried out an observation to explore what goes on inside the classroom, either between the teacher and learners or among the learners themselves. Our observation was applied with two groups of 1st year LMD classrooms at the University of Ghardaia.

The observation was carried out during the second semester of the academic year 2023-2024 the sample were chosen randomly among 10 groups in two different sessions with the same teacher at the same timing. Each group session consists of one hour and half for the purpose of exploring to which extent does students interact in the classroom and whether teachers do give opportunities to involve students to participate during the learning process.

The physical setting, the learner's interaction and teacher actions were observed through the observation over two sessions, reflecting classroom interaction perspectives: learner-learner interaction, teacher-learner interaction and student group work inside the classroom. The observation is presented in a form of check list including a set of items under two sections with the observation of learners interaction in the classroom while the second section is designed for observing the teacher-learner interaction by focusing on the teacher's roles and responsibilities in the classroom.

Section one: General Observation of The Learner's Interaction Inside Classroom

The current section aims to get more data and information's that concerns learner's classroom interaction.

Item one: learners give opinions, provide suggestions and share ideas in the classroom either with the teacher or with their classmates .

Table01: The Student's Classroom Interaction

Rating scales	Always	sometimes	Rarely	Never
Sessions01	01	00	00	00
Parentage	100%	00%	00%	00%
Sessions02	00	01	00	00
Percentage	00%	00%	100%	00%

The students in both sessions, that we have attended (sessions one and session two) gave sometimes opinion provided suggestions and also shared ideas either with their teacher or among each other, especially when the teacher asked them questions about their points of view concerning such topics. The teacher also asked students sometimes to suggest some topics which they want to discuss in the oral expression course.

Item two: learners express willingness to speak in the classroom when dealing with a topic discussion.

Table2: the learner's willingness to Speak in Classroom

Rating scales	Always	Sometimes	Rarely	never
Sessions01	00	01	00	00
Percentage	00%	100%	0%	0%
Sessions02	00	00	01	00
Percentage	00%	0%	100%	00%

During the first session we have attended within group one; we have observed that learners sometimes express such willingness to speak in the classroom when dealing with a topic discussion, by raising hands in order to express their thoughts. This fact may be due to the students' awareness of the classroom interaction as a strategy to develop their speaking skill. However, in the second session, the students were rarely interacting in the classroom either with the teacher or other classmates. This fact is may be due to the topic discussion that the students have been discussing previously in the first session, so they were repeating the same ideas and points that they had already expressed.

Item three: Learners Express New Ideas In a Classroom Situation

Table3: the learner's Ideas In Classroom

Rating scales	Always	Sometimes	rarely	Never
Sessions01	00	00	01	00
Percentage	00%	0%	100%	00%
Sessions02	00	00	01	00
Percentage	00%	00%	100%	00%

In the two sessions, that we have spent observing the students in classroom, we have noticed that in a topic discussion of “**The Dead Man Path**” by **Chinua Achebe** the students were rarely interacting with their teacher and rarely presenting such new ideas concerning the topic of discussion during the oral expression course. These student’s low interaction was may be due to the fact students have found themselves discussing a topic which was not interesting. Also , we have observed that only one or two students have provided some new ideas that were related to the topic discussion.

Item four: The Students Correct Each other’s Errors in the Classroom

Table 4: The Students’ Correction Of Each Other’s Errors

Rating scales	Always	sometimes	rarely	Never
Sessions01	00	00	01	00
Percentage	00%	00%	100%	00%
Sessions02	00	00	01	00
Percentage	00%	00%	100%	00%

In the two oral expression session that we spent observing the students of group three, we noticed that students rarely corrected each other’s errors, because each student was concentrated on his/her work, also students did not give importance to the others errors since they were focusing on their turns in order to present their work; this did not mean that there was no students correction but the students were relied more on the teacher’s correction, because the teacher was the one who often corrects his students mistakes in the classroom.

Item five: Learners Show Readiness And Motivation to Work With Peers and Feel Comfortable within the Group.

Table 5: The Students Attitudes Towards Working With Peers And Groups

Rating scales	Always	sometimes	Rarely	never
Sessions01	01	00	00	00
Percentage	100%	00%	00%	00%
Sessions02	00	00	01	00
Percentage	00%	00%	100%	00%

Since the second session was programmed by the teacher to make each learner present his/her task individually, it was not a group work that’s why students rarely shown readiness to work in peers. However, in the first session, the learners were obliged to work in groups, so they have shown readiness and motivation to do such tasks within the group; since the students have chosen not only the group with whom they will work but also they have already selected the topic which will be presented as their oral performance task. Also, in each group, we have noticed that the students have already divided the work among them in order to make each learner has focused on his/her part of the speaking task.

Section two: general observation of the teacher-learner interaction in the classroom

This section attempts to find what goes between the teacher and his/her students in the classroom.

Item one: In Oral Expression Course, The Highest Amount of Talk is Taken By the Teacher

Table 6: The Teacher's Amount of Talk in Classroom

Rating scales	Always	Sometimes	rarely	Never
Sessions01	01	00	00	00
Percentage	100%	00%	00%	00%
Sessions02	00	01	00	00
Percentage	00%	00%	100%	00%

During the first session, we observed that the highest amount of talk was taken by the teacher since the teacher focused on the students reading ability. However, in the second session we noticed that the students were talking more than the teacher because the teacher's focus in this session was on the student's oral performance, in order to make them interact with other groups of the same classroom, so the students were more interactive in classroom to develop their speaking level.

Item two: The Teacher Provides His Students With a Comprehensible Input That is Suitable to Their Level

Table7: The Teacher's Comprehensible Input

Rating scales	Always	Sometimes	rarely	Never
Sessions01	01	00	00	00
Percentage	100%	00%	00%	00%
Sessions02	00	00	01	00
Percentage	00%	00%	100%	00%

When we were observing the students of this group, we noticed that the teacher provided her students all the time with a comprehensible input. Since the first session was taken by the teacher, the teacher was obliged to provide her learners with some comprehensible topics to discuss in classroom. Whereas in the next session, the teacher rarely provided her students with a comprehensible input because she relied more on the students output when presenting their work. Also, the teacher, in this session, concentrated only on the student's oral performance in order to evaluate their oral presentation at the end of each group work.

Item three: the teacher gives opportunities for the students to interact with him during the classroom oral tasks

Table 8: The Student's Opportunities For Interaction

Rating scales	Always	Sometimes	rarely	Never
Sessions01	01	00	00	00
Percentage	100%	00%	00%	00%
Sessions02	01	00	00	00
Percentage	100%	00%	00%	00%

The teacher in both sessions that we have attended gave her students opportunities to interact with her either by asking questions or by giving their opinions in the classroom. Also during these sessions, we have observed that the teacher always tries to make her students speak and interact in classroom, by making them free and comfortable, especially when giving suggestions and sharing ideas with her and sometimes the teacher obliged his learners to speak in classroom using the marks as a pressure.

Item four: The Teacher Uses Some Speaking Tests as a Means To Assess The Speaking Skill In The Classroom.

Table 09: The Teacher Assessment Of Students Speaking Skill

Rating scales	Always	sometimes	rarely	Never
Sessions01	00	00	01	00
Percentage	00%	00%	100%	00%
Sessions02	00	00	01	00
Percentage	00%	00%	100%	00%

Concerning the teacher's use of some speaking tests as interviews for example to assess the learners speaking ability, we have observed that the teacher rarely used these kind of spoken tests may be because of time allocated which was limited(one hour and half for each session); thus, the teacher found that it took too much time to interview each student alone, that is why, she found herself obliged to discuss such topics as a whole group rather than with each individual learner. Also, the teacher tried to make the students interact as a whole group in order to benefit from each other.

Item five: the teacher uses some expressions as “good”, well done” and “ok” to motivate students to talk in the classroom

Table 10: The Teacher's Motivation In The Classroom

Rating scales	Always	sometimes	rarely	Never
Sessions01	01	00	00	00
Percentage	100%	00%	00%	00%
Sessions02	01	00	00	00
Percentage	100%	00%	00%	00%

Following the teacher's motivation inside the classroom during the two sessions, we have observed that the teacher always motivates her students to speak or interact in classroom by using some reward expressions such as “good”, well done” and “ok” in order to make them ready and more motivated for the classroom interaction. Also, we have noticed that at the end of each oral presentation task, the teacher thanked his students for their efforts and motivated them to do well in the next session.

Item six: In The Classroom, The Teacher Uses Many Types of Correction Strategies to Adjust The Learner’s Mistakes.

Table 11: the teacher’s correction of student’s mistakes

Rating scales	Always	sometimes	Rarely	never
Sessions01	01	00	00	00
Percentage	100%	00%	00%	00%
Sessions02	01	00	00	00
Percentage	100%	00%	00%	00%

During the two session, we observed that the teacher in each session corrected the student’s errors either the pronunciation or the grammar mistakes. Also, in these two sessions, we have noticed that the teacher’s correction was made either by asking students to repeat their speech or by giving them time to prepare themselves before presenting their oral tasks as a strategy to reduce their speaking mistake

5-1 Data Analyses :

Part two: Student’s Questionnaire

Q1- Specify your Gender:

Table12: Student Gender

Gender	Numbers	Percentages
Female	69	69%
Male	31	31%
Total	100	% 100

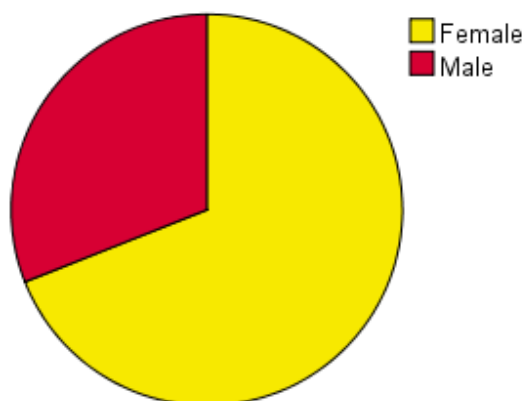


Figure05: Student Gender

According to the gathered data, the target population consists of 69 female representing 69% and 31 male representing 31%.

Q2- Which Language Skill is or Strength

Table13: Student Strength in Language Skills

Skill	Numbers	Percentages
Listening	14	14%
Speaking	32	32%
Reading	34	34%
Writing	19	19%
No answer	01	01%

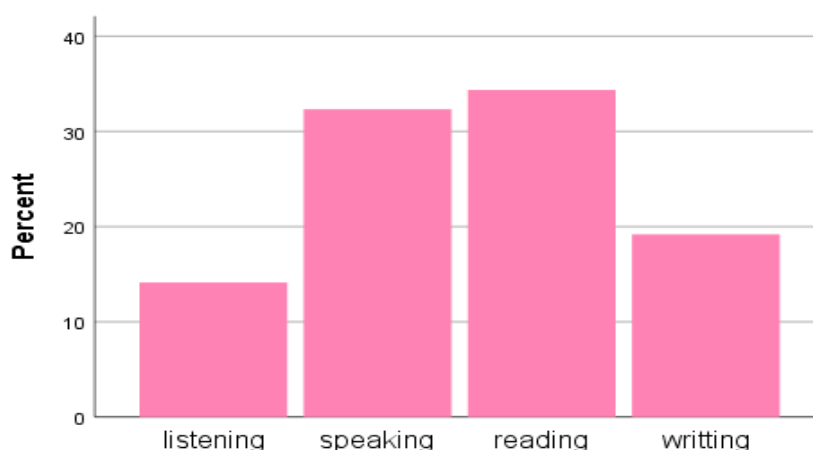


Figure 06: Student Strength in Language Skills

As shown in the table above, student language skills is variable . the majority of student prefer reading (34%) and (32%)prefer speaking the rest of student choose listening(14 %)and the last skill strength for student is writing (19 %) one student didn't answer.

Q3- What is your level in English

Table14 : learner's level in English

Level	Numbers	Percentages
Very good	17	17%
Good	48	48%
Average	31	31%
Poor	03	03%
No answer	01	01%
Total	100	100%

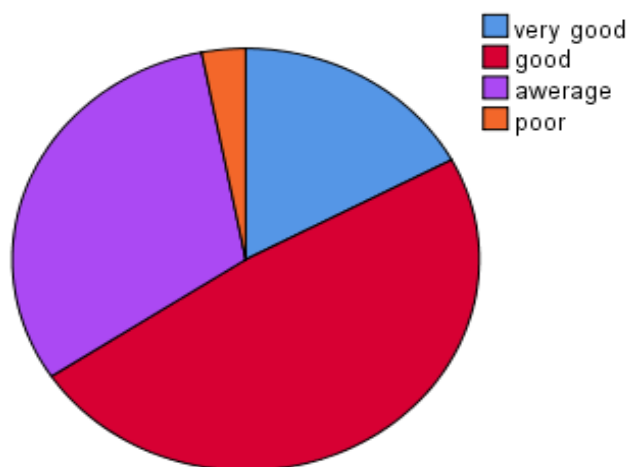


Figure07 : learner’s level in English

The question aims at asserting learners level of English, learners are ashamed to choose their level of English as follows : very good, good, average, poor. As far as the results are obtained we notice that17% of students have a very good level of English which indicates that they master some communication rules, on the other hand, 48% of them choose to option good,31%. Average and 03% poor; and 01% do not answer; it means they are mixed abilities

Q4- Do you find speaking English?

Table15 Sstudent’s level in Speaking English

Level	Numbers	Percentages
Easy	53	53%
Very easy	25	25%
Difficult	21	21%
Very difficult	00	00%
No answer	01	01%
Total	100	100%

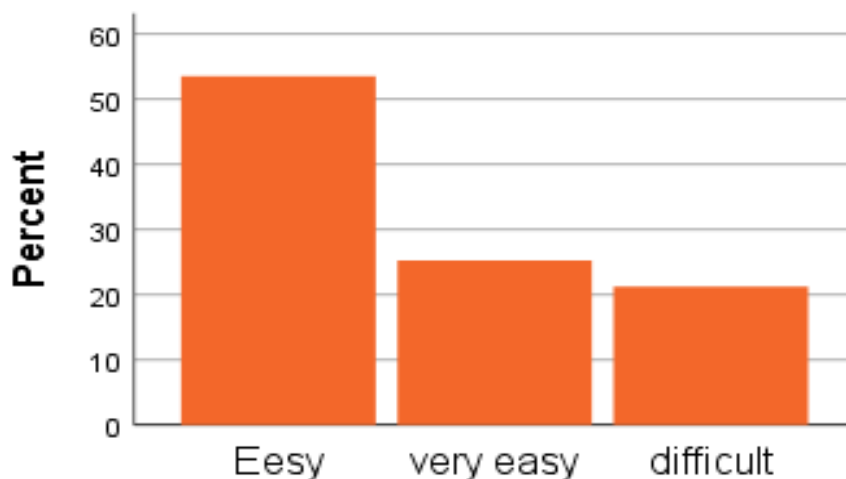


Figure 08 Student’s level in Speaking English

The question aims at asserting learners level in speaking English learners are asked to choose their level of speaking English as follow: easy ,very easy, difficult, very difficult . as far as , the results as obtained, we noticed that 53% of students find that speaking English is easy , 25%find it very easy, 21% difficult and none say it is very difficult . One student choose to not answer.

Q5- What are the difficulties that you face in oral expression

Table16 : Oral expression difficulties

Difficulties	Numbers	Percentages
Speaking anxiety	02	02%
self doubt	45	45%
Shyness	19	19%
Lack of Vocabulary	29	29%
No answer	05	05%
Total	100	100%

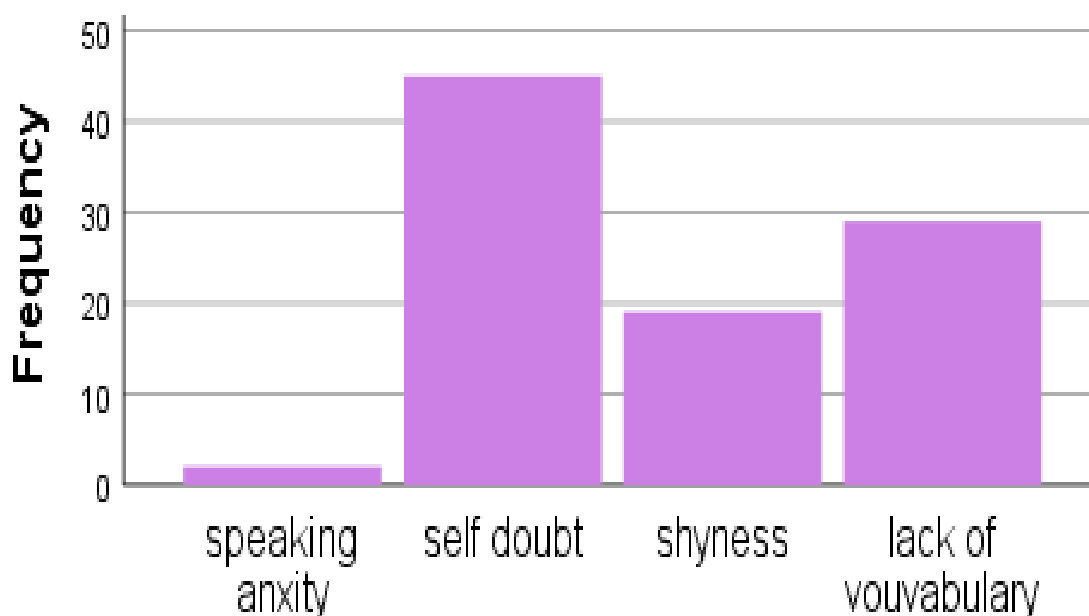


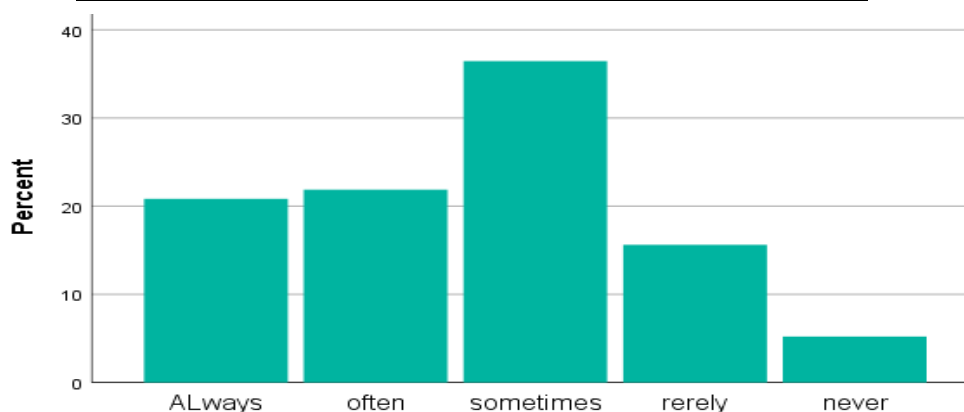
Figure09: Oral expression difficulties

As far as the fifth question is concerned about the oral expression difficulty which student face in classroom we found that 45 % of student think that the oral expression is difficult because of self doubt. 29% said it is caused by lack of vocabulary 19% said is shyness then 02% think it is caused by speaking anxiety. 05% didn't answer

Other: one answer stated : I can't translate my thought to word in English

Q6- How often do you participate in the classroom**Table 17: Students Participation in Classroom**

Level	Numbers	Percentages
Always	20	20%
Often	21	21%
Sometimes	35	35%
Rarely	15	15%
Never	05	5%
No answer	04	4%
Total	100	100%

**Figure 10: Students Participation in Classroom**

The majority of the population choose the option sometimes 35%. Learners do not always participate and interact in the classroom. 21% of student answer that they often participate in class. Always which indicated by 20 % of students . 15% of student rarely participate in class which indicate that they either are not able to communicate in English or do not feel satisfied in the classroom. Only 05% of students never communicate or share ideas . 4 student didn't answer.

Q7- When your teacher pushes you to participate ,how do you feel**Table18: Student's Feeling When There Teacher Pushes Them to Participate**

//////////	Numbers	Percentages
Normal	38	38%
Embarrassed	28	28%
Chocked	14	14%
Comfortable	14	14%
No answer	06	06%
Total	100	100%

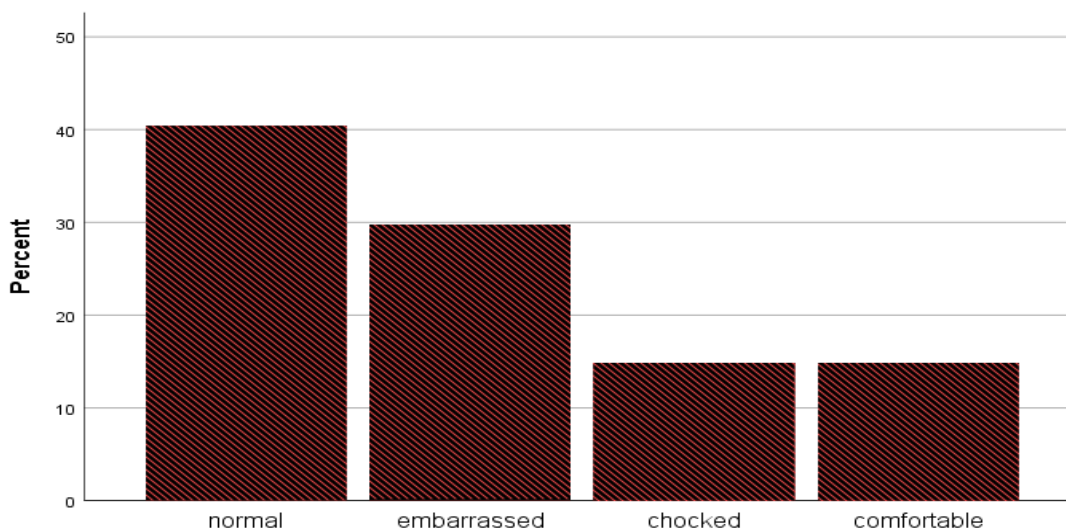


Figure11: student’s feeling when there teacher pushes them to participate.

This question aims at investigating our hypothesis about students feelings when their teachers pushes them to participate in classroom activities 38 % of students feel normal when the teacher pushes them to participate . 28 % of them feel embarrassed, 14 % feels choked ,14 % feels comfortable and 06 % of students didn’t answer.

Q8- Do you often interact with your classmates !

Table 19: the student’s opportunities for interaction

Option	Numbers	Percentages
Yes	61	61%
No	27	27%
No answer	12	12%
Total	100	100%

The subject is ashamed whether they interact with their peers in the classroom or they do not. The majority of the sample 61% say that they do interact in the classroom while 27% say that they do not and 12% no answer.

-Explain if it is “Yes” answer

“- To answer this question, we asked students to justify their answers if yes why Students’ justifications were as follows

- “ to remove shyness”
- “Because it helps us to learn the language”
- “ It make me more good in speaking”
- “I interact when I like the subject because it helps me to improve my level”
- “Because I like to discuss”
- “To take points”
- “To improve my English and to be more self confident”
- “To participate in the debate and share my opinions”
- “ I prefer to focus”

- “I need my classmates to suggest ideas”
- “When the classroom atmosphere is friendly”
- “Because when I interact I learn with them”
- “Because I know them”
- “To understand more”
- “Help me to improve my English and speaking”

- If No Explain why?

- To answer this question, we asked students to justify their answers why interact with your classmates. Students' justifications were as follows:

- I don't know.
- I am not good
- they don 't speak even this more
- I am not interested
- shyness
- lack of vocabulary
- because I am calm
- they don't give me chance to speak
- I don 't interact because I feel ashamed

Q9- What do you prefer

Table20 : Student prefer work in classroom

--	Numbers	Percentages
Individual work	31	31%
pair work	23	23%
Discussion	36	36%
role play	5	5%
No answer	5	5%
Total	100	100%

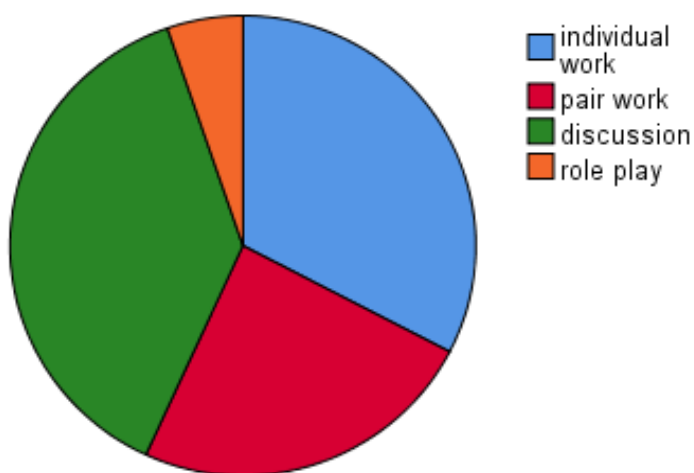


Figure 12 : Student prefer work in classroom

As shown in the table above ,36 student preferred Discussion as a framework .31% preferred individual work . at the same time we noticed that 23 % preferred pair work while 5 % selected role play as their preferred classroom work . 5 %preferred to not answer.

Q10- The classroom atmosphere in your oral sessions is

Table 21: The classroom atmosphere in oral sessions

Atmosphere	Numbers	Percentages
Friendly	31	31%
Fearful	13	13%
Neutral	31	31%
Motivating	22	22%
No answer	3	3%
Total	100	100%

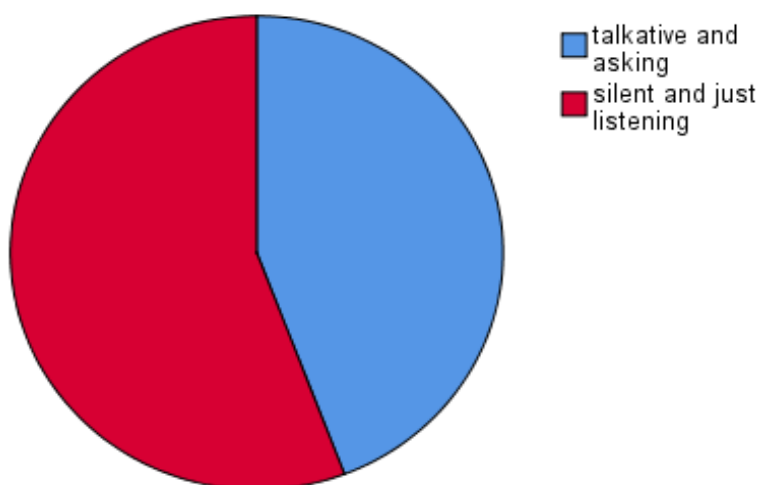


Figure13: The classroom atmosphere in oral sessions

As far as the tenth question is concerned an equal percentage of answers (31%) consider the classroom atmosphere as friendly and neutral, whereas 22% finds it motivating. Only 13% responded by fearful atmosphere. While 3% didn't answer.

Q11- In the classroom lectures, you are

Table22: talkative or listening student

***	Numbers	Percentages
Talkative and asking questions	42	42%
silent and just listening	53	53%
No answer	05	05%
Total	100	100%

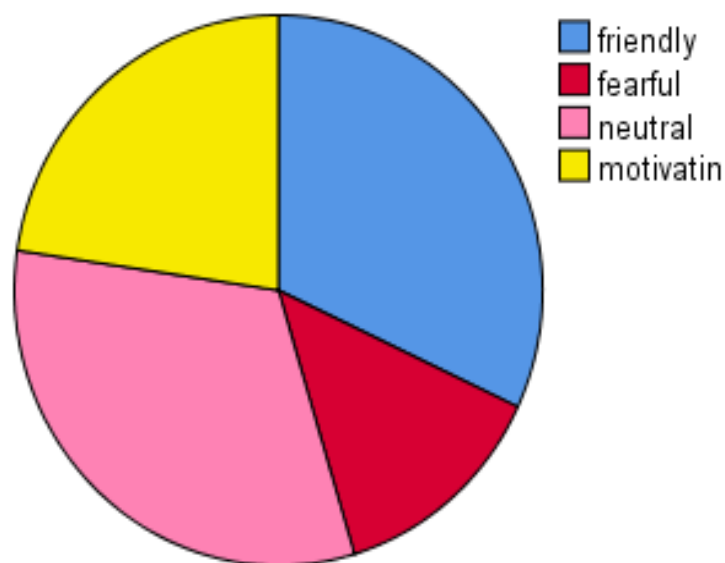


Figure14: talkative or listening student

Among 100 respondents 42 % prefer to be talkative and ask questions in classroom, 53 % are silent and just listening . 5% no answer

Why: to answer this question, learners are asked to justify their answers if they prefer to be talkative or silent in the classroom, the student justification are collected as follow

A- talkative and ask questions:

- it depends on the topic and being shy
- i like talking and participating to develop our oral skills
- to be active and learn and I like to share my point of view with my teacher and classmates
- if I don't understand I ask teacher to get clear explanation
- through participating I understand more,

B- silent and just listening

- they don't give me chance to participate either they a lot or they say what I want to say because I like to listen to teacher more than i talk for to gain information and knowledge
- sometimes i don't understand
- because i find it difficult to understand teachers when they speak in English
- because my shyness and I feel nervous to speak in public
- because I don't have that much confidence to speak I just prefer to listen and write- because Im shy, I'm afraid of making mistakes

Q12- Do your teachers give you the chance to speak in the classroom

Table23:The Chance of Speaking in the Classroom

Feedback	Numbers	Percentages
Yes	83	83%
No	17	17%
Total	100	100%

Concerning the 12th question, the vast majority of learners 83% say that their teachers allow them to speak and interact in the classroom, while 17% of them say the vise versa.

I- To answer this question, we asked students to justify IF their answers is NO , Students' justifications were as follows:

- there are many students in the classroom
- I dont speak well
- time is unsufisiant
- they interact with good students only

Q13- When you interact positively in the classroom , do your teachers motivate you and give you feedback

Table 24 Teacher Motivation and Feedback

feedback	Numbers	Percentages
Yes	77	77%
No	20	20%
No answer	3	3%

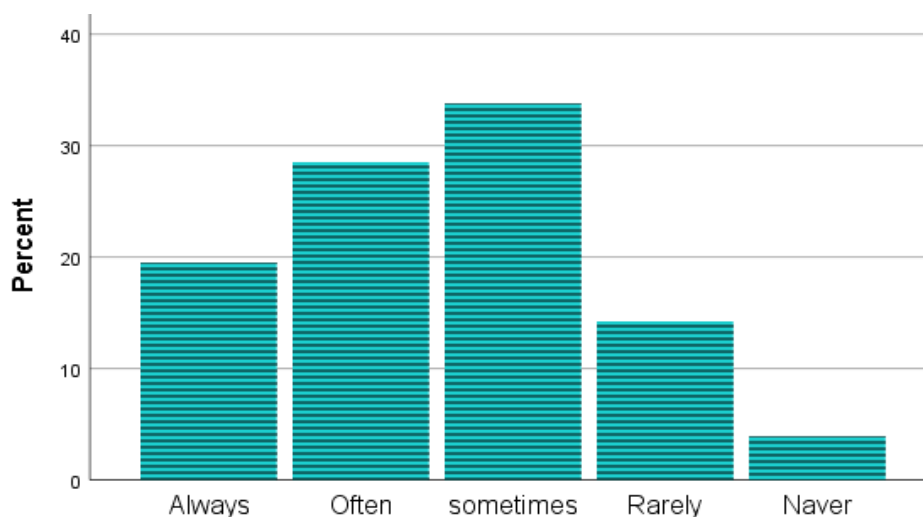


Figure 15 YES answer justification

the vast majority of learners 77% say that teachers motivate and give feedback to their answers , while 20% of them say the vise versa.3% didn't answer.

To answer this question, we asked students to justify their answers if Yes how often, Students' justifications were as follows

Q14- If you don't interact in the classroom , is it because of

Table25: Reasons Behind Not Interacting in the Classroom

***	Numbers	Percentages
Less self confidence	15	15%
lack of motivation	22	22%
fear of criticism	12	12%
lack of vocabulary	36	36%
No answer	11	11%
Total	100	100%

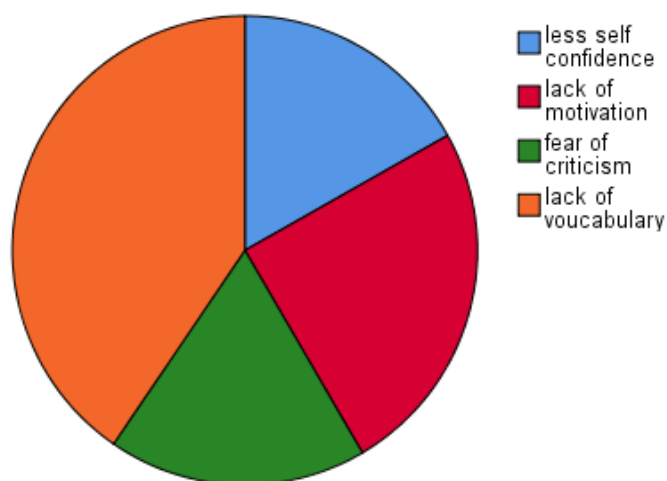


Figure 16:Reasons Behind Not Interacting in the Classroom

36% of learners justified their non-interaction by the lack of vocabulary, meanwhile 22% says that it is because of lack of motivation . the 15% have less of self confidence and the other 12% fear criticism.11% no answer.

Q15- What Kind of classroom activities do you prefer

Table26:Classroom Activities

Activities	Numbers	Percentages
Communicative activities (oral expression)	45	45%
Grammatical activities (reading, writing)	25	25%
Both	29	29%
No answer	1	1%
Total	100	100%

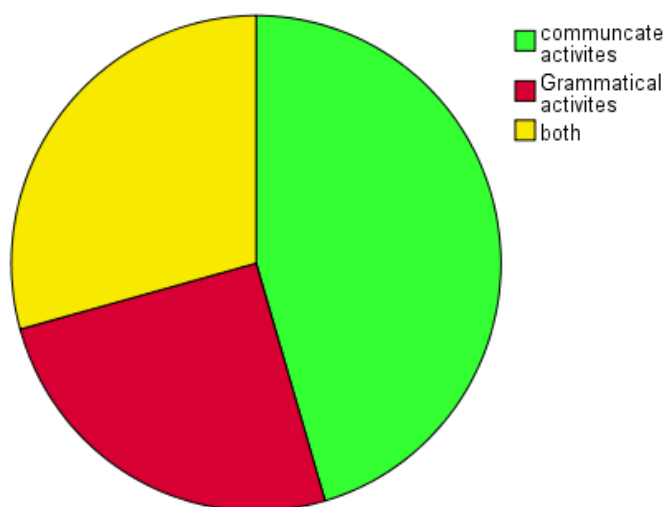


figure17: Classroom Activities

This question investigate learner's opinion about the kind of activities they prefer. As far as the question is concerned, learners are asked to choose: communicative activities, grammatical activities, or both of them. The highest rate 45% goes to communicative activities (oral expression) while 25% said that they prefer grammatical activities(reading and writing).29% said that they choose the option" both ". 1% didn't answer

To answer this question, we asked students to justify their answers ,Students' justifications were as follows

a- communicative activities

- It is easier and faster, more involving and neglects our mistakes
- It gives students the ability to strengthen their communicative factors
- "its more comfortable and motivating"
- It gives us an equal opportunity to interact with our classmates and teachers"

B- grammatical activities

- Since iam a less talkative person, I prefer to express my thoughts through writing"
- I like the kind of activities that depends on rules and constructing words, so all what we have to do is memorizing the rules.
- We can easily distinguish between what is right and what is wrong without hisitations.

c- both(communicative and grammatical activities)

- " I need them both because communicative activities help me to practice rules I have learnt"
- Both of them help me to improve my for skills
- They both complete eachother and we need to master both

Q16- Does your teacher give you feedback about your mistakes

Table 27: teachers feedback about mistakes

feedback	Numbers	Percentages
Yes	66	66%
No	27	27%
No answer	7	7%

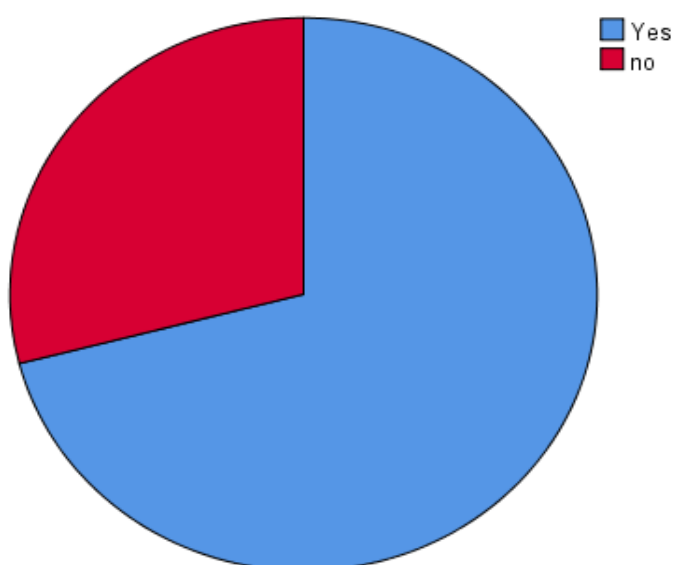


Figure18: Teachers Feedback about Mistakes

This question was answered differently 66 % said YES, whereas 27 % choose NO as an answer . while 7% didn't answer.

Q17- What are the oral activities that your teacher implement most in your classroom

Table 28:implemented activities in the classroom

--	Numbers	Percentages
Group work	15	15%
pair work	37	37%
Discussion	41	41%
role play	3	3%
No answer	4	4%
Total	100	100%

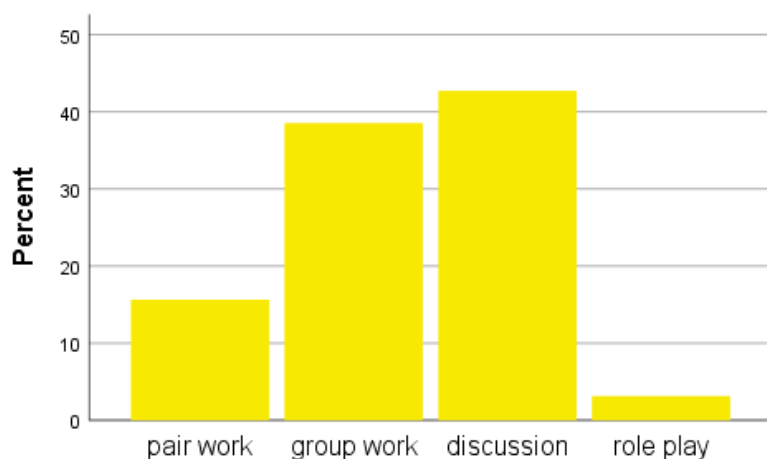


Figure 19 Implemented activities in the classroom

This question was answered differently 15 % choose group work, 37% choose pair work , while the majority 41% prefer discussion and 3% choose the role play.

Q18- Who does most talk in classroom?

Table 29: talk in the classroom

	Numbers	Percentages
Teacher	72	72%
Student	22	22%
No answer	6	6%

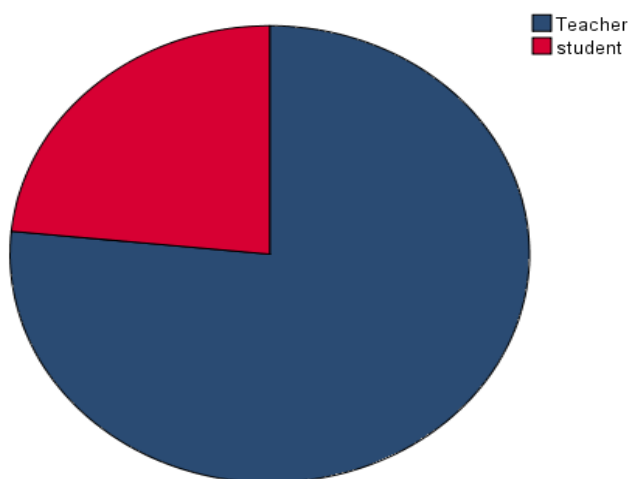
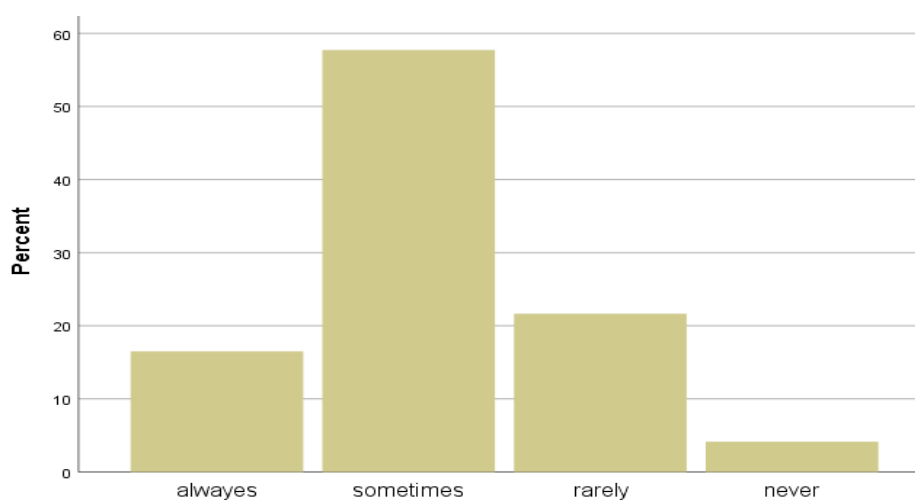


Figure 20:Talk in the Classroom

As shown In the table above 72% of the population answered that teacher talks the most in classroom, in the other hand 22% of population said that students talks the most.

Q19- How often do you participate in your classroom?**Table 30 participation in the classroom**

--	Numbers	Percentages
Always	16	16%
Sometimes	56	56%
Rarely	21	21%
Never	4	4%
No answer	3	3%
Total	100	100%

**figure 21: Participation in the Classroom**

The subjects are asked about the rate of their participation in the classroom, 56% of them responded by “sometimes” , 21% said “rarely”, meanwhile 16% shosed “always “as an option, 4 responded by “never” and 3% didn’t answer

Q20- When your teacher motivates you to participate, what is your reaction?**Table 31: student reaction towards teacher motivation**

--	Numbers	Percentages
Satisfied	64	64%
Unsatisfied	27	27%
No answer	9	9%
Total	100	100%

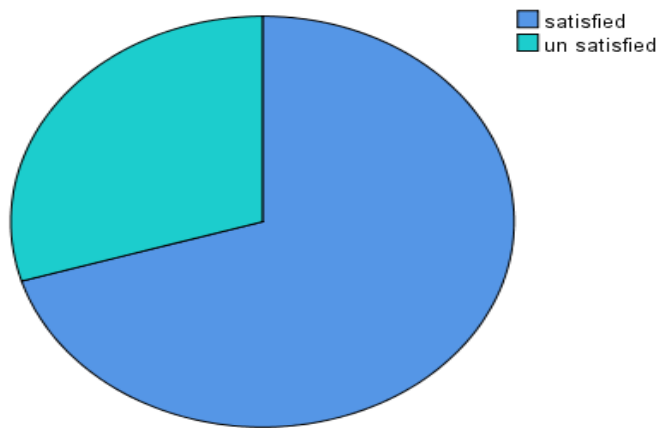


Figure 22: Student reaction Towards Teacher Motivation

This question was designed to ask the sample about their reaction when the teacher motivates them to participate , 64% said that they are satisfied and 27% said the opposite.9% abstained from answering

Q21- Do you often interact with your classmate?

Table 32:Interaction with classmate

*****	Numbers	Percentages
Yes	66	66%
No	25	25%
No answer	9	9%

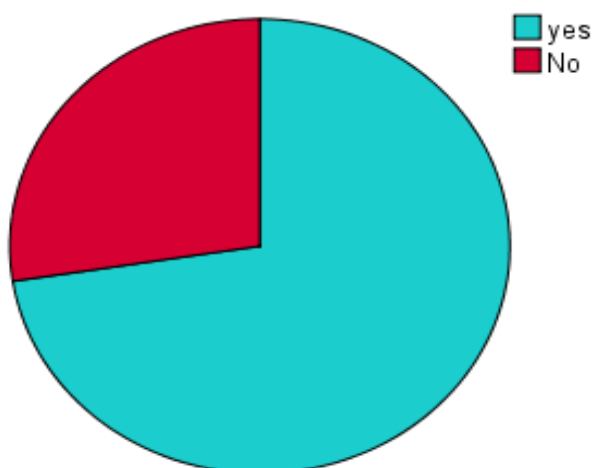


figure 23:Interaction with classmate

As shown in the table above 66% of learners answered by “YES” and 25% of them answered by” NO

Q22- The oral session's atmosphere is?

Table 33: Oral session atmosphere

--	Numbers	Percentages
Friendly	48	48%
Fearful	18	18%
Neutral	29	29%
No answer	5	%
Total	100	100%

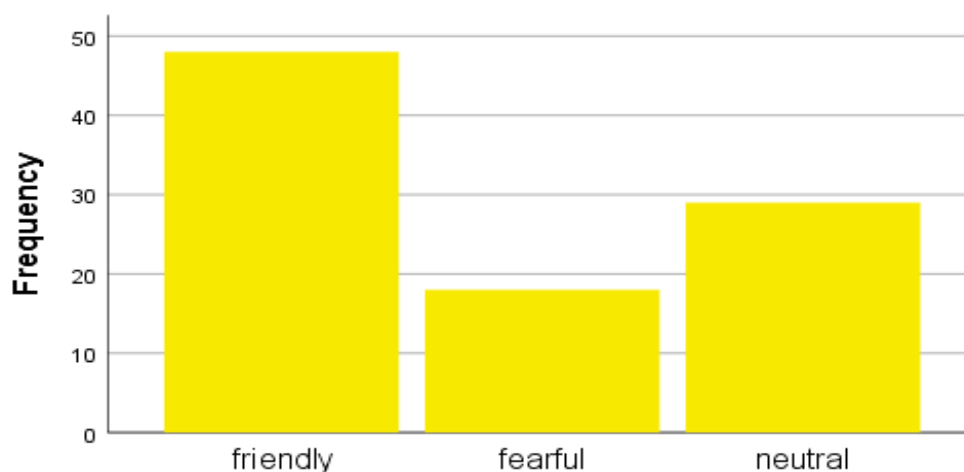


figure 24: Oral Session Atmosphere

As far as the 22th question in concerned, the majority of learners consider the classroom atmosphere as friendly (48%), 29% responded by “neutral”, as well as 18% of them said that it is “fearful”.5% gave no answer

Q23- How often do you participate in the lectures without being asked?

Table 34: student participation without being asked

--	Numbers	Percentages
Always	13	13%
Often	19	19%
Sometimes	36	36%
Rarely	18	18%
Never	8	8%
No answer	6	6%

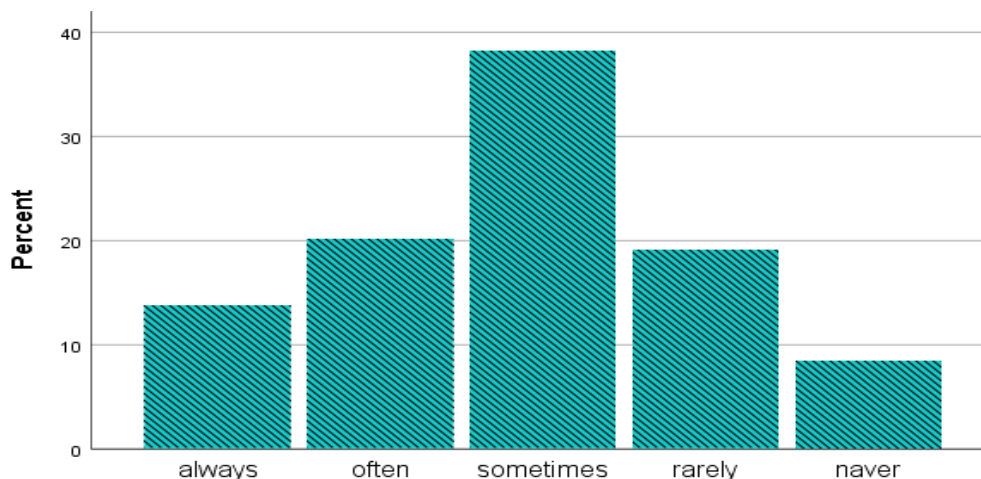


figure 25: Student Participation without being asked

The purpose behind asking this question is to know if students participate in the classroom without being asked, we find that 36% of them participate sometimes, while 18% rarely participate, 13% always participate and 8% never participate unless they are asked, and 19% often participate. 6% of the sample abstained from answering

Q24- If not Always , it is because of?

Table 35: justification of the answer

--	Numbers	Percentages
Less self confidence	22	22%
Lack of Motivation	25	25%
Fear of criticism	15	15%
fear of making mistakes	19	19%
No answer	19	19%
Total	100	100%

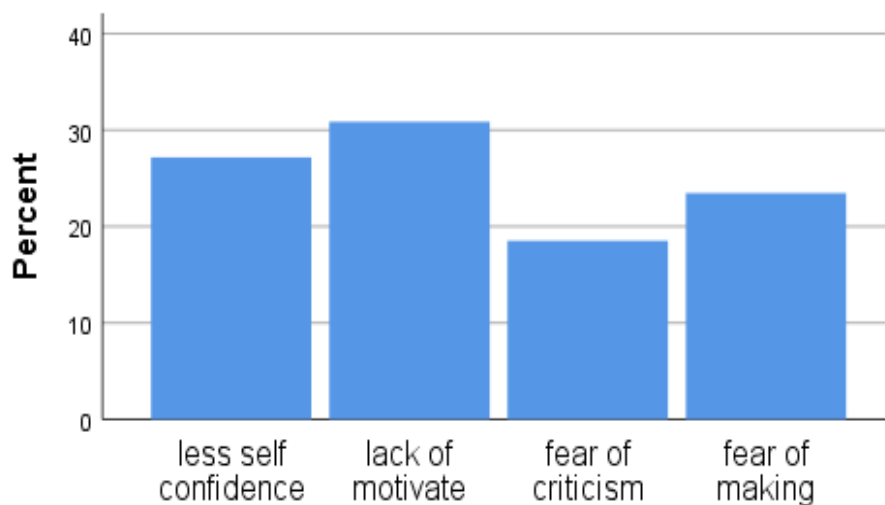


Figure 26: justification of the Answer

Table above shows the students answers about the reasons behind not participating in the lectures without being asked, 25% of them refer it to lack of motivation, 22% claims that it is because of less self confidence,19% says that it is caused by the fear of making mistakes, and 15% refers it to fear of criticism. However 19% gave no answer

Q25- Do you think that teacher’s motivation improve your self -confidence?

Table 36: teacher motivation and self confidence

*****	Numbers	Percentages
Yes	76	76%
No	18	18%
No answer	6	6%

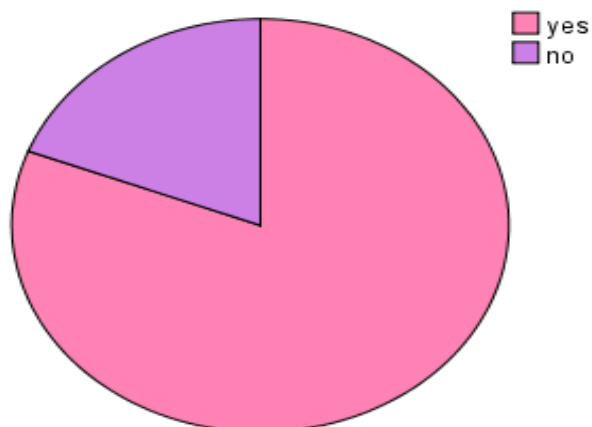


Figure 27: Teacher Motivation and Self-Confidence

The question is asked to investigate whether the teacher’s motivation improve student’s self confidence or not, 76% of the answers were “YES” and 18% answered by “NO” , but 6% didn’t answer

Q26- Does your teachers or classmates judgment are regards influence your performance?

Table 37 Teacher or Classmates Judgment Regards Performance

*****	Numbers	Percentages
Yes	65	65%
No	31	32%
No answer	4	4%

The subjects are asked whether teachers or classmates judgment are regards influence your performance, 65% of them responded by “YES”, and 32% said “NO”, meanwhile 4% didn’t answer.

we asked students to justify their answers by “How” ! Students' justifications were as follows:

- “ Help us to learn and correct mistakes”
- “To help me to improve and learn”
- “They motivate me to do better “
- “ Errors and mistakes are kind of learning “
- “positive feedback makes me more motivated”
- “Positive comments help to continue”
- “I accept only the positive feedback especially from my classmates “
- “Classmate judgment is sometimes annoying “

Q27- To what extent do you think that the atmosphere in the classroom is relaxed and enjoyable

Table 38 The Classroom Atmosphere

--	Numbers	Percentages
Always	26	26%
Often	41	41%
Rarely	23	23%
Never	07	7%
No answer	03	3%
Total	100	100%

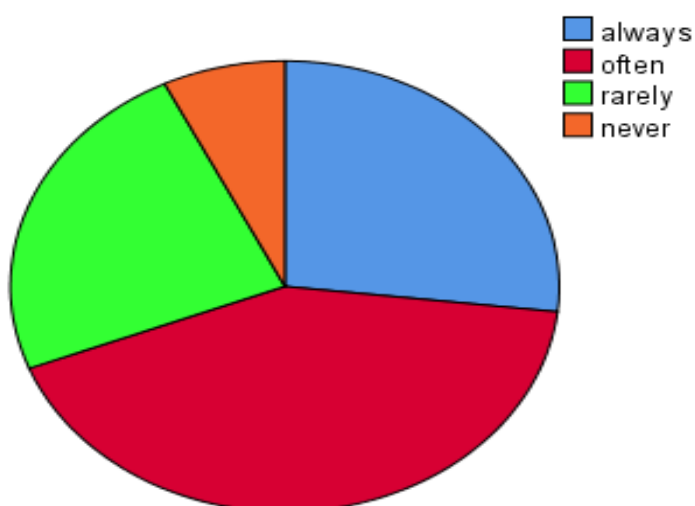


Figure 28: Classroom Atmosphere

Opinions on this question depend on the type of activities that students participated in because they thought that classroom atmosphere is some classroom activities were more enjoyable than other activities. Results showed that according to 41% student classroom atmosphere is “often” relaxed and enjoyable, 26% said that it is “always” relaxed and enjoyable. others 23% answered by “rarely” and only 7% responded by never. 3% gave no answer

Interpretation of the Questionnaires' Main Findings

In this section, researchers discuss key findings obtained from student questionnaires, regarding self-confidence and its impact on their Classroom interaction

The results show that students have personal aspects that affect their interaction in the classroom, namely lack of motivation by 44%, and less self-confidence by 56%. This means that students do not react well in the classroom because the lack of motivational atmosphere by teachers in the classroom, thereby enhancing their confidence in the classroom positively in the interaction in the classroom.

Through student's responses, we believe that using communication activities and giving them the opportunity to speak in the classroom will contribute to increase their self-confidence by 66%. Most students also believe that the teacher's motivation gives students a positive assessments in the classroom which enhance their confidence and interaction within the classroom.

The positive relationship of the students with their teachers contributes significantly to the levels of the student's self-confidence within the class, mediates the quality of interactions and feedbacks that gives them the opportunity to interact and participate the classroom.

Targeted interventions and supportive strategies by the teacher effectively enhance students' self-confidence, thereby providing a more inclusive and dynamic learning environment through the implementation of the preferred techniques for students within the class, namely, Discussion ,Individual and group work ,and Communicative activities.

Conclusion

In this chapter, researchers discussed and provided explanations for the results obtained after analyzing students' questionnaires, showing:

1-Targeted interventions and supportive strategies favored by students effectively enhance their self-confidence, through their preference for discussion techniques, individual work and communicative activities

2- The positive relationship between the student and the teacher contributes significantly to the levels of confidence of the student within the classroom, as well as the average quality of interactions and feedback, which gives him chance to speak in the classroom.

Description and analysis of Teacher's interview

Introduction

In order to investigate whether the teachers of oral expression at University of Ghardaia apply classroom interaction as a pedagogical strategy to improve the learner's speaking skill, we carried out this structured interview for teachers to explore their opinions concerning the importance of classroom interaction in enhancing the learner's speaking ability.

Design and description of teacher's interview

Teacher's interview consists of eight (8) open ended questions where the teachers are requested to give explanation or specifications, this interview was made with five teachers of oral expression module in the division of English at Ghardaia University.

Analysis of teacher's interview

Question one: what is the degree you currently held?

Teacher one: PhD degree

Teacher two: license

Teacher three: master degree

Teacher four: PhD degree in translation

Two of our interviewees (2teachers) are highly experienced since they get PhD degree. This let us consider their answers and suggestions as very reliable to our research. However, the rest of teachers (2) are less experienced educators, but through those teacher's responses, this short experience may help us a lot in our research .

Question two: how many years have you been teaching first year students?

Teacher one: "six years"

Teacher two: "five years"

Teacher three: "eight years"

Teacher four: "five years"

Most of the teachers respond that they have a long teaching experience in the oral expression course because they have spent a long period in teaching the oral expression module from 5-8 years. This indicates that they are experiences teachers, so they know how to deal with the students 'classroom interaction. However, only one teacher has a short experience in teaching oral expression, so he/she is less experienced teacher since he/she has taught this module just for two years.

Question three: Do you give Opportunities to your Students to Speak in Classroom?

Teacher one: “yes”

Teacher two: “of course”

Teacher three: “yes, I do”

Teacher four: “yes”

From the teacher’s responses, we can deduce that all the teachers give opportunities to their students to speak in the classroom, for the purpose of making them more interactive in the classroom because the learners are considered as the central part in the learning process. This also indicates that the teachers really want their students to be involved with them in the classroom interaction since it affects their speaking ability.

Question four: In the classroom situation, how do you make the silent students speak and express their thoughts in classroom?

Teacher one: “I try to ask them about their interests so to be taken into account and give them the opportunity to practice language”

Teacher two: “I simply ask them to stand on the stage and driving them to speak”

Teacher three: “through grouping them with other students who often speak, I also encourage them and help them to be involved in classroom activities”

Teacher four: “listening I mean active listening- note taking- retain information- better understanding of the material.”

As it shown in the answers of question four , our interviewees have different strategies to follow in order to make the silent students speak and interact in classroom either by questioning them, grouping them with other students who often speak, or by obliging them to speak in order to get marks, these ways or strategies that are used by the teachers in classroom are maybe for the sake of making all students involved in the classroom oral tasks, so each student has his/her own opportunity to give his /her opinion and express his/her thoughts inside the classroom.

Question five: How do you motivate your students to interact, participate in classroom?

Teacher one: “I try to ask them about their interests so to be taken into account ”

Teacher two: “ no answer ”

Teacher three: “ I vary tasks ”

Teacher four: “ I do motivate learners to participate in classroom by

” – creating adequate learning environment – positive reinforcement- make the student feel safe to make mistakes- varying teaching methods”

The majority of our interviewees confirmed that motivating students to speak in classroom is either by questioning is either by questioning them, varing the speaking tasks, giving the students

chance to choose the topics that they think are interesting since the choice of the topic discussion is important for the successful interaction, or by creating a good atmosphere in the classroom through making jokes, playing funny games and so on. The teacher's motivation is always needed by the students to perform well in the classroom as a result; the students will improve their speaking skill. However, one of our interviewees did not answer this question maybe because he/ she did not have the requested answer.

Question six: during your teaching process, what are the major difficulties that students face in course? Please specify

Teacher one: "their shyness and fear of committing mistakes in front of their classmates"

Teacher two:" the use of tenses and lack of vocabularies"

Teacher three: " lack of ideas, vocabulary and fluency"

Teacher four: "lack of vocabulary – lack of confidence- bad pronunciation- fear of committing mistakes in front of their mates"

The interviewees declared that the major student's speaking difficulties are mainly related to the students lack of vocabulary, shyness and poor listening practice since the students do not read a in order to increase their amount of vocabulary which will help them to reduce their anxiety and anxious feelings, so they could interact either with the teacher or with other classmates in front of the whole classroom. This indicates that those learners low self-confidence may be because in classroom interaction, the students are supposed to speak and listen more than to write and read.

Question seven: Do you interact with your students during the classroom oral expression course?

Teacher one: " sure"

Teacher two:" absolutely"

Teacher three: "yes I do"

Teacher four: "yes"

All the interviewees agreed that they interact with their students during the classroom oral expression course. This indicates that the teachers always want to involve the students in the topic discussion during the oral expression course since the teachers are aware that when they interact with their students, this will make the students more comfortable because they are not neglected so that, they will improve their oral capacities through classroom interaction

Question Eight: Does your regular Interaction with your learners in classroom help them to reduce their speaking mistakes? If yes How?

Teacher one: " somehow"

Teacher two:" self correction"

Teacher three: "not all of them, those who try to make effort to develop their language"

Teacher four: “ yes because we provide learners with positive feedback”

Almost all the teachers responses reveal that classroom interaction will help them to reduce the student’s mistakes since getting them involved in such oral task with their teacher may lead them to enhance their speaking skills through the teacher’s correction of the students mistakes, as when giving them feedback that they can benefit from. However, the rest of the interviewees agree that not all the students can benefit from the teacher-learner interaction, but just the ones who want to improve their speaking level. This indicates that, if the students want to be proficient speakers, they need to give much importance to the teacher-learner interaction inside the classroom.

Conclusion

Generally speaking, both results of classroom observation and teachers' interview have revealed that classroom interaction is an important strategy that the students should follow in order to improve their self- confidence which appears through their performance within the classroom . the analyses of teacher interview indicate that the teachers of oral expression considered that classroom interaction plays an important role in making students more aware of improving their performance and participation in classroom. This result also have shown that CI didn't depend only on the students themselves, but also it depends on the teachers use of some effective teaching strategies and techniques that will make all the students participate as a way to enhance student self confidence, so CI offers base for both teacher and students in the learning process.

3-5. Discussion of Findings

The students' questionnaire reveals that most of the students consider their level in English as High (96%), which indicates that they master skills : speaking (%32), writing(%19) ,and reading(%34), they can share ideas in the classroom, and they can communicate.

The results show that the majority of students have difficulties in participation and interaction . These difficulties are due to: Self doubt (%45),and Lack of Vocabulary (%29), and Shyness (%19) We also find that Students' participation in the classroom is (20%),and We are also fortunate that the students' interaction with their classmates was a percentage(61%), As we find them in class lectures, they prefer the debate at 36%, and Individual work (%31) and pair work (%23), and the majority of students also agree that the classroom atmosphere in their oral sessions was friendly and motivating, We also noted that students participate a few times in lectures without being asked because of Lack of Motivation (25%), Less Self Confidence (22%), Fear of Making mistakes (19%), Fear of Critics (15%).

This findings answered one of the main research questions, since The higher level of students' self-confidence is positively associated with increased motivation to participate in the interaction in the classroom, while self doubt and lack of vocabulary reduce the involvements in the classroom. Which means that the hypotheses :

“High level of student’s self confidence positively co-relate with increased participated and encouragement in classroom interaction, while the low level of self confidence correspond to decreased involvement in class.” is confirmed

According to the The obtained results gathered from the teacher’s interview revealed that Teachers of English at the University of Ghardaia consider the classroom interaction as an appropriate way for them and the learners to practice their four skills especially the speaking skill inside the classroom. For example, within the interview ;most of the teachers’ answers concerning the students’ interaction inside the classroom, the teachers’ application of classroom interaction, the teachers knowledge about the value of classroom interaction and the teacher learner interaction in classroom show that the teachers agree about the importance of classroom interaction as a pedagogical strategy to improve the student’s speaking proficiency.

The above results have shown also that all the teachers of oral expression and literature course agree about applying classroom interaction in their sessions as a strategy to enhance the student’ speaking level since making all the students speak and interact in classroom is considered as the main objective of any oral expression teacher.

This findings answered the questions related to the role of teachers in improving students self confidence and classroom participation.

That also means that the 3nd hypothesis which says that “ positive teacher-student relationship contributes significantly to student confidence levels through the quality of interactions and feedback within the classroom” is confirmed

Concerning the observation method, that was in two sessions in oral and literature sessions in order to examine the classroom atmosphere more specifically the on going interaction between students and teacher, also to confirm if student self confidence improve their classroom interaction. as we noticed that the teacher used different techniques in interacting with his learners however it wasn’t effective sometimes. Which means that the previous hypotheses that says :

“The targeted interventions and supportive strategies implemented by educators can effectively enhance student self confidence thereby promoting more inclusive and dynamic learner atmosphere by implementing techniques”

Is somehow confirmed, since some circumstance can influence the learning atmosphere in general which includes classroom interaction, learning techniques, self confidence, such as the discussed topic, timing, number of students, teacher knowledge about the topic or the techniques...etc.

3-5.Recommendations:

The results obtained from this research led us to draw the following recommendations proposed to EFL teachers to make them aware of the importance of learners self confidence in improving classroom participation as a strategy to enhance the learners ‘communicative competence:

For teachers :

- 1- Teachers should recognize that a good relationship needs to be maintained between them and their students so that learners can feel at ease interacting effectively in the classroom if not, their learners will keep silent.
- 2- The teacher should provide his/her learners with the types of knowledge they need to engage them in the process. The teacher should also give his/her students opportunities to take responsibility for maintaining their classroom.
- 3- Teachers should give helpful tips to learners to participate in the classroom by creating encouraging activities that would incite the students to participate.
- 4- Sometimes teachers need to push their inactive learners to interact and share their ideas in oral expression session where speaking is needed for interaction.
- 5- Teachers should encourage students to use role play to make them interact in real life situations.
- 6- Teachers should adopt new teaching methods such as “Simulation”, Role play” presentation ,asking questions, debating in trending subjects, solicited opinions.
- 7- Avoid perfectionism , challenge students, positive feedback .and constractive critics.

For students:

- 1- Students should be more active and willing to learn, this can be maintained by using new techniques such creating University Podcast for English learners
- 8- The ministry of education should support such techniques to overcome the learners psychological difficulties that can negatively influence their educational careers.
- 9- New international experiences and strategies should be followed to enhance the national level.

Future researchers can also carry out a study that would illustrate how role play technique could develop students’ oral communicative competence

CONCLUSION

CONCLUSION

General Conclusion

This study aims to investigate the impact of personality development and self confidence of students on classroom interaction, and the participation in EFL classes to improve and enhance learners performance. This research is an attempt to answer the research questions and test the validity of the hypotheses that were mentioned in the introduction.

This research concluded that student's self confidence has a significant role in enhancing EFL learner's classroom interaction. As it revealed that it is a major element in developing their personality due to the role of teacher in classroom in raising their self confidence and participation. Hence he opens doors for their creativity, freedom of expression and revealing their competences, depending on multiple techniques and strategies while delivering the lessons that lead eventually to strengthen learners personality and self confidence.

The investigation was conducted in the division of English at Ghardaia University, for the purpose of testing research hypotheses.

The development of students self confidence and personality is affected by the students frequent interaction in classroom as well as by the teacher as an element in raising students interaction degree.

The research sample has been chosen randomly from the first year LMD students at the University of Ghardaia, academic year 2023-2024, relying on two different tools of collecting data which are observation tool and questionnaires tool.

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Appendix

Appendix 1

Observation for classroom Interaction

Observer :	Group:
Course :	Date :
Session :	Time :

Rating scales

A- Always B- Sometimes C- Rarely D- Never

General observation in the classroom	A	B	C	D
<p>Section one : General observation of the learners interaction inside the classroom</p> <p>1- learners give opinions, provide suggestions and share ideas in the classroom either with the teacher or with their classmates</p> <p>2- learners express willingness to speak in the classroom when dealing with a topic discussion.</p> <p>3- Learners Express New Ideas In a Classroom Situation</p> <p>4- The Students Correct Each other's Errors in the Classroom</p> <p>5- Learners Show Readiness And Motivation to Work With Peers and Feel Comfortable within the Group</p>				
<p>Section Two: general observation of the teacher-learner</p> <p>1- In Oral Expression Course, The Highest Amount of Talk is Taken By the Teacher</p> <p>2- The Teacher Provides His Students With a Comprehensible Input That is Suitable to Their Level</p> <p>3- the teacher gives opportunities for the students to interact with him during the classroom oral tasks</p> <p>4- The Teacher Uses Some Speaking Tests as a Means To Assess The Speaking Skill In The Classroom</p> <p>5- The Speaking Skill In The Classroom</p> <p>6- teacher uses some expressions as “good”, well done” and “ok” to motivate students to talk in the classroom</p> <p>7- In The Classroom, The Teacher Uses Many Types of Correction Strategies to Adjust The Learner's Mistakes</p>				

Appendix 02

Student's Questionnaire

Dear first year licence students,

This questionnaire is an investigation data tool required for the fulfillment of a master dissertation. We would be grateful if you answer these questions to help us accomplish this research . Please, use a tick to indicate your chosen option , and justify your answer wherever is needed.

Thanks in advance for your corporation .

- Q1- specify your gender:

Female Male

-Q 2- Which language skill is or strength

Listening speaking reading
writing

- Q3- What is your level in English?

very good good average poor

-Q4- Do you find speaking English:

Easy Very easy Difficult Very difficult

-Q5- What are the difficulties that you face in oral expression ?:

- Speaking anxiety self doubt shyness Lack of Vocabulary
-Other.....

- Q6- How often do you participate in the classroom ?:

Always often sometimes rarely
never

- Q7- When your teacher pushes you to participate, how do you feel

normal embarrassed chocked comfortable

- Q8- Do you often interact with your classmates:

Yes No

If Yes

why?.....

If No , explain?
.....

- Q9- What do you prefer:

Individual work pair work Discussion role play

Other

.....

- Q10-The classroom atmosphere in your oral sessions is :
Friendly fearful neutral motivating

- Q11-In the classroom lectures, you are :
Talkative and asking questions silent and just listening

Would you explain why

?.....

.....

- Q12- Do your teachers give you the chance to speak in the classroom ?
Yes No

If no, why?.....

- Q13-When you interact positively in the classroom , do your teachers motivate you and give you feedback ?

Yes No

If yes, how often?

Always often sometimes rarely
never

-Q14-If you don't interact in the classroom , is it because of :
Less self confidence lack of motivation fear of criticism
lack of vocabulary

Other

- Q15-What Kind of classroom activities do you prefer ?

- Communicative activities (oral expression)

-Grammatical activities (reading, writing)

-Both

Why:.....

.....

Q16- Does your teacher give you feedback about your mistakes ?

Yes No

-Q17- What are the oral activities that your teacher implement most in your classroom?

Pair work group work Discussion Role play

-Q18- Who does most talk in classroom?

Teacher student

-Q19- How often do you participate in your classroom ?

Always Sometimes rarely
never

-Q20- When your teacher motivates you to participate, what is your reaction ?

Satisfied Unsatisfied

-Q21- Do you often interact with your classmate? :

Yes No

-Q22- The oral session's atmosphere is :

Friendly Fearful Neutral

Other.....

-Q-23- How often do you participate in the lectures without being asked?

Always often Sometimes rarely

Never

-Q-24- If not Always , it is because of :

-Less self confidence

- Lack of Motivation

- Fear of criticism

- fear of making mistakes

Others:

.....
Q-25 Do you think that teacher's motivation improve your self - confidence?

Yes

No

Q-26 Does your teachers or classmates judgement are regards influence your performance

Yes

No

How?

.....
Q-27 To what extent do you think that the atmosphere in the classroom is relaxed and enjoyable

Always

often

rarely

never

Appendix 3:

Teacher's interview :

Question one: what is the degree you currently held?

Question two: how many years have you been teaching first year students?

Question three: Do you give Opportunities to your Students to Speak in Classroom?

Question four: In the classroom situation, how do you make the silent students speak and express their thoughts in classroom?

Question five: How do you motivate your students to interact, participate in classroom?

Question six: during your teaching process, what are the major difficulties that students face in course? Please specify

Question seven: Do you interact with your students during the classroom oral expression course?

Question Eight: Does your regular Interaction with your learners in classroom help them to reduce their speaking mistakes? If yes How

ملخص :

تهدف هذه الدراسة إلى تسليط الضوء على تأثير ثقة الطلاب بأنفسهم على التفاعل الصفّي حيث أجريت الدراسة على طلاب السنة الأولى LMD قسم اللغة الانجليزية بجامعة غرداية، حيث نهدف إلى التحليل وتزويد المعلمين والطلاب بالأدوات والأساليب التي بشأنها تعزيز تنمية ثقة الطلاب بأنفسهم من خلال الأنشطة الصفية واستراتيجيات الجديدة التي يستخدمها الأساتذة . تم جمع البيانات باستخدام ثلاث أدوات؛ الملاحظة والاستبيان والمقابلات لغرض جمع البيانات الكمية والنوعية وتفسيرها . يمكن أن توفر نتائج هذا البحث اقتراحات لمناهج تربوية مهمة لتعزيز التفاعل الإيجابي وتقديم توصيات للمعلمين والباحثين الذين يسعون إلى تعزيز الدراسات حول موضوع أثر ثقة الطالب بنفسه على التفاعل الصفّي.

الكلمات المفتاحية: التفاعل الصفّي، الثقة بالنفس، متعلم، اللغة الانجليزية