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**Exploring Classroom Oral Interaction in the EFL Setting: Case
of 1st Year "Licence" Students in the English Department -
Tlemcen University**

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of the requirements for the Masters' degree in Didactics and Assessment in
English Language Education

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Statement of Originality

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Dedication

Words are not enough to express my immense thankfulness to “ALLAH” for all gifts he has given.

If I use all the existing words, they will not express my gratitude and immortal love for my dear parents who inspired me with moral and financial help and also boundless passion during my whole studies.

I dedicate this work to my lovely mother “Malika” and my dearest father “Ali”.

To my brothers “Hichem”, “Youceh” and “Sidi Mohemmed”.

Special dedication to my sister “Wahiba” and all my family in Algeria and in Morocco.

To all those who know “Mounira” and to all my classmates.

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Abstract:

Classroom interaction can develop the students' language proficiency through the mutual exchange that occurs between students or with their teacher especially in the EFL setting. The main aim of the current study was to explore the types of interaction that took place in the EFL classroom in addition to probe the strategies that the teacher used to promote classroom Interaction. For this purpose a case study of first year EFL students in the English department at Tlemcen University was undertaken. Data were collected through two research instruments which are: students' questionnaire and classroom observation. The data collected were analyzed qualitatively and quantitatively. The results revealed that there are two types of classroom interaction that took place in the EFL classroom. Teacher-student interaction occurred through the sequence initiation (when the teacher asked questions), response (when the student responded to the questions given by the teacher) and feedback (when the teacher evaluated the students' performance). In addition, students requested for clarification, and debated and discussed free topics either with the teacher or with their fellows. On the other hand, the student-student interaction occurred most during pair and group works or during the whole class discussion. Besides, the results showed that asking questions, implementing cooperative learning and whole class discussion were the strategies the teacher used to promote classroom interaction. This research work ended by some suggestions and recommendations that EFL teachers may implement to promote classroom interaction. These strategies include improving teachers' questioning, building a positive rapport between the teacher and students, implementing cooperative learning and attending to students' linguistic level, reducing anxiety and increasing motivation.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

I.R.F.: Initiation, Response and Feedback

FIACS: Flanders Interaction Analysis Category System

DA: Discourse Analysis

CA: Conversation Analysis

GENERAL INTRODUCTION

General introduction

English has become a global language, i.e. the dominant language worldwide. This status of English is considered as the main impetus that leads people all over the world to learn it. English in Algeria became a mandatory language to learn in Middle and Secondary schools and taught as a second foreign language. Yet, teachers and students face many difficulties during the teaching and learning processes. For this reason, teachers attempt to implement different strategies to surmount the barriers that prevent students to enhance their language proficiency. One of these strategies is classroom interaction. EFL students do not have a supportive environment in which they can practice the foreign language. So, classroom interaction gives them the opportunity to participate, communicate and interact using the target language. In addition, classroom interaction is considered as a two-way action, that is to say, interaction occurs when two sides reciprocally affect each other.

It is noticeable that EFL students sometimes encounter different barriers that prevent them from interacting either with the teacher or with their fellows during oral expression session. So, the EFL teacher needs to be aware of the non-interactive students and how to overcome the obstacles that hinder them from interacting so as to create an interactive environment between all participants favorable to learning.

Classroom interaction plays a focal role especially in the EFL setting because it leads to the development of the students' language proficiency. Thus, the aim of this study is to investigate classroom interaction so as to make sure that there is an interactive environment and a mutual exchange of ideas, information and opinions between participants in the EFL classroom. Precisely, the purpose of the researcher is to explore the types of interaction that take place during oral expression sessions and to find out the strategies that are used by the teacher to promote classroom interaction.

In order to achieve this research objective, the following questions have been formulated:

- 1- What are the types of oral interaction that take place in the EFL classroom?
- 2- What are the strategies used by the teacher to promote classroom oral interaction?

These questions led the researcher to formulate the following hypotheses:

- 1- There are two types of interaction that occur in the classroom: teacher-student interaction and student-student interaction.
- 2- The strategies used by the teacher to promote classroom interaction lie in asking questions, implementing cooperative learning and whole class discussions.

In order to validate the mentioned hypotheses, the researcher will undertake a case study of fifty (50) first year EFL students at Tlemcen University using a students' questionnaire and classroom observation to collect data which will be analyzed qualitatively and quantitatively.

The research work at hand includes two chapters. The first chapter deals with the definition of classroom interaction, its importance and role in the EFL setting. In addition, this chapter reveals the types, aspects and principles of classroom interaction. Besides, approaches to classroom interaction, factors affecting this interaction and classroom management are presented. Finally, this chapter provides the different techniques used to promote classroom interaction

The second chapter deals with the practical part of this study. It gives information about the research design and the sample population. It also describes the research instruments that are used to collect data. Thereafter, this chapter displays the analysis of data and the discussion of the main result. Finally, this chapter ends by providing some suggestions and recommendations that may be used to promote classroom interaction.

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CHAPTER ONE
LITERATURE REVIEW

1.1. Introduction:

Classroom interaction becomes a necessity in EFL classroom. Therefore, the core of this chapter revolves around interaction in the education scope. First, it deals with the definitions of classroom interaction that are given by different scholars and it attempts to show the importance and the role of interaction in EFL setting. Next, it discusses the types of classroom interaction. Then, it tries to reveal aspects of classroom interaction. In addition, the principles of classroom interaction are included in this chapter. Besides, it lists the approaches of classroom interaction followed by the management of classroom interaction and factors affecting classroom interaction as well. Finally, this theoretical part mentions the classroom interaction techniques.

1.2. Definition of classroom interaction:

Classroom interaction consists of two parts which are: classroom and interaction. The term “classroom” is seen as the first basic place that gives teachers and students chances to practice the foreign language. It is commonly agreed that using language in the classroom can encourage and promote a significant interaction between participants (Saifi 2015). On the other hand, various definitions are given to the term “Interaction”. For instance Cambridge online dictionary defines the verb “to interact” as “To communicate with or react to (each other)”. While, the noun “interaction” is defined by Oxford online dictionary as “reciprocal action or influence”

The concept of interaction is defined by different scholars and researchers. Brown (2001:165, quoted in Mateja 2005:128) states that “...interaction is, in fact, the heart of communication; it is what communication is all about”. Brown considers interaction as a key component of communication that facilitates the language teaching and learning processes. Also, Khosrowpour (2012:510, cited in Boumdouha 2015) points out that interaction happens when two objects or more affect each other. According to him, the notion of two-way effect is more significant than one-

way effect in the concept of interaction. Not far from Khosrowpour's view, Tsui (1995:104, cited in Hamida 2013) says that interaction occurs when two or more people cooperatively and collectively exchange ideas, feelings, opinions and thoughts.

Moreover, Murcia (1989:25, cited in Saifi 2015) argues that interaction is a system of exchanging information. In the same line of thought, Wagner (1994:8, cited in Tayeg 2015) considers the concept of interaction as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another". Thus, the concept of interaction is seen as an action that needs two sides affecting each other. It is a mutual exchange of ideas, opinions, and information between learners or with their teacher during the lesson.

Xuemei and Xuesong (2011:98) state that "teachers' language should include both verbal and the indispensable non-verbal language". The verbal interaction includes written and oral interaction; while non-verbal interaction refers to the non use of words for instance nodding head, raising hands and eye-contact (Rohma2017:193). The use of verbal and non-verbal language leads to the success of interaction between participants. In addition, interaction in the classroom is very important and it plays a crucial role in the EFL setting.

1.3. The importance and the role of classroom interaction in EFL setting:

It is commonly agreed that classroom interaction is considered as a reciprocal action that requires all the participants in the classroom which are the teacher and students. These participants contribute to create a space full of mutual ideas, opinions, thoughts, and information during the classroom interaction. Thus, Walsh (2013, cited in Mona and Abdullah 2017:136) depicts interaction as a type of communication that needs the participation of all participants. Classroom interaction has a great importance in the success of teaching and learning process. Therefore,

Allright (1984:158, cited in Saifi 2015) argues that classroom interaction is “inherent in the very notion of classroom pedagogy itself”.

According to Nunan (1991, cited in Mona and Abdullah 2017:136) the role of the teacher is to improve classroom interaction and lead students to interact reciprocally. No far from this thought, Woolfolk and Galloway (1985:77-78, cited in Saifi 2015) state that mutual exchange that occurs in the classroom should be created by students in order to be active participants. This means that, many reasons make interaction eligible in the EFL classroom. It is a very important factor in language teaching and learning process, since it gives learners the opportunity to master the foreign language through generating an understood output as a result of an understood input given by the teacher (Saifi 2015). Also, Van Lier (1988, cited in Mona and Abdullah 2017:136) argues that the teacher is responsible to enhance students’ language proficiency through giving them the opportunity to express themselves during the interaction in the classroom.

Besides, Rosenberg (2004:27, cited in Saifi 2015) uses a technique that transposes students to be active rather than relying on the teacher. He explains that “he tries to implement activation techniques that focus on the students in the classroom, on keeping them involved, on having them doing and producing rather than passively receiving information”. Rosenberg uses this activation technique aiming at boosting interaction in the classroom. Classroom interaction has a positive impact on students to develop their relationships inside and outside the classroom. It can assist the teacher to assess the learners’ language progress (Mona and Abdullah 2017:136). Furthermore, classroom interaction promotes the students’ knowledge of language. Rivers (1987:4-5, cited in Nisa 2014:125) notices that “through interaction, students can increase their language store as they listen to or read authentic linguistic materials, or even the output of their fellow students, in discussions, skits, joint problem solving tasks, or dialogue journals...”

The oral interaction in an EFL setting is not merely related to interpersonal relationships but it contributes to the development of language proficiency (Allright quoted in Douglas and Sao 2006:35, cited in BENGHORBAL 2016). Classroom interaction plays a focal role in the development of the foreign language through the mutual exchange that occurs between interlocutors. Since interaction is a part and parcel of the teaching and learning the foreign language processes, various factors are required for its development. The two following factors are considered as the most important:

1.3.1. Motivation:

Motivation and learning the English language are interrelated. Lack of motivation can cause many problems in the language learning process. Therefore, many researchers try to explore and demonstrate this concept (Bicha 2016). Guay et al. (2010, cited in Emily: 4, quoted in Bicha 2016) state that motivation is “the reasons underlying behavior”. This implies that students’ reasons, needs and desires during the learning process depend on their interests, curiosities and actions (Bicha 2016).

Motivation includes two types. First, the intrinsic motivation in which students are based on their cognitive behaviors for example self control, using different learning styles, etc. Every student has specific needs and interest that can be achieved when he/she is affected by this kind of motivation, i.e., motivation comes from inside the learner. This type of motivation helps students to fight for success because, indeed, this success makes them satisfied. On the other hand, the non-cognitive side can be termed as external or integrated motivation. This motivation comes from outside, i.e., the teacher can motivate students by making them feel that they are involved for example in the conversation. In addition, he/she may push them through motivation to be responsible for their language development. In the classroom, the teacher motivates students to interact and participate through giving them opportunities and time to express themselves in addition to appropriate activities and linguistic content (Bicha 2016)

Xuemei and Xuesong (2011:103) argue that “teachers’ interactive language can and do affect students’ intrinsic motivation in a positive way. To some extent, teachers’ language has to provoke interest and involvement in the subject even when students are not initially interested”. This means that teachers need to know their students’ interests and needs in order to attract their attention with interesting topics. Also, they try to engage students in the discussion even when students seem that the topic does not interest them.

1.3.2. Self-confidence:

A self-confident person refers to someone who believes in his/her abilities and capacities to do something under any condition, i.e. they do not fear of being embarrassed. For instance, in the classroom, a student can take risk and speak using the foreign language without fear of making mistakes. Students build self-confidence through practice (Bicha 2016).

In second or foreign language, many researchers believe that the students’ success during classroom conversation is related to their self confidence. Therefore, the teacher tries to reduce the anxiety through giving students time and opportunities to respond and produce the output. Then, the teacher tries to give an acceptable feedback and pay attention to his/her behavior when students make mistakes, i.e., teachers seek to not insult and punish students (Bicha 2016).

Interaction in the classroom is considered as the reciprocal exchange that occurs between students or with their teacher. This means that there are different types of interaction that may happen in the classroom.

1.4. Types of classroom interaction:

Interaction requires all participants of the classroom to be involved. It is a two-way action where each part affects the other. Therefore, Adaba (2017:3) states that “classroom interaction shouldn’t be one-way, but two-way, three-way or four-way”. Hence, this means that interaction occurs between the teacher and students or

between students themselves. Interaction can occur either collectively in whole class discussion or in pairs and small groups (Luu and Nguyen 2010).

From these points of view, we can say that there are different types of classroom interaction. Broadly speaking, Dagarin (2004:129, cited in Sundari et al., 2017:101) proposes four types of classroom interaction: teacher-students, teacher- a group of students, student- student, and students- students. Also, Malamah-Tomas (1987, cited in Nisa: 2014:126) formulates six forms of classroom interaction which are: teacher-whole class, teacher-individual student, teacher-a group of students, student-teacher, student-student, student-a group of students. However, narrowly and accurately speaking Angelo (1993, cited in Rodríguez et al., 2015) and Van Lier (2014, cited in Mona and Abdullah 2017:136) mention that all types of interaction can be classified in two types which are teacher- student interaction and student-student interaction.

1.4.1. Teacher- student interaction:

Teacher- student interaction is a type that occurs in the classroom between the teacher and students as participants. It can be shaped in different forms which are: teacher-student interaction, teacher-students interaction and student-teacher interaction. The first form of interaction takes place when the teacher asks question(s) to an individual student; then the student responds to the question(s). The second form occurs when the teacher asks question(s) to the group of students or to the whole class. Students, then, answer the question(s) collectively or one student from the group takes the responsibility to answer. While the third form happens when the student asks for the clarification of what has been said and presented (Mona and Abdullah 2017:137).

In this type, the classroom is dominated by the teacher, i.e., a teacher- centered classroom. So, he/she plays different roles such as: instructor, i.e., he/she imparts and transmits knowledge; and leader, i.e., he/she decides on the appropriate activities and topics to be done and discussed in the classroom. These activities are

done according to learners' needs, interests and levels. Moreover, the teacher is a controller; he/she controls the interaction and language practice. Therefore, many studies show that 75% of the time is taken by the teacher and the student talk time is limited. In this type, the role of the student is restricted in either answering the question(s) that the teacher asks or asking questions under the intention of needing clarifications (Mona and Abdullah 2017:137).

Mostly, teacher-student interaction type is dominated by the sequence of initiation, response and feedback (I.R.F). Initiation refers to the teacher's initiation of the interaction through giving instructions and asking questions. Then, response refers to the students' responses by answering the question of the teacher. Afterwards, the teacher gives feedback on what students have been said (Walsh 2013, cited in Mona and Abdullah 2017:137). For instance:

T. (teacher initiate): why did you choose the English language?

S. (student response): because it is a global language.

T. (teacher feedback): yes, excellent.

As it is mentioned before, the students' output is limited in this type of classroom interaction. So, this can cause a lack of language practice that impedes the development of language. For these reasons, Harmer (2017, cited in Mona and Abdullah 2017:137) points out that the teacher is responsible to encourage and stimulate students to interact and communicate in the classroom. He also states that the teacher tries to minimize his/her input in order to give opportunities to students to use and practice the target language in the classroom.

1.2.4. Student-student interaction:

This type of classroom interaction can occur in the form of: student- student, student-students and/or students-students interaction. The first form which is student- student interaction is known as pair work. Other forms are known as group

work. In this type the teacher is considered as monitor, consultant and facilitator. These roles of the teacher guide students to an amended interaction (Mona and Abdullah 2017:137).

Pair and group work allow students to use language functions and skills freely and independently. Therefore, many studies indicate that student's interaction increases during pair and group work more than the whole class discussion or teacher- students interaction (Michael et al., 1976 cited in Mona and Abdullah 2017:137).

This type is student- centered because learners talk much more than teachers. Undoubtedly, students feel free and at ease to interact and talk to their fellow. Student- student type of interaction helps students to be engaged in all interactions which happen in the classroom (Harmer 2017, cited in Mona and Abdullah 2017:137). This means that all students have the opportunity to interact and to use the language. So, in this situation, the teacher attempts to monitor all students in order to use the target language rather than the mother tongue. Many studies have been done related to the use of the mother tongue in the EFL classroom and how to reduce and prohibit this phenomenon. These studies showed that the majority of students use the mother tongue whenever they cannot use the target language to express their ideas, thoughts and opinions. For instance Al Sharaeai (2012, cited in Mona and Abdullah 2017:137) says that his research revealed that the frequency of participants that they use the mother tongue in the EFL classroom is about 51.

In the same line of thought Paula (2002:128, quoted in Bicha 2016) argues that "talking students with their peers about the content is a powerful way for them to reinforce what they have learned". Here, the teacher can provide learners with activities that involve working in pairs and in groups. This may lead students to practice the foreign language, to know their strengths and weaknesses and to correct their mistakes in order to develop their language proficiency (Bicha 2016).

The interaction between participants in the classroom leads to the development of the students' language proficiency. In order to reach this development, many aspects of interaction can be used in the classroom.

1.5. Aspects of classroom interaction:

Classroom interaction contains two important aspects that lead to the success of language learning. These aspects are negotiation of meaning and feedback. According to Yu (2008:28, cited in Saifi 2015) the learning opportunities that enable students to talk can be created by both teachers and learners in the classroom.

In the same line of thought, Ellis and Foto (1999:09, quoted in Rahman 2014:205) argue that "interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output". In other words, students can learn through negotiating meaning where they can receive feedback from the interlocutor that lead to change and improve their output.

1.5.1. Negotiation of meaning:

Negotiation of meaning is considered as a focal aspect of classroom interaction. It refers to the verbal mutual exchange that the speaker uses to reduce communication breakdowns (Ellis and Barkhuizen 2005, cited in Rahman 2014:205). This negotiation occurs when participants ask for the clarification of what has been said for better understanding. Also, Chaudron (1998:131, cited in Kouicem 2010) states that negotiation of meaning occurs "when understanding does not take place, either on the part of the learner or on the teacher, they can ask for each other clarification by means of comprehension checks, confirmation checks or clarification request".

Therefore, negotiation of meaning plays a crucial role in classroom interaction because it encourages the increase of the student-student interaction form. Negotiation of meaning leads to a developed language, and this will have a positive impact on student's output and teacher's input (Saifi 2015). Furthermore, Gass

(1997:131-132, quoted in Saifi 2015) cites the significance of negotiation in the subsequent quotation:

The claim is not that negotiation causes learning or that there is a theory of learning based on interaction. Rather, negotiation is a facilitator of learning; it is one means but not the only means of drawing attention to areas of needed change. It is one means, by which input can become comprehensible and manageable, [and]... it is a form of negative evidence (helping) learners to recognize the inadequacy of their own rule

Gass mentions that learning through interaction can be developed through negotiation because it helps students to understand the input easily. Not far from Gass's thought, Pica (1994:494, cited in Saifi 2015) considers interaction as important factor for a successful language learning process and stresses that one of the basic aspects of classroom interaction is negotiation of meaning saying that:

The modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility. As they negotiate, they work linguistically to achieve the needed comprehensibility whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways

Pica relates the negotiation to the incomprehensible messages that can be understood through reformulate and restate what has been said in different forms (Saifi 2015).

1.5.2. Feedback:

Feedback is considered as the second focal aspect of classroom interaction that is beneficial for learning in general and learning foreign language in particular. Many applied linguists define feedback differently. Ur (2000:53, cited in Saifi 2015) sees feedback as the words that are given by the teacher in order to evaluate their students' performance if it is bad or good. Similarly, Sárosdy et al., (2006: 253, cited in Saifi 2015) argue that "feedback refers to the information that learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement". Usually, learners in the classroom interaction attempt to avoid errors and modify their output in order to receive a positive feedback from their teachers. This idea is seen in Mackey's quotation (2007:30, cited in Saifi 2015) saying that "through interaction that involves feedback, the attention of the learners are paid to the form errors and are pushed to create modification".

Commonly, feedback contributes to the progress of the learning process as Voerman et al., (2012:45, cited in Saifi 2015) assert that the objective behind feedback is to enhance learning. Students can get either positive or negative feedback. It depends on their performance in the classroom for example: good, excellent, well done, etc., represent positive feedback while, this is a wrong answer, no, not exactly, etc., represent negative feedback (Saifi 2015).

Moreover, many university teachers, in the educational websites, consider feedback as an aspect that should be used to motivate learners, since it is a quite significant tool for the improvement of the interaction in the classroom and the progress of the learning process. Academia website (cited in Saifi 2015) notes that "to enhance learning, it is necessary that the teacher gives the learner feedback, which typically includes errors correction. On the other hand, feedback may come from the part of the teacher, for instance as a clarification request". This means that feedback can be provided by both teachers, i.e. give feedback to students according to

students performance and students, i.e. ask for more clarification about parts of the lesson that seem not clear (Saifi 2015).

Many other scholars use feedback as an assessment in order to evaluate students' performance clarifying that "the feedback encompasses not only correcting students, but also offering them an assessment of how well they have done" (Harmer 2001:99, cited in Saifi 2015). Teachers give feedback not solely to correct student but also to evaluate students' performance (Saifi 2015). It should be noted that there are two types of feedback that are proposed by Mackey (2007, cited in Kouicem 2010): explicit feedback and implicit feedback.

1.5.2.1. Explicit feedback:

The explicit feedback is the first type of feedback. It is also labeled metalinguistic feedback (Kouicem 2010). It is concerned with the correction of students' errors, i.e., teachers correct students when they make mistakes and errors in the linguistic form through advices and guidance that lead to a developed output. Harmer (2001:246, quoted in Saifi 2015) characterizes explicit feedback as form feedback claiming that:

Form feedback deals with the linguistic accuracy of the students' performance. The teacher will record the errors the students are making during the activity, and will give a feedback on their successful achievement as well as discuss their errors and mistakes

Harmer explains that the explicit feedback is concerned with the teacher's correction and discussion of the students' linguistic competence errors. In other words, he states that the teacher provides explicit feedback on his/her students' performance whenever they make errors in the language form. Furthermore, Harmer indicates that the teacher gives students chances to understand their errors through

creating an interactive atmosphere and correct what students have been said so as to help them to avoid these kinds of errors and mistakes for example:

S: he do his work.

T: no, you should say he does his work.

1.5.2.2. Implicit feedback:

The implicit feedback is the second type of feedback that involves asking for clarification, repeating or rephrasing what has been said. It is also called corrective feedback. This type of feedback is less positive than the explicit one for the simple reason that in explicit feedback the teacher indicates directly to the error that students make, while in implicit feedback, the teacher requests for clarification, i.e. ask students to rephrase their utterances or repeat them in order to understand and correct the error. So, implicit feedback is considered as an indirect feedback because the teacher does not indicate directly to the error that students make (Kouicem 2010). For example:

S: he do his work.

T: yes, he does his work

Negotiation of meaning and feedback help to create an interactive classroom. However, interaction will be distributed randomly between participants when they do not follow the principles of classroom interaction. For this reason, it is important to mention these principles because they help to organize the interaction between participants.

1.6. Principles of classroom interaction:

Management is considered as an important part of the teaching and learning process that can contribute to successful classroom interaction and language use. In order to achieve this success the teacher needs to take some significant principles into consideration. These principles are as follows:

1.6.1. Adjacency pairs:

Adjacent actions and pairing are considered as the primary conditions that help to construct the inter subjectivity in interaction (Heritage 1984, cited in Hamdi 2017). This means that students construct and monitor what they have uttered only when they speak with their peers. This can flourish interaction in the classroom (Hamdi 2017). Moreover, McCarthy (1991, cited in Kouicem 2010) states that adjacency pairs are the reciprocal and independent utterances that the speaker produces. Adjacency pairs consists of different types that can be presented as follows: first pair-part refers to utterances that the two parts are the same for example: hi – hi, greeting – greeting while the second pair-part are different for example congratulation and thank you (Kouicem 2010). Consequently, a positive relationship can be constructed between participants and this is beneficial for classroom interaction.

1.6.2. Exchanges:

Exchanges refer to the phrases and utterances that are produced by the speaker. It was developed by Sinclair and Coulthard in 1975. It contains three moves which are as follows: the first move is labeled opening or initiation; the second move refers to the answer or response; and the third move is named follow up move (Kouicem 2010). In addition McCarthy (1999, cited in Kouicem 2010) defines exchanges as the most important unit that should be found in all interaction talk. Furthermore, adjacency pairs exist in this principle.

The moves of exchanges are used in the traditional classroom, where the teacher is considered as the dominant participant, whereas, the student have no opportunity to practice the language (Kouicem 2010). Unlike the traditional classroom, the student- centered classroom helps to promote interaction. In this classrooms, the teacher minimizes his/her talk time in order to give the opportunity to learners to practice and develop the language through expressing themselves, providing ideas thoughts, opinions, etc. So the teachers' role is to encourage students

to practice the three previous mentioned moves which are initiation, response and follow up through different activities that fit the learners' needs.

1.6.3. Turn taking:

Turn-taking refers to give each student the opportunity to talk as Ellis and Barkhuizen (2005:201, cited in Kouicem 2010) say that: "This phenomenon refers to both the construction and distribution of turns". In some tasks, participants need to manage and organize their turn to talk. Therefore, McCarthy (1991, cited in Kouicem 2010) mentions that turns-taking occur between interlocutors, however sometimes some interruptions or silent time occur. Sometimes in turn-taking, interlocutors predict the utterance of each other and this may occur when they help each other during talking. In addition, body language is also considered as one of the most famous features of turn-taking in English interaction such as nodding head, eye contact and raising hands (Kouicem 2010).

Students need to be careful to what they say and to predict the partner's utterance in order to ensure the continuation of the interaction. Thus, students during turn-taking seems as there is a competition between them (Zheng 2008). Therefore, Zheng (2008:60) says that: "it is quite necessary to train the student how to enter turns, take turns, interrupt turns, holding turns, passing turn and withdrawing turns in order to successfully take part in conversational activities". Students need to be organized and managed in turn-taking process for the success of the classroom interaction.

1.6.4. Transactions and topics:

According to McCarthy (1991:130, cited in Bicha 2016) transactions are: "Concerned with how speakers manage longer stretches of talk". This means that the interlocutor realizes the boundaries markers that exist during the conversation (Bicha 2016). Transactions refer to a series of exchanges used in the classroom in order to achieve interaction between participants. Usually there are boundaries markers to

point out that transactions have been changed for example right, ok, now, etc. this change can be determined only by intonation or volume (retrieved from web site).

Generally, the change of transactions indicates to the change of the topic (Harrison 2002). On the other hand, the topic is considered as an important aspect to perform interaction. The topic can be chosen according to the idea that participants have been given for the simple reason which is creating interaction. This means that, in language teaching, the topic is considered as the title of the subject matter in the class (Kouicem 2010).

To sum up, Francis and Hunston (1992:140, cited in Jeffrey 2002) consider transaction as a “Topic-unit” and assert that: “the identification of a transaction boundary should be consistent with considerations of topic”. This means that the transactions should be related to the topic. Whenever the topic change the boundaries marker change as well.

Interaction between participants will be developed if the teacher helps students to use the previous principles in the classroom during the interaction. In fact, the interaction between participants can be described through the use of different approaches. In the other words, researchers can use different approaches to depict the interaction that occurs in the classroom between students or with their teacher.

1.7. Approaches of classroom interaction:

Many researchers try to observe the interaction process that occurs in the classroom between participants. They may use different approaches in order to categorize and analyze the teachers’ and students’ verbal behaviours. Ruby (2008, cited in Bagui 2017 and Benadla 2010) mentions three famous approaches which are: classroom interaction analysis (CIA), discourse analysis (DA), and conversation analysis (CA).

1.7.1. Classroom interaction analysis:

Flanders (1970, cited in Bagui 2017) considers teaching as an interactive process that occurs between learners or with their teacher. Therefore, classroom interaction analysis is used to capture the quantitative teachers' and students' verbal behavior. It has been, first, constructed and, then, developed by Ned Flanders in 1970 (Bagui 2017 and Benadla 2010). Flanders comes with the rule of "two thirds" which is the talk time in the classroom. He mentions that two thirds of talk time are exploited by the teacher (Septiningtyas 2016). Flanders names this model as Flanders Interaction Analysis Category System (FIACS). This model consists of ten categories that characterize the teacher and students verbal behavior. Flanders through his model tries to code and encode the interaction patterns that occur in the classroom between participants (Bagui 2017). The Flanders' interaction category system (FIACS, cited in Veronica 2015, Fei 2017 and Septiningtyas 2016) can be demonstrated as follows:

Teacher talk:

1. Accept feeling: the teacher accepts the feeling and the attitude of the student in a non threatening way.
2. Praises or encourages: the teacher praises and encourages students by giving feedback for example: good, carry on, etc. Also jokes that make students relax are used.
3. Accept or use ideas of students: the teacher accepts, demonstrates and develops the students' ideas.
4. Asking questions: the teacher asks questions related to the content or to the procedures and he/she accepts the students' answers.
5. Lecture or lecturing: during verbal interaction, the teacher uses his/her own ideas, opinions and gives facts about the content or procedures to students

6. Giving direction: the teacher gives commands, orders and direction to students. Students try to obey what the teacher has been given for example: open your book; read the last paragraph, etc.
7. Criticizing or justifying authority: the teacher uses the statements of criticize to change and transpose students from unacceptable behavior to acceptable one.

Students talk:

8. Students talk response: the students are limited. They only answer the teacher's question.
9. Students talk initiation: the students express their own ideas and opinions freely in which their answers are not expected.

Silence or confusion:

10. Silence or confusion: this category includes the period of silence and the confusion period where there is no communication between the teacher and students.

This research instrument has been strictly criticized because it deals only with quantitative data analysis in the observation matrix and it neglects the quantitative data analysis. In addition, this categories show that there is no relation between them. So, in order to avoid the deficiency of classroom interaction analysis approach, the discourse analysis approach was suggested.

1.7.2. Discourse analysis:

Discourse analysis is pioneered by Sinclair and Coulthard in 1975 (Bagui 2017 and Benadla 2010). The subject that is most important in discourse analysis is the characterization of turn-taking rules and interaction patterns (Jasmine 2006, cited in Bagui 2017 and Benadla 2010). It makes research in order to depict and demonstrate

the linguistic phenomena regarding to “... the affective, cognitive, situational and cultural contexts of their use” (He 2003:429 cited in Benadla 2010). This means that it tries to determine the source of language, i.e., from where the language used in the classroom is affected?

Ruby (2008:3, cited in Benadla 2010) denotes that discourse analysis was previously interested in functions such as giving instructions, guiding, eliciting and controlling progress. However, recently, it becomes interested in checking process-product relationship (Benadla 2010). The development of discourse analysis leads researchers to use it as an observational tool in classroom to enhance learning in general (Cost 1995, cited in Benadla 2010) and language in the classroom in particular (McCarthy 1991, cited in Benadla 2010). This tool contributes in the unaccomplished work because it deals with both coding categories and observing in the same time. For this reason, the conversation analysis is proposed.

1.7.3. Conversation analysis:

Conversation analysis is related to the social sciences. Sidnell (2010:1, cited in Bagui 2017) states that conversation analysis is:

An approach within the social sciences that aims to describe, analyze and understand talk as a basic and constitutive feature of human social life. Conversation analysis is a well-developed tradition with a distinctive set of methods and analytic procedure as well as a large body of established findings

Conversation analysis focuses on the sociology and sociolinguistics. Its investigation is based on analyzing the interlocutor’s speech abilities and competencies in the classroom (Bagui 2017). In other words, it attempts to explain how interlocutors understand each other in conveying and receiving messages (Chick 1996:23, cited in Benadla 2010). This approach tries to analyze the conversation of the interlocutors but without using categories. It tries to reach the result of interpretation by making the video recorded playing several times. Also, this

approach analyses data according to participants' point of view. Tsui (1995:109, cited in Benadla 2010) notices that conversation analysis is "superior to the remaining approaches". This means that this approach is considered as the best one according to the previous approaches (discourse analysis and classroom interaction analysis).

The students keep silent when they know that they are observed. So, it can be said that observation may help for the organization of the classroom to create an interactive atmosphere. This means that the management of interaction in the classroom helps to reach a successful interaction between participants.

1.8. Management of interaction in the classroom:

The ability of the teacher to manage and organize the talking process is considered as a fundamental factor that lead to a successful classroom interaction in EFL setting. Classroom management helps the teacher to avoid noisy classes. Also, the goal behind the management of interaction in the classroom is to provide all students with opportunities to use the target language (Black 2005:51, cited in Saifi 2015). The teacher should control students to use the foreign language instead of their first language without punishing them in the case of failure. It is commonly agreed that students in EFL classes are shy, anxious and fear of fall in embarrassing situations. Therefore, they try to avoid teachers' questions. So, the teacher tries to create a supportive environment in which students can relax and use the target language appropriately (Ferradi 2016).

According to Brown (2001:13, cited in Saifi 2015), the role of the teacher in the classroom is seen as a leader in which he/she provides students with ideas about what knowledge they are going to learn. Actually, the teacher and students need to create situations where they can interact using the suitable language. Moreover, Brown (2001:15, cited in Saifi 2015) says that the significative interaction can occur when the participants affect each other. He also indicates that the teacher contributes to a successful interaction when he/she knows his/her students. For instance, who are students that achieve successful interaction when they work

together? Who are students that do not want to work together? And what are the students' needs, interests and desires?

The management of students the way the pre-set questions are setting lead to promote interaction in the classroom. In fact, interaction requires students to trust each other and to work collectively. The teacher is the main element that can build a relationship between students through organizing them and gives each student the chance to show his thoughts, ideas and opinions. Commonly, the teacher attempts to have an insight on his/her students' psychological conditions because it is considered as a key component in the management of classroom interaction so as to achieve an interactive atmosphere between participants (Saifi 2015). The management of classroom interaction can be achieved if both students and teachers have an insight on the factors that affect classroom interaction.

1.9. Factors affecting classroom interaction:

It is necessary for both teachers and students to know the factors that play a pivotal role in increasing and reducing classroom interaction. Many studies show that there are different factors that affect classroom interaction and they can influence both teachers and students. Some of these factors are as follows:

1.9.1. Teacher's beliefs:

Teachers' beliefs are considered as effective factors in any area of education. Shavelson (1983, cited in Xiaolin 2013:210) states that teachers' beliefs are used as a tool that help them to understand, interpret and make decision about what happens in the classroom. The teachers' beliefs development depends on their experience when they were students. Besides, the development of their beliefs increases through peer observation, i.e., when they enter to observe how another teacher imparts knowledge and instructions (Lortie 1975, cited in Xiaolin 2013:210). Many researchers argue that the way teachers teach is related to their beliefs (Xiaolin 2013:210).

1.9.2. Teachers' questions:

Questioning is considered as an interesting part that affects classroom interaction. The role of the question that the teacher asks is usually to increase students' attention, interaction, communication and participation. Therefore, the teacher needs to ask questions according to the students' level. From time to time teachers can give students complex questions in order to challenge them but without embarrassing them. The complex questions from time to time help students to construct a good vocabulary in the foreign language (Xiaolin 2013:210).

1.9.3. Students' different proficiency levels:

The difference between students' proficiency level also is a factor that has a great impact on classroom interaction. According to English teachers, there are three levels of students which are: beginners, intermediate and advanced. So beginners are those who do not understand English. Intermediate students are those who can understand what they listen to and read as well as they have the ability to speak and write in English. Finally, the advanced students are those who speak English fluently and can read and understand everything is done in English (Xiaolin 2013:210)

1.9.4. Teacher-students rapport:

Rapport is an interesting concept because it creates a positive atmosphere in the classroom. It is the relationship between the teacher and his students. The relation contributes to build the students self-esteem and trusting on the teacher. Thus, the teacher can easily praise and criticize them (Xiaolin 2013).

1.9.5. Anxiety:

Anxiety is considered as the factor that affects most classroom interaction. MacIntyre and Gardner (1991 cited, in Xiaolin 2013:210) suggest that anxiety can be learned from previous experiences for example: students fear of being evaluated negatively.

In addition to the previous factors, many other researchers make different studies on the factors that can affect the classroom interaction. These studies reveal that there are various kinds of factors that either develop or prevent the interaction in the classroom. The following are some of them.

Fawzia (2002, cited in Luu and Nguyen 2010:38) proposes three categories that affect classroom interaction which are: student factors, social factors and educational factors. Student factors include students' understanding, attitudes and behaviors, students' knowledge of language, learning style and students' personal factors. Social factors contain students' gender and how they feel when they work in groups in the classroom. While, the educational factors include the instructor, the course and the topic (Luu and Nguyen 2010:38)

The Liu's study (2001, cited in Luu and Nguyen 2010:38) indicates that there are five factors that influence the classroom interaction which are: cognitive, pedagogical, affective, socio-cultural and linguistic. The cognitive category includes the learning style and experiences of the student, the students pre-preparation before coming to the class, the students' knowledge about the lesson and how well a topic is interest according to students. Pedagogical category indicates to what extent the teacher encourages students, the number of students in the classroom, the support between learners, and how the teacher imparts knowledge. The researcher argues that students prefer to interact and participate in pair and group work more than in whole class discussion. Therefore, learners-centered classroom promote language participant more than teacher-centered classroom (Barry et al., 2000, cited in Luu and Nguyen 2010:38).

The affective factors include as Luu and Nguyen (2010:38) state "learner's personality, motivation, attitudes, anxiety and risk taking". Morison and Thomas (1975, cited in Luu and Nguyen 2010:38) indicate that personality refers to "self-esteem". It is the sensation of own value. It has a great impact on students. This means that low self-esteem in students may prevent them from interacting in the

classroom; while high self-esteem in students helps them to interact and practice the language independently and easily. Luu and Nguyen (2010:38) state that the socio-cultural factors include “students’ beliefs, value and moral judgments”. The culture and the learning experiences that the student has can influence their interaction in the classroom. Finally, the linguistic factor refers to: “Students’ linguistic abilities and communicative competence” (Luu and Nguyen 2010:38). In other words, students can easily interact with students or with the teacher since they have a good background of language. However, some learners hesitate to interact because they have poor vocabulary and low knowledge of language.

Walsh (2002, cited in Luu and Nguyen 2010:39) considers the language that the teacher uses as an important factor that helps students in face to face interaction. The verbal behavior of the teacher can contribute to promote students’ interaction and participation in the classroom. He/she may use different ways to correct the students’ errors, using the appropriate and comprehensible language when giving feedback, giving enough waiting time for students to answer questions, giving students the appropriate language that they need in order to surmount the communication, participation and interaction breakdowns and maximize the students talk time. On the other hand, the teacher verbal behavior can hinder the students’ language practice and may minimize the students talk time (Luu and Nguyen 2010:39).

In the classroom, the teacher tries to use different strategies that can increase interaction especially between students and reduce the affects of the factors that may prevent their interaction. Students’ interaction can be raised and developed through different interaction techniques.

1.10. Interaction techniques:

It has been already mentioned that participants in the classroom are needed to fulfill the interaction process. Predominantly, in the EFL classroom, the language teacher provides students with some techniques that guide them to be more

interactive. Some of these techniques are as follow: pair-work, group-work, discussion and simulation and role play (Saifi 2015).

1.10.1. Pair-work:

Pair-work is considered as one of the most important, effective and functional techniques that promote classroom interaction. This activity refers to two students who use the language together in the class, read a text or a passage and listen to each other, fill in the gaps of activities with the appropriate vocabulary, perform dialogues that they have written, etc. Since pair-work contributes to promote the students' time talk, they can share their ideas, thoughts and opinions to fulfill the goal of interaction. Students, in this activity, feel free and independents but this may lead to noisy classroom. For this reason, teachers sometimes avoid to use pair-work technique because the majority of them lose control over their students (Saifi 2015).

1.10.2. Group-work:

Group work refers to grouping students in small groups to work collectively in the classroom. It has an important impact on students because it increases the practice of language (Ur 2000:32, cited in Saifi 2015). Group-work is regarded as an interesting activity in which students participate and interact easily. Ur (2000:121, cited in Saifi 2015) mentions that: "group-work increases the sheer amount of learners talk going on in a limited period of time and also lowers the inhibition of learners who are unwilling to speak in front of the full class". Group-work activity increases the students' talk time and minimizes their inhibition. It contributes to promote students' motivation and independence. In addition, group-work makes students working cooperatively and this may lead them to the achievement of good learning outcomes. However, as it is mentioned before in pair-group, sometimes teachers avoid this kind of activities because the majority of them lose control over their learners. In addition teachers try to avoid activities and techniques in which students use the mother tongue instead of the target language. But this activity can

be achieved if the teacher strictly organizes and manages his/her classroom (Saifi 2015).

1.10.3. Discussion:

Discussion is considered as an activity among those that promote interaction between learners or with their teachers. It is also known as whole class interaction since all participants have the opportunity to give their opinions, thought and information. Discussion is used to promote students' motivation and reduce their anxiety. Yet, some students cannot interact in front of the whole class because of shyness, anxiety and fear of making mistakes. For these reasons, Harmer (2001: 272, cited in Saifi 2015) suggests the buzz group which is a solution to overcome the difficulties that prevent students to interact. The buzz group refers to the rapid discussion between learners in small group before talking in front of the whole group. Discussion is a technique used to promote interaction and to develop the language teaching and learning process (Saifi 2015).

1.10.4. Simulation and role play:

Simulation and role plays refer to the simulation of actions, activities and situations that occur in real life for example meetings. Students benefit from this activity because it is used to develop students' vocabulary through the language practice. This technique motivates students since they consider it as an enjoyable and entertaining activity. Also teachers prefer this activity because it helps them to control their classes. Simulation and role plays are seen as an interesting technique since it contributes in the development of students' language proficiency (Saifi 2015).

1.11. Conclusion:

Interaction in the EFL classroom needs all participants (students and teachers) in order to fulfill the reciprocal exchange. Teachers can use different techniques that can promote interaction in the classroom. Classroom interaction is considered as an

interesting aspect in the teaching and learning process since it leads to the development of language proficiency.

This chapter attempts to mention the definition of classroom interaction, the importance and the role of interaction in EFL setting and the types of classroom interaction as well. It discussed the aspects, principles and approaches of classroom interaction. In addition, it provides the management of classroom interaction and some factors that affect classroom interaction. Finally, this chapter ends by listing interaction techniques.

CHAPTER TWO
RESEARCH DESIGN, DATA ANALYSIS,
DISCUSSION AND
RECOMMENDATIONS

Chapter Two: Research Design, Data Analysis, Discussion and Recommendations

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2.1. Introduction:

This chapter includes the practical part of the study in which the researcher aims at investigating and exploring the classroom interaction in the EFL setting. This case study involves first year students in the English department at Tlemcen Abou Bakr Belkaid University. The present study lays down information about the research methodology that is conducted in order to fulfill this work. It includes the research design and the sample population. The researcher collected some data relying on some research instruments namely the questionnaire that were given to the EFL students and classroom observation. In addition, this chapter provides the analysis and the interpretation of the collected data. Finally, based on the result finding, this chapter exposes some strategies that promote classroom interaction among participants.

2.2. Research design:

A research design is considered as a plan to conduct any study. Burns and Grove (2003:195, cited in Djennane 2016) define the research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. In the same line of thought Parahoo (1997:142, cited in Guelladi 2017) argues that a research design is “a plan that describes how, when, and where data are to be collected and analyzed”. In this work, the research design is used in order to validate or invalidate the hypothesis that the researcher subedited.

The present research is a case study of first years EFL students in the department of English at Tlemcen University. Yin (2009:18, cited in Omari 2015) describes the case study as “An empirical inquiry about a contemporary phenomenon, set within its real-world context....Especially when the boundaries between phenomenon and context are not clearly evident”. In addition, Nisbet and Watt (1984:72, cited in Cohen et al 2007) define case study as “a case study is a specific instance that is frequently designed to illustrate a more general principle”. The researcher aims in the research at hand to explore what type of interaction is

taking place in the EFL classroom and to know what strategies the teacher uses to promote interaction in the classroom.

2.3. Sample population:

The sample population refers to the subset that is selected from the target population. It is the main important factor that the researchers based on in order to fulfill the work. Gay (1987:101) considers the sampling as a process of “selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected”. Thus, the researcher selected first year EFL students and EFL teachers of oral expression module as the sample for this study.

2.3.1. Teachers’ profile:

In order to fulfill this study, the researcher chose randomly three teachers of oral expression module from the English department at Tlemcen University. They were all female and their teaching experience differs from five to ten years. In addition, they all held the doctorate degree.

2.3.2. Students’ profile:

Fifty (50) first year EFL students from the English department of Tlemcen University were involved in this research. They were thirty one (31) female and nineteen male (19) aged between eighteen (18) and twenty five (25) years old. They all belong to the same group and they were observed during the oral expression session. Moreover, they were selected to answer the questionnaire in order to investigate what type of interaction is used in the EFL setting and to know what strategies that the teacher uses in order to promote interaction between participants in the classroom.

2.4. Research instruments:

In any study, the research instruments are very important to collect data in order to fulfill the work. Therefore, the researcher chose two instruments according

to the nature of this research. The questionnaire was designed for first years EFL students and the classroom observation was conducted with three (3) EFL classes. These research instruments were used in order to explore and probe from different angles the type of interaction that takes place in the oral expression EFL classroom and what teacher's strategies can promote classroom interaction.

2.4.1. Students' questionnaire:

The questionnaire is considered as the most common research instrument that is composed of a set of sequence written questions used to collect data. Broun (2001:06, cited in Zaghar 2018) defines the concept questionnaire as "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers". In order to achieve this research, the researchers conducted the questionnaire to EFL students in order to obtain two types of data which are facts and opinions. The questionnaire of this study consists of three types of questions: close-ended, multiple-choice and open-ended questions.

The close-ended questions need the respondent to answer with yes or no. then, the multiple-choice questions include a set of answers or choices in which the responder can choose one answer or more. Actually, through the open-ended and the multiple-choice questions, the researcher obtained the quantitative data. As well as, they are easy to answer and analyze. Moreover, the researcher obtained qualitative data through including the open-ended questions. This last type of question needs a long time to answer and it is difficult to analyze (Cohen et al., 2007 and Kothary 2004). According to the researcher, it was needful to pilot the questionnaire with two (2) fellows before give it to the sample population so as to correct the mistakes and to test if it is suitable for the target study.

The questionnaire used in this study is composed of twenty (20) questions divided into three rubrics. The first rubric contains four (4) questions that ask about students' age, gender and their English language proficiency level. The second rubric

includes thirteen (13) questions and it is composed of multiple-choice and close-ended questions. This rubric deals with the type of interaction that occurs in the classroom. Then, the third rubric consists of three (3) questions that are concerned with the teacher's strategies to promote classroom interaction. It contains multiple choice and open-ended questions

2.4.2. Classroom observation:

Classroom observation is considered as a significant research instrument that provides qualitative data. It helps the researcher to collect "live" data from "live" situation (Cohen et al., 2000, cited in Omari 2015). The purpose of using observation is to observe the participants' authentic behaviors. Cohen et al., 2007 and Kothary 2004 indicate that there are different types of observation which are as follow:

- 1) Participant and non-participant observation: this type depends on what extent the observer is involved in the observed situation. The participant observation means that the observer is a part of the observed situation. However, in the non-participant the researcher does not participate in the activities and interactions under investigation.
- 2) Structured and unstructured observation: this type is related to the organization and format. Structured observation is also called systematic observation. In this type the observer prepares what to observe before the observation takes place using for example a checklist or a rating scale. However, in the unstructured observation the observer does not include a particular schedule.
- 3) Overt and covert observation: this category is concerned with ethics. In overt observation the participant knows that he/she is observed. However, in covert observation the observer does not ask for the permission to observe and he/she does not tell the participants that they will be observed.
- 4) Controlled and uncontrolled observation: this type of observation includes the nature of the observed situation. The controlled observation is also called

contrived observation. It takes place when the observer uses a plan that he/she prepares before observation takes place in addition to the experimental procedures. However, the uncontrolled observation which is also called simple observation. It takes place when the observation occurs in a natural setting.

In this study, the researcher tried to collect valid information by using non-participant, structured, overt and uncontrolled types of observation. Besides, the observation as a second research instrument was conducted with EFL first year license students in oral production session. The researcher observed students for four (4) sessions, two sessions were with the same teacher and the same group and two (2) other sessions were with two (2) different teachers and two different groups. Each group was observed for one hour and a half and an observation grid was used to collect data. The researcher chose the observation as a research instrument in order to obtain real and reliable data so as to validate or invalidate the hypothesis.

2.5. Data analysis:

In this section, the researcher will analyze and discuss the data that were collected through the research instruments which are students' questionnaire and classroom observation. The data will be analyzed both qualitatively and quantitatively. In quantitative analysis, the researcher will analyze and describe the data in forms of numbers and statistics. In the other hand, the investigator will use qualitative analysis in which the information will be provided in the form of texts and words.

2.5.1. The result of students' questionnaire:

This section includes the data analysis of the students' questionnaire. Each question will be analyzed separately. As it is mentioned before, the questionnaire is composed of three rubrics. The first one revolves around the students profile, while the two remain rubric are concerned with the research question (see appendix A).

Rubric one: students' profile

Question one: students' age.

Table2.1. Students' age

Answer	Absolute Frequency	Relative Frequency
18-20	36	72%
21-23	11	22%
24-25	03	06%
Total	50	100%

According to the result of students' answer, the majority of students' age stretches from 18 to 20 years old (72%). Then, 22% of students come after and their age stretches from 21 to 23. The remaining students whose age stretches from 24 to 26 are only 06%.

Question two: students' gender

Table2.2. Students' gender

Answer	AF	RF
Male	19	38%
Female	31	62%
Total	50	100%

The above mentioned table shows that the sample students consist of 62% females and 38% males.

Question three: how is your proficiency level of English (according to you)?

Table2.3. Students' proficiency level in English language

Answer	AF	RF
Very good	03	06%
Good	19	38%
Average	26	52%
Weak	02	04%
Total	50	100%

The above table illustrates that 52% of the students have an average level in English. It is followed by 38% who evaluate their English proficiency level as good. And, only 06% have got a very good level of English language; while 04% of the students believe that their level proficiency is weak.

Question four: why did you choose to study English rather than other languages?

- ✓ English becomes a universal language.
- ✓ You want to become an English teacher.
- ✓ You like English.
- ✓ It is imposed on you.

If there are other reasons mention them, please.

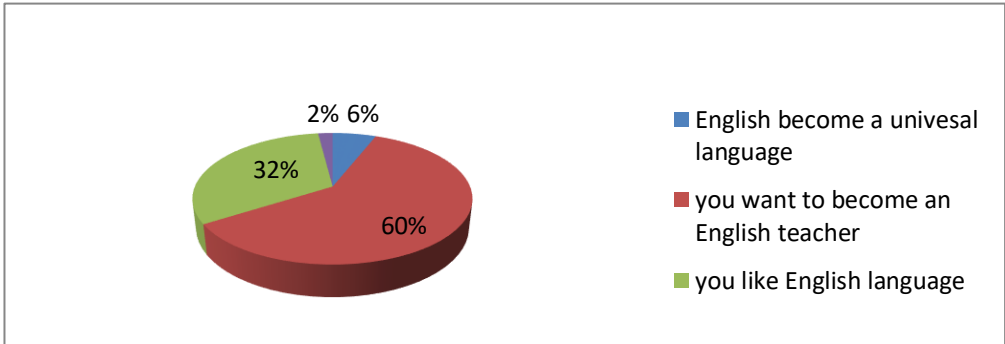


Figure2.1. Students’ choice of studying English

The above figure illustrates that the majority of students (60%) prefer to study English because they want to be an English teacher. Moreover, the figure shows that 32% of the students chose English because they like the language. However, according to the result, only 6% of the students confirm that their choice of studying English is because it becomes a universal language. Finally, 2% of the students respond that they did not choose to study English but it was imposed on them. According to their other choices the gap remains unanswered.

Rubric two: the type of interaction that takes place in EFL classroom in oral expression session

Question one: how often do you interact with the teacher in the classroom?

Always Sometimes rarely never

For which reason?

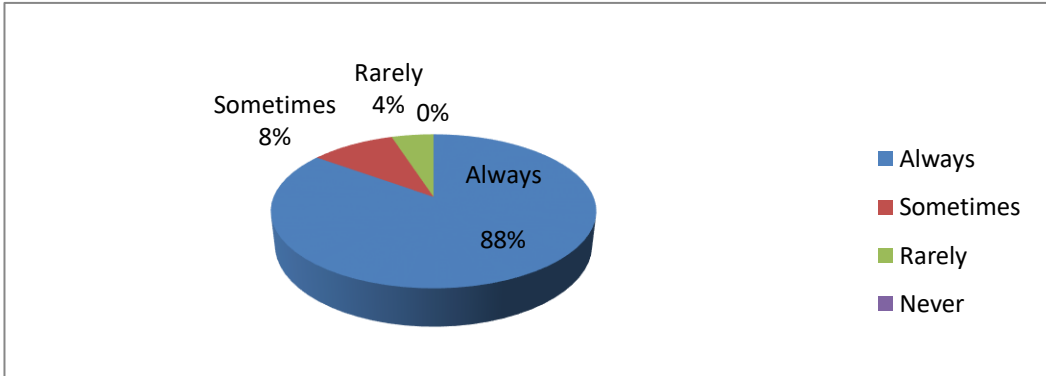


Figure2.2. Teacher-student interaction

This question seeks to show how often students interact with the teacher in oral expression session. So, it can be seen from the chart that 88% of the students which means more than the half always interact with the teacher in the classroom. It follows by 8% of the students indicate that they sometimes interact with the teacher. Whereas, students representing 4% assume that they rarely interact with the teacher.

Students' suggestions: most students indicate that they interact with the teacher when they are provided with opportunities to discuss a free topic. In addition, some answers confirm that the interaction between the teacher and students occurs only when the teacher asks questions or when students ask for the clarification about things that are ambiguous or repeating what has been said. In addition, few students claim that they rarely interact in the classroom because they are not given the chance to interact.

Question two: how often do you interact with your classmate?

Always Sometimes rarely never

For which reason?

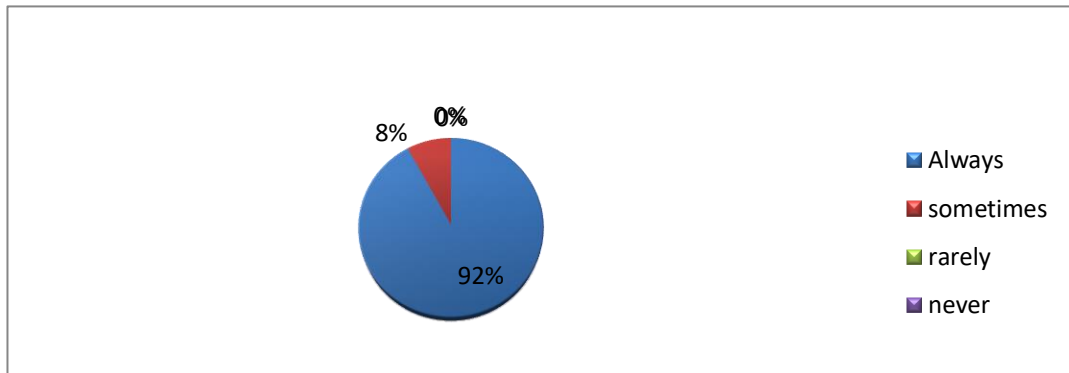


Figure2.3. Student-student interaction

The figure demonstrates that 92% of the students interact with their classmates in the classroom. While, it is shown that 8% of the students are sometimes interact with their fellow in the classroom, i.e., not frequently .

Students' suggestion: nearly all students clarify that they always interact with their mates in the classroom especially in oral expression session in which they have the chance to practice language. Moreover, they notice that they have the opportunity to work in groups and pairs, and this allows them to interact independently. Besides, according to the answers of some students, the whole class discussion leads them to interact with each other; in addition to the interaction during the oral presentations. However, some others indicate that they sometimes interact with their mates, i.e. not frequently.

Question three: do you have difficulties that prevent you to interact with your teacher?

Yes No

If yes mention them please.

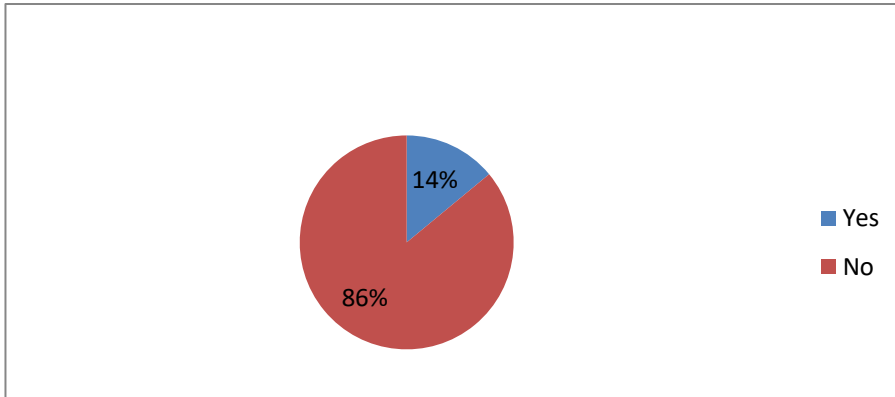


Figure2.4. Students' difficulties to interact with the teacher

This chart displays that the responses of 86% of the students reveal that they have no problems and no difficulties to interact with the teacher. Whereas, only few students representing 14% admit that they have some difficulties that prevent them to practice the interaction process with their teacher in the classroom.

Students' suggestions: according to students who say yes, the interaction between the teacher and the student is a little bit difficult because they fear of making mistakes and being evaluated negatively. In addition, they claim that anxiety is considered an obstacle that stands in front of their interaction with the teacher.

Question four: do you have difficulties that prevent you to interact with your mates in the classroom?

Yes No

If yes mention them please.

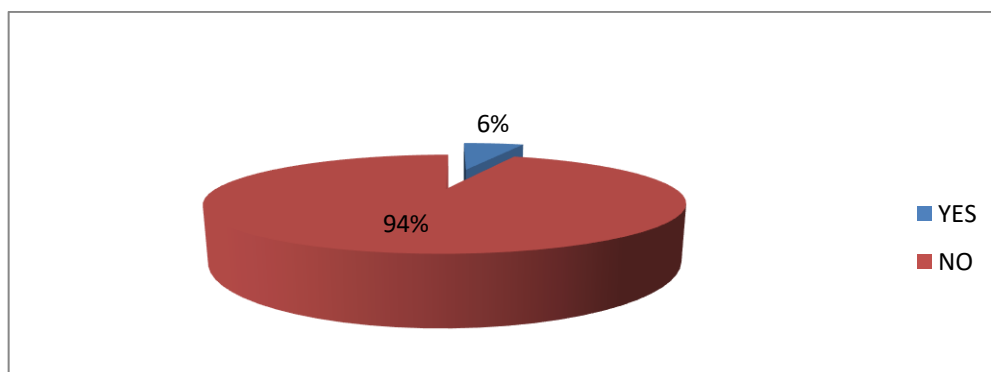


Figure2.5. Students' difficulties during the interaction with their mates

This reveals if students have or have not difficulties during oral interaction with their mates. It shows that 94% of the students have no difficulties during interaction with their mates. While, only 6% of the students say that they have difficulties to interact with their mates.

Question five: how often does your teacher give you the opportunity to interact with him/her?

Always Sometimes rarely never

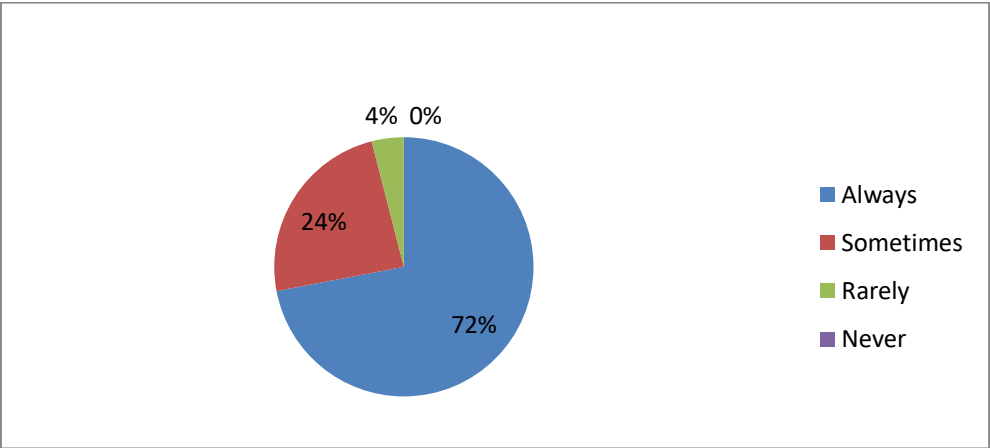


Figure2.6. Students’ opportunities to interact with the teacher

The aim of this question is to explore how often the teacher gives students the opportunity to interact with him/her. The result of this question shows that 72% of the students declare that the teacher always gives them the opportunity to interact with him/her. However, students representing 24% claim that the teacher sometimes provides them with chances to interact with him/her. Also, 04% of the students indicate that the teacher rarely creates chances for them to interact with him/her.

Question six: how often does your teacher give you the opportunity to interact with your classmates?

Always Sometimes rarely never

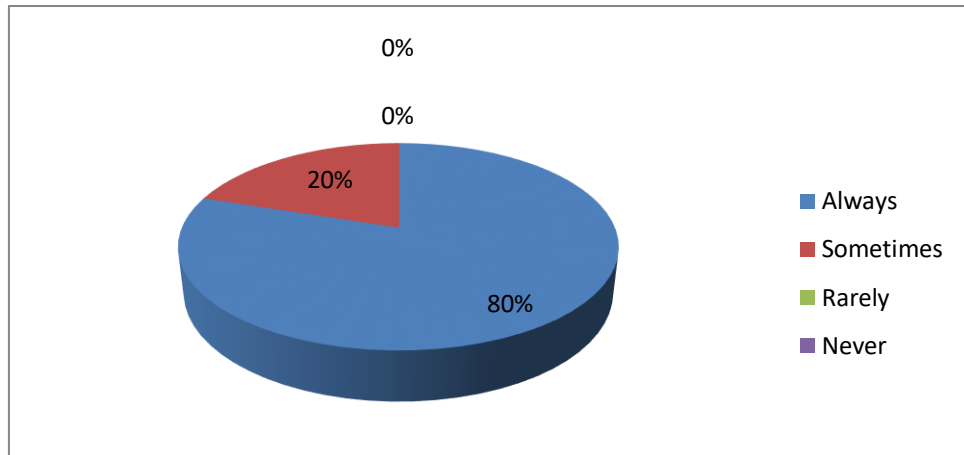


Figure2.7. Students' opportunities to interact with their classmates

The purpose of this kind of question is to investigate how often students exchange their ideas, thoughts, opinions and information with their mates in the classroom. In addition, it is designed to probe if the teacher uses some strategies to promote interaction between students such as group work and pair work, etc. So, the result indicates that students representing 80% reply that the teacher always create an interactive atmosphere for students to interact; While 20% of the students state that the teacher sometimes gives them the opportunity to interact with their peers.

Question seven: how often do you ask question in the classroom?

Always Sometimes rarely never

For which reason?

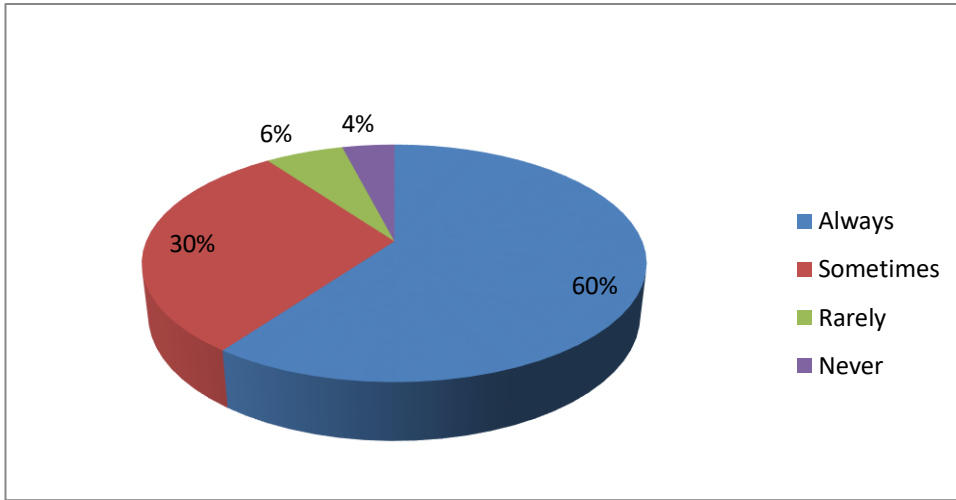


Figure2.8. Students' questions

This question is planned by the researcher in order to know if students take turn to speak in the classroom. So, from this figure, one may notice that 60% of the students confirm that they always ask questions in the classroom. However, 30% of the students admit that they sometime ask questions. Whereas, students representing 06% say that they rarely ask questions in the classroom. The 04% of the respondents mention that they never ask questions in the classroom.

Students' suggestions: students mention the reasons that lead them to ask questions in the classroom. The questions can be directed to the teacher or to the students. Students say that they always request for the clarification concerning the subject matter. In addition, according to their answers, they frequently need some explanation of the activities and complex words or statements.

Question eight: how often does the teacher ask questions during the lecture?

Always Sometimes rarely never

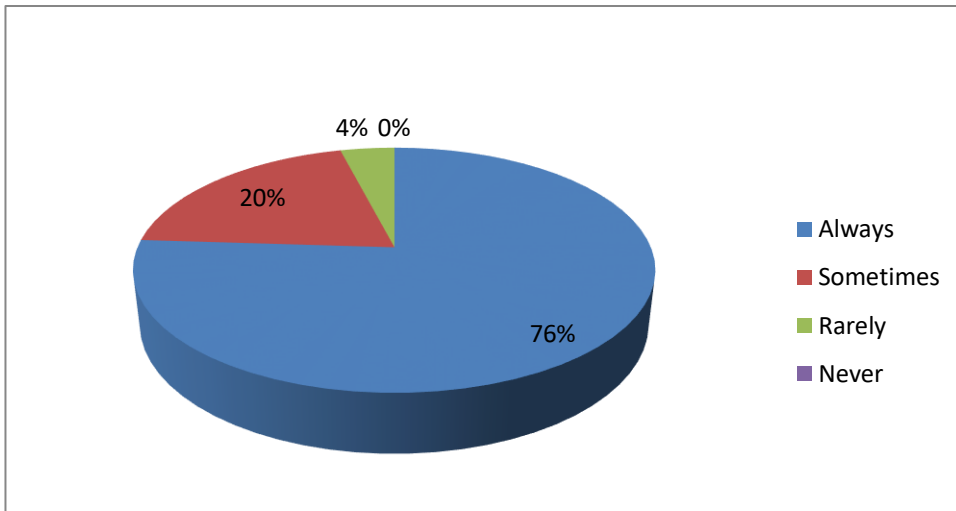


Figure2.9. Teachers' question

Since asking questions during imparting knowledge promote interaction between participants, the researcher designed this question in order to know if the teacher exploits this factor to increase interaction in the classroom. So the result demonstrates that 76% of the informants clarify that the teacher always asks questions during the oral expression session followed by students representing 20% who declare that the teacher sometimes asks question. Whereas, 04% of the respondents say that the teachers asks questions in the classroom but rarely.

Question nine: how often does your teacher correct you when you make mistakes and errors during the interaction?

Always Sometimes rarely never

The teacher correction of the students' mistakes and errors is considered as a factor that creates an interactive atmosphere between the teacher and students. In this question, the results show that all students indicate that the teacher corrects their mistakes during the interaction.

Question ten: how often does your teacher use your ideas in the classroom?

Always Sometimes rarely never

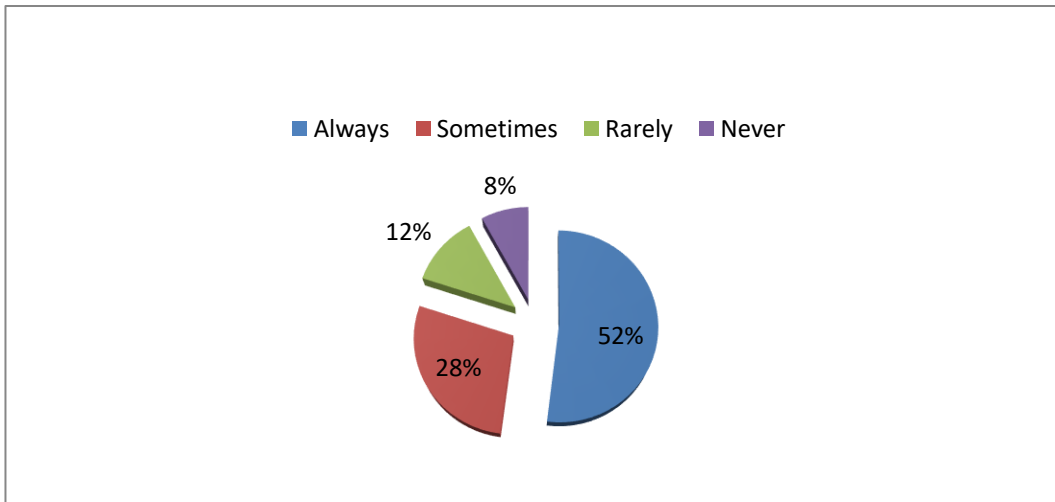


Figure2.10. The teacher uses the students' ideas

In oral expression sessions, the teacher and students sometimes discuss free topics. They affect each other through exchanging information and ideas. The researcher chose this question in order to see how often the teacher uses the students' ideas during the discussion. The result from the previous figure shows that the greater part of students exactly 52% profess that the teacher always uses their ideas. The second rate which is 28% represents a group of students who declare that the teacher does not frequently use their ideas which means that they choose the term sometimes to answer the question. In addition, 12% of the respondents announce that the teacher attracts the students' attention through using their ideas in order to interact, but unfortunately this rarely happens. Unlike the previous answers, students representing 08% state that there is no use of the students' ideas in the classroom, i.e. the teacher never uses the ideas of the students.

Question eleven: how is your relationship with your teacher in the classroom?

Good Bad need improvement no relation

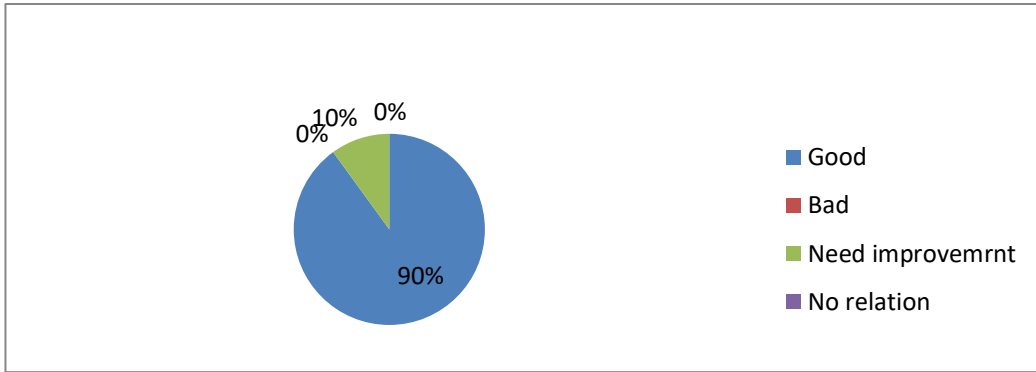


Figure2.11. Students-teacher relationship in the classroom

The relationship between the teacher and his/her students is much important in the interaction process. For this reason, this question was conducted to students. It was also done in order to know the nature of the relationship between participants in the classroom. So, the result obtained from this figure exposes that 90% of the students which means more than the half of students proclaim that there is a good relationship between them and their teacher. Furthermore, 10% of the informants which means a smaller part of them state that the relationship between them and their teacher needs improvement.

Question twelve: how is your relationship with your classmates in the classroom?

Good Bad need improvement no relation

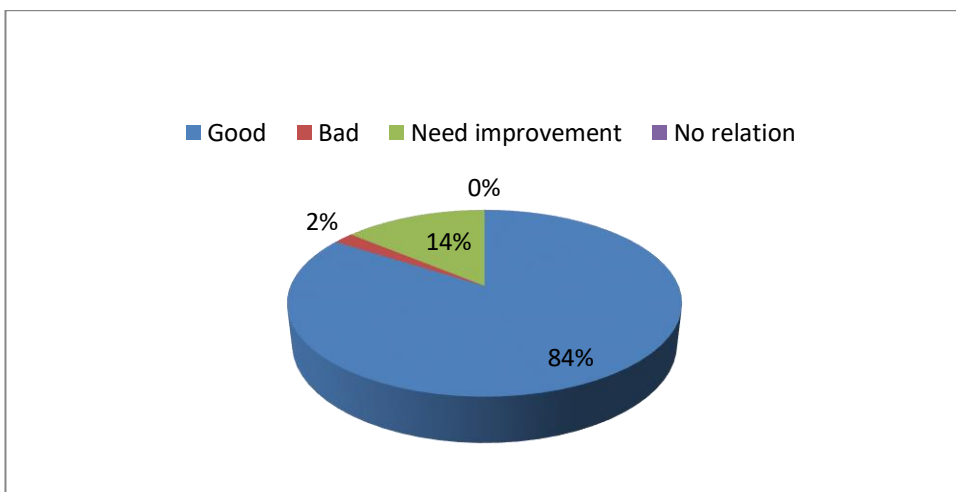


Figure2.12. Students' relationship in the classroom

The researcher planned this question in order to explore the nature of the relationship between students because it has the same importance as the relationship between the teacher and students. In this question, different answers are mentioned. This figure illustrates that 84% of the students choose the answer that refers to good. Unfortunately, 14% of the students confirm that their relationship with their mates needs improvement. In addition, regrettably, only 02% of the student states that the relationship with their fellows is bad.

Question thirteen: who talks more in the classroom during oral expression sessions?

You the teacher both

Why ?

The result obtained from this question explains that all students (100%) indicate that the teacher and students are both talking in the oral expression session which means that they have the same talk time.

Students' suggestions: students confirm that the teacher and students have the same talk time because it in an oral expression session in which both of them have the opportunity to speak, communicate, participate and interact. In addition, they claim that the talk time depends on the subject matter, that is to say, sometimes the teacher asks questions and the students answer, but some other time the students present free topics or exposes.

Rubric three: the teacher's strategies that promote classroom interaction.

Question one: what are the reasons that prevent you from interacting?

- fear of making mistakes
- have no idea about the content
- the topic is not interesting
- the teacher does not encourage students to interact
- fear of negative evaluation

- fear of being embarrassed

Table 2.4. The reasons that prevent students' interaction

Suggestions	AF	RF
Fear of making mistakes	12	24%
Have no idea about the content	07	14%
The topic is not interesting	06	12%
The teacher does not encourage students to interact	05	10%
Fear of negative evaluation	10	20%
Fear of being embarrassed	10	20%
Total	50	100%

This table includes the students' answers about the reasons that prevent them to interact in the classroom. Fear of making mistakes is the choice of a group of students representing 24%. In addition, 14% of the students select the second choice in which students do not interact because they have no idea about the content. However, 12% of the students pick out that they do not interact in the classroom simply because the topic is not interesting. Students do not interact in the classroom because the teacher does not encourage them is what 10% of the students point out. Moreover, students representing 20% opt fear of negative evaluation as a barrier that prevents them to interact. Another group of also 20% of the students indicate that fear of being embarrassed is the obstacle that hinder them from interacting.

Question two: what are the teacher strategies that encourage interaction in the classroom?

- ask questions

- implement cooperative learning

- Build positive teacher-learner relationship

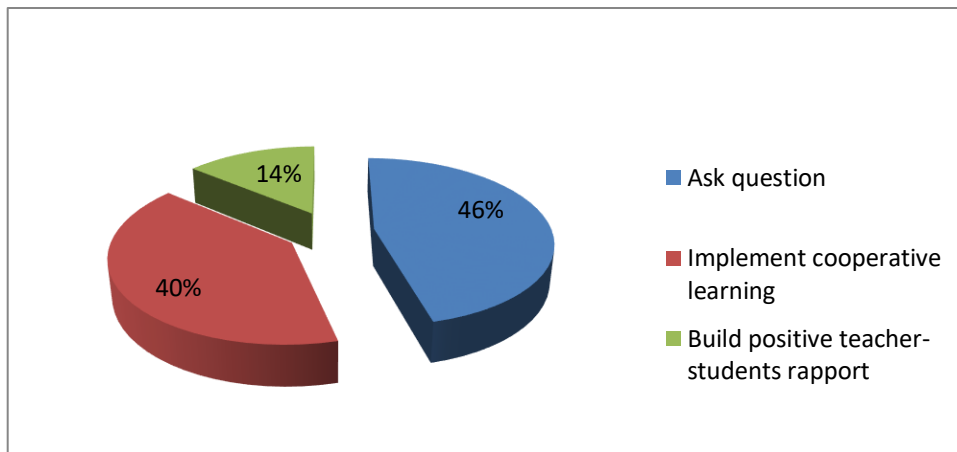


Figure2.13. Teacher strategies to promote classroom interaction

This question is intended to see what strategies the teacher implements in order to promote and develop the interaction process in the classroom. So, according to the analysis of this question, 46% of the students say that ask questions is the strategy that the teacher uses in order to promote classroom interaction. However, 40% of the respondents inform that the teacher implements cooperative learning in the classroom to raise the classroom interaction. Another group of students representing 14% elucidate that building positive teacher-learner rapport is considered as a strategy that the teacher uses for the simple reason which is boosting classroom interaction.

Question three: what are your suggestions to promote classroom interaction?

The researcher's intention behind this question is to know the students' perceptions about what strategies can create an interactive atmosphere in the classroom. Some students declare that interaction will increase if the teacher uses the language according to students' linguistic level. Furthermore, other students state that reducing anxiety and increasing motivation can play the focal role in reducing and increasing interaction in the classroom.

2.5.2. The result of classroom observation:

In addition to the students' questionnaire, the researcher added classroom observation as a research instrument in order to be closer to what occurs in the classroom. The observation lasted for one week in which the researcher attended four (4) sessions of oral expression module; twice with the same teacher and the same group and two other sessions with two different teachers and two different groups. An observation grid and taking notes when it was necessary were used to gather information. It was carried out during the second semester with the EFL first year license students. The investigator preferred to attend oral expression session for the simple reason that interaction occurs mostly in this module.

The researcher was introduced as a student working on her dissertation without specifying the purpose of the observation in order to obtain valid data. The observation of the study at hand consists of two rubrics: observation of teacher-students interaction and observation of student-student interaction (see appendix B).

Rubric one: the observation of teacher-students interaction.

Always (A) _ Sometimes (S) _ Rarely (R) _ Never (N)

Table 2.5 Teacher-students interaction and strategies

OCCASION	SESSION ONE				SESSION TWO				SESSION THREE				SESSION FOUR			
	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N
-The teacher explains the lesson and asks questions related to it.	*				*				*				*			
-The teacher calls students by their names.	*					*				*						*
-The teacher asks one students to answer the question.		*			*				*				*			
-The teacher asks questions to the whole class.	*				*				*				*			
-The teacher gives students time to answer the questions	*				*				*				*			
-Students answer the teachers' questions	*				*				*				*			

-The students use body language to interact with the teacher.		*				*				*			*	
-The teacher gives feedback on students' performance	*				*			*				*		
-The teacher repeat the students' ideas, opinions and answers.		*			*				*				*	
-Students request for clarification about ambiguous things have been said through asking questions		*			*			*					*	
-The teacher negotiates the meaning of the content with students.	*				*			*				*		
-The teacher debates with students about the topic that they want to speak about.		*			*				*				*	
-the teacher implements the cooperative and collective learning in the classroom.	*				*			*				*		
-The teacher guides and monitors students in doing activities.	*				*			*				*		

The researcher designed the table above in order to get a structured observation. This table was devoted to the teacher-students interaction in the classroom during oral expression session. It shows that in all sessions, teachers always explain the lesson and ask questions related to it. It is also noticed that in one session the teachers always call students by their names to attract and encourage them to interact. However, in the second and third sessions this behavior rarely occurs. Unfortunately, calling students by their names never occurs in the fourth session. Calling names took place mostly when the teacher selected someone to answer the question. It is clear in the table that teachers in all groups sometimes ask one student to answer the question. This generally happened when the student presented a project or such a work. It is also mentioned in the table that the teachers in all the observed groups always ask questions to the whole class. According to what was observed, the objective of this behavior is to increase interaction and participation in the classroom. Also, all teachers of the groups always award time to students to answer the questions. This mainly happened during responding on activities.

Since interaction is an action followed by a reaction, students play an important role during the interaction in the classroom. So, as it is shown in table 2.5, students in the observed sessions always answer the teachers' questions. Furthermore, the table reveals that in two groups, students sometimes use body language for example nodding heads to interact with the teacher. This behavior might occur when students could not express themselves using the foreign language. However, regarding the results in the table, students of the other two groups rarely use the body language. Besides, it is mentioned in the table above that the observed teachers always give feedback on students' performance. Regarding what was seen, the aim of teachers from the given feedback was to encourage and motivate students to interact in the classroom. Teachers were using both positive feedback for example yes, excellent and less positive feedback for instance no, not exactly. Moreover, as it is noticed in the table 2.5, in two groups the teachers sometimes repeat the students' ideas, opinions and answers. According to the facts happened, repeating students' answers was considered as an interesting way for correcting students' errors and building their self-confidence in order to speak and interact without fear of being embarrassed. However in the third group this behavior rarely occurs, and never takes place in the forth group.

Students of the three groups, as it is noticed in table 2.5, sometimes asked question. They requested for the clarification of things that were not clear. However in group four, requesting for clarification was rarely done because the teacher used simple words to explain. It is mentioned in the table above that teachers of three groups always negotiate meaning with student in order to make things clear. In these groups teachers repeated and reformulated over and over things that were ambiguous to students. The table shows that explaining again and again, rephrasing and negotiating occur only sometimes in the fourth group because the teacher used simple language that all students can understand. In addition, the table demonstrates that in two sessions, teachers sometimes debate with students about the topic that they want to speak about. They give students the opportunity to suggest a free topic

to be discussed. In that period the interaction increased. So, it seemed that teachers endeavored to create debate to provide students with opportunities to speak, interact, participate and develop their language proficiency as well. Unlike the previous sessions, in the two remain sessions, the debate around a free topic rarely happened, but the teacher asked students to prepare some work and topics at home to be presented in the classroom. Moreover, it is noticeable in the table that teachers of the observed groups always implement the cooperative and collective learning in the classroom. Teachers of all groups were frequently made students work in pairs and in groups especially during the activities because it facilitates the teaching and learning process for example the teacher distributed one handout between two students or more to answer the activity and perform the dialogue. Moreover, the table above illustrates that all teachers in the four groups always guide and monitor students in doing activities. Teachers were explaining how to answer the activities as well as they checked and corrected the students' mistakes and errors.

Rubric two: the observation of student-student interaction.

Always (A) _ Sometimes (S) _ Rarely (R) _ Never (N)

Table2.6. Student-student interaction and strategies

Occasion	Session one				Session two				Session three				Session four			
	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N
-Students share and exchange ideas, opinions and information between them	*				*				*				*			
-Students interact between them in the whole class discussion	*				*					*					*	
-Students request for the clarification from their friends		*				*				*				*		
-Students explain the instructions of activities		*				*				*				*		
-Students speak and use body language to make their classmates understand and obtain the meaning of the course		*					*				*				*	
-Students correct each other's mistakes during the discussion		*				*				*				*		

The table above refers to the observation grid that the researcher used to collect data concerning the student-student interaction. The observation as it is mentioned before was carried out during four sessions. This table shows that students of all groups always share and exchange ideas, opinions and information between them. In this case, according to what was observed, the teachers created an interactive atmosphere for students through providing them with opportunities to work in pairs or in small groups. Sometimes, the teacher told students to perform the dialogues. They also read and listen to each other in order to answer the activities. In this table it is also mentioned that in two groups, students always interact between each other in the whole class discussion. The researcher observed that the teacher gave students chances to suggest some free topics to be discussed. This behavior promoted, as it was seen, the students' interaction and their talking time because they felt free and motivated. However, table 2.6 shows that the two other groups rarely discuss a free topic because each student, as it was seen, prepared a free topic at home and when they came to the class they presented in front of the entire group. During the presentation some students interrupted their friends by asking questions or as it is stated in the table they sometimes request for the clarification of what has been said. In all groups as they are shown in the table at hand, students sometimes ask their mates to make things clear for them. This also happened during group and pair work when they tried to give answers to the activities given by the teacher. The request for the clarification happened because students did not share the same linguistic level that allowed them to understand that everything has been done by the teacher. In all the observed groups some students seemed helpful; they sometimes, as the table 2.6 illustrate, explain the instruction of activities so that students can share their ideas, thoughts and information. Furthermore, the table (2.6) above demonstrates that during the explanation (to make things clear) students of one group use both verbal and non-verbal interaction. But in the other three groups, using the body language rarely occurs. It was observed that in different times students could not express themselves using the foreign language; so, they used the

non verbal interaction such as eye contact, nodding heads, etc. The table shows that students of all groups during the discussion correct sometimes each others' mistakes.

2.5.3. Discussion of the main result:

Classroom interaction plays a focal role in the field of education in general. Therefore, the researcher in the present study attempts to explore interaction precisely in the first year EFL classroom. For this reason, the first hypothesis, which answers the question what type of interaction takes place in the EFL classroom?, suggests that there are two types of interaction occurring in the EFL classroom which are teacher-students interaction and student-student interaction. The result of the data collected through the use of two research instruments which were students' questionnaire and classroom observation, revealed that teacher-student interaction occurred in the first year EFL classroom. This type of interaction operated through the sequence initiation, response and feedback. During the initiation the teacher asked questions to students; then, students responded to the teacher question. Finally, the teacher evaluated the students' performance through providing feedback. In addition, as it is mentioned in the result, students' request for the clarification, negotiating of meaning and debating the free topics allowed the prosperity of teacher-student interaction in the first year EFL students. Furthermore, the results revealed that student-student interaction took place through the implementation of pair and group work and whole class discussion as well. In addition to the previous techniques, the students' request for clarification also contributed to the student-student interaction type. Actually, the results obtained from the research instruments validate the first hypothesis.

The second research question was about the teacher's strategies to promote classroom interaction. It was hypothesized that the teacher asks question in order to promote interaction in the classroom. Also, the investigator suggested that the implementation of cooperative learning and the whole class discussion contribute in the boost of classroom interaction. Indeed, the results of both data collection

instruments revealed that the teachers in EFL first year classroom used different strategies so as to promote interaction between her/him and among students as well. The results mentioned in the present study illustrated that the teachers used different techniques and strategies that raised interaction in the EFL classroom. These strategies were asking questions, implementing cooperative learning, i.e. pair and group work, and whole class discussion. In fact, the results finding confirm again the second hypothesis.

2.6. Suggestions and recommendations:

Classroom interaction plays a pivotal role in teaching and learning especially in the foreign language classroom. It is necessary to implement some strategies to reach an interactive classroom. For this reason, the researcher and some students from the sample population suggest some strategies that can create interaction between learners or with their teachers as well.

2.6.1. Improving questioning strategies:

The EFL classroom consists of inactive and active students. Inactive students are those who cannot interact in the classroom using the foreign language because they do not trust themselves. While, active students are those who the teacher prefers to interact with and select to answer his/her questions. Neglecting the inactive students in the classroom may dishearten them. For this reason, the teacher tries to develop his/her students' self-confidence through asking questions to the entire classroom. Also, the teacher attempts to ask understandable questions that all students can answer. Moreover, the questions need to be appropriate for all students' linguistic level (Xiaolin 2013:211).

2.6.2 Attending to learners' linguistic level:

Xiaolin (2013:211) states that there are three students' linguistic levels that the language teacher should take into consideration. The first level includes beginner students that do not understand many English words. The intermediate students are

those who understand what the beginners do not understand and it is the second level. In addition, the third level that is called advanced learners. Students in this level can understand all what they read and listen in English. Accordingly, the language teacher can use suitable language that the students understand in order to impart knowledge and give instructions. Helping students to understand the meaning of the language may create an interactive climate and lead students to develop their language proficiency (Xiaolin 2013:211).

2.6.3. Implementing cooperative learning:

Cooperative learning is an important technique that the language teacher implements in the classroom in order to promote interaction among learners. Cooperative learning refers to pair and group work in which students work collectively and cooperatively. It allows students to learn from each other and help to build relationships inside and outside the classroom. Through this technique students learn how to learn and how to solve activities using the foreign language and this may lead students to develop their linguistic level through reciprocal exchange of ideas, information, thoughts and culture. (Xiaolin2013:211)

2.6.4. Building positive teacher learner rapport:

Teachers and students try to not build an exaggerated relationship between them so as to reach a successful classroom interaction. This means that the teacher needs to build a positive relationship with students consisting of a mutual respect and trust. Also, the teacher needs to know many things related to his/her students. Students' positive outcomes can be reached when the teacher designs courses regarding to students' interests, needs, levels, desires and using humors in the classroom as well. The positive relationship between the teacher and his/her students leads to creative and interactive classroom (Xiaolin 2013:211).

2.6.5. Reducing classroom anxiety and increasing motivation:

Few EFL students hesitate to participate in an interactive atmosphere in the classroom because they fear of being embarrassed and overwhelmed by the remains participants. In addition, they fear of being negatively evaluated by the teacher. For these reasons, the teacher needs to involve those students in the interaction through implementing different techniques and strategies. One solution that can reduce anxiety among students is telling them what to prepare before coming to the classroom. This may facilitate students' interaction and participation. In addition, the teacher can enable students to overcome anxiety by informing them that it may happen sometimes, but it is not a constant event. Also, the teacher contributes to the development of students' self-confidence and self-esteem by giving them time to talk and express themselves independently using the foreign language (ibid).

Furthermore, the teacher can accept, repeat and give positive feedback in order to encourage and motivate student for further interaction. The teacher tries to take into consideration the students' language proficiency levels, desires and interests to choose a topic to be debated. Besides, the teacher attempts to accept student questions and negotiate meaning with them in order to make things clear. As it is mentioned before, negotiation of meaning as a part of interactive process leads to the successful of language proficiency. Also, the teacher tries to enable students to perform dialogues or gives them chances to suggest topics for discussing and debating. In addition, using videos and mobiles to check new words help to create an interactive atmosphere and learners' language proficiency as well.

2.7. Conclusion:

In this chapter, the researcher tried to shed light on the qualitative and quantitative analysis of the data collected through the use of two different research instruments which are students' questionnaire and classroom observation. Moreover, the result finding revealed that EFL classroom interaction includes both teacher-student interaction and student-student interaction. Besides, the result

exposed some strategies that the teacher uses because they contribute in promoting classroom interaction. Furthermore, this chapter encompassed some suggestions and recommendation that can be useful to reach an interactive environment.

GENERAL CONCLUSION

General conclusion:

EFL students sometimes are affected by different factors that may hinder their interaction in the classroom especially in oral expression session. Therefore, EFL teacher tries to involve these kinds of students through the use of different strategies that promote interaction in the classroom. For this reason, the present research work aimed at exploring the classroom interaction in order to probe the types of interaction that take place during the oral expression session. Furthermore, the objective of the current study is to investigate the strategies that are used so as to promote interaction in the classroom.

The work at hand encompassed two chapters. The first chapter revolved around the theoretical overview about interaction in the EFL classroom. The second chapter dealt with the practical part that was conducted so as to fulfill this research. It also supplied information about the research design, sample population and the research instruments. Besides, it involved the data analysis and the discussion of the main result. At last, it suggested some strategies that can help both EFL teachers and learners to promote interaction in the classroom.

The results obtained from the qualitative and quantitative data analysis of the students' questionnaire and classroom observation validate the two suggested hypotheses. Regarding the first hypothesis which stipulates that there are two types of interaction that occur in the classroom which are teacher-student interaction and student-student interaction, the findings of classroom observation and students' questionnaire reveal that classroom interaction occurs between students themselves or with their teacher during the reciprocal exchange of ideas, opinions and information. The teacher-students interaction occurs through the sequence initiation, response and feedback. This means that the teacher asks question to students; then,

students answer the question given by the teacher. Finally, the teacher evaluates the students' performance through giving feedback. In addition, students request for clarification about what has been said, and they negotiate and debate free topics in the classroom. Furthermore, the student-student interaction increases through cooperative learning such as when performing dialogues. To sum up, there are two types of interaction that occur in the first year EFL classroom at Tlemcen University as the researcher hypothesized previously. The two types refer to teacher-student interaction and student-student interaction.

The Second hypothesis states that the strategies used by the teacher to promote classroom interaction lie in asking questions, implementing cooperative learning and whole class discussions. The research findings showed that the teacher uses different strategies such as asking questions for all students to attract their attention and to make them interact. In addition, the teacher implements cooperative learning by putting students in small groups or in pairs in order to perform dialogues or to work on activities. Also, the teacher implements the whole class discussion techniques when debating and discussing free topics. This means that the second hypothesis is confirmed.

Actually, it is important to reveal that this study encountered some limitations. For instance, some students did not answer the questionnaire that was given to them thus reducing the number of subject students. In addition some teachers did not accept to be observed. Therefore, the researcher addressed the questionnaire to only two groups of 50 first year EFL students and conducted the observation with merely four groups. So, one cannot generalize the results obtained on all the population.

In this study, the researcher tried to investigate classroom interaction in general. This may open the gate to further research which will focus on a particular area such as the impact of the positive rapport between the teacher and students to create an interactive atmosphere, and the importance of classroom interaction in developing the students' speaking skill.

To conclude, it was very important for the researcher to shed light in this study on classroom interaction because of its value and significance in the pedagogical environment especially in the EFL setting. Exploring the types of interaction that take place in the classroom is what the researcher aimed at in this study. Then, the investigator attempted to portray the strategies that the teacher used in order to promote classroom interaction to provide at the end some strategies that may help in promoting interaction in the class.

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APPENDICES

Appendix: A

STUDENTS QUESTIONNAIRE:

This questionnaire is used as a tool to collect information needed in order to explore what type of interaction is taking place in EFL classroom. We would be grateful if you answer the following questions to help us to fulfill this research. Please, choose the appropriate answer according to your opinion, and justify your answer where it is necessary.

Thank you in advance for your help.

Rubric one: students' profile

Question one: mention your age:

Question two: mention your gender:

Male: Female:

Question three: how is your proficiency level of English according to you?

Very good

Good

Average

Weak

Question four: why did you choose to study English rather than other languages?

- ✓ English becomes a universal language.
- ✓ You want to become an English teacher.

- ✓ You like English.
- ✓ It is imposed on you.

If there are other reasons mention them, please.

.....

.....

.....

Rubric two: the type of interaction that takes place in EFL classroom in oral expression session

Question one: how often do you interact with the teacher in the classroom?

Always Sometimes Rarely Never

For which reason?

.....

.....

.....

Question two: how often do you interact with your classmate?

Always Sometimes rarely never

For which reason?

Question three: do you have difficulties that prevent you to interact with your teacher?

Yes No

If yes mention them please.

.....

.....

.....

Question four: do you have difficulties that prevent you to interact with your mates in the classroom?

Yes No

If yes mention them please.

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

Question five: how often does your teacher give you the opportunity to interact with him/her?

Always Sometimes rarely never

Question six: how often does your teacher give you the opportunity to interact with your classmates?

Always Sometimes rarely never

Question seven: how often do you ask question in the classroom?

Always Sometimes rarely never

For which reason?

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

Question eight: how often does the teacher ask questions during the lecture?

Always Sometimes rarely never

Question nine: how often does your teacher correct you when you make mistakes and errors during the interaction?

Always Sometimes rarely never

Question ten: how often does your teacher use ~~and~~ your ideas in the classroom?

Always Sometimes rarely never

Question eleven: how is your relationship with your teacher in the classroom?

Good Bad need improvement no relation

Question twelve: how is your relationship with your classmates in the classroom?

Good Bad need improvement no relation

Question thirteen: who talks more in the classroom during oral expression sessions?

You the teacher both

Why ?

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

Rubric three: the teacher's strategies that promote classroom interaction.

Question one: what are the reasons that prevent you from interacting?

- fear of making mistakes
- have no idea about the content
- the topic is not interesting
- the teacher does not encourage students to interact
- fear of negative evaluation

- fear of being embarrassed

Question two: what are the teacher strategies that encourage interaction in the classroom?

- ask questions

- implement cooperative learning

- Build positive teacher-learner relationship

Question three: what are your suggestions to promote classroom interaction?

Appendix: B

Classroom observation:

General observation of the classroom:

Observation n°:

Module:

Number of students:

Gender:

- Male:
- Female:

Classroom observation

- a- Always.
- b- Sometimes.
- c- Rarely.
- d- Never.

Rubric one: the observation of teacher-students interaction.

Always (A) _ Sometimes (S) _ Rarely (R) _ Never (N)

OCCASION	SESSIO N ONE				SESSIO N TWO				SESSIO N THREE				SESSION FOUR			
	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N
-The teacher explains the lesson and asks questions related to it.																
-The teacher calls students by their names.																
-The teacher asks one students to																

answer the question.																				
-The teacher asks questions to the whole class.																				
-The teacher gives students time to answer the questions																				
-Students answer the teachers' questions																				
-The students use body language to interact with the teacher.																				
-The teacher gives feedback on students' performance																				
-The teacher repeat the students' ideas, opinions and answers.																				
-Students request for clarification about ambiguous things have been said through asking questions																				
-The teacher negotiates the meaning of the content with students.																				
-The teacher debates with students about the topic that they want to speak about.																				
-the teacher implements the cooperative and collective learning in the classroom.																				
-The teacher guides and monitors students in doing activities.																				

Rubric two: the observation of student-student interaction.

Always (A) _ Sometimes (S) _ Rarely (R) _ Never (N)

Occasion	Session one				Session two				Session three				Session four							
	A	S	R	N	A	S	R	N	A	S	R	N	A	S	R	N				
-Students share and exchange ideas, opinions and information between them																				
-Students interact between them in the whole class discussion																				
-Students request for the clarification from their friends																				
-Students explain the instructions of activities																				
-Students speak and use body language to make their classmates understand and obtain the meaning of the course																				

-Students correct each other's mistakes during the discussion

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--