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**The Impact of Classroom Interaction Patterns on
Enhancing Learning in EFL classes:
*Case of Second Year Secondary School of Mohamed ben
Ahmed Abd Alleghany Mostaganem***

SUBMITTED BY: BELABDOUN Sihem

Members of the Board:

Chair Person: Mrs. Adnani Rajaa

University of Mostaganem

Supervisor: Dr. BENOSMANE Naziha

University of Mostaganem

Examiner: Dr. Benstaali Leila

University of Mostaganem

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Dedication

I dedicate this modest work

*To the greatest father in the world, I will be always grateful for his
sacrifice to make me happy, support and confident*

*To my dear mother, my source of inspiration and encouragement,
for her endless love, support and help*

“My father and my mother, thank you for everything”

To my dear brother ‘MILOUD’ and sisters ‘AMINA and HALIMA’

*To my best friends: Ahlem, Houria, Bouchra, Halima, Ikram, Souhila, Sarah,
Wissem, Radia, Yacine and Ali*

To all my friends and classmates

To all my best teachers from primary school to university

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Participated and attempted to answer the questionnaires

Abstract

Classroom interaction is an important concept in language teaching and learning. It is helpful for the students' learning process. The purpose of this study is to reveal the different patterns of classroom interaction, its impact on enhancing learning in EFL classes and how can the teachers encourage classroom interaction. In the practical part, the researcher uses different data collection instruments which are the classroom observation and questionnaires for both teachers and students that are conducted to second year foreign languages class of secondary schools of Mostaganem during the academic year 2019/2020, so that this work contains quantitative and qualitative methods. The teachers' questionnaire is intended to investigate the teachers' views about the interaction in the classroom and its patterns and techniques. The students' questionnaire is intended to demonstrate students' level of interaction and the effect of its patterns on their achievement. There were adequate results about the effect of the classroom interaction on the learners' achievement.

Key words: Interaction, Patterns of classroom interaction, EFL classes, learners' achievement

List of abbreviations

EFL: English as a Foreign Language

TEFL: Teaching English as a foreign language

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General Introduction

Education in general or learning foreign languages need interaction, which basically requires active participation from both part; the teacher and the students. Furthermore, classroom interaction is the way a teacher discusses, converses, talks, expresses ideas and information to students during learning activities. Researchers considered interaction in the classroom as a basic element in learning English as second /foreign language. This led them to look for its influence on students' achievement.

Classroom interaction patterns are regard as an important concept in language teaching. It plays an important role in the classroom as it affects the relationship between the teacher and the students. Classroom interaction helps students develop their language in the classroom and enables them to cope with their lack of language skills. It gives students the opportunity to get feedback and test their communicative success by sharing ideas with the teacher. Interaction gives the learners opportunities to receive the input provided by the teachers which must be understood by the learners to provide the output. Hence, the lack of these interaction leads to poor production and receiving.

This study aims to show the influence of classroom interaction patterns on students' achievement in EFL classes, so that to encourage students to participate and teachers to create techniques to increase interaction among the students in the classroom. Therefore, in order to know the impact of the classroom interaction on enhancing learning in EFL classes, it is necessary to ask the following questions:

- To what extent can the classroom interaction patterns influence students' achievement in EFL classes?
 - How can teachers encourage classroom interaction?

As an attempt to answer these questions, we suggest the following hypotheses:

- Classroom interaction patterns can enhance the students' learning achievement
- The use of different techniques in the classroom like group work can promote the interaction in the classroom

This research is divided into three chapters. The first chapter gives an overview about the literature review. In this chapter the researcher presents the definition of classroom

interaction, its role, patterns and techniques and some other related concepts. The second chapter is devoted to the practical part of this research. It describes the educational setting and the participants both the learners and the teachers that we worked with, the collected data instruments, and finally the analyses of those data tools. The third chapter discusses the results and the findings of this research with some suggestions and recommendations for both teachers and learners on how to encourage classroom interaction.

Chapter One

Literature Review

Classroom Interaction

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1.1. Introduction

Learning a language and using it are basically interactive activities that depend on varying types of relationships with others and with cultures as a whole. Teaching and learning are processes that include many variables. These variables interact as learners work to achieve their goals and include new knowledge, behaviors, and skills that add to their set of learning experiences. In second language learning, interaction is the motor of learning and therefore key to improving education.

Hence, classroom interaction is primary factor that contributes in the development of learning English as a second/foreign language. Teachers should encourage interaction in classroom as well learners must be interactive during the lessons. This chapter will deal with the concept of classroom interaction; its definition, role, patterns, techniques; and discuss teachers' role in the classroom interaction. Finally, it will present the relation between classroom interaction and classroom management, and between the classroom interaction and classroom communication.

1.2. Classroom interaction

1.2.1. Definition of Classroom interaction

In learning English as a foreign language, interaction has been considered as an important element. The term interaction was defined in many English dictionaries. According to Cambridge international dictionary of English, interaction is "*an occasion when two or more people or things communicate with or react to each other*" it means, it is a process by which a group of people share, act and react between them. Meanwhile, the Oxford dictionary, defines the noun 'interaction' as a "reciprocal action or influence". In other words, it is a mutual operation in way that people affect each other.

Classroom interaction concept was also defined by many scholars and researchers from different angles and perspectives. Some scholars agreed that classroom interaction is an action that happened in a collaboration between two or more people. Malamah-Thomas (1987) said: "*interaction means acting reciprocally, acting upon each other*" (p.7). In other words, it is acting among them similarly. In this sense, Wagner (1994) stated that interaction is a similar event that seeks two objects which are influenced comparably. In this sense, Wagner (1994) also maintained that interaction refers to mutual actions that demand two subjects in an event; according to him interaction appears when both topics and actions affect

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one another in a natural way. Therefore interaction can not only happen on one side, there must be an influence by giving and receiving messages.

In addition, Robinson (1994) sees that interaction refers: *“to reciprocal face-to face action. This can be verbal, channeled through written or spoken words, or nonverbal, channeled through touch, proximity, eye-contact, facial expression, gesture, posture, appearance, environmental factors etc.”*(p.7). Furthermore, Hadfield and Hadfield (2008), claim that interaction is a collection of steps which start by choosing the suitable language, taking turns in conversation and asking people to explain and repeat what they are saying whenever is needed, and the important step is to respond to what other people say.

However, the interaction which includes certain people in certain places and occasions has its own name, and one of them is the interaction which happens in the classroom and involves teacher and students is referred to as classroom interaction. Interaction in classroom cannot be realized from one side, there must be a mutual influence through giving and receiving messages in order to communicate and make the learning process more effective.

Malamah-Thomas (1987) proposed a diagram which explains the relationship between the teacher and learners in the classroom during interaction.

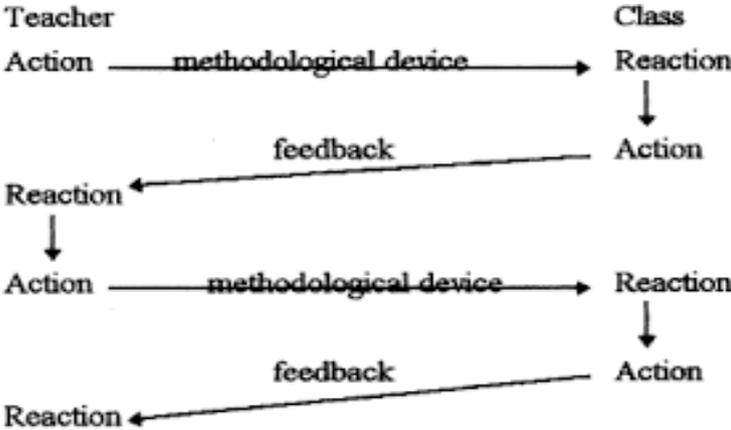


Diagram 1.1: Classroom interaction. (Malamah-Thomas, 1987, p. 39)

Malamah Thomas described classroom interactions as a methodological device and as an action followed by a reaction through which learners get feedback. He also asserts that the teacher behaves according to the class, but the classroom reaction later modifies the following work. This definition focuses more importantly on sharing the teacher's actions that can be influenced by student reactions during the classroom interactions.

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In the same context, Allwright (1984) sees interaction as “*the fundamental fact of classroom pedagogy*” (p.156) because everything that happens in the classroom happens through a process of live person-to person interaction. So, all the processes which are undertaken in the classroom are the result of the direct interaction between one person and another.

Further, Ellis (1999) attempted to define interaction from another perspective which is the ‘social perspective’. This appears when he said interaction is: “*the social behavior that occurs when one person communicates with another*” (p.1). Ellis considered that interaction is more about behavior than action. In other words, growing up in a society requires communication with others in order to develop oneself thoughts and personality, for this reason, Ellis said that interaction is a social behavior. Each person has to be in touch with the others in order to build his attitudes.

1.3 Classroom interaction and classroom communication

Classroom communication is the core of every classroom, but it is so complicated; since interaction requires communication, it can be possible to get lost in the flow of the classroom interaction, because it goes so fast and it requires many participants. Classroom communication requires an effective use of language in order to create an effective interaction. Brown (2001) describes the term interaction “as the heart of communication; it is what communication is all about.” He relates interaction to communication. Interaction can also occur as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime (Nisa, 2010). Another derivative source indicates that “communication” is extracted from the Latin word “communicare” which means transfer or participation. Often this term applies to different people with different issues. In short, we can reciprocally describe communication to be the sharing of ideas and feelings. It facilitates the exchange of information, as it requires contact, so that all interactions are a mutual profession.

1.4 The role of classroom interaction

Interaction in the classroom can occur when the teacher transfers his or her knowledge to the students and the students transform the information they got, and then construct it based on their understanding, value and application (Dewey, 1916). Interaction holds an important role in class since it influences the relationship between the teacher and the

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students .Classroom interaction allows students to practice their language in classroom, and makes them able to cope with their lack of language knowledge. It offers the students opportunities to get feedback, and to test their communicative success through sharing ideas with the teacher or among the students. The feedback gained as their teacher correct and praise them after they try to interact in classroom. According to Runmei (2008), classroom interaction encourages the students to communicate with others in real situation. Furthermore, it increases participation and stimulates the students' involvement in the classroom. Then, interaction fuels students' motivation and helps them see the relevance of teachers' topics. It can also allow the students to learn and understand how to work with partners, at the same time, it develops and improves the skills of team work.

1.5 Patterns of classroom interaction

Interaction in classroom is viewed as a substantial factor in second /foreign language learning since it occurs in various manners. Among them, there are teacher-learner interaction, learner-learner interaction and learner-material interaction.

1.5.1 Teacher-learner interaction

Teacher-learner interaction is the relationship between the teacher and the learner or a group of learners. According to Harmer (1998), the way a teacher interacts with his students is an important skill that the teacher uses in the learning and teaching processes. For him, language is a skill that is shared between the teacher and students since it depends on how much the learner understands the appropriate inputs for him in the classroom situations. The teacher focuses on the type of input that he must provide to his students because meaningful and understandable inputs cause students to respond to and interact with their teacher. This can be used to collect feedback from activities, elicit information from students, give instructions and amongst other things. In this type of interaction, the teacher plays an important role which is represented in creating an environment that pushes them to interact by asking questions, accepting their ideas, giving positive feedback and involving them in the lectures (Coulthand, 1977). Students can also ask questions about the content or ask about clarification, those questions between the teacher and the students create a kind of interaction. During the learner's interaction with the teacher, students aim to improve their oral performance besides listening as well, the teacher must be aware and careful of the type and quality of the language he uses, including sound, tone, and cavity because the teacher's speech is a resource for students.

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(Scrivener,2005, p.85) suggested a graph of the interaction between the teacher and the learners in which he shows the way of teachers' interaction with their students. This diagram shows the exchange in the teaching process where teacher gives information and receive the output from his students.

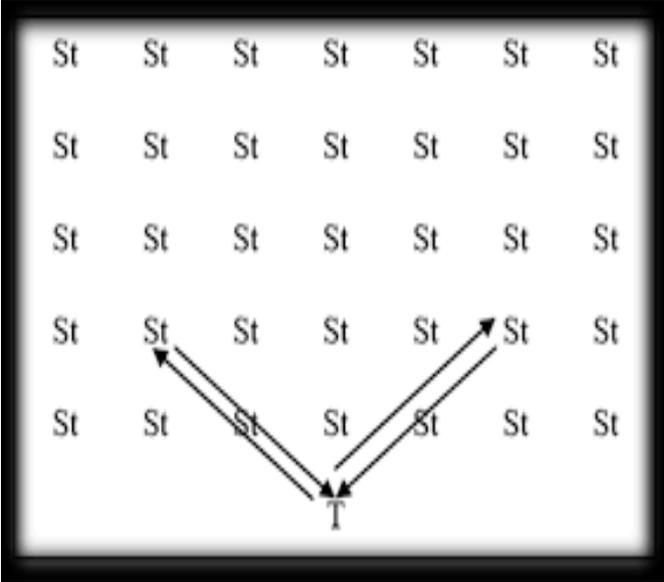


Diagram 1.2: Interaction between the teacher and the students (Scrivener, 2005, p. 85)

Key:

- ↗ Teacher interacts with student
- ↘ Student interacts with teacher
- T teacher
- S student

Teacher-learner interaction is one of the most powerful elements within the learning environment, it affects the student’s development, achievement, and performance since the students do much of the talk in the classroom, and present part of the lesson indirectly through their interactions with their teacher.

1.5.2 Learner-learner interaction

Learner-learner interaction occurs between the learner and his classmates in the classroom. In this form of interaction, the teacher plays the role of a monitor and learners are

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The teachers also encourage this pattern of interaction because it is the way that makes students active rather than passive participants. In other words, growing up in a society requires communication with others in order to develop one's thoughts and personality.

1.5.3 Learner-material interaction

This type of interaction occurs when students themselves obtain information directly from the educational materials. It takes place when they interact with the text or they are deeply immersed in the content and once students' access learning materials such as books, dictionaries, handouts, audios, videos...etc. It aims to bring the student to work, to investigate, to discover and to build new and appropriate knowledge. When the teacher uses those materials during the lectures, he wants to see his students' interaction with the material and its effectiveness on the learning process. This kind of interaction makes the students apply their knowledge in different situations. Furthermore, it may help the students develop new ideas and connect them to their own world while combining them with new information. Learner-material interaction helps to see the range of assimilation the students have about the language. It means to learn new information and to be more understandable, at the same time, the teacher is able to understand how well the comprehension of the students is by seeing how they work with those materials. In addition, the teacher relies on that pattern of interaction to make students improve aspects related to the critical thinking and the oral and written language.

This sort of interaction forms the basis of all educational process (Moore, 1989). Design and development the course materials in different technical forms and use of multimedia enhances the interactivity and effectiveness of interaction. For instance, if the teacher uses several materials in one course can enhance learning better than the use of one material. The effectiveness of learner-material interaction depends on how well the teacher chooses the suitable material and how the students interact with them.

1.6 Teacher-centered classes verses students-centered classes

In order to enhance the teaching and learning process, some scholars suggest to make some changes in order to make the learner as a core element in the classroom. Teachers also are constantly looking for new ways to present the curriculum more effectively. In traditional classrooms where the teacher-centered classes, the students become passive learners, or rather just receptors to teacher knowledge. They have no control over their learning. Teachers make

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all decisions related to the curriculum and teaching methods. So, the new way that teachers and researchers have been looking for is the students-centered classes which

“is the perspective which focuses on the learners’ experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning environment conducive to learning and promotes the highest levels of motivation, learning, and achievement for all learners”

On the right (McCanbs&Whisler, 1997, p. 9).

In addition, teacher-centered learning was described by Huba& Freed (2000) as the fact that students passively receive information, emphasis is on acquisition of knowledge, and teacher’s role is to be primary information giver and evaluator. There is no room for student’s personal growth. While, Brown (2008) claimed that student centered learning approach gives students ownership over their learning and helps them make necessary decisions and value judgments about the relevance of the content and the methods of teaching to their own lives and interests. In student-centered learning, students play a significant role in designing their own curriculums. The teacher plays the role of facilitator or guide who helps students achieve their goals (Wolk 2010). Peyton, et al. (2010) summarize the student-centered approach to: enhancing interaction between learners, using the native language when possible and suitable, linking education to learners' lives, and teaching learning strategies explicitly.

Huba and Freed (2000) made a comparison between teacher-centered and learner-centered paradigms as it is presented in the following table:

Teacher-centered paradigm	Learner-centered paradigm
Knowledge is transmitted from professor to students	Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on
Students passively receive information	Students are actively involved
Emphasis is on acquisition of knowledge	Emphasis is on using and communicating

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outside the context in which it will be used	knowledge effectively to address enduring and emerging issues and problems in real-life contexts
Professor's role is to be primary information giver and primary evaluator	Professor's role is to coach and facilitate Professor and students evaluate learning together
Teaching and assessing are separate	Teaching and assessing are intertwined
Assessment is used to monitor learning	Assessment is used to promote and diagnose learning
Emphasis is on right answers	Emphasis is on generating better question and learning from errors
Desired learning is assessed indirectly through the use of objectively scored tests	Desired learning is assessed directly through papers, projects, performances, portfolios, and the like
Focus is on a single discipline	Approach is compatible with interdisciplinary investigation
Culture is competitive and individualistic	Culture is cooperative, collaborative, and supportive
Only students are viewed as learners	Professor and students learn together

Comparison of Teacher-centered and Learner-centered paradigms (Learner Centered Assessment on College Campuses by Huba and Freed 2000)

Table 1.4: Teacher-centered vs. Learner-centered paradigms (Huba and Freed 2000)

To sum up, in teacher-centered classes material is covered, but not necessarily mastered and the pedagogy is different too. In learner-centered classes, students learn by practice. They engage in the material and practice the discipline.

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1.7 Classroom interaction techniques

In teaching English as a foreign language (TEFL) the teacher often uses a variety of techniques that make their students interact more when conducting foreign language lessons. The most common interaction techniques are: pair work, group work, discussion, and simulation and role play.

1.7.1 Pair-work

The term pair work was defined in Longmans Dictionary as putting students in small groups of two or three to do an activity together. Moon (2000) also attempts to define pair work as a strategy “*to organize them (student) in ways that will maximize opportunities for learning*” (p.53). He ties pair work to learning. Another definition was given by Richards and Schmidt (2002), pair work is a learning activity that engages learners to work together in pairs. From those definitions, pair work is a technique where two students (i.e. pair) practice a language together, such as: fill in the blanks of information gap activities, write script of play or dialogues and study a written passage. Pair work plays a crucial role in classroom interaction. It increases learners’ opportunities to use the language and to broaden their perspectives. Then, it encourages them to appreciate different opinions of others. Pair work activity increases the amount of talking time of students. So, they can have more chances to share their knowledge with others and feel independent and autonomous. Pair work activity is known to be quickly done and easy for organizing, however it is considered as noisy process. The fact that led many teachers to avoid it because most of them lose control over their classes.

1.7.2 Group work

The use of group work activities is another frequently cited technique for changing the interactional dynamics for language classroom. Group work is defined as more than one person working together to complete a task or assignment. In the classroom, group work can take many forms; however, the goal is to make students interact with each other and collaborate to complete a unified task. According to Penny (2000) “*Group work increases the sheer amount of learner talk going in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class*”(p.121). It means that in group work, learners perform a learning task through small-groups interaction. It is seen as an activity that increases the amount of learner’s talk. Teachers use group work activities to help students enhance social skills and increase the use of different patterns of classroom

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interaction which are the teacher-student interaction, the student-student interaction and the student-material interaction. Despite that it can make students noisy but it can reduce the inhibition of learners who are unwilling to interact with the teacher or their classmates.

1.7.3 Simulation and role-play

The most important goals that EFL teachers seek to achieve during their teaching process are: helping students to analyze issues, evaluate actions and decisions, connect classroom knowledge to real world situations, and develop problem solving. Simulations and role play can be effective ways to reach these objectives. They are forms of experiential learning (Russell & Shepherd, 2010). Simulation is designed to replicate a real life situation, having students assume roles where they analyze data, make decisions and solve the problems inherent in the situations. Meanwhile, role play is defined as a strategy in which students are required to act specific roles through saying, doing, and sharing (Altun, 2015). Simulation and role play involve the interaction among students and foster collaboration, enhance their language development and performance, and create enjoyable atmosphere. The significant advantage of these two activities in learning is to increase empathy as they see issues from multiple perspectives.

1.7.4 Discussion

The term discussion is a spoken interaction between three or four speakers, who are then given a particular topic or question to explore. Classroom discussion can bring out students' interests and motivate them; it's a chance for them to talk about the things they really care about. Giving and justifying opinions can also bring students a sense of accomplishment, as they are using the language to express ideas. This technique is used to keep students active and make them interact. Furthermore, discussion ensures the use of language meaningfully, interactively and fluently. The main role that a teacher can play in discussion activities is to introduce the topic being discussed; in meanwhile students are motivated and encouraged to speak freely. Hence, they will be able to deal and talk about several topics.

1.8 Teachers' roles

An effective classroom interaction needs a pleasant atmosphere and a good relationship among participants (teacher and learners) in the classroom. This can be achieved through various ways; one of them is the roles that can the teacher play inside classroom.

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- **The teacher as a controller**

Within a classroom interaction, a teacher as a controller is a role that is the more expected. It means that the teacher is in a complete charge of class and the center of attention. Harmer (1991) points out that teachers fulfilling this role, “[...] *control not only what the students do, but also when they speak and what language they use.*”(P. 236). It means that everything is controlled by the teacher and is in his/her responsibility. For example, he/she introduces the target language, gives activities, and guides the students through the content. In addition, Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.

- **The teacher as an Assessor**

The teacher can also be regarded as an assessor by providing students with feedback regarding their performance. Telling students about their strengths and weaknesses and praising them in distinct ways. Correcting students’ mistakes in an appropriate manner with paying attention to their reactions, in this regard (Harmer, 1983) said: “*gentle correcting involves showing that incorrectness has occurred, but not making a big fuss about it.*”(p.201).

- **The teacher as an Organizer**

The key to success in the field is the ability of a teacher to organize oneself, the classroom, as well as the students. Organization means that students are in their proper position at the correct time and know what is required from them, and the teacher is ready with planned and successful lessons and evaluation methods. This role is related to the activities that the learners can carry out in the classroom. The way the teacher designs, regulates and arranges pairs and group works, and gives instructions about how well they interact and participate. All activities in the classroom depend on good organization in order to get students engaged and more interested.

- **The teacher as a Prompter**

Students sometimes lose the thread or become unsure how to proceed; the teacher in this regard can play the role of a prompter. He /she is like a motivator, helps the students

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when they face trouble in the activities by giving them clues or tips, with this role the class is like more interactive. The teacher then, encourages students to think and to be creative in order to be autonomous and independent.

- **The teacher as a Resource**

This role involves when the students encounter difficulties in an activity that they are working on. Thus, the teachers act as students' reliable resource. They can be one of the most important resources students have when; for example, ask how to say or write something and when they want to know what a word or phrase mean. Teachers are ready to offer help if needed, available for advice and counsel when the student seek for it.

Despite all the roles that are mentioned above which are the main roles that the teacher can play or must do during the teaching process and especially during classroom interaction, there are other roles that he/she can take in order to create pleasant atmosphere in the classroom, which are the facilitator, the observer and the manager. These roles are all about making learning easier, planning the lesson, structuring the time and observing how the students' work is going.

1.9 Creating a pleasant atmosphere

Research has indicated that if a positive classroom atmosphere is created, students will learn better and engage more which means that it is one of the most effective and powerful tools teachers can use to encourage students' learning. Every student must feel safe and important in the classroom in order to enhance learning. The teacher is the one who creates a pleasant atmosphere, it does not happen without efforts. For instance, he /she searches for students' strengths and build on theme, plans the lessons according to students' needs and interests and chooses the activities that make them participate. The teacher should avoid showing anger when the students make mistakes because they are still developing social awareness as well as skills. In addition, educators can be moody sometimes because of the personal or professional events, but it is important for them to separate the personal life from the professional one to make the students feel safe, comfortable and to foster learning. Another way of showing a pleasant atmosphere in the classroom is to praise the students frequently and use feedback after any participation or activity. The following strategies are the effective strategies that the teacher should follow to create a positive classroom atmosphere:

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- ✓ Showing interest in each individual student
- ✓ Offering feedback on the performance of each student
- ✓ Valuing and respecting students' thoughts and ideas
- ✓ Building classroom rules and procedures collaboratively
- ✓ Being objective rather than accusatory when dealing with a student conflict or behavioral issue
- ✓ Promoting positive peerrelationships
- ✓ Using warm, inclusive behaviors with the face, body, and words

1.10 Teachers' feedback

Teachers' feedback is a mandatory part of the teaching and learning processes. It is a powerful tool for enhancing students' learning. Sadler (1989) stated that feedback in educational contexts offers the learner sufficient information to reduce the distance between actual output and the expected goal. It is a consequence of teaching and a response to learner performance. Moreover, feedback refers to the input that learners get from their teacher about their performance, which will enable them to enhance their self-correction and achievement. (Sarosdy, et al 2006). The aim of the feedback is to reduce the distance between where the students are and where they supposed to be. Teachers must provide constant feedback, as this way, students will feel cared, and work on their main difficulties along the school year. Effective feedback must be direct at the right level, purposeful, relevant and consistent with the prior knowledge of the students which must include logical connection. In addition, feedback should be gently provided and given immediately. For instance, appraising someone for a good work after a month will not be like when you appraise him immediately. The learner who is receiving the feedback should not feel like he is under attack. There are three types of feedback which are oral, written and peer feedback. The oral once, means the spoken feedback which is provided by the teacher to the students during doing the work. Then, the written feedback is the output which is given after the written activities. It is helpful, the students can refer to it over again. The teacher should use understandable words, locate and correct the error and should awards the correct job. Finally, the peer feedback is a social activity that occurs when the learners correct each other works. It is important because it arises some kind of interaction. To conclude, receiving feedback about learners' performance reflects their level of achievement.

Chapter One: Literature Review Classroom Interaction

1.11 The relationship between classroom interaction and classroom management

An understanding of how interaction is structured and accomplished by teachers and learners in the classroom provides valuable insights into classroom management. Classroom management refers to the teachers' decision to support and offer maximum learning opportunities (Krause, Bochner & Duchesne, 2003). It is also the process of conducting and organizing classrooms to ensure maximum learning and prevent disturbances. Furthermore, it entails activities to maintain an atmosphere to provide positive conditions for learning (Berliner 1988). Without classroom management, students would not get the education they deserve and may not feel safe in their school environment.

Richards and Rodgers (2014) suggest that classroom management in EFL classroom allows teachers to monitor students' actions and teacher-student interaction. This is meant that the interaction between teacher and student is considered as an important element of classroom management. Successful interaction in classroom involves mainly the teachers' management and organization. In an effective classroom management, all students should feel safe, valued, comfortable, supported and successful. This can be achieved through different ways such as understanding students' needs, positive interaction between the teacher and students and among students, increasing motivation and effective feedback. Effective classroom management and positive classroom interaction are essential goals for all teachers.

The interaction of teachers and students also can affect the learning achievements, because a smooth interaction will make the students feel reluctant to participate actively in the process of learning. According to Roestiyah (1989) when teachers interact with students who are less intimately, the learning process will be substandard. Therefore, students will hate the teacher, they will get bored and they will not participate. Teachers who teach just for expertization, will not give importance to their learners, as a result, this will lead to low academic achievement.

1.12 Learning achievement

Language learning includes activities that requires interaction that lead to learning achievement. Learning refers to a relatively permanent change in human capabilities that can include knowledge, skills, attitudes, behaviors and competencies that are not the result of growth processes. Likewise, Morris (1971) stated that learning is all about acquiring information, comprehension or mastery of expression, skill or research. It is also a mechanism

Chapter One: Literature Review Classroom Interaction

that the learner improves through exposure to the circumstances. In addition, Slameto (1995) defines learning as a process of ones' efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with their environment. Based on the above understanding, learning is a process that includes series of activities, it is not an outcome or a goal but a process to achieve goals. Learning is not given, but broader than that, it is experienced. The term learning has long been paired with the word achievement which is considered as a competence that a person has in an area of content. It is defined as the result of an activity that has been done, created, pleased and obtained with a determinant way; either individually or in group (Djamarah, 1994). It is a successful performance and something accomplished, especially by superior ability, special effort, great courage, etc. Furthermore, learning achievement refers to the result or level of ability that has been achieved by students after attending a teaching-learning processes within a certain time. It is in form of changes in behavior, skills and knowledge and then it will be measured, assessed and subsequently realized in numbers or statements. In addition, learning achievement defined as the acquisition of knowledge that are improved by subject matter usually indicates by test scores assigned by teachers. It can be conclude that learning achievement is the rate of success of students in schools that are expressed in the form of a numerical value.

1.12.1 Classroom interaction and learning achievement

There are always debatable issues in the teaching and learning processes. One of them is the relationship between classroom interaction and learning achievement. The type of this relationship can be known through a variety of factors that we find in the classroom interaction and affect students' achievement in some way, for example, these factors are either positive or negative for learning achievement.

- **Motivation**

Motivation is defined as “powering people to achieve high levels of performance and overcoming barriers in order to change” in case it is related to learning, the teacher is the one who gives power to hid students in order to perform well. Therefore, it drives the person to behave and act in a particular way. It also drives people's willingness and desire to do something. Motivation is like the power that can be either external or internal. This power pushes the learner to make efforts to achieve his goals.

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- **Interaction of teachers and students**

Teacher-students interaction is widely considered as essential by educators and students alike. This interaction type includes three tasks to be performed by the teacher which are: to stimulate interest and motivation, to organize application of student learning, and to counsel, support, and encourage each learner. The students who establish a strong relationships with their teachers can perform better than students whose relationships with teachers involve some sort of conflict. Teachers can help students improve their learning achievement by clearly expressing positive expectations for each student, giving students equal opportunities to participate in class discussions, and expressing to students that they are confident in their ability to succeed when it comes to their classroom activities.

- **Learning tools and curriculum**

The lack of tools and materials in schools will not help in improving the students' learning achievement. Learning tools include for examples libraries, laboratories, using technology aids etc. Purwanto (2004) explains that schools should have enough tools and equipment needed to learn coupled with the good teaching of teachers, teachers' skills in using tools that will simplify and accelerate students' learning. The importance of materials in language teaching and learning is widely recognized. As Richards (2001) notes:

“Teaching materials are a key component in most language programs. Whether the teacher uses a textbook, institutionally-prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training – they provide ideas on how to plan and teach lessons”. (p. 251)

On the other hand, the Curriculum which is a number of activities assigned to students. These activities are related to the materials used in teaching. It has been stated that if the curriculum is not good, it will not affect either the process of learning and student achievement.

1.13 Conclusion

It is generally argued that interaction in classroom is helpful for language learning. It can involve a pleasant atmosphere in the classroom with positive relationship between

Chapter One: Literature Review Classroom Interaction

learning process's participants. Classroom interaction has a big impact on educational setting since it helps students to be successful learners. It provides students with more opportunities to share ideas, collaborate and maximize their talking time through different activities designed by the teacher. Learners and teachers will not be able to achieve progress and improvement without this interaction, it gives the teacher an occasion to present an effective learning and successful learners. At the same time, it makes students achieve their goals, obtain a great deal of awareness about making conversation, working in group and presenting their opinions without fear about others reaction.

Chapter Two

Methodology Design

Chapter Two: Methodology design

2.1. Introduction

This chapter represents the practical side of the study which explores not only whether the classroom interaction has an impact on the achievement of learners of second year High Schools in Mostaganem, but also the different patterns and techniques of interaction that the teacher used to encourage classroom interaction. Furthermore, it includes the description of population in order to give a precise picture of this research. It also highlights the data collection instruments utilized including classroom observation besides the students' and teachers' questionnaire.

2.2. Research methodology

In general, research is a way of thinking and finding answers to the questions. The techniques and procedures that need to be used should also be valid and logical. The researcher used two data collection methods which are the classroom observation and the questionnaire for both teachers and students. We used the quantitative method in order to provide numerical values (statistics) about the teachers' opinions about classroom interaction and its patterns. In order to obtain quantitative insights and statistical analysis, two questionnaires are delivered to the teachers and students with different types of questions (open-ended, close-ended, yes or no questions and multiple choice questions). As for the qualitative method, an observation is devoted for the students in order to examine their level of interaction and the different patterns and techniques of interaction that the teacher used in the classroom.

2.2.1. The educational setting:

This research was conducted in secondary schools of Mostaganem. It deals with second year students and EFL teachers as sample population during the second trimester of the academic year 2019/2020. It aims at investigating the effect of classroom interaction and its patterns on enhancing learning achievement in EFL classes.

2.2.2. The participants:

The participants chosen for this study are second year students in Mohamed ben Ahmed Abd Alleghany secondary school of Mostaganem and EFL teachers of Mostaganem high schools. Due to the circumstances in which the country was passing through in general and Mostaganem in particular. The researcher was unable to complete his research in the

Chapter Two: Methodology design

institution, and therefore he had to collect information through the use of social networks. The researcher put a questionnaire and published it in groups belonging to English language teachers in secondary schools of Mostaganem. The teachers who answered the questionnaire are EFL teachers of secondary schools of Mostaganem .They were twenty (20) teachers, among them thirteen (13) were females and four (7) males. The selection of the sample of the students was based on the questionnaire done by the researcher. The questionnaire was devoted to second year Students in Mohamed ben Ahmed Abd Alleghany secondary school of Mostaganem .They were divided into six (6) classes, the researcher chose one class from the whole number as a sample, they were twenty eight (28) students (male and female) from foreign languages class.

2.3. The data collection procedure:

To collect data, the researcher has chosen two instruments (observation and questionnaire) to evaluate and validate or invalidate the hypothesis of the research, as well as observing the pupils' interaction in an EFL classroom. On the one hand, the researcher's aim was to obtain a quantitative data through the use of questionnaires; by knowing the effect of classroom interaction on the learning process. On the other hand, qualitative data was used through classroom observation to explore this phenomenon.

2.4. The description of data tools:

In this research, two instruments were used to collect data which are the classroom observation, the questionnaires for both students and teachers. The purpose of using these triangulation is to gather both qualitative and quantitative data.

2.4.1. Classroom observation

The classroom observation is used in order to know how the classroom interaction patterns affect pupils' achievement. It is based on a check list which is composed of five items.

We wanted to observe the teacher and pupils' talk during the lesson and also the interaction patterns that are used. As well, we observed the techniques of classroom interaction that the teacher utilized and which of them the pupils liked more. In addition, the researcher intended to know the different roles that the teacher played during the teaching

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process. We attended fourteen sessions of second year foreign languages class of secondary school in order to be part of the situation and to observe the teaching- learning processes.

The observation criteria were not informed teachers and learners. This means that the behavior of both the teacher and the learner was expected to be as usual during the lesson.

2.4.2. The pupils' questionnaire

The pupils' questionnaire is designed to reveal the types of interaction and the techniques that students prefer their learning, as well as knowing which ones were most used by the teacher. Also, discovering the level of participation in the classroom. It is formulated of thirteen (13) questions which are a combination of open-ended, close-ended and multiple choices (see appendix p54). The pupils' questionnaire was conveyed to foreign language class which contained twenty eight (28) pupils in Mohamed Ben Ahmed Abd Alleghany High School of Mostaganem. It consisted of two parts, the first one is about pupils' gender and level in speaking and listening skills, and the second one is about the pupils' participation and the techniques they preferred in their learning.

2.4.3. The teachers' questionnaire

The teachers' questionnaire is aimed at investigating the amount of teachers' talking as well as students' talking in the classroom, views about the patterns and the techniques of interaction that are used in the classroom and the main roles that the teacher perform inside the classroom. It is composed of twelve (12) questions which are open-ended questions, close-ended questions and multiple choices questions. The questionnaire was addressed to twenty (20) teachers of secondary schools of Mostaganem. It consists of two sections. (see appendix p 58)

Section one: General information (Q1 and Q2)

This section aims at collecting personal information about the target sample, teachers were asked to specify their gender and the years of teaching experiences in secondary

Section two: classroom interaction (Q3 to Q12)

The purpose of this section is to gather information about the interaction in the classroom. The third, the fourth and the fifth questions aim at investigating the techniques used by the teachers to motivate and let the students participate and use the English language. The

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sixth question is asked to discover the way that the teachers utilize to make the silent students share and explain their ideas. The seventh question is required in order to know if the students enjoy the learner- learner interaction pattern. The eighth question is asked to recognize the teachers' reaction towards the students' mistakes during participation. The ninth question aims at checking the materials used during the lectures. The tenth question addresses to know the teacher involvement with the students in doing the activities in the classroom. The eleventh question is about the amount of the teacher talking time. The purpose of the twelfth question is to know if it is possible for the teacher to make all the students interact in the classroom.

2.5. Analysis of data tools:

2.5.1. Analysis of classroom observation:

The researcher used the classroom observation as a tool in order to provide amount of information about the pupils' and teachers' daily behaviors in the classroom. During the observation of the learners and the teachers in their educational setting (their classroom), it was difficult to cover all the items selected to be observed. We will mention the most important notes about the items in the check list. (See appendix p53)

In fact, we attended fourteen sessions, to observe the amount of teachers' and pupils' talking time in order to know who is the centered of the classroom and how the participation is going between them. In other word, which pattern of classroom interaction is used more or preferred by the teacher and the pupils alike. Furthermore, we observed that the teacher preferred to work in groups. The pupils were working in teams all the sessions attended. In addition, the walls of the classroom were filled with some of the students' works represented in a group of drawings and ideas about topics related to the studied units. The teacher said that this techniques is called a gallery board which means that the teacher gives a topic to the students and asks them to provide ideas about it and then they post it in the wall and each group walk around to read each other ideas. During the observation sessions, it was noticed that pupils are active and talk all the time with the teacher as well as their peers but not much more than the teacher. The teacher always started the session by asking the students about the previous lesson and the pupils respond. When the teacher see that the same pupils replied, they ask other students to answer. Then, the teacher started the new lesson by asking the pupils about their prior knowledge after that presenting the lesson using the data show.

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Moreover, we remarked that there are different patterns and techniques of classroom interaction that the teacher used to encourage interaction. Due to the choice of the teacher which is putting the pupils in groups, the learner-learner interaction is noticeable. What we observed is that the pupils in groups talked with each other about the task given by using the English language and sometimes they face problem of losing vocabularies, so they attend to use the L1 (Arabic language). Furthermore, the teacher used several materials during the lesson which are: the books, the dictionaries, and the projector (data show), audios, videos and handouts. We remarked that the students enjoy learning with those materials. The teacher gives each group a dictionary in order to check the meaning of any unknown word. He supports his lesson by videos and sometimes audios specially when the aim is listening and speaking skills. For instance, when it is a new unit, he brings pictures to better understanding and then asks the pupils to explain what they represent. We noticed also that he uses the text book when it is reading session. In addition, the teacher plays many roles inside the classroom for example; monitor, organizer, prompter and assessor. He is in complete charge of class, he gives the activities and guide the students through the content. Alike, he motivates and encourages them to participate and share their thoughts and opinions, besides giving them help when it is necessary. Another role that I observed from the teacher is providing feedback on students' performance all the attended sessions.

2.5.2. The analysis of pupils' questionnaire:

Section one: General information

Q1: specify your gender

Gender	Number	Percentage
Female	15	62,5%
Male	09	37,5%
Total	24	100%

Table 2.1: Pupils' Gender

This tables shows that the majority of the respondents are females 62, 5% whereas the male number is 37, 5%.

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Q2: How do you consider your level in English speaking and listening skills?

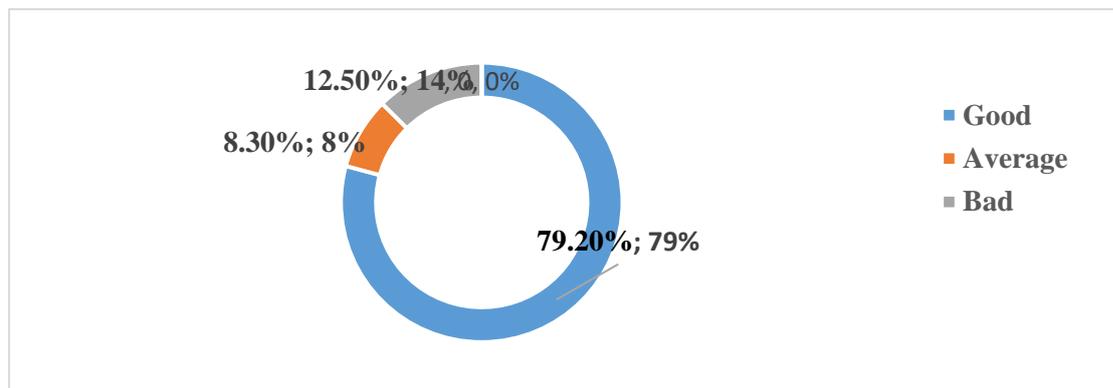


Figure 2.1: Pupils' level English speaking and listening skills

In this question students are asked to describe their level in speaking and listening skills in the English language, to answer this question students were required to rank their level from good, average and bad. We have 79, 2% of students who have answered by good, and 12, 5% said that their level is bad, besides 8, 3% who claimed that their level is low bad. This shows that the majority of students evaluate their level of using the English language by good.

Section two: Classroom Interaction

Q3: According to you, what is interaction (participation) in the classroom?

The pupils presented the definition of interaction in the classroom according to their opinions and based on their knowledge. Some pupils said that interaction in the classroom is to share and express ideas, to extend opinions and answer questions, others defined it as a way to communicate with the teacher and discuss with peers to exchange and develop ideas. Another definition given by other pupils; it is a key to understand better and present the lecture in a good way. The last presented definition is that the interaction means to raise the hand and asked the permission of the teacher to kindly answer the teachers' questions as well as the peers. It seems that pupils' definitions are differed from one pupil to another.

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Q4: Do you participate and share your ideas and opinions in the classroom?

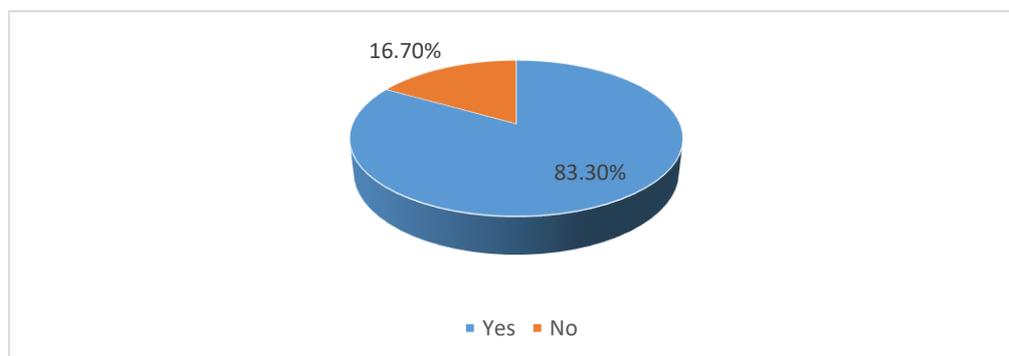


Figure 2.2: Pupils' participation in the classroom

This question is designed to know if the pupils participate and exchange their ideas and points of views in the classroom. According to the graph, the majority of pupils 83, 3% answer that they interact in the classroom, while 16, 7% reply that they do not participate and share their ideas in the classroom.

The question is open ended in the sense that the students are requested to give the reasons to justify their answers. Some of them answer as follow:

- *I participate because I like the subject and I can speak English*
- *For showing my ideas*
- *In order to present ideas and correct them if they are wrong*
- *To give my point of view*
- *I do not participate because I am shy*
- *I do not participate because I make mistakes*

Q5: How often do you participate in the classroom?

Option	Number	Percentage
Always	11	45, 8%
Sometimes	10	41, 7%
Rarely	02	8, 3%
Never	01	4, 2%
Total	24	100%

Table 2.2: pupils' participation in the classroom

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The researcher asks this question to know either the pupils like to participate; or they do not like to share their ideas. According to the table above 45, 8% responds that they always participate, 41, 7% sometimes participate. While 8, 3% of them reply that they rarely participate and exchange their ideas and opinions, moreover 4, 2% answers that they never interact and talk in the classroom.

Q6: Does your teacher give you the opportunity to participate in the classroom with your peers?

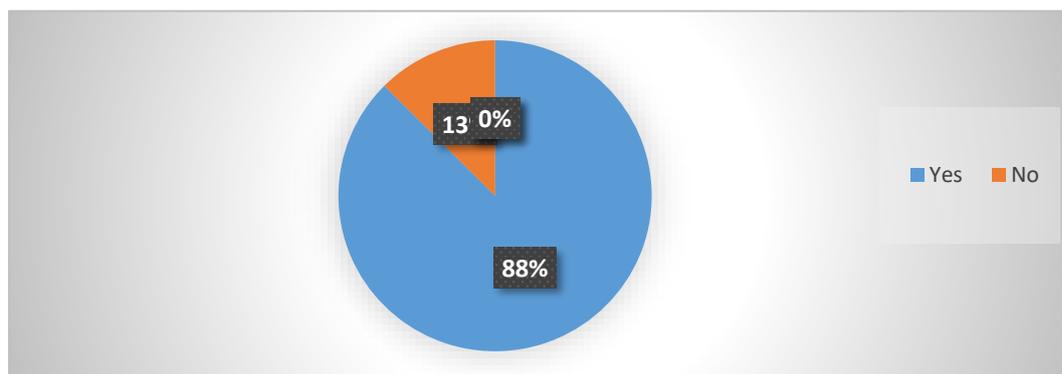


Figure 2.3: Pupils' participation with peers

The researcher put this question in order to know if the teachers give their learners the opportunity to participate and share their ideas with each other's in the classroom. The answers demonstrate that the great majority, 87% answer that they are allowed to exchange their ideas with peers, while 13% replied that they do not have that occasion.

Q7: who talks the most in the classroom?

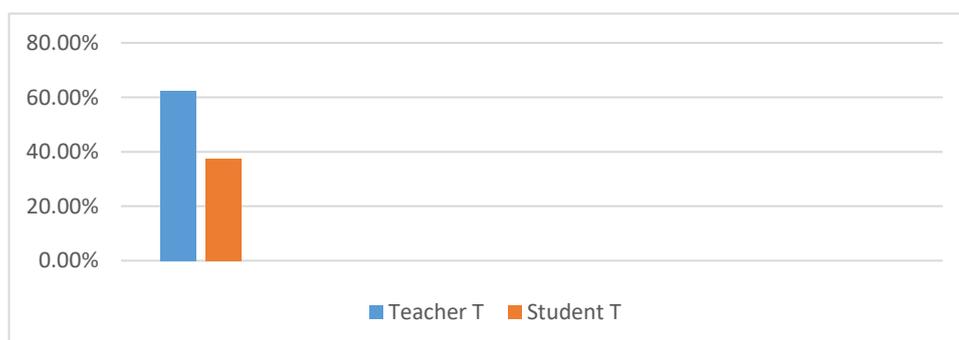


Figure 2.4: Teacher' talk and student' talk in the classroom

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This graph shows the teacher and student talk in the classroom. The majority of our population, 62, 5% answer that the teacher has the most talk in the classroom, while 37, 5% respond that the students have the most talk.

Q8: Which of the following do you prefer in the classroom?

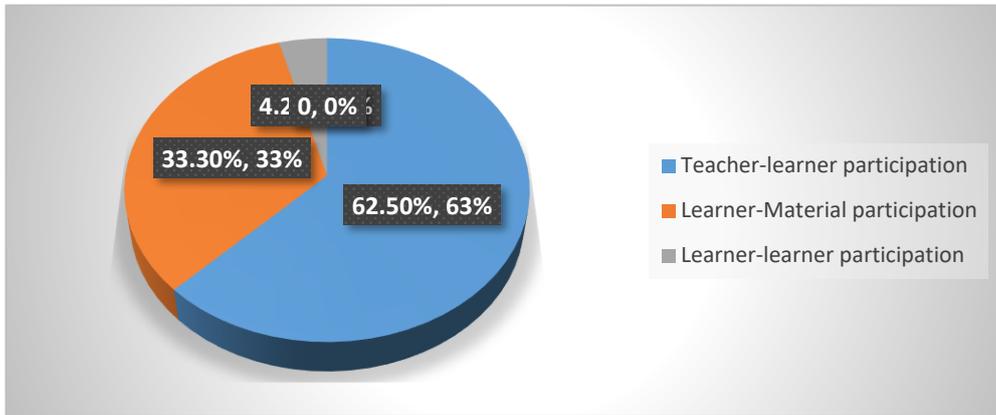


Figure 2.5: Pupils' preferred patterns of interaction

In this question the researcher wonders to know which pattern of interaction is preferred by the students in the classroom. 62, 5% of students reply that they prefer the teacher-learner interaction, while 33, 3% respond that they like the learner-material interaction. Moreover, 4, 2% answer that the learner-learner interaction is their preference.

Q9: When you participate with your peers in the classroom, do you give priority to:



Figure 2.6: Pupils' priority when participating with each other

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In this figure, we investigate the students' preference when participating with each other in the classroom. Sixteen (16) students 66, 7% give the priority to listen and attempt to understand others' ideas and eight (8) students 33, 3% answer that they prefer to talk and present their ideas even with using incorrect English. In our sample, no one had fluent and accurate English during participation.

Q10: Does your teacher oblige you to participate in the classroom?

Option	Number	Percentage
Yes	16	66.7%
No	08	33,3%
Total	24	100%

Table 2.3: Teachers' obligation for students to participate

This table is designed to show if the teacher obliged the students to interact in the classroom. 66, 7% respond that the participation is their choice and the teacher does not oblige them to speak; however 33. 3% of the students state that the teacher oblige them to participate in the classroom.

The question is open ended in the sense that the students who answer by (**yes**) are requested to give the reasons. Some of them answer as follow:

- *I feel fear and anxiety but it is an opportunity to overcome those feeling*
- *I feelsobad*
- *I feelshysometimes*
- *I feelconfused to speak*

Q11: In the classroom, which of the following do you enjoy more?

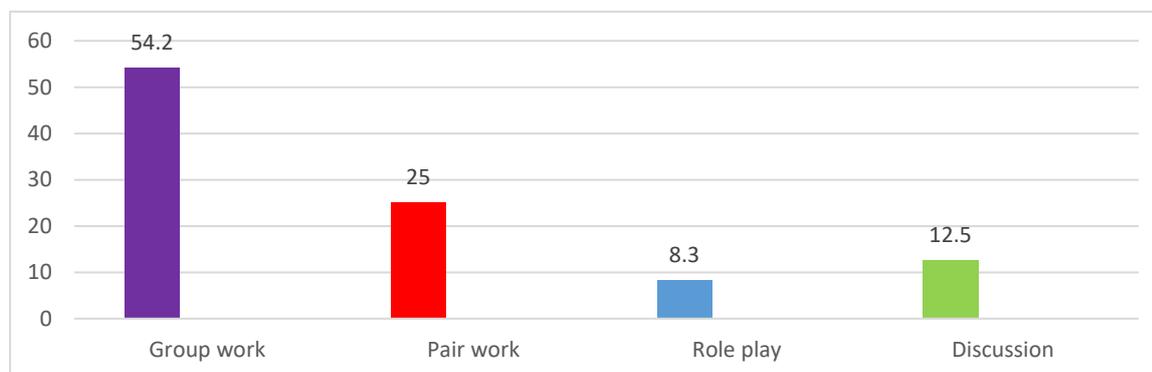


Figure 2.7: Pupils' enjoyment concerning the type of work

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The figure demonstrates the type of work that the students enjoy in the classroom. According to the figure, 54, 2% pupils enjoy the work in group and 25% students prefer the pair work. Beside 12, 5% like discussion and 8, 3% enjoy the role play

Q12: What are the difficulties that you face when you want to participate in the classroom?

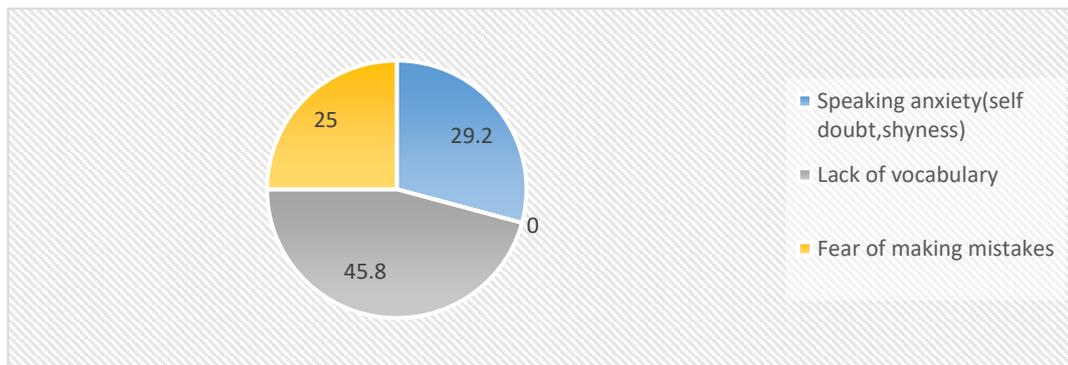


Figure 2.8: Pupils' difficulties during participation

This figure shows that 45, 8% students do not participate because of the lack of vocabulary, while 29, 2% because of speaking anxiety (self-doubt, shyness). The rest of our sample 25% answer that the difficulty which face them in participation is the fear of making mistakes.

Q13: which of the following materials are used by your teacher during the lectures?

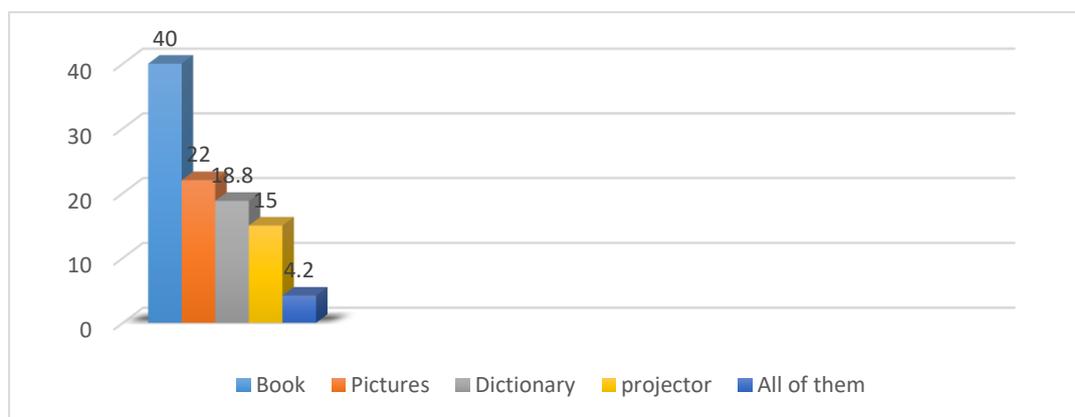


Figure 2.9: The materials used by the teacher during the lectures

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According to the figure, the majority of the students 40% reply that the teacher uses the book during the lectures, 22% answer that he utilizes the pictures throughout the lessons, 18, 8% respond that the dictionary is the material that uses by their teachers, while 15% answer that the teacher uses the projector. 4, 2% which means one pupil reply that the teacher uses all the materials that were mentioned.

2.5.3. The analysis of teachers' questionnaire

Section one: General information

Q1: Specify your gender

Gender	Number	Percentage
Female	13	65%
Male	07	35%

Table 2.4: Teachers' gender

This tables shows that the majority of the respondents are females 65% whereas the male number is 35%.

Q2: How many years have you been teaching English in secondary school?

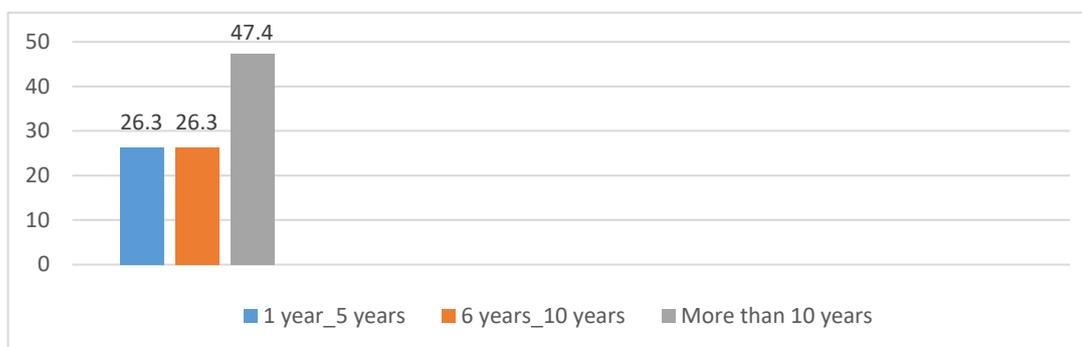


Figure 2.10: Teachers' experience in teaching

This question is asked to know if the teachers are experienced or they are beginners. The figure shows that the majority of the teachers 47, 4% have the experience more than ten (10) years, whereas the rest of teachers have the experience from one (1) to five (5) years and six (6) from ten (10) years.

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Section two: Classroom interaction

Q3: How do you let your students use English? Is it by?

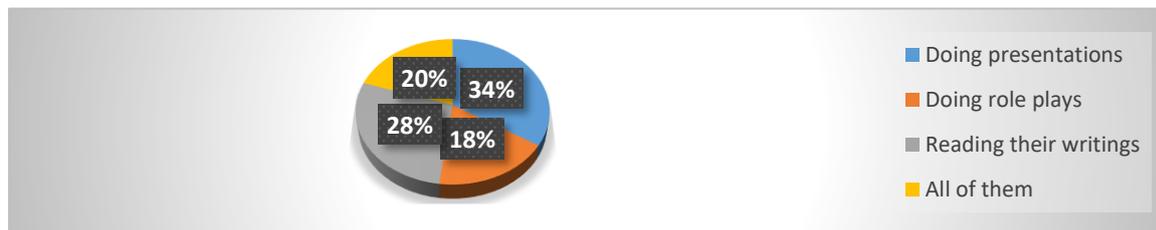


Figure 2.11: Teachers' techniques of using English

This particular graph shows the techniques that the teacher uses to make the students use English in the classroom. 34% teachers use presentations as a technique to make the students talk English in the classroom, while 28% prefer to listen to their students' writing in order to make them utilize their English. 18% design role plays and four teachers which means 20% use all the techniques that are mentioned before to allow the students use the English language.

The question is open ended in the sense that the teachers are requested to add others techniques which make the students use their English. Some of them answer as follow:

- *By using interviews, dialogues and debates.*
- *Before reading a text, I make them use their English by brainstorming or expressing their opinions about the texts' topic.*
- *I use languagegames.*

Q4: According to you, which of the following motivates students in the learning process:



Figure 2.12: Teachers' motivation techniques

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The figure shows the techniques that motivate the students and make them interact and participate with the teacher and peers. According to the figure, 53% teachers use role play to motivate the students in the classroom, while 14% answer that using the games is the techniques which encourage the students during learning. Writing is also a technique that 22% teacher utilize as well 9% teachers reply that the reading is the best way of motivation. Furthermore, 2% respond that all the techniques' mentioned above are used to motivate students in the learning process.

The question is open ended in the sense that the teachers are requested to mention other techniques which used to motivate the students. Some of them answer as follow:

- *The use of ICTs*
- *Debates , story-telling, singing ,making dialogues*
- *Contextual information linked to topics*

Q5: What do you do to make students interact in the classroom?

The teachers' answers in this question are the same. They all reply that they design groups and pairs, choose interesting topics and use simulations and role plays to make the students share their opinions and participate with the teacher and their classmates. In addition, they mention other ways that drive the students to participate in the classroom. Some of these ways are as follow:

- *Design specific activities like completing the missing part of the story*
- *Make a competition among groups*
- *Use active games*

Q6: In the classroom situation, how do you make the silent students speak and express their thoughts in classroom? Please explain

In this question, the teachers provide multiple ways that they use to make the silent students participate and share their ideas and opinions. The teachers present these suggestions:

- *Silent students or timid ones need a smooth way to deal with or they are the handle with care. First, you have to encourage peer to peer interactions which can boost them to get used to express themselves especially when the issue is related to their own experience. Second, you accept their answers without intimidations.*
- *Design groups to make them interact*

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- *Ask them to write about themselves, and then read their productions. Make groups of silent and active students, they will be motivated.*
- *I usually choose interesting, simple , educative topics in order to motivate silent students to engage in classroom discussions*
- *I gradually lead them to feel comfortable speaking. First, I make them speak in pairs with a friend. Then, I gradually add more friends to the group before I ask them to speak up in the classroom. By the end of the year, I had some very timid students who gained the courage to act and even sing in front of the whole class.*
- *Nominate the students to answer rather than ask about volunteer*
- *Getting to know them and use teamwork*

Q7: When doing classroom interaction, do students enjoy the learner-learner interaction? Please explain

This question is asked to know about the learner-learner interaction. The researcher made the question open ended in order to receive more information about this type of interaction in the classroom. The teachers reply as follow:

- *Yes, we have to enhance oral discussions. Peer to peer interactions and encourage critical thinking.*
- *Yes, because it makes PPS (pupil personal services) more close to each other*
- *Yes, when the topics are interesting for them*
- *Yes, they do since they don't feel embarrassed by the fear of making mistakes*
- *Yes, they do. They feel at ease, they see their mates are closer to them*
- *Yes certainly, since the discussion is between pairs here learners do appreciate it because they feel free to tackle issues the way they want even making mistakes is allowed at this level.*
- *Yes, most of time. When they like the topic, but they tend to use L1*
- *Yes, they do. Since they are classmates and generally friends they like to share their ideas and opinions and enjoy the learning process with each other.*
- *Yes, most of them apparently do, especially that I always come up with NEW interesting and challenging activities for each session. Therefore, most students come with excitement to the class.*
- *Yes, because they have the same level and almost the same ideas to discuss about , and each one try to show his best In front of his friends*
- *Yes, students crave approval from their peers and often want to share their work*
- *Yes, they feel more relax and confident*

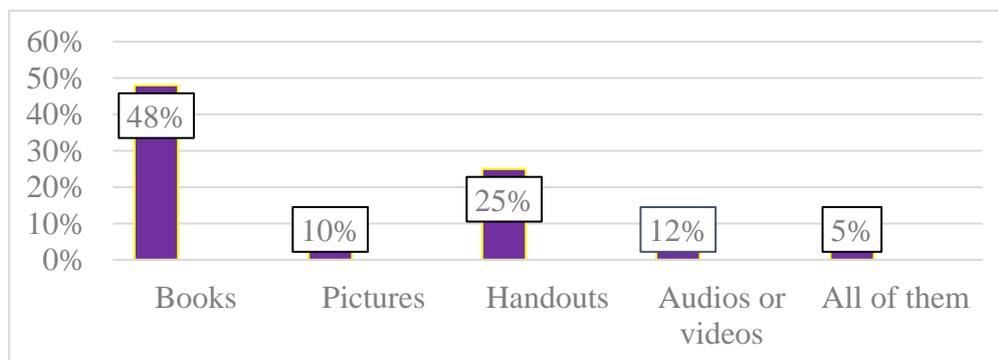
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Q8: How do you react to the students' mistakes while participation? Please explain

In this question, the teachers' answers are nearly the same. Some of their answers are as follow:

- *I don't interrupt. I wait until the student finishes and then I try to draw their attention to what wasn't alright and I correct it to the whole crowd.*
- *I ask them if they are sure or I ask another one for his/her opinion*
- *Correcting important mistakes while speaking without intimidations in front of classmates.*
- *Just let them finish and encourage the other students to find the mistakes and correct them.*
- *I insist much more on the ideas rather than mistakes .I let them express freely their points, we discuss them and finally I give a comment on the mistakes.*
- *Sometimes neglecting is better. Sometimes I say (Do we say this, or this..?) Or (It's better to say ...)*
- *I don't react to every single mistake made by learners. I generally identify the mistakes that occur frequently and look for an occasion to explain and clarify the structure in question.*
- *Depends on the aim of the task if it is fluency aimed I ignore the mistake in order not to interrupt the flow of speech and thoughts, I provide feedback at the end of the task. If it is accuracy aimed task I correct the mistakes in the spot.*
- *Some errors require immediate correction from the teacher. The others which do not interfere with comprehension, they could be corrected later.*
- *It depends. Sometimes they just have to be told it's wrong, sometimes you encourage them to try again.*
- *At the end , I provide feedback*
- *Try to correct them each other*

Q9: Which of the following materials do you use during the lectures?



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Figure 2.13: Teachers' materials during the lectures

This figure shows the materials used by the teacher during the lectures. According to the teachers' answers, 48% bring books during the lectures and 25% handouts, while 12% utilize audios or videos and (10%) pictures to make good lectures. Besides, (5%) use all these materials.

Since that this question is open ended, some teachers add other materials which are:

- *PowerPoint presentations*
- *Brings real things like clothes, kinds of food ...*

Q10: Do you get involved with students in some activities? Please explain

In this question, teachers reply by explanations about their involvement with the students in the classroom during the activities. Some of their explanations are as follow:

- *Getting involved is part and parcel of the process of teaching. You can take part in a role play, you can sing with them, you can defend during presentations when criticized by classmates.*
- *I get involved whenever they need guidance and help. When doing the writing I do my best to help anyone who is in need.*
- *I generally help them doing by calling their curiosity to improve their speaking skill which creates an atmosphere of competition in class.*
- *Certain activities like writing or reading comprehension requires the teacher involvement to help them fulfill their tasks successfully. For example, in the writing process, the teacher needs to guide his/her pupils at each stage: pre and while writing and in reading comprehension, the teacher tries to check his students' comprehension and dealing with difficult texts or tasks.*
- *Yes sure, when a teacher gets involved in some activities he or she makes them more realistic and hence the learner feels more secure to learner because both pupils and teacher are part and parcel of the learning and teaching process.*
- *Sometimes, I integrate a group or a pair as a participant in group or pair work. As far as project works are concerned, I prepare my own project just like the learners before asking them to do theirs. When I assign them to do their projects, I provide them with mine as a sample.*
- *Yes, often. To provide examples and models. To help low students. To provide feedback.*

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- *Yes, it sometimes happens, but I try not to. I'm not the one to speak there. It is the surdents' right and duty.*
- *Yes, while making groups. To check their mistake and to direct them to the goal.*
- *Yes, if it is an extended writing task, I will write too and sit at a desk. They like this and always ask to hear mine at the end and compare why there's was better.*
- *Sometimes, when the activity is difficult and ambiguous.*

Q11: How do you rate the amount of your talking time in the classroom? Please explain

In this question, teachers are asked to give an idea about the way they rate the amount of their talking time in the classroom. The following are their answers:

- *60% is mine to speak not because I want to, but the student's level makes it so.*
- *The more the teacher talks ,the less students participation will be .Thus, successful and competent teachers often give more opportunity for their students to talk rather than they do themselves. I personally often criticize myself for talking too much especially with weak pupils and I personally regard as a serious matter that necessitates other procedures or strategies to solve it.*
- *I just give the instructions, model, and guide.*
- *Unfortunately, I talk much in the classroom. This is due to the routines that are established in our educational system. Most of the time we are obliged to focus only on completing the syllabus.*
- *Honestly, more than 50%. I tend to repeat explanations and instructions several times due to mixed abilities large classes.*
- *About 25% to 30% maximum, because according to the CBA (competency based approach) requirements, the learner is the center of the learning process not the teacher.*
- *Normally the teacher try to reduce the amount of his talking time in the class and let the students talk but sometimes the lessons determine this (difficult or easy).*
- *Keep teacher talk to a minimum (30/70 split).*

Q12: From your experience as a teacher, is it possible to make all the students participate in the classroom? Please explain

In this question, the teachers are requested to give explanation about the possibility to make all the students participate in the classroom. Some of their explanations and ideas are presented as follow:

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- *It depends on the number of pupils in the classroom. When large class I face some difficulties but making groups is the best way to reach a successful interaction.*
- *No, it is not. Because some students wouldn't accept to speak even though you trying your best to make them at ease and happy but they simply would not.*
- *I try to do so but it is difficult because not all the students have the same level in English*
- *Sure, but it is not an easy task .It needs an intelligent, well planned lesson that makes this participation possible taking into consideration all this at once: pupils' needs, interests, weaknesses, strengths, lessons' aims and program.*
- *In some cases when the instruction is not difficult and the teacher motivates her students.*
- *It is possible but only if we stop sticking to the content of the syllabus, the content of the textbooks and the requirements of the standardized examinations (the BAC exam namely).*
- *No, that's impossible. Or let's say very rare. Students are human beings with different interests, likes and dislikes. We can't always find topics and tasks that will attract by all the students.*
- *In mixed-ability classes. The teacher is required to plan a lesson which target all learners in his classroom.*
- *It is very difficult, but it is possible. There are some types of activities, except for presentations, that can make all students effectively participate in the classroom.*
- *Yes, it is possible by selecting known topic which all the students have a prior knowledge about it.*
- *Yes, by making collaborative tasks.*

Other suggestions or comments:

The researcher asks about other suggestions or comments to know more about the classroom interaction (patterns, pupils' participation, teachers' role ...). The teachers present these suggestion:

- *Tell me and I forget, teach me and I remember, involve me and I learn. This noble job is difficult to be accomplished but never give up. A greatteacher must be a constant learner.*
- *The teacher should be a P.L.E.F.T.O.R*
 - P: planner
 - L: learner
 - E: educator
 - F: facilitator

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T: trainer

O: organizer

R: researcher

- There are different ways of interactions in the classroom: answering questions, pair/ group discussions.
- Classroom interaction is vital for the learning process. Teachers should be aware of the required strategies to develop a good environment for learners and how to encourage effective classroom interaction.
- As a teacher I prefer to adapt new and interesting lessons to my students to let them involve and participate.
- As a teacher I try to avoid passive and boring topics and this will depend on the teacher who wants to improve the level of his students.

2.6. Conclusion

The classroom interaction is very important in the EFL classes in the sense that it develop the students' skills, knowledge and the relation with the teacher and their peers. This chapter involved the data analysis of the classroom observation and both students' and teachers' questionnaires, in order to investigate the effect and the importance of the classroom interaction patterns on enhancing the students' achievement and if the teachers encourage participation among the pupils' in the classroom. Discussion of the findings will be provided in the next chapter.

Chapter Three

Discussion of Findings and Recommendations

Chapter three: Discussion of Findings and Recommendations

3.1. Introduction

In this chapter, we would discuss the results obtained from the classroom observation and the teacher and pupils' questionnaire which give a chance to have an overview about the classroom interaction. Also, it focuses on testing our hypotheses with an attempt to provide some effective suggestions and recommendation that may contribute in the enhancement of classroom interaction patterns.

3.2. Finding Discussion and Analysis

3.2.1. The interpretation of the classroom observation:

The result obtained from the classroom observation reveals several points about the items selected in the check list. We will mention only the most important notes about each item during fourteen sessions on foreign languages secondary school class as follows:

➤ Classroom interaction patterns :

Through the classroom observation, we found that the teacher used different patterns of classroom interaction in order to promote learning. He used the teacher-learner interaction to extract their pupils' own knowledge and to make them feel free to share their ideas and opinions. Also, he utilized the learner-learner interaction to enhance the relationship between pupils so that they will respect each other, and working in a collaboration. Concerning the learner-material interaction, the teacher brought many materials every lesson like dictionaries, books, data show. Their purpose is to make the lessons interesting and the pupils enjoy and became more interactive.

➤ Classroom interaction techniques

In terms of interaction techniques, the observation confirmed that the teacher used multiple techniques to encourage interaction as well as enhance learning. This techniques are: the group work, the pair work, doing presentations. We found that the pupils enjoyed learning in groups and pair. They interacted with each other, shared their opinions and thoughts, respected others' opinion and corrected each other mistakes. Regarding the presentations, we found that they liked doing them because they made them extract new information and enhanced their speaking skill.

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3.2.2. The interpretation of pupils' questionnaire

The results obtained from the first part of the pupils' questionnaire shows that most of the pupils claimed that they have a good level in English. This means that the pupils consider English as an important task, they like to study it and they are interested to acquire it. Further, when it comes to pupils' interaction in the classroom, the majority replied that they participate and share their ideas and opinions in the classroom. It means that they are encouraged to learn English and they work hard to have a good performance.

The researcher found from the data analysis that the majority of pupils are aware of the concept of interaction. This means that teachers do their best to explain new ideas, identify new concepts, and strive to improve understanding of their pupils; the learners themselves work hard to construct their own awareness and grasp the new words.

Many students respond that they are participating during the lecture. This means that the teacher is working to get their learners interested, and he attempts to give them interesting topics that will inspire them to express their thoughts. Besides, the researcher found that most students answered that they are able to share their ideas during the lectures. This indicates that teacher is not preventing pupils to give their points of view and find solutions in the classroom. Whereas others do not express their ideas with their peers. This indicates that either the teacher will not inspire them to participate or that in the classroom there are different abilities.

According to the results, the researcher found that the learners favored group work and pair work. This shows that they enjoy working together and being in touch with their teacher and classmates. In addition, pupils prefer to be active and involved in the classroom. This means that they talk in front of their classmates, however there is only a few who answered that they do not participate in the classroom because of shyness and fear of making mistakes.

After a detailed explanation of the findings, we discovered that the teacher gives the pupils the opportunity to participate and share their ideas and opinions with peers. Which indicates that he encourages the learner-learner interaction. Moreover, the teacher motivates his students and allows them to exchange thoughts and points of view in the classroom. In addition, the majority of pupils answered that they give the priority to listen and try to understand during participation with peers. This is meant that they enjoy learning in a collaboration.

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The majority of the pupils replied that the teacher has most of the talk in the classroom. It indicates that the teacher is the center of the classroom. This explains that the pupils become passive learners, or rather just receptors to teacher knowledge.

It was revealed that pupils preferred the learner-material interaction. It means that the teacher always try to use different materials to reach his lesson and to encourage students to participate and enjoy the learning process. According to pupils' answers, their teacher uses books, pictures, dictionaries and projector. This indicates that the more the teacher uses multiple materials, the faster the understanding would be, and the interaction will be involved in the classroom.

Concerning the difficulties that face the pupils during the participation in the classroom, most pupils replied that they have problems of lack of vocabulary, others have speaking anxiety and the rest have a fear of making mistakes. This shows that the pupils need to be encouraged and the teacher should find solutions to those issues in order to raise participation in the classroom.

3.2.3. The interpretation of teachers' questionnaire

The findings of the first section shows that the majority of teachers have more than ten (10) years' experience in teaching English in secondary school. It helps the researcher to understand alternative views that would be of great importance for the present study because teachers taught different generations, so they have great knowledge.

The second section in the teachers' questionnaire that is the most critical part of our research includes extensive details. What has been noticed from the teachers' responses to the question about the techniques that are used to let the pupils utilize English in the classroom shows that they use presentations, listen to pupils' writing and design role plays. Some teachers suggest other techniques which are the use of interviews, dialogues and debates and language games. This confirms that the teacher is working hard to make pupils speak English in the classroom in any way, and on the other hand it shows that pupils prefer to use the language in different ways to improve it and increase classroom interaction.

According to the answers of the teachers, the motivation of the pupils occurs through the use of some techniques such as: designing games, role-playing as well as reading and writing. This indicates that the teacher puts motivation as one of his priorities in the teaching and learning processes and works hard to activate it among his pupils. Although there are

Chapter three: Discussion of Findings and Recommendations

multiple techniques and perhaps enough to prompt pupils, there are those who have added other methods, namely the use of ICTs, debates, storytelling, singing and conducting dialogues as well as bringing contextual information related to the topics.

Concerning the pupils' interaction in the classroom, the teacher utilize multiple ways to raise all the patterns of interaction; the teacher-learner interaction, the learner-learner interaction and the learner-material interaction. As claimed by the teachers, the interaction in the classroom increases by designing groups and pairs, choosing interesting topics and using simulations and role plays. When the teacher uses those techniques in the classroom, students feel more comfortable sharing their thoughts and receiving the views of the others. Furthermore they learn better from each other. Besides, they can control their speaking time, take turns and learn how to be confident and rely on their abilities. There are teachers who mentioned other techniques that help to raise interaction, whether with the teacher or between them, and make students feel free to express their ideas. Those techniques are: designing specific activities like completing the missing part of a story, making a competition among groups and using active games. In addition, regarding the possibility to make all the students participate, the teachers replied that it is very difficult but not impossible to make all of them interact because they do not have the same level in English, or due to having large classes and introvert pupils.

Regarding silent students, instructors provide multiple ways to let them speak and interchange information in the classroom. All the teachers agreed on the same ways which are: encouraging learner-learner interaction, avoid giving negative feedback, do not oblige them to speak but make them free to express their thoughts. This shows that the teachers are aware that the classroom is made up of introverts and extroverts. We noticed also that calling the pupils with their names in the classroom during participation motivated them to talk and interact.

According to the results, teachers respond about their reaction while students make mistakes during participation show that all of them accept their pupils' mistakes and correcting them without giving bad words or insult them. Further, some teachers encourage pupils to correct their own mistakes or ask their peers to give the right answer in a polite manner. Their answers indicate that they encourage participation and made the pupils involve and enjoy learning.

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The majority of the teachers replied that they use multiple materials during the lectures; text book, handouts, pictures, audios and videos ... etc. However, the teachers mentioned that they bring their own materials like laptop, projector and real things. This demonstrates that the teachers are working hard to obtain a positive classroom atmosphere. Often, when the resources are not accessible in the classroom, educators find it difficult to prevent the lessons from working well.

The results obtained from the teachers' answered about their involvement with the pupils during the activities pretend that they are all involved. Moreover, they enjoy learning with their students when they are in groups or in pairs or even alone to monitor and guide them and provide help whenever needed. This means that the teacher' involvement with students in the classroom is a significant role that he can play.

After a deep analysis about teacher talking time, we conclude that the teacher has the most talk in the classroom; he gives the instructions, he explains several times due to the mixed ability class. Teachers are aware that they should minimize their talking time, but they said that the problems are in the routine and the educational system which oblige them to finish the syllabus. In addition, one of the teachers stated that the more the teacher talks, the less students participation will be. This indicates that the interaction has a relation with the teacher amount of talking time.

3.3. The interpretation of results

The researcher has followed some guidelines to be systematic and structured and has used some methods to collect information. In addition, through these data collection tools, we collected an amount of data about the impact of classroom interaction patterns on enhancing learning in EFL classes and the techniques used by the teacher to promote the interaction in the classroom. In this part, the researcher discusses the main findings which were obtained from all the research tools and they are presented as follows:

The results show that the teachers and the pupils are aware of classroom interaction and they agree that it is very important in the sense that it can help them discover new vocabularies, to work in a collaboration and to share thoughts and opinions. This indicates that pupils will learn how to communicate their needs that will strengthen their comprehension. Moreover, this will also enable them to learn the target language, and interact with people effectively.

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Despite that there are pupils who preferred the pair work, the majority of teachers and pupils like to work in groups. This indicates that the group work facilitate the interaction between the students, improve their understanding and they will speak fluently in front of their teacher and classmates.

According to the results, when the teachers encourage the interaction and the involvement of learners in the classroom, it is beneficial for them to be in touch with others to get knowledge, handle conversation, and improve the communicative competence, this will improve the students' achievement which give a better image for teaching as well as learning the English language in the educational setting.

The researcher found that the use of all the interaction patterns will influence positively the students' achievement in a way that it enhances the speaking and listening skills, increase the collaborative work, and pupils can pick up new words. In addition, it can allow the students to overcome the fear that was like a barrier between them and their peers and, even their teacher. This means that our hypothesis are valid and confirmed.

3.4. Suggestions

In order to enhance interaction and students' learning, the researcher proposes some practical suggestions for both teachers and students on how classroom interaction can efficiently and positively affect the learners' development and how teachers make students participate and involved in the classroom.

3.4.1. Suggestions for students:

To interact effectively with others, students should know the importance of classroom interaction which leads to better communication skills, and good understanding of others. They will also learn how to be responsible for improving their own knowledge and listen to one another.

Learners should have the confidence to share their views, and they should find the classroom as a safe place to talk in, and openly express their ideas. Although interacting with peers or teachers can enhance their understanding.

Students should interact as much as possible to get knowledge and to benefit from their classmates' ideas and correction as well as the teachers' feedback. They should also be

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aware of the importance of group work and classroom discussion which are the opportunity to practice the four skills together and learn how to work collaboratively, which leads to better learning achievement.

Students need to get rid of their fear of speaking openly in front of peers and teachers, fear of making mistakes, and the characteristic of shyness, anxiety and lack of self-confidence. They can get rid of this, for example, by engaging in conversations with the teacher and colleagues, working in groups, reading stories or books about these characteristics and drawing lessons from them. Hence, it produces an effective and successful participation that increases and improves students' achievement.

3.4.2. Suggestions for teachers

The teachers play many roles in the classroom to increase the interaction as well as enhance learning. They need to create a pleasant atmosphere in which they direct, guide and monitor the pupils whenever needed. Furthermore, they should listen to students' need and interest by answering their questions and solve their problems. They need also to give positive feedback for the students who have better performance likewise the passive students to encourage them to provide better achievement learning.

Teachers should master the language as well as have background knowledge. They should be a role model for their students. For instance, they create situations that make their learners communicate inside and outside the classrooms with others. In addition, they need to push them to be engaged and present their ideas even though they are incorrect. That can improve their oral efficacy.

Teachers should use multiple techniques and different kind of activities in order to increase their pupils' participation in the classroom, to know their strengths and weaknesses, and develop the spirit of competition during the lectures. Thus, they must also evaluate and assess their learners to see if their achievement is developed and if they are progressing in the learning process.

3.5. Limitations of the study

The researcher faced some obstacles that arose during the study which are out of her control. The main obstacle is the circumstances that the world is witnessing in general, and Algeria in particular, which is the Corona Virus (COVID-19) that closed all educational

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institutions, including those in which the research was conducted. For this reason, the researcher was unable to complete the class observation, nor provide his questionnaires to the teacher and students. This raised another problem, which was completing the work via Internet, which was to some extent difficult. In addition, the appropriate number of students and teachers was not available. Due to all these constraints, this work took a longer time to be fulfilled.

3.6. Conclusion

Throughout this chapter, the researcher presented the interpretations of the classroom observation and the questionnaires for both teachers and learners in order to test their validity, analyze the key findings, and also some suggestions and recommendations about the techniques and the strategies that can help in the enhancement of learning through the encouragement of classroom interaction.

General Conclusion

Classroom interaction is viewed as a significant concept in the teaching and learning processes. It enables the teachers to have successful and effective classroom learners, and help the students to have a better level in the English language. Therefore, the aim of this research is to know the impact of classroom interaction patterns on enhancing learning in EFL classes. In addition, it aims to discover to what extent the interaction in the classroom affects the achievement of the students and how can teachers encourage classroom interaction.

This work intended to answer the research questions and to examine whether the hypotheses are valid or not. The hypotheses suggest that students can enhance their achievement through classroom interaction and they can develop different abilities and knowledge through the use of different classroom interaction patterns.

To examine those hypothesis, the researcher divided his work into three chapters. The first chapter tackled the literature review in which the researcher presented the definition of classroom interaction, its role, patterns, techniques and the main items that have a relation with the classroom interaction.

The second chapter covered the practical part of the research, it started from the research methodology, the description of the educational setting and the population, the description of data tools and its analysis from the classroom observation and both teachers and pupils questionnaires.

The third chapter deals with the interpretation of the results. Furthermore, the researcher offers some suggestions and recommendations for both teachers and students about the enhancement of participation and the techniques used to encourage classroom interaction.

Through this study, we have discovered that classroom interaction patterns influence positively to some extent pupils' learning. The majority acknowledge that those patterns helped to improve learning and building a positive classroom. They mentioned the main patterns which are: the teacher-learner interaction, the learner-learner interaction and the learner-material interaction. Also, they indicated some effective techniques that helped in the enhancement of pupils' learning like the group work and the pair work. Furthermore, the results have revealed that the patterns and techniques of classroom interaction helped the pupils work in a collaboration and share their thoughts and opinions effectively. For example, the majority of students have learned how to work as team, take turn in conversations and

accept others' points of views. They have also developed their abilities in discussing ideas, communicating their needs and learning the target language. Through the observation, we have concluded that the teacher played many roles in the classroom to encourage interaction and enhance learning. The teacher monitored and guided the pupils, offered help whenever needed, and assessed their performance continuously. He created a good classroom atmosphere by planning the lessons and designing activities in order to get the pupils more interested. Most importantly, the teachers' instructions about how to interact and participate in the classroom were of great use in raising pupils' awareness about the effectiveness of classroom interaction in the learning process.

Therefore, the previously suggested hypothesis have been proved and confirmed. We assumed that through classroom interaction patterns, the pupils enhance their learning achievement. We also estimated that the use of different techniques in the classroom promote the interaction. Finally, we expected that the teacher could play a significant role in encouraging classroom interaction and making the pupils more interactive, free to share their opinions and discuss their thoughts with peers.

Ultimately, this research was an attempt to answer a limited number of questions. Therefore, with regard to effective classroom interaction, we suggest that there are other important patterns and techniques or even strategies that encourage class interaction to be investigated in further research. Although, teachers use many interaction patterns and techniques successfully to improve interaction in the classroom and improve pupils' achievement, they should take the previously proposed suggestions for more good results. I hope that our modest work will increase teachers 'and pupils' awareness of the importance of classroom interaction and its impact on the learning and teaching processes.

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Appendices

Appendix (A):

Check List

Teacher talk	Student talk	Patterns of classroom interaction	Techniques of classroom interaction	Teacher role in classroom
		Teacher – learner interaction	Group work	
		Pair work		
		Learner – learner interaction	Role play	
		Learner material interaction	Discussion	
		Other	Other	

Appendix (B)

Learners' Questionnaire

Dear Students,

This questionnaire is intended to investigate the impact of classroom interaction patterns in EFL classes. You are kindly required to answer this questionnaire by ticking in the appropriate box or by giving full answer whenever needed.

Thank you in advance

Section one: students' profile

Q1: Specify your gender

- a. Female
- b. Male

Q2: How do you consider your level in English?

- a. Lowbad
- b. Bad
- c. Good

Section two: Classroom interaction

Q3: According to you, what is interaction (participation)
.....
.....

Q4: Do you participate and share your ideas and opinions in the classroom?

- a. Yes.....
- b. No

Why?.....
.....

Q5: How often do you participate in the classroom?

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

Why?
.....

Q6: Does your teacher give you the opportunity to participate in the classroom with your peers?

- a. Yes.....
- b. No.....

Q7: Who does most of the talk in the classroom?

- a. Teacher.....
- b. Students.....

Q8: Which of the following do you prefer in the classroom?

- a. Teacher _ learner participation
- b. Learner _ learner participation.....
- c. Learner _ material participation.....

Q9: When you participate with your peers in the classroom, do you give priority to:

- a. Use fluent and accurate English.....
- b. Express ideas even with incorrect English
- c. Listen and try to understand.....

Q10: Does your teacher oblige you to participate in the classroom?

- a. Yes.....
- b. No.....

If Yes, How do you feel?

.....
.....

Q11: In the classroom, which of the following do you enjoy more?

- a. Group work.....
- b. Pair work.....
- c. Roleplay.....
- d. Discussion.....

Others
.....

Q12: What are the difficulties that you face when you want to participate in the classroom?

- a. Speaking anxiety (self-doubt, shyness)
- b. Lack of vocabulary.....
- c. Fear of making mistakes.....

Q13: which of the following materials are used by your teacher during the lectures?

- a. Book.....
- b. Pictures
- c. Dictionary
- d. Projector.....
- e. All of them.....

Appendix (C)

Teachers' questionnaire

Dear teachers,

This questionnaire aims at collecting information about the effect of classroom interaction patterns on enhancing learning achievement in EFL classes. I would be grateful if you could answer these questions and provide me with the best insights concerning classroom interaction in order to help me in my research for the Master's degree in Didactics and Applied Languages.

Thank you in advance

Section one: Teacher profile

Q1: Your gender

- a) Male.....
- b) Female.....

Q2: How many years have you been teaching English in secondary school?

- a) (1year5year).....
- b) (6year.....10year).....
- c) More than 10 years.....

Section two: Classroom Interaction

Q3: How do you let your students use English? Is it by?

- a) Doing presentations.....
- b) Doing role plays.....
- c) Reading their writings
- d) All of them.....

Other.....

Q4: According to you, which of the following motivates students in the learning process:

a) Role plays.....

b) Games.....

c) Writing.....

d) Reading.....

Other.....

Q5: What do you do to make students interact in the classroom?

a) Design groups and pairs.....

b) Choose interesting topics.....

c) Use simulation and role plays.....

Others

Q6: In the classroom situation, how do you make the silent students speak and express their thoughts in classroom? Please explain

Q7: When doing classroom interaction, do students enjoy the learner-learner interaction?

Please explain

Q8: How do you react to the students' mistakes while participation? Please explain

Q9: Which of the following materials do you use during the lectures?

- a) Book
- b) Pictures
- c) Handouts
- d) Audios or videos.....
- e) All of them.....

Others

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Q10: Do you get involved with students in some activities? Please explain

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Q11: How do you rate the amount of your talking time in the classroom? Please explain

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Q12: From your experience as a teacher, is it possible to make all the students participate in the classroom? Please explain

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