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Exploring the Oral Interaction in EFL Classroom

A Case of Third Year LMD Students of English at Abdelhafid Boussouf University Centre- Mila

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Didactics of Foreign Languages

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Dedication

Rania Bouras

Thank you, God for all your blessing. For the strength you give me each day and for all the people around me who make my life more meaningful.

To my eternal sadness and the emptiness that accompanies me like my shadow, the one who left me early, thank you for everything, my father "Taher". I wish time could be controlled. I would have paused the time just to be with me today.

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To my only brother and second father, "Aymen".

To my beloved sister "Ines".

To my little sister "Asma".

To my dear partner, friend "Aicha", thank you for always being there with me.

To all my friends.

To all my family members.

I dedicate this work.

Dedication

Aicha Abdemeziane

In the name of ALLAH, the most merciful

I would like to dedicate this modest work to my beloved parents, my mother "Saida" and my father "Nour Eddin", who gave me life, who loved me unconditionally, who truly helped me in life, who have been my source of inspiration and gave me strength.

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Abstract

Oral interaction is an important phase in the classroom of English as a foreign language (EFL), which is the reciprocal of ideas, information and negotiation that takes place between the participants of the interaction teacher and students. The current study aims at exploring the importance and the effectiveness of oral interaction in reinforcing and enhancing students' English proficiency. This piece of work introduces the concept of oral interaction in the EFL classroom, and sheds light on the patterns of interaction (teacher-student interaction and student-students interaction. Then, it focuses on oral interaction's aspects, principles and factors that affect it. In addition to the distinctive roles and responsibilities played by the teacher and students. The answers of the research questions explored through the analysis of the required data conducted by two data collection methods, two questionnaires directed to both EFL teachers and students at Mila University Center, and classroom observation that was conducted through two groups. The findings confirmed that oral interaction is really an effective pedagogical strategy in developing learners' English proficiency. On this basis, some pedagogical recommendations and suggestions were proposed to EFL teachers and learners in order to develop the teaching and learning process.

Keywords: Oral interaction, Classroom, Foreign language, interaction patterns.

List of Abbreviations

CC: Communicative Competence

CLT: Communication to Language Teaching

EFL: English as a Foreign Language

FB: Feedback

FL: Foreign Language

SL: Second Language

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General Introduction

Oral interaction in English as a Foreign Language (EFL) classroom is an important part of teaching and learning processes and for students to master the language. In the EFL classroom, there should be a mutual role between the teacher as a speaker and students as listeners and the opposite, in order to create an interactive atmosphere and to achieve positive results at the end of any conversation that occurs or takes place in the classroom. During interaction, students may face some obstacles that can prevent them from interaction, such as, anxiety, teachers' beliefs, questions, and the different proficiency levels of students. However, the different strategies might be used by teachers to make the interaction well- organized. starting by providing them with comprehensible input and corrective feedback lead them to pay attention for some ambiguous things so that they will recognize them, and will automatically produce some information which are not perfect but at least satisfied results for both teacher and students' expectations. Therefore, the idea that oral interaction can improve EFL students' proficiency level makes this study shed light on its importance for the improvement of English proficiency level.

1.Statement of the Problem

Classroom interaction plays an important role, especially in the EFL setting, because it leads to the improvement of the students' language proficiency. To guarantee the success of it, both teachers and students should be included. Thus, Foreign Language (FL) teachers suggest different teaching techniques as a pedagogical tool based on encouragement and motivation, in order to promote classroom interaction. Besides, providing students with different activities which make them able to interact and engage more with the topic. Because EFL students may have some obstacles which prevent them from interacting, such as, hesitation, anxiety, lack of vocabulary, fear of making mistakes or fear of negative evaluation.

All these factors will directly decrease interaction. So, both sides should play a mutual role in order to create an interactive environment.

2. Aims of the Study

Classroom interaction gives the students the opportunity to participate, communicate and interact using the target language. Thus, the first aim of this study is to investigate classroom interaction and to see whether there is an interactive environment and a mutual exchange of ideas between participants in the EFL classroom. The second aim is to explore the types of interaction and to find out the strategies that are used by EFL teachers to motivate their students in the classroom. The last one is to explore how interaction helps third year LMD English students at Mila University Center to improve their oral capacities and levels.

3. Significance of the Study

This study will be undertaken to find out the importance of oral interaction in the EFL classroom. It sheds light on the necessity of oral interaction as a way that will help EFL teachers to guide students in order to follow their instructions. the main reason behind this study is to explore the effectiveness of oral interaction for the improvement of EFL students' proficiency level and how they can master the foreign language appropriately without any obstacles.

4. Research Questions

In order to achieve the aims of the research, four questions are raised:

- What are the different types of oral interaction that can occur in the EFL classroom?
- How does oral interaction affect EFL classroom?
- What are the roles and responsibilities of EFL teachers and students?
- What are the strategies used by the teacher to promote classroom oral interaction?

5. Research Methodology

In order to investigate the importance of oral interaction to improve the English proficiency level, a number of research means have been chosen for collecting data and help the research to discover the expected results of the effectiveness of oral interaction in the improvement of English language proficiency; on one hand, the quantitative tools which are two questionnaires administrated for both EFL teachers and students, these questionnaires divided into sections in which each one is concerned with specific kind of questions. On the other hand, the qualitative tool is the classroom observation of two groups. The research means mentioned above were directed to both EFL teachers and students at Mila University Center.

6. Structure of the Study

The present dissertation consists of two main parts, the theoretical part and the practical part. On the one hand, the former is under the title of general overview on oral interaction in EFL classroom, it sheds light on oral interaction; its definition, aspects, principles, types and the factors that affect it. The latter, on the other hand, which is entitled to the field of investigating oral interaction in the EFL classroom, this chapter is devoted to the description, analysis, discussion of classroom observation, teachers' questionnaire, and students', as well, in addition to the limitation of the current study and some pedagogical recommendations for both teachers and students in order to enhance awareness about the importance of oral interaction.

7. Definition of key words

• **Teaching:** is the process of attending to people's needs, experiences and feelings so that they learn a particular thing, and go beyond the given (IGI Global, 2022).

• **Learning:** is the process of acquiring a new understanding, knowledge, behaviors, skills, attitudes and preferences (Wikipedia contributors, 2022).

• **EFL Classroom:** refers to the educational situation of teaching/learning English as a foreign language (IGI Global, 2022).

• **Oral Interaction:** the use of the target language in its spoken forms in meaningful exchanges with conversational partners (IGI Global, 2022).

• **Patterns of Interaction:** are the different ways learners and the teacher can interact in the class. Using the right interaction pattern is a fundamental factor in the success of any activity and the achievement of aims (Teaching English Org Uk, 2022)

CHAPTER ONE:

GENERAL OVERVIEW ON ORAL INTERACTION IN EFL CLASSROOM

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CHAPTER ONE

GENERAL OVERVIEW ON ORAL INTERACTION IN EFL CLASSROOM

Introduction

The world notices the massive fact that teaching and learning English as a second language has the global focusing of students' interests on oral interaction in order to be able to communicate and at the same time get rid of obstacles, whether psychological, such as shyness or tension or lack of words in the target language. Therefore, in the last few years, the appearance of classroom interaction with both of its types; verbal and non-verbal interaction became the central matter in English as a Foreign Language (EFL) classes, because it is considered as an important phase inside the classroom to master the English language.

Hence, this chapter revolves around interaction in the educational scope. First, it deals with the definition and the importance of oral interaction in EFL classroom, with the examination of its types. In addition to that, this chapter attempts to discover the principles of it, including its aspects. Besides, the factors that may affect it without neglecting the fact that it also includes strategies of interaction as well. Finally, this chapter ends up with the roles and the responsibilities of both teacher and students.

1. **Communicative Approach**

In today's global world, the necessity of the English language cannot be ignored, which makes EFL teachers search for different methods to facilitate the teaching process and to meet the learners' needs in order to use this language for communication. The communicative approach or (CLT) is considered as the suitable method for good communication (Kouicem, 2010).

CLT embraces within its family is the concept of how

language used… the concern was with spoken function as

much as written grammar, and notions of when and how it

was appropriate to say certain things were of the primary

importance. (Harmer, 2007, p.69)

Since CLT is known as the best approach for achieving good communication, it is defined as "Language learning will take care of itself" (Harmer, 2007, p.69). The CLT main purpose is to help EFL learners to use the target language for communication and that will be improved due to the implementation of this method by both teachers and students in the classroom. This method sheds light on one important point which is really neglected in other methods that CLT focuses on the ability to communicate and interact in the classroom using the target language (Kouicem, 2010). Harmer highlighted an important point that EFL learners need to be provided with different opportunities to interact in order to master the target language (Harmer, 2007). CLT was based on its main fundamental idea about learners' needs and objectives in teaching and learning a second language, according to Kouicem(2010).

1.1. Communicative Competence

The communicative competence is considered as the central concept of the communicative approach to language teaching. It is defined as the learner's ability to understand and use the language appropriately to communicate within significant context in a real social and school environment, which aims to enhance language proficiency through interaction. Communicative competence includes grammatical refers to the knowledge of language phonology, vocabulary, word information and sentences formation. Sociolinguistic competence includes the knowledge of sociocultural rules; it is concerned with the learners' ability to handle, for instance, settings, topics, and it deals with the use of appropriate

grammatical forms for different communicative functions in different sociolinguistic contexts(thought.CO). Discourse competence is related to the learner's mastery of understanding and producing text in the modes of the four skills, and it deals with cohesion and coherence in different types of texts. Strategy competence refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paragraphs, requests for clarification, slower speech. These problems occur when the learner is unable to express his thoughts. The communicative approach supports the need for communicative competence to guarantee the success of classroom interaction (though.CO). Johnson stated that "classroom communicative competence is essential in order for the second language students to participate in and learn from their classroom experience." (1995, p. 161)

1.2. Interaction as a Type of Communicative Language Teaching Frameworks

Interaction is very important in the process of teaching and learning the second language. "It is important to keep learners active in the classroom, which means reducing the amount of teachers talk in the classroom and increasing the learners talk time" (Kouicem,2010, p.9). The necessity of interaction leads the teacher to promote and apply it inside the classroom for facilitating the teaching process and make learners engaged more in order to create an interactive student with an appropriate language use. Since CLT focuses on the importance of interaction inside the classroom, both teacher and students should make a distinction between the word communication which refers to the act of sharing information and interaction which is to act in such manner so as to affect others. Therefore, the teacher and students ought to use both terms in a distinctive context, instead of using them as synonyms within the same context.

2.Definition of Oral Interaction in EFL Classroom

EFL classroom is the setting that provides EFL learners with opportunities to learn the English language and its rules through oral interaction among the teacher and students. Therefore, this study leads to shed light on two types of interaction, which are necessary in EFL classroom for both teacher and learner. Firstly, non-verbal interaction that refers to the disappearance of words, the use of hand raising, body gestures, head nodding and eye contact, which are related to students' behavior in the classroom. Secondly, verbal interaction includes written and oral interaction which leads to the success and the improvement of interaction between participants. Robinson summarized that:

> "Interaction is the process referring to "face-to face"
> action. It can be either verbal channeled through written or
> spoken words, or non-verbal, channeled through though,
> proximity, eye-contact, facial expressions, gesturing. etc"
> Robinson (1994, p.7)

Various definitions are given to the term interaction. For instance, the Oxford Online Dictionary defined interaction as "reciprocal action of influence". Classroom interaction as discourse communities. Therefore, the learner is within a simultaneously constructed social project, which builds a relationship between teacher and students where regular participation is the most important principle. This will help the learners to be competent enough to think and have the ability to initiate dialogue, change topic during the conversation, know what is appropriate to say in the context, speak directly, convey relevant information to their peers and their teacher. There are two types of classroom interaction; teacher-students interaction and students- students interaction Hall and Verpaetse (2000).

communication serves as one of the primary ways in which learners obtain data with which to construct their inter languages is now well establish stated by Rod Ellis (1997, p.173).

Moreover, interaction is considered as the nature of communication. Therefore, the term interaction inside the classroom is explained by distinct researchers.), interaction is used to facilitate the interchange of information and ideas to avoid interaction gaps inside the classroom. The nature of classroom interaction contains several methods which suggested by the teacher for an effective classroom interaction, such as group and pair work, choosing interesting topics, discussion and debate, according to Ellis (1990. Therefore, interaction includes every communicative detail happening inside the classroom. Ellis defined classroom interaction broadly "… not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling…" (Ellis, 1990, p.12).

In addition, interaction in the classroom is very necessary and plays a crucial role in EFL classroom.

3.The Importance of Oral Interaction in EFL Classroom

Classroom interaction was defined as the reciprocal action that included both teacher and students in the classroom, which is the primary aim of EFL classroom, covering everything and creating an environment full of cooperative work and thoughts during the interaction (Luu & Nguyen,2010). Thus, "…interaction is, in fact, the heart of communication; it is what communication is all about." Brown, (2000, p. 165). Classroom interaction has a massive importance in the success of the teaching and learning process. Therefore.

Through interaction students can increase their language

store as they listen to or read authentic linguistic in

discussion, skits, joined problem-solving-task, dialogue

journals. Interaction, students can use all they possess of

the language_ all they have learned or casually absorbed_

in real-life exchanges … Even at an elementary stage, they

learn in this way to exploit elasticity of language. Rivers

(1987, p.4-5).

Moreover, classroom interaction is very important, because it makes students active participants through providing them with opportunities to be fluent speakers of a foreign language. In addition to the teacher's role, it increases classroom interaction and guides students to interact alternately (Nunan, 1991). So, both types of classroom interaction patterns; teacher-students and students-students interaction offer distinct opportunities for an effective classroom interaction (Van Lier ,2014). Tha is why; two remarkable aspects support the improvement of reciprocal interaction between participants in EFL classroom, which are:

• **Motivation**

One of the most important components in the teaching and learning process to be successful, is motivation that proceeds positive behavior of students. It gives students the power to progress in their studies despite the problems and challenges they face. It provides learners with energy to be active and creative (Hannah, 2021). Motivation as a factor has a huge impact on teaching and learning the English language. Besides that, it helps in the improvement of classroom interaction. Thus, many researchers clarified the term motivation:

Firstly, motivation which is influenced by several factors such as beliefs, interest, goals and wishes that demand an effort from students, and it is an individual state Madrid (1999).

Secondly, Ortega (2002) stated that motivation is an individual's disposition to learn a task that can be modified both by him-or herself, and by the surrounding circumstances.

Furthermore, "motivation involves the attitudes affective states that influence the degree of effort that learners make to learn second language (L2)". Ellis (1997, p. 75). Researchers have faced the question: "what motivate students?" They identified two types of motivation; intrinsic motivation and extrinsic motivation (Center on education policy, 2012, p. 3). Intrinsic motivation is the desire to do or achieve something because one truly wants to and takes pleasure or sees value in doing so; i.e., students are intrinsically motivated to do something by themselves for their own specific needs and interests. Intrinsic motivation helps the students to become satisfied with the achievement and the improvement of their oral abilities. On the other hand, the non-cognitive side "extrinsic motivation" is the desire to do or achieve something not for the enjoyment of the thing itself, but because doing so leads to a certain result (Pintrich, 2003); i.e., this type of motivation resulted from an external pressure the teacher can motivate his/her students in order to develop their oral abilities in EFL classroom through providing them with opportunities to express their thoughts.

• **Self-Confidence**

Self-confidence is an essential personal factor which plays a dynamic role in the prosperity of learning the English language (Azimova, 2020). Also, it is an attitude about students' abilities for achieving their goals. In EFL class, the learners need to be confident enough to engage in the learning process; to act, react and interact inside the classroom, they should believe in their strength and have a positive view as well.

Self-confidence is about the individual's belief in his own abilities. It encourages students to take risks, express their creativity in classroom assignments and invest in the work produce at school (ESO English study, 2019).

Bicha stated that:

> "Many researchers in second and foreign language learning have related self-confidence to students' oral production success and that appears when students interact and participate in classroom. Also, the teacher has to work for the improvement of students' self-confidence for good result" (Bicha, 2016, p. 24).

4. Types of Oral Interaction

Classroom interaction should involve all the participants in the classroom. It occurs between the teacher and learners or between learners themselves. So that, classroom surrounded two types of interaction, which are teacher-learners interaction and learners-learners interaction. According to Adaba,

> "There are several different ways to categorize classroom interaction, but all of the types of interaction are important to engage learning to create well rounded young people inside and outside the classroom …. Therefore, classroom interaction should not be one-way, but two-way, three-way or four-way" Adaba (2017, p.3).

4.1. Students-Students Interaction

Students-students interaction represents the behavior and words of students with each other inside the classroom for the development of EFL proficiency. Negotiation is one of the students' behavior that creates interaction between students who are engaged in the same learning process (Chaudron, 1988). Students may learn from their interaction with each other. So that, when they made a correct and fluent conversation during the class, a healthy atmosphere will be created, automatically. The learners acquire the English language better in a talkative environment where students are the active part and the leaders of the interaction in class, in addition to the possible intervention of the teacher at any moment. "Learner-learner interaction occurs among learners. In this form of interaction, the teacher plays the role of a monitor and learners are the main participants" (Luu & Nhu, 2010, p. 35).

In this pattern of interaction, students are the engine in the classroom, while the teacher is just a guide who helps them to suck the content well and give them opportunity to express their ideas and feelings among each other. However, the existing differences between them. This pattern works to increase debt love in EFL students.

4.2. Teacher-Students Interaction

The teacher-students pattern of interaction takes place among the teacher and students inside the classroom through discussion, negotiation or debate. It appears via teacher talk; i.e., the teacher starts the interaction by asking questions in order to lead students to show their knowledge concerning the content of the lesson.

> "…whose primary purpose is to allow the students to display their knowledge of language. This is probably one of the features of teacher talk that has been most thoroughly researched" (Thornbury, 1996, p. 281).

The teacher in this pattern has an important role in which he is the controller of the class and a participant as well. The teacher dominates the class, controls the topic and determines the beginning of the interaction and the end as well. There are three main points the teacher has to concentrate on, when he is in a conversation with his students; he must take into account the language that he should use in order to be understood by his students, which means providing them with a comprehensible output that suits their level. Another point, is that their speech should be appropriate for the learners. Ending by, their voice, tone, and intonation have to be determined (Adaba, 2017).

5. Principles of Oral Classroom Interaction

Successful classroom interaction comes through four basic principles which have to be available in the classroom. These principles are based on the spoken language of students inside the classroom.

5.1. Adjacency Pairs

Adjacency pairs are when two participants exchange pairs of utterances in a normal talk sequence including various kinds of utterances. Moreover, it refers to the expectation of responses. Adjacency pairs can be put in different places and times, their functions lead to produce diverse forms of them. He stated that "pairs of utterances such as greeting-greeting and apology-acceptance are called adjacency pairs" (McCrathy, 1991, P.120). In addition, there are some distinctions in adjacency pairs' types, starting with the first type in which the first pair-part is totally as the same second pair-part. For instance, saying Hi, the answer automatically is Hi. Another type is when the first pair-part comes different from the second pair-part, such as, Happy birthday, the answer is Thank you.

5.2. Exchanges

The interaction patterns are straitened in present spoken dialogue systems to use some exchanges by the speakers (David & Peter, 2005). The classroom is a suitable location to use exchanges between students and teachers freely in order to improve their interaction and their level of the foreign language (McCrathy, 1991). In the Brimighram type of analysis, which exchanges are the central unit of classroom talk, they are discernible entities in an independent manner According to McCrathy (1991).

> "Particularly noticeable in the Sinclair-Coulthard data was the pattern of the three-part exchange in traditional classrooms, where the teacher made the initiation and the follow-up move, while pupils were restricted to responding moves. In a good many language classes this is still the pattern, especially in situations where large classes of perhaps 40 to 50 pupils is the norm. Where this happens, it is likely that pupils will have the chance to practice only a very impoverished range of utterance functions" McCrathy (1991, p. 122).

From what is mentioned above, the prosperity of good classroom interaction depends on the number of students in the classroom and their opportunities provided by the teacher, that is why an EFL teacher should let them exchange and interact freely in order to improve their level as an EFL learner.

5.3. Turns Taking

"In the classic ethnomethodological way, discourse analysis has observed how participants organize themselves to take turns". (McCrathy, 1991, p.127)

Turns taking in any discussion or conversation takes place among two or more participants(listener and speaker) who are in a cooperative operation which called the turn taking system (Richards, 1990); i.e., the function of both the speaker and the listener is interchangeable for a correct and clear conversation. "Participants in conversation are involved in ongoing evaluation of each other's utterances to judge appropriate places to take up the turn to talk" (Richards, 1990, p.69); i.e., any produced utterance by one of the speakers can be judged and changed by second participant depending on his point of view about appropriate utterance. Turns taking take place among students to facilitate talking inside the classroom. In addition to that, they help each other to give them opportunities and chances to talk.

5.4. Transactions and Topics

Transactions refer to the management of expending conversation between speakers that takes place during interaction in the classroom. Teachers usually use transaction marks such as now, so and right for attracting students' attention and separate lesson's parts (McCarthy, 1991).

> "Topics could be defined, on the formal level, as stretches
> of talk bounded by certain topic and/or transactional
> markers, such as lexical ones (by the way, to change the
> subject), or phonological ones (changes in pitch)by
> changing or moving from one idea to another in order to
> avoid the boredom during the interaction"(McCrathy,
> 1991, p. 132).

6. Aspects of Oral Classroom Interaction

Classroom interaction contains two important aspects that lead to the improvement of the English language in the EFL classroom, which are negotiation of meaning and feedback.

Teachers and learners are able to provide themselves with possible chances to interact inside the classroom Yu (2008).

These two aspects play a mutual role in the EFL classroom. First of all, EFL learners can acquire the English language from negotiation and, at the same time, they improve it because of the teacher feedback inside the classroom, which leads to integrity of interaction for both participants. (Rahman, 2018, p. 205), according to Robinson (1998) stated that "the conditions for second language acquisition are improved when learners negotiate meaning with other speakers." "Interaction contributes to learning through the provision of negative evidence and through opportunities for modified output", according to Ellis and Foto (1999, as quoted in Hassan, 2019, p. 60).

6.1. Negotiation of Meaning

Negotiation of meaning and classroom interaction share a centric relationship because it is a process that allows students to express their thoughts and ask for clarification about ambiguous obstacles. "…negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of communication. They add that negotiation of meaning is the central discourse structure". Ellis and Barkhuizen (2005, as cited in Hassan, 2019, p. 60).

Negotiation of meaning helps students to improve their language use through conversations from both participants or interlocutors, duo to regular practice or interaction inside the classroom in other words, related negotiation of meaning to the misunderstanding of the message between participants and it can be comprehensible if the speaker reformulates it Pica (1994). She defined it:

> "The modification and restructuring of interaction that
> occurs when learners and their interlocutors anticipate,

perceive, or experience difficulties in message comprehensibility. As they negotiate, they work linguistically to achieve the needed comprehensibility whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways". (p. 494)

6.2. Feedback (FB)

Feedback is considered as another important aspect in classroom interaction for EFL learners (UR, 2000). FB is all about the teacher evaluation towards students' execution. In other words, feedback "through interaction that involves feedback, the intention of the students is paid to the form of errors and is pushed to create modifications" (Mackey's, 2007, p.30). Moreover, it helps EFL learners to pay attention in order to avoid mistakes while they are talking to recognize them, and they try to find ways to correct themselves quickly, in order to receive positive feedback from the teacher among their peers.

Feedback inside classroom interaction is another bridge that leads the teacher to motivate students to interact and participate in any conversation, because FB can break many obstacles which might face EFL learners. "To enhance learning, it is necessary, that the teacher gives the learner feedback which is typically includes error correction. On the other hand, FB may come from the part of the teacher, for instance as a clarification request" (academia web site). Therefore, FB is a coin with two faces. The first one, the teacher can give students feedback toward their talk, answers, or performances, while the second one occurs when they ask for clarification about an unclear subject. There are two types of feedback which are explicit feedback and implicit feedback, are suggested by Mackey (2007).

6.2.1. Explicit Feedback

Explicit feedback is also called 'Metalinguistic Feedback', due to the incorrect use of students' speech that leads the teacher to provide them with feedback and guide them in order to correct their errors for achieving a clear and understandable output. explicit feedback as a form feedback characterized by harmer:

> "Form feedback deals with the linguistic accuracy of the
> students' performance. The teacher will record the errors
> the students are making during the activity, and will give a
> feedback on their successful achievement as well as discuss
> their error and mistakes". Harmer (2007, p. 246).

From what is mentioned above, explicit feedback is only about teacher rectification of students' linguistic errors (Harmer, 2007). In other words, explicit feedback sheds light on sociolinguistic errors where the teacher provides his students with feedback directly without neglecting it during classroom interaction for the improvement of EFL learners' level (Kouicem,2010).

6.2.2. Implicit Feedback

"It refers to the corrective feedback that includes requests for clarification or recasts. In other words, teachers rephrase the students' utterance by changing one or more sentence components" (Hassan, 2019, p. 61). Even though explicit and implicit feedback are the same on the surface but there is a slight difference between both of them, with the first type the teacher gives it directly without any delay or obstruction in order to make the student notice his mistake, while the second type is provided indirectly without the student's attention (Kouicem, 2010).

Example from (Mounira,2018, p. 19):

S: He does his work.

T: Yes, he does his work.

6.3. The Treatment of Errors

Language learning, like any kind of human learning, involves committing errors. EFL tend to make errors in their learning process, whether when they are still learning the language or after their level, tend to be improved. These errors cannot be considered as an obstacle because they may be treated by the teacher's instruction and students' applications:

• **Imprecision:** when students tend to make errors, teachers should not dive deeper and they should repeat the committed error for the learners to reinforce it.

• **Inconsistency:** teachers correct the errors of some students instead of doing so with other students who have made errors.

• **Indirectness:** it is all about the indirect correction of errors. Individual differences among students lead teachers to use this method, because some of them prefer to correct the errors directly, while others do not do so. The treatment of errors in the classroom is resulted from the feedback provided to students by the teacher during the interaction. In this case, the role of both negative and positive feedback occurs as a way for students to pay attention to the committed errors in order to correct them according to what the teacher expects to avoid falling. It is also to see if his/her feedback leads to a good result, which is students' estrangement from errors.

> "teachers cannot and should not correct all errors committed
> by their students. Besides, the frequent correction of oral
> errors disrupts the process of language learning and
> discourages shy students from communicating in the target
> language." Hanna, (1986).

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7.Factors Affecting Classroom Interaction

Classroom interaction can be affected by different factors that may lead the interaction into a good or a bad way. So, both teachers and learners should know which factor is important for the development of classroom interaction. There are different factors which have an impact on classroom interaction and participants as well. Some of these factors are:

7.1. Teachers' Beliefs

Teachers' beliefs defined as their instructional perspectives to analyze what is happening inside the classroom and how they will react and respond to it Shavelson (1983). "A lot of teacher's professional knowledge is appropriately considered as belief" (Abbas &Narjes, 2017, p. 79). Teachers' beliefs have the notion of pedagogical beliefs; i.e., the beliefs are related to the experience that is acquired from the practice of teaching for a period of time that enables the teacher to understand what is going on inside the classroom According to Borg (2001).

7.2. Teachers' Questions

The questions asked by the teachers are essential in the teaching process.

> "Teachers' questions should provide necessary methods to communication, attract learners' attention, and learn about the extent of learners' comprehension, help learners understand puzzlement and know what is important, provide learners with opportunities to find out what they think by hearing what they say". Xiaolin (2013, p. 210)

From what is mentioned above, the questions that the teacher uses have to cover all students' needs in the class in order to increase interaction. When the teacher asks questions

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for the purpose of creating interaction, he should choose the appropriate ones or types in order to avoid the discouragement of his students during the interaction (Xiaolin, 2013). The reason behind teachers' questions is not usually looking for the high level of interaction or the exact response. However, it may search for small attractions from the students (Journal of education and instructional studies in the World, 2012).

> "Teacher questions give students the impetus and the opportunity to produce language comfortably without having to risk initiating language themselves. It's very scary for students to have to initiate conversation or topics for discussion …Teacher questions give the instructor immediate feedback about student comprehension. After posing a question, a teacher can use the student response to diagnose linguistic or content difficulties. Grammatical or phonological problem areas, for example, may be exposed through the student's response and give the teacher some specific information about what to treat". Brown (2001, p. 169).

7.3. Learners' Different English Levels

English language learners have different levels in the classroom. They are divided into three basic levels which are made by the teacher: beginner, intermediate and advanced (Xiaolin, 2013). These levels of distinction are given to the students through the determination made by the teacher. Students who are beginners cannot understand the English language well and they cannot use or speak the language correctly, because they have just started their journey of learning the English language. "Beginners are those who do not know any English" (Xiaolin, 2013, p. 210). While the intermediate level of English student enables

them to exist only in small and simple conversations, with the presence of mistakes. The last level is the advanced level in which the learners use the English language in a clear way, which enables them to communicate fluently in a cooperative talk with native speakers. So that, they will have a qualified level of English (Xiaolin, 2013). Learners' English level influences the oral interaction inside the classroom.

7.4. Teacher-Students Rapport

"Rapport" is the relationship between the teacher and his students that needs to be strong in order to make an atmosphere full of positivity, for the teacher and the students to feel comfortable and create a successful interaction.

"Rapport here is the relationship or connection the teacher

establishes with their learners, a relationship that is built

on trust and respect and that leads to learners' feeling

capable, competent, and creative". Xioalin (2013, p. 210).

This rapport enables the student to interact in front of his teacher and his classmates, because of the trust and respect that has been built between them (Xioalin, 2013). Moreover, the effectiveness of teacher-student rapport expands into various aspects of students' lives, such as social development, relationships, and the most important is educational achievement.

7.5. Anxiety

Anxiety is one of the main factors that affect classroom interaction. This psychological problem happens to students when they speak in front of their classmates. It is an obstacle that prevents students from being comfortable while speaking, performing a role or presenting a topic. "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with the arousal of the automatic nervous system". Zheng (2008, p. 2).

"It implies that teacher have both the power and the

responsibility to counter the development of anxiety by

building self-confidence through positive early experiences, through providing reassuring feedback, and through promoting self- perception of developing proficiency" Xioalin (2013, p.210-211).

8. Strategies of Interaction

The Cambridge online dictionary defines "interaction techniques" as "A way of doing an activity that needs skill". In addition to that, "A strategy is also a way of doing anything that involves planning". As it is mentioned before, interaction is very important in the EFL classroom. That is why teachers think and provide their classroom with several ways or strategies in order to enhance interaction: pair-work, group-work, discussion, simulation and role-play.

8.1. Pair-Work

Pair work is an activity that requires two students who work collectively in order to complete a task. It is a suitable activity that helps students to think and produce some new ideas, because of the interaction between students in the classroom. This strategy is suggested by the teacher for both the improvement of EFL students and for the teacher to achieve good results. Moreover, it is a chance for students to express their thoughts and opinions freely. However, some teachers avoid this strategy because of its negative impact on classroom management. The student can take a long period of time discussing one topic and the teacher cannot control the whole class (Saifi, 2015).

8.2. Group-Work

"This increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class" (Ur, 2000, p.121); i.e., group-work is an effective strategy that may motivate students

to interact and participate at the same time decrease their fear of talking alone because they are working cooperatively in order to achieve the goal on interaction.

> "Ninety-eight percent of the teachers believed that group work improved students' achievement. Also, 98% agreed that students who work in groups learn more than those who work individually. They all agreed that group work is a useful technique to use in the classroom". Hanan and Nowreyah (2014, p.54).

In addition to that, group-work is a good strategy for shy students and bad for the teacher, because the classroom may feel noisy and the students may use their mother tongue instead of the target language. Therefore, the teachers avoid it because it leads to another thing going away from the teacher's perspective on the application of this strategy (Saifi, 2015).

8.3. Discussion

Discussion is another strategy used by the teacher in classroom interaction which requires the involvement of the whole class in order to gain an objective. Since this strategy is effective, most teachers apply it especially for those shy, introverted students to grasp their attention and make them able to participate and interact with their peers in any conversation without hesitation. For this reason, "The fact of having to make such an awkward choice gives the discussion a clear purpose and an obvious outcome to aim for" Harmer (2007, p.351). Even though the discussion may take a long period of time, at the end the teacher will have a satisfactory result because classroom discussion is a window for learners to argue with each other and help the teacher to provide them with feedback through direct observation.

8.4. Simulation and Role Play

Simulation and role play are teaching strategies which are used by the teacher to help students in order to understand the lesson well.

> "Simulation is when an individual acts exactly or imitates
>
> a role in a play, whilst a role play is when an individual
>
> portrays a role play. They are given situation plus a task or
>
> problem but are not acting as themselves but as though
>
> they are someone else". Akua (2018).

This strategy motivates students to interact and practice more, because it is entertaining for them and it is used by the teacher to change the mood of the whole class through the use of this joyful strategy. So, simulation and role-play are effective techniques to create a good environment for both teacher and learners and help in the improvement of EFL language learners.

9.Learners' and Teachers' Roles and Responsibilities in Communicative Classrooms

9.1. Teachers' Roles and Responsibilities

The role of the teacher in the classroom is very important to motivate students and create an active environment to achieve an objective at the end. Sometimes the teacher may face some difficulties, especially with students who are unwilling to participate in any conversation that occurs inside the classroom even with one word, this is why each time the teacher changes his hat in order to meet the learners' needs and gain what he wanted since the beginning. These different roles can be listed as the following; controller, prompter, resource, participant, tutor.

9.1.1. Controller

The role of the teacher is to organize and provide students with thoughts and ideas. In other words, it is the transmission of the teacher's knowledge to the students which is very essential for the teacher to protect his image in front of the students as a controller in the classroom (Harmer, 2007).

> "Controllers take the register, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom. Teacher who view their job as the transmission of knowledge from themselves to their students are usually very comfortable with the image of themselves as controllers" (Harmer, 2007, p. 109).

9.1.2. Prompter

Teachers should encourage students carefully because at some points students reach a level that they are not able to produce one word or sentence because of lack of vocabulary, or grammar mistakes. So, he may add some suggestions about the point to help learners (Harmer, 2007).

> "When we prompt, we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant, we risk taking initiative away from the student. If, on the other hand, we are too retiring, we may not supply the right amount of encouragement" (Harmer, 2007, p. 109).

9.1.3. Resource

In the learning process, students need sources concerning the content of the lesson or the whole course. So, the teacher has to play the role of resource when he provides his students with knowledge and information about a topic. However, students can get

information from any source, but they still need their teacher (Harmer, 2001). The teacher in this role has to be patient, interested, and give students the information carefully, even though not at the same time but should tell it in appropriate way.

> "Alternatively, we need to have the courage to say I don't know the answer to that right now, but I'll tell you tomorrow….When we are acting as a resource, we will want to be helpful and available, but at the same time we have to resist the urge to spoon feed our students so that they become over-reliant on us".(Harmer, 2007, p. 110)

9.1.4. Participant

The teacher in his normal role as a teacher can be a part of his students' team or what we call a 'participant'. He could engage the discussion and be part of it to discuss topics, argue views, and share knowledge, information and ideas with them. This role strengthens the relationship between the teacher and the students. "Students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource" (Harmer, 2001, p. 109). Although there is a difference between the teacher and the students in terms of level, the teacher has more knowledge and information about the English language, but this situation does not prevent him from joining as a good listener and giving simple answers or ideas in the discussion.

9.1.5. Tutor

The teacher who acts as a tutor is required to mix the other roles: controller, resource, organize in order to dominate the class and present the lesson appropriately in case of large groups where students become noisy and need help, care and support. "…we need to be able to switch between the various roles …" (Harmer, 2007, p. 111).

9.2. Learners' Roles and Responsibilities

Learners in the EFL classroom have different roles and responsibilities in order to improve their proficiency level through their engagement to subject matter. These roles, applied besides the teacher roles, to create an interactive environment is a well, organized way of achieving good results from both sides of the classroom (teacher and learners) during the discussion. Learners' roles and responsibilities are set as following, according to Chorida (2014):

➢ Students should be active and engage positively in learning activities.

➢ Students should be a part of any activity that takes place inside the classroom, such as dialogue, interaction with teachers and their peers, performance, oral presentations to improve their proficiency level.

➢ Students should follow teachers' instructions and apply them in their projects as a way of success in mastering a second language.

➢ Students should establish their abilities during classroom interaction in order to develop their knowledge and understand more.

➢ Students' main responsibilities for learning are attending class, completing reading and doing homework. So, they should be passive listeners and become active in their production, because the process of listening needs attention.

Conclusion

Interaction is at the heart of the EFL classroom to achieve the English language perfectly. Oral interaction is improved better through both teacher-student and student-student patterns of interaction. This is a suitable way for both students and teachers. First, it allows students to produce a large number of words and express themselves. Secondly, it makes the teacher able to create and manage an interactive environment, based on his own perspectives about the success of interaction.

This chapter includes the definition and the importance of oral interaction in the EFL classroom, including its types, aspects and the principles that are based on, in addition to the role of a communicative approach to teaching as a second language, besides the factors that affect oral interaction. Ending by different strategies of interaction and the roles and responsibilities of both teachers and learners.

CHAPTER TWO:

FIELD INVESTIGATION ON ORAL INTERACTION IN EFL CLASSROOM

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CHAPTER TWO

FIELD INVESTIGATION ON ORAL INTERACTION IN EFL CLASSROOM

Introduction

The previous chapter is about the literature review which contains the theoretical aspects of the topic, while this chapter is specified to the practical part of the research, under the title of Exploring oral interaction in EFL classroom. This conducted chapter tends to use two research instruments for collecting data, which are questionnaires for EFL teachers in order to have an idea about their experiences, points of view, and suggestions to enhance oral interaction inside the classroom. Another questionnaire for EFL learners in order to get their opinions about the importance of oral interaction in the EFL classroom. The second instrument is classroom observation of EFL students inside the class to observe the quality of oral interaction. These methods are used to gather data that needs to be analyzed and interpreted to get a result by the end of the study.

1.Students' Questionnaire

1.1. Aim of Student's Questionnaire

The present study attempts to explore the excess of oral interaction for the improvement of the EFL classroom, as students are the heart of the teaching and learning process, this instrument aims to get their opinions, which are very necessary to check the validity and invalidity of the previous hypothesis. The students' questionnaire is prepared to evolve the learners' realization of the importance and value of oral interaction in improving EFL classroom through the interaction patterns students-students interaction and teacher-students interaction.

1.2. The Sample

In order to respond to this questionnaire, (100) students are chosen randomly from the total number of English third year students' population (190) at Mila University Center.

Fundamentally, the chosen sample was based on the observance that 3rd year LMD students have experience that acquired from learning and practicing the English language in previous years. In addition to, their focus at university was mainly on how to apply that knowledge concerning rules and vocabulary in order to interact effectively.

1.3. The Description of Students' Questionnaire

The students' questionnaire consists of (18) questions coordinated in a reasonable way, and distributed into three sections where each section converges on particular aspects and contains three types of questions; close-ended questions which require from the students to choose 'Yes' or 'No' answers, while multiple-choices questions students need to pick up the appropriate answer from number of choices, and open-ended questions requiring the students to give their own answers and justify them.

• *Section One: Background Information (Questions 1-3)*

In this section, students were asked to specify their gender in the question (01), the reason behind choosing the English language rather than other languages in question (02), and then they were asked to evaluate their proficiency level of English in question (03). In these questions, the students were asked to put a tick in the appropriate box.

• *Section Two: Classroom Interaction (Questions 4-13)*

The focus of this section is about classroom interaction in which Question (04) asks students if they belong to the category of students who interact more often in the classroom

and improve their negative answers through adding justification. Questions (05) and (06) seek to ask how often students interact with the teacher and their classmates inside the classroom. Question (07) they were asked to pick their preferable interaction pattern (teacher-students interaction and students-students interaction) or both. Next, in question (08), asks about who is the proceeder of the interaction inside the classroom whether is the teacher or the students. Question (09) was about whether the teacher gives students the opportunity to interact with him or not. Question (10) was directed to check their perception of whether oral interaction is improved by teacher's option or learners' impulsion. Question (11) seeks to know if ambiguity leads students to ask for clarification. Question (12) students were asked about how often the teacher asks them during the class, while in question (13) were asked about their relationship with their teacher.

• *Section Three: Oral Interaction and EFL Learners (Questions 14-18)*

This section starts with question (14) which is used to ask if frequent interaction is effective for EFL learners or not and give justification for the answer 'no'. In question (15), the respondents were asked to choose their preferable strategy used by the teacher to enhance classroom interaction, while question (16) asks whether the teacher gives students the opportunity to interact or not. Next, in question (17), the students were asked about the difficulties that make them uncomfortable to interact, while with the last question (18) they were asked to supply their teacher with some suggestions to promote classroom interaction.

1.4. Analysis of Students' Questionnaire

Section One: Background Information

Q1: Specify your gender?
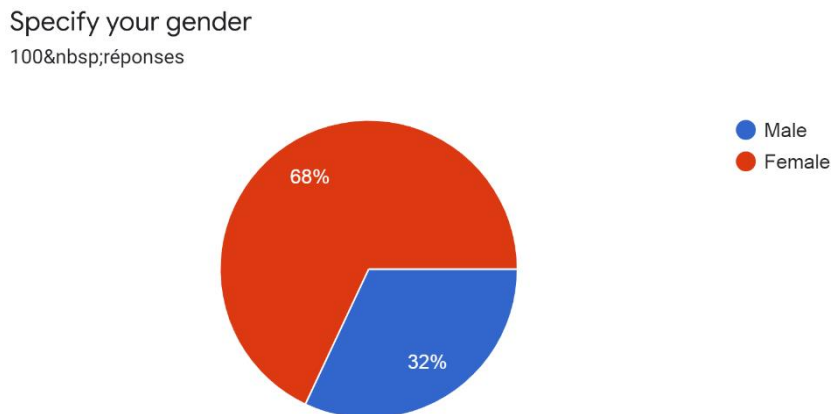
Figure 1: Students' Gender

The figure above shows that the majority of the respondents were female with a percentage of (68%), while males were (32%) of the total population.

Q2: Why did you choose to study English rather than other languages?

   a- English becomes a universal language

   b- You want to become an English teacher

   c- You like English

   d- It is imposed on you

If others, please specify.

Why did you choose to study English rather than other languages?
100 réponses
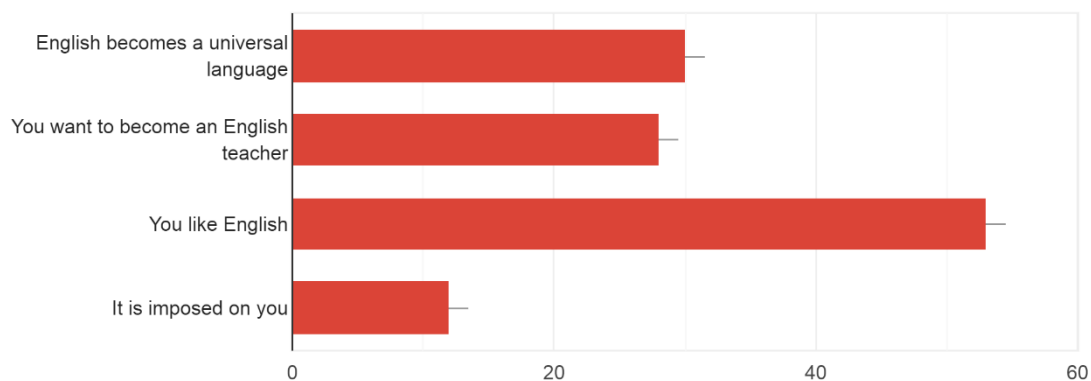
Figure 2: Students' Choices of Studying English

The question aims to find out why students chose to study the English language rather than other languages. As it is shown in the figure above, (53%) of students chose English because they liked it. While (30%) of them claimed that they chose English because it is a universal language. (28%) stated that they studied English because they wanted to become English teachers. Last (12%) English was imposed on them. This result denoted that most of the students liked English.

Others:

1. It was not my first choice.

2. For me I choose not only for I like it but I like to become English teacher for kids.

3. I need it in my other studies.

4. I want to get acting roles out of the country.

Q3: How is your proficiency level of English?

How is your proficiency level of English?
100 réponses

- Very good
- Good
- Average
- weak

27%

54%   15%
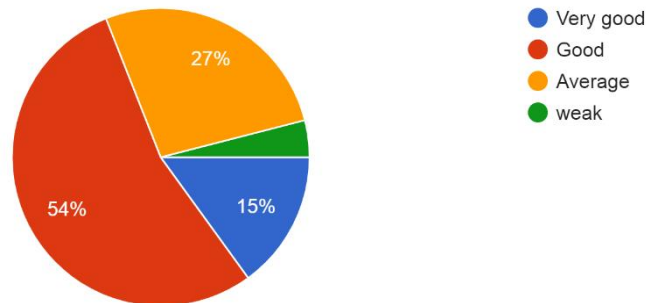
Figure 3: Student's Proficiency Level of English

The results that appeared in the figure illustrate that (54%) of students had a good level in English; whereas, (27%) of the students evaluated their English proficiency level as average. Students with a very good level had the percentage of (15%) from the sample. Just (4%) of the sample had low level.

Section Two: Classroom Interaction

Q1: Do you belong to the category of students that interact more often in the classroom?

 a- Yes   b- No

If no, why

Do you belong to the category of students that interact more often in the classroom?
100 réponses

- Yes
- No

30%

70%
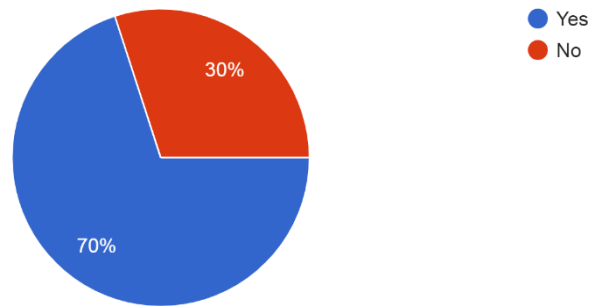
Figure 4: Student's Categories in Interaction

The results obtained in the figure above, the majority (70%) of students, which means more than half interacted in the classroom, whereas, (30%) of them did not interact in the classroom.

The participants who don't interact stated why:

1. I'm shy.

2. I don't speak a lot.

3. I don't like people.

4. Because I'm a person who doesn't like sharing his ideas with others.

5. I don't want To.

6. Sometimes the topic is not interested.

7. Because I always been like this it's like a phobia.

8. I'm not a talkative person.

9. I don't like to show myself.

10. In fact, I have ideas and opinions but I prefer not to interact.

11. I don't understand the content.

12. I don't understand the teacher words.

13. Because I don't understand English very well.

14. Fear of make mistakes and negative feedback.

15. I don't like speaking.

16. I don't like to speak in front of a lot of students.

Q2: How often do you interact with the teacher in classroom?

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

How often do you interact with the teacher in classroom?
100 réponses

- Always
- Sometimes
- Rarely
- Never
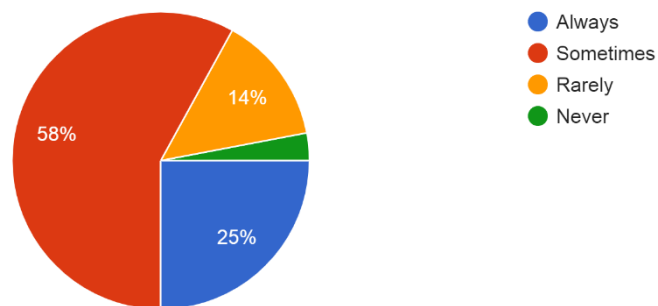
Figure 5: Students' Opportunities to Interact with the Teacher

From the figure above, the majority (58%) of students sometimes interacted with their teacher; whereas, (25%) of them always interacted with their teacher. Students presenting (14%) claimed that they rarely interacted with the teacher. Also, (3%) of the students indicated that they rarely interacted with their teacher in the classroom. Therefore, this result shows that students sometimes interact with their teacher in the classroom.

Q3: How often do you interact with your classmates?

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

How often do you interact with your classmates?
100 réponses
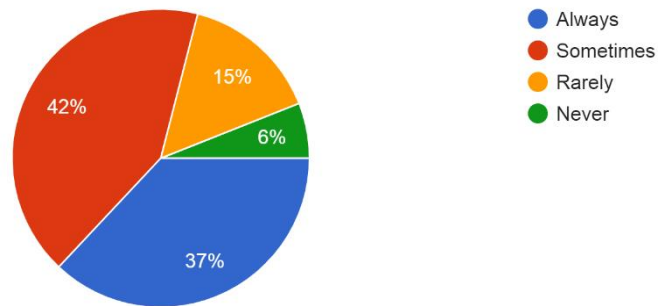
Figure 6: Students' Opportunities to Interact with their Classmates

Regarding students' answers, (42%) of them said that they sometimes interacted with their classmates; while, (37%) of them stated that they always did so. Also (15%) of the respondents said that they rarely interacted with their classmates. Finally, (6%) of the students never interacted with their classmates. The result shows that students sometimes interacted with their classmates.

Q4: Which type of interaction patterns do you prefer?

a- Students-students interaction

b- Teacher-students interaction

c- Both

Which type of interaction pattern do you prefer?
100 réponses

- Students-students interaction
- Teacher-students interaction
- Both

64%

18%

18%
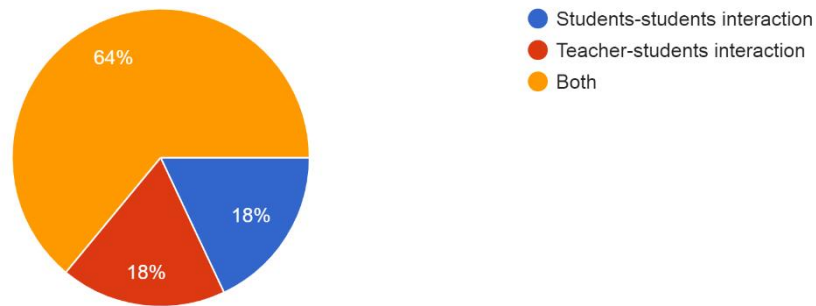
Figure 7: Interaction Patterns

This question aims to find out the favorite interaction pattern for students. The result above shows that (64%) of students preferred both interaction patterns, teacher-students interaction and students-students interaction. However, (18%) of the students chose students-students interaction as their preferable pattern and the same percentage chose teacher-students interaction. Therefore, students preferred both interaction patterns.

Q5: Who proceed the interaction in the classroom?

a- Teacher   b- Students   c- Both

Who proceed the interaction in the classroom?
100 réponses

- Teacher
- Students
- Both

54%

17%

29%
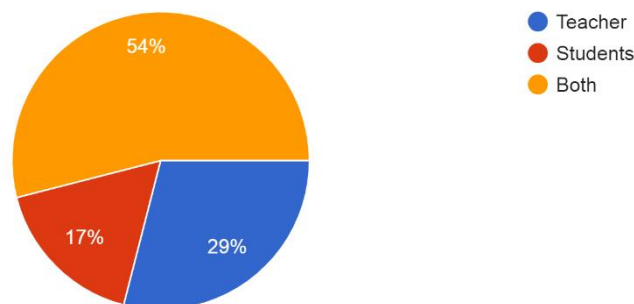
Figure 8: Proceeder of Classroom Interaction

The figure above indicates that (54%) of the respondents agreed that both teacher and students proceed interaction in the classroom. (29%) of students saw that teacher can proceed with interaction in the classroom. The remaining (17%) of them agreed that they can proceed with interaction in the classroom. This result indicates that students and their teacher proceed interaction in the classroom cooperatively.

Q6: Does the teacher gives you the opportunity to interact with him / her?

Does the teacher gives you the opportunity to interact with him / her?
100 réponses

- Yes
- No

89%

11%
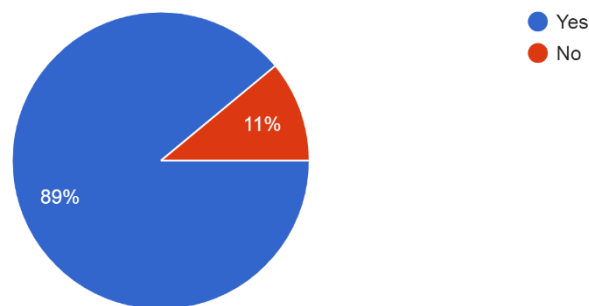
Figure 9: Students' Opportunities Given by the Teacher

It is obvious from the table above that most of the students (89%) stated that the teacher gives them the opportunity to interact in the classroom. Small minority (11%) said that he doesn't give them the opportunity to interact. Therefore, the teacher gives the chance and the opportunity to his students to interact in that classroom.

Q7: For you, oral interaction is improved better when?

  a- Learners' impulsion   b- Teacher's option

For you, oral interaction is improved better when:
100 réponses

● Learners' impulsion
● Teacher's option

32%

68%
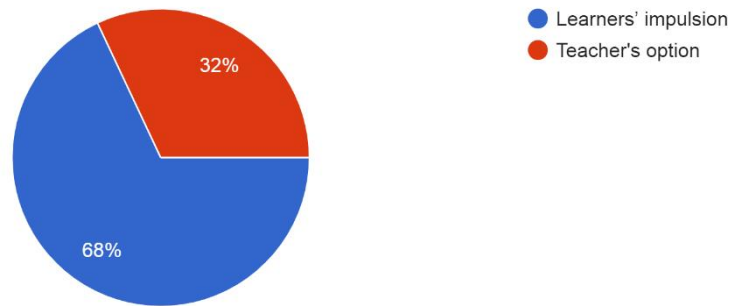
Figure 10: Oral Interaction Improvement

The obtained result indicates that more than half of students (68%) claimed that oral interaction improved through their impulsion; while, (32%) of them saw that teacher's option improves oral interaction in the classroom. This confirms that oral interaction enhances through students' impulsion.

Q8: Does ambiguity leads you to ask for clarification?

   a- Yes   b- No

 If no why?

Does ambiguity leads you to ask for clarification?
100 réponses

● Yes
● No

13%

87%
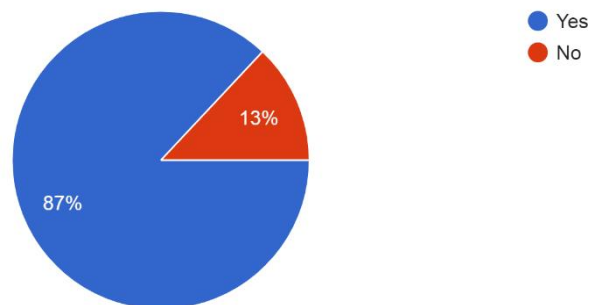
Figure 11: Clarification of Ambiguity

According to students' answers and the figure above, it is noticeable that the majority of the students' answers (87%) said that ambiguity leads them to ask for clarification; whereas, the minority of them (13%) said that the ambiguous things in the lesson don't lead them to ask the teacher to clarify them. Therefore, Students ask for clarification when they face ambiguity.

The respondents who don't ask for clarification stated why:

1. Because I want to search about the ambiguity by my self

2. Because I'm not a good speaker

3. Because sometimes the teacher hasn't enough time for answering all questions

4. Shyness issues

5. Because I know I'll not understand

6. No, feel shy

7. Because of my weak level in speaking I can't ask for clarification

8. Any way I will not understand. I prefer to search the information by my self

9. I don't like clarifications

Q9: How often the teacher ask you questions during the class?

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

How often the teacher ask you questions during the class?
100 réponses
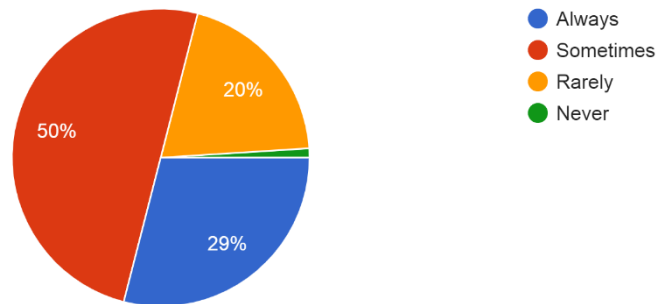
Figure 12: Teacher's Questions

This question aims to know how often the teacher asks questions. Half of students (50%) said that the teacher sometimes asks them questions; while, (29%) of them claimed that he/she always does so. (20%) of students said that the teacher rarely asks questions and the small minority (1%) said that he/she never asks them question in the classroom. The teacher sometimes asks the students in the classroom.

Q10: How is your relationship with your teacher in the classroom?

  a- Good   c- Need improvement

  b- Bad   d- No relation

How is your relationship with your teacher in the classroom?
100 réponses
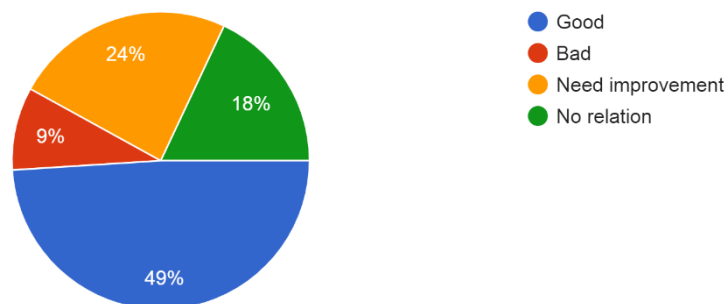
Figure 13: Students-Teacher Relationship in the Classroom

In this question students were asked to evaluate their relationship with their teacher. (49%) of students respond that their relationship with the teacher is good. Other students (24%) claimed that it is a bad relationship; whereas (18%) for them said that it needs improvement. Finally, (9%) of students have no relation with their teacher. The result indicates that students have a good relation with their teacher.

Section Three: Oral Interaction and EFL Students

Q1: Does frequent interaction in the classroom is effective for EFL students?

a- Yes   b- No

If no, why

Does frequent interaction in the classroom is effective for EFL students?
100 réponses

97%

● Yes
● No
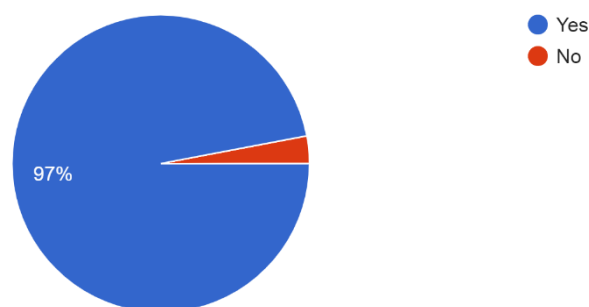
Figure 14: Frequent Interaction

The result above represents students' opinions about the frequent interaction, the majority (97%) stated that frequent interaction is effective for EFL learners; whereas (3%) of the respondents said that is not effective for EFL Learners. So that, frequent interaction is effective for EFL learners.

Q2: Which strategy is used by the teacher to enhance classroom interaction?

a- Ask questions

b- Implement cooperative learning

c- Build positive teacher-learner relationship

Which strategy is used by the teacher to enhance classroom interaction?
100 réponses
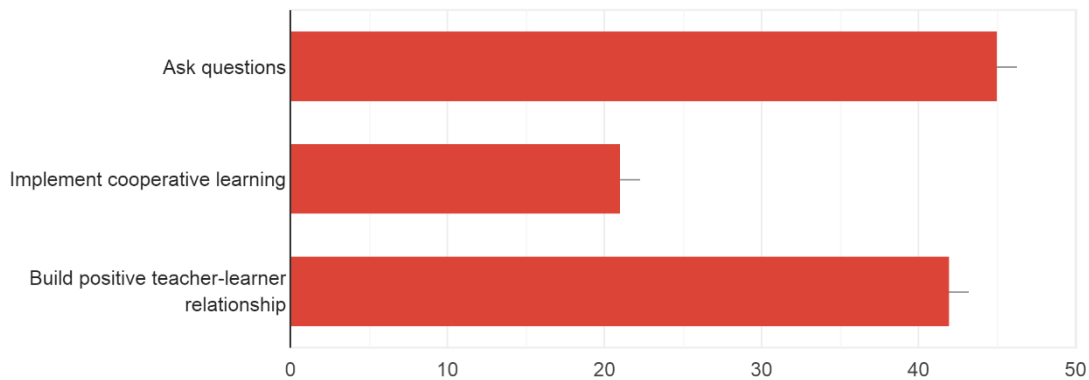
Figure 15: Teacher's Strategies to Enhance Classroom Interaction

The answers tabulated above, represent strategies for students to enhance interaction in the classroom. (45%) of the students saw that asking them questions enhance their desire to interact. However, (42%) of them interacted when they have positive relationship with their teacher. The remaining (21%) interacted when they learn cooperatively. Therefore, both of asking question and the positive teacher-students relationship promote the classroom interaction.

Q3: Does the teacher corrects your mistakes and errors during the interaction?

a- Yes   b- No

Does the teacher corrects your mistakes and errors during the interaction?
100 réponses
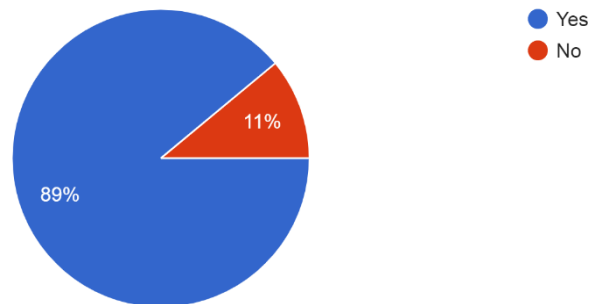
Figure 16: Teacher's Correction of Student's Mistakes

The figure above interprets students' views whether the teacher corrects their mistakes or not, the majority (89%) of them said yes, he/she corrects their mistakes, while (11%) of them said that he doesn't. This indicates that the teacher corrects students' mistakes.

Q4: What makes an EFL student uncomfortable to interact?

a- Fear of making mistakes

b- Have no idea about the content

c- The topic is not interesting

d- The teacher does not encourage students to interact

e- Fear of negative evaluation

f- Fear of being embarrassed
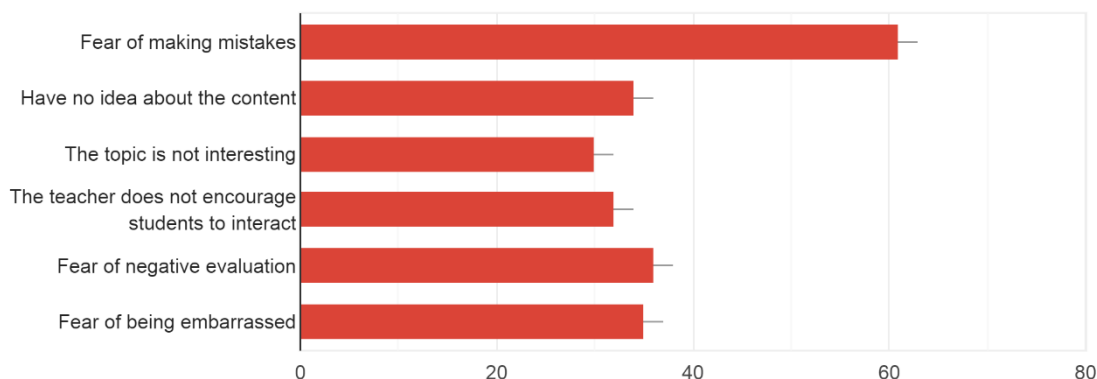
Figure 17: Students' Difficulties

The figure above shows the students' difficulties that make them uncomfortable to interact. the finding results were close. The big percentage (61%) was fear from making mistakes. (36%) Fear of negative evaluation. (35%) Fear of being embarrassed. (34%) of the respondents have no idea about the content. (32%) of students said that the teacher does not encourage them to interact. Finally, (30%) of them said that the topic is not interesting. According to this result we can confirm that students don't interact in the classroom because fear of making mistakes.

Q5: What are your suggestions for the teacher to promote classroom interaction?

Students' suggestions:

1. Build confidence and strong relationship with students, be friendly and make them comfortable. (30 Students)

2. Ask questions, accept students' mistakes, corrects them and provide positive feedback, so don't embarrass them. (17students)

3. Sense of humor to avoid boredom. (7 students)

4. Interesting topics, new strategies to improve interaction and more activities during the class. (5 students)

5. Provide comprehensible input. (3 students)

6. Motivate, encourage and support students to interact. (13 students)

7. Give chance for the student to react and to give their suggestions, opinions and ideas. (12 students)

8. Build discussions and debates between teacher and students. (4 students)

9. Control the class and stop noise. (1 student)

1.5. Discussion of Students' Questionnaire Results

Under the basis of the interpretation of students' questionnaire, many data are disclosed. The analysis of the first section shows that most of the respondents were females. This may be due to the nature of females who are interested in studying the English language rather than males. Secondly, students choose to study English because they like it. This result represents their passion towards the English language, because of their good level. In the second section, students interact in the classroom, even though the occurrence of some obstacles that prevent them doing so, such as, shyness, anxiety, lack of vocabulary, negative feedback and incomprehensible input. As it is interpreted, students sometimes interact with their teacher and with their classmates. Therefore, they depend on interaction patterns teacher-students interaction and students-students interaction, with the engagement of both teacher and students. However, the teacher who proceeds the interaction in the classroom, students prefer to engage by themselves. According to the analysis of the third section, frequent interaction is very important and can be improved

with students' desire and ability to interact, through teachers' questions and positive teacher-learner relationship. Even so, students fear of making mistakes.

2.Teachers' Questionnaire

2.1. Aim of Teachers' Questionnaire

In an endeavor to examine the importance of oral interaction in EFL classroom, it is necessary to collect perspectives and opinions about its improvement in order to enhance students' level in English. Since teachers' views are very beneficial.

3.2. The Sample

This questionnaire was submitted to (14) teachers who are teaching English as a foreign language at Mila University Center in order to benefit from their experiences.

2.3. Description of Teachers' Questionnaire

The teachers' questionnaire consists of (13) questions which are divided into three sections. These questions are; closed-ended questions which require the teacher to choose 'yes' or 'no', also multiple choices questions that allow the teachers to put a 'tick' for the appropriate answer. In addition to open-ended questions in which the teachers give their answer and justify them when necessary.

•*Section one: Background Information (Questions 1-2)*

This section attempts to gather information about teachers' degree and how many years they have been teaching English.

•*Section two: Teachers' Observation in Oral Classroom (Questions 3-5)*

The focus of this section is about teachers' observation in oral classroom in which question (3) seeks to find out how teachers assess their students' proficiency level of

English. In question (4) teachers were asked about the impact of crowded classrooms on students' interaction. The question (5) is about how teachers notice shy students.

•*Section Three: Teachers' Strategies to Improve Oral Interaction (Questions 6-13)*

This section aims to know teachers' strategies to improve oral interaction in the EFL classroom. Question (6) put to know if the teacher provides his students with comprehensible input. The next question (7) shows if the teacher tries to create good atmosphere in the classroom. Both questions (8) and (9) are designed to know if the teacher tries to provide his students with opportunity to interact and which technique is effective for oral interaction from his point of view. The next one (10) is about how often the teacher supports his students. In addition to that, in question (11), the teacher is asked if he uses sense of humor with students. The aim of question (12) is to know the activities used by the teacher for a successful interaction. The last question (13) in this section is to find what are the roles of an EFL should act to grasp students' attention and make them interact.

2.4. Analysis of Teachers' Questionnaire

•*Section One: Background Information*

Q1- Degree you (s) held?

Q1-Degree you (s) hold
14 réponses

● a- MA (Master/Magister)
● B- PHD (Doctorate)

42,9%

57,1%
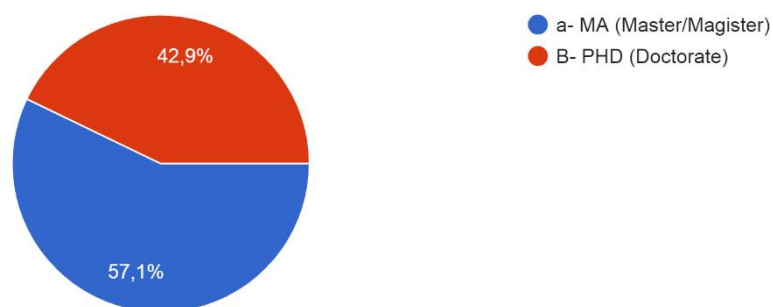
Figure 18: Teachers' Academic Degrees

The figure above represents teachers' degrees. As it is shown, (42%) of the teachers hold PHD; while, the remaining (57%) have Master degree.

Q2-How many years have you been teaching English?

a-More than five years   b- Less than five years

Q2 – How many years have you been teaching English?
14 réponses
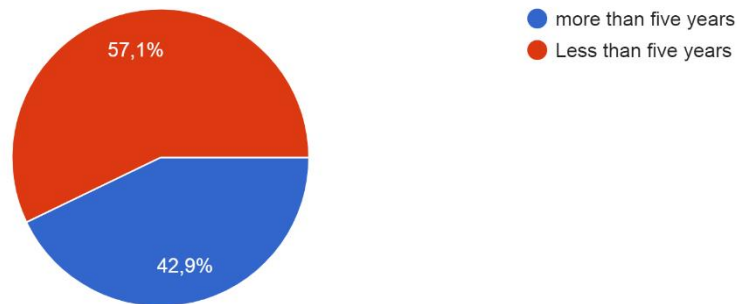
Figure 19: Teachers' Experience in Teaching English

This question aims to know teachers' experience in teaching English language. The tabulated results show that (57,1) % of teacher had a teaching experience that lasted less than five years. Whilst, (42,9) % claimed that they have taught English for more than five years. It indicates that those teachers are experienced and knowledgeable about the English language.

•*Section Two: Teachers' Observation in Oral Interaction*

Q1-How do you assess your students' level of oral proficiency in English?

a- Excellent   b- Good   c- Average   d- Low

Q1-How do you assess your students' level of oral proficiency in English?
14 réponses
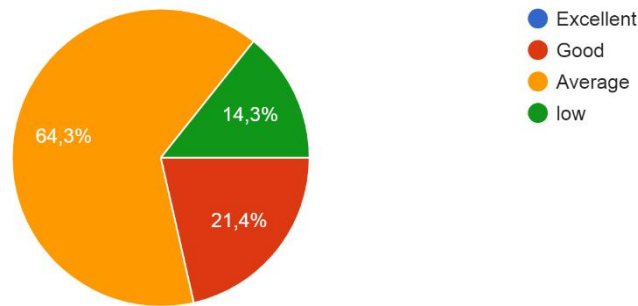
Figure 20: Students' Levels

The figure above shows that most of the teachers (64%) assessed their students' levels as an average level; while, (21%) of them saw that students had a good average. The remaining (14%) claim that students' levels were low.

Q2-Do you think that crowded classroom can be a barrier from achieving a good interaction?

a- Yes   b- No

Q2-Do you think that crowded classroom can be a barrier from achieving a good interaction?
14 réponses
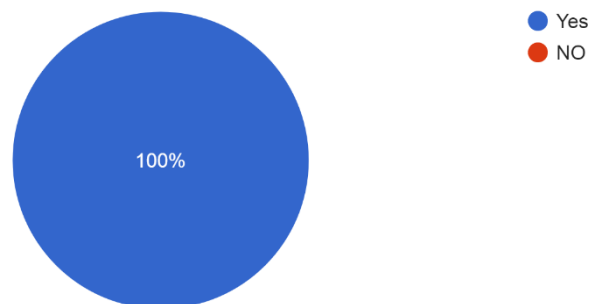
Figure 21: Crowded Classroom

From the figure above, it is obvious that all the teachers (100%) agreed that a crowded classroom prevents the achievement of a good interaction. Therefore, a crowded classroom was a barrier that prevents interaction.

Why?

1. Because it can be an obstacle for students who want to learn something and have a negative impact on the teacher as well.

2. It decreases the chance of interaction and hinders comprehension, as well.

3. Simply, it is not evident to create constructive debates in crowded classes. It is not easy to control students' interaction as well.

4. Crowded classrooms are characterized by noise, different opinions and lack of organization.

5. Because not all students will have the opportunity to speak. In addition, they may not respect turn taking which results in making noise.

6. Not all students have the chance to interact, express opinions and defend them.

7. Too much equals too nothing.

8. Because it does not give them the chance to participate all and be part of the lesson.

9. Sometimes, a crowded classroom is a mixture of interested and uninterested students.

10. Which, makes it hard to deliver the information.

11. Students cannot concentrate with their teacher.

12. They represent a challenge in terms of class-management, time management, mixed abilities, difficulty to provide efficient feedback...etc

13. It is a contributing factor to poor learning conditions because of the lack of space, fresh air and high noise levels that could lead to a lack of attention and even create stress within learners.

Q3-How do you notice shy students during interaction?

   a-   They are anxious when speaking

   b-   They do weird gestures like blushing, stuttering, becoming red

   c-   They have speech problems

Q3-How do you notice shy students during interaction?
14 réponses
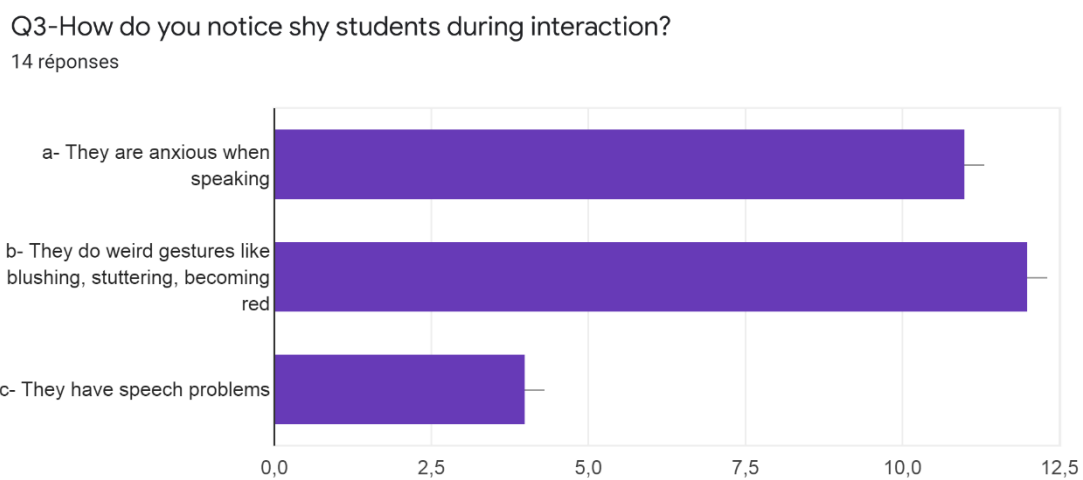
Figure 22: Noticing Shy Students

This question's results are presented in the figure above. Eleven (11) teachers notice shy students when they are anxious during speaking. However, twelve (12) teachers see students do weird gestures like blushing, stuttering and becoming red. Just (4) teachers notice speech problems.

Teachers add the following:

1. Not answering at all.

2. They show hesitation to participate.

3. they sometimes avoid speaking in the classroom, and sit alone.

4. They do not speak a lot and they lose ideas and miss pronounce some words.

5. They never participate in the classroom.

6. They avoid interaction in the classroom.

7. They find it difficult to interact they stay calm and silent.

8. Make absences a lot.

•*Section Three: Teachers' Strategies to Improve Oral Interaction*

Q1-Do you usually provide your students with comprehensible input?

   a- Yes   b- No

Q1-Do you usually provide your students with comprehensible input?
14 réponses
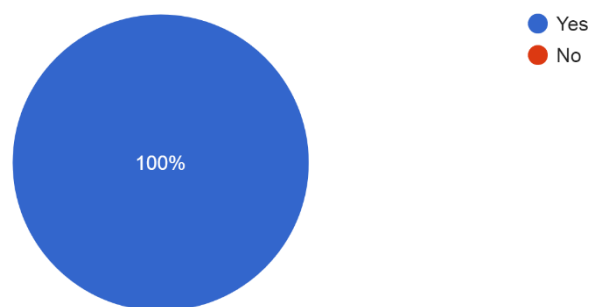
Figure 23: Teacher' Comprehensible Input

      The figure above shows, that the teachers provide students with comprehensible input. So that, all teachers (100%) do that**.**

Q2-Do you try to create a friendly and motivating atmosphere in the classroom?

a-   Yes   b- No

Q2-Do you try to create a friendly and motivating atmosphere in the classroom?
14 réponses
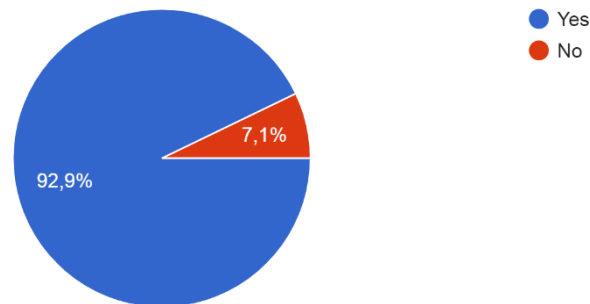
Figure 24: Friendly and Motivating Atmosphere

The figure shows that, (92,9%) of teachers said that they create a friendly and motivating atmosphere, while, just (7,1%) of them did not do so. Therefore, in order to enhance interaction, teachers create a friendly and motivated atmosphere.

In either case, say why?

1. In order to motivate learners and engage them in the learning process effectively.

2.Along with comprehensible input, motivation is on vital causative factor of language learning.

3. A motivating atmosphere helps them to feel at ease, and be more creative.

4. Because creating a motivating atmosphere and providing students with comprehensible input encourage them to take risks and participate and interact with their peers easily; thus, to

promote their speaking and interactional abilities and increase their interest in studying and learning.

5. It's important to take into account the differences in students' abilities. Encouraging, praising students, help them feel at ease and learn better.

6. I do it with limits.

7. In order to push them to be part of the lesson and help creating a learner centered atmosphere.

8. I tend to give my students comfortable atmosphere to express their opinions concerning the lesson without seeming too strict.

9. In order to feel bored and to avoid boredom in the class.

10. Motivate students to speak and interact with their classmates.

11. It helps to increase students' attendance and academic achievement, promotes student mental and physical wellbeing and teacher retention, and reduces violence.

Q3-How often do you provide your students with opportunities to interact?

   a- Always   b- Sometimes   c- Rarely   d- never

Q3-How often do you provide your students with opportunities to interact?
14 réponses
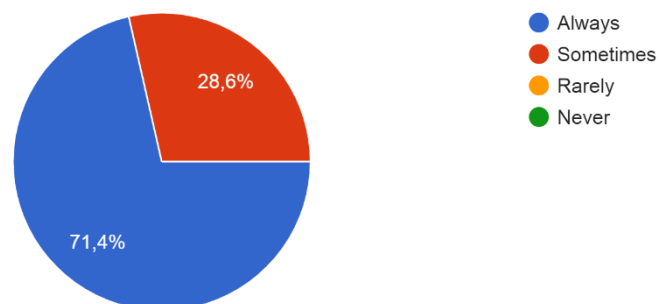
The results that appear in the figure above, show that the majority of teachers (71,4%) always provide students with the opportunity to interact. However, the small minority (28,6%) of them claimed that they don't do so. This confirms that teachers give the chance to students to interact.

Q4-Which technique is the appropriate one for an EFL learner to interact?

   a- Groupe and pairs work

   b- Choose interesting topics

   b- Allow using mother tongue

Q4-Which technique is the appropriate one for an EFL learner to interact?
14 réponses

- a-Groupe and pairs work
- b-Choose interesting topics
- c-Allow using mother tongue
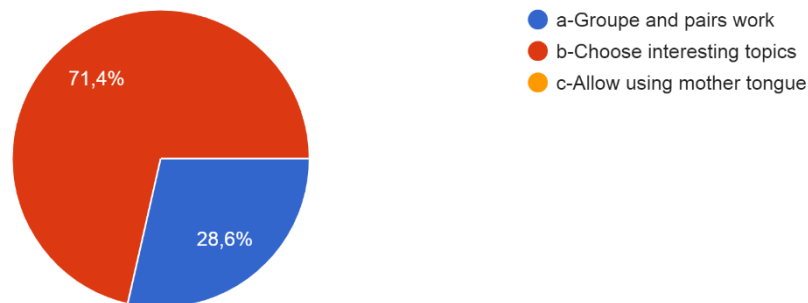
Figure 26: Teachers' Techniques

The figure above, illustrates that (71,4%) of teachers choose interesting topics as an appropriate technique to improve interaction. The remaining (28,6%) of them saw that group and pairs work are appropriate techniques to enhance interaction. This result confirms that the interested topic increase interaction.

Other:

1.Role play and presentation.

2.Classroom debates.

3.The use of different activities.

4.learning through games.

5.Online interaction spaces completed with class discussion.

Q5-How often do you support your students to interact with each other?

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

Q5-How often do you support your students to interact with each other?
14 réponses
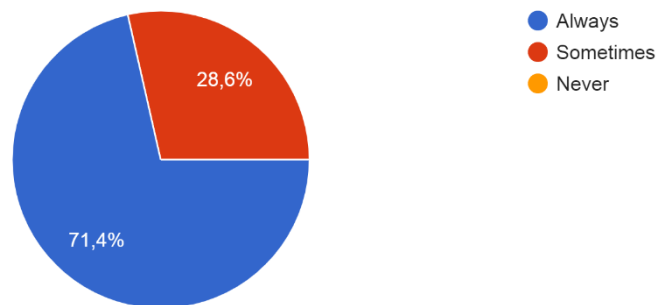
Figure 27: Teachers' Support

This question seeks to know whether teachers support their students to interact or not. So, from this figure, the majority (71,4%) of teachers always support students to interact. However, (28,6%) of teachers admitted that they sometimes encourage students to interact.

Q6-Do you use sense of humour with students to increase interaction?

  a- Yes   b- No

Q6-Do you use sense of humor with students to increase interaction?
14 réponses

● Yes
● No

7,1%

92,9%
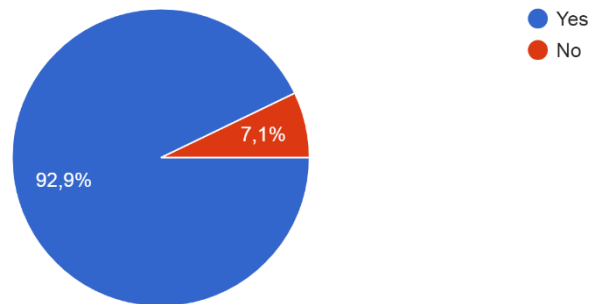
Figure 28: Sense of Humour

The result from the previous figure shows that the majority (92,9%) of teachers claimed that they use sense of humour with students to enhance interaction. However, (7,1%) of teachers don't use sense of humour.

If no, why

1. With limits

2. It is not always the case we should build and put boundaries

3. Not no, but sometimes. It depends on the group's interaction with me

Q7-What are the oral activities you focus on to create a successful interaction?

a- Role play   c- Problem solving

b- Discussion and debates   d- Dialogue

Q7-What are the oral activities you focus on to create a successful interaction?

14 réponses
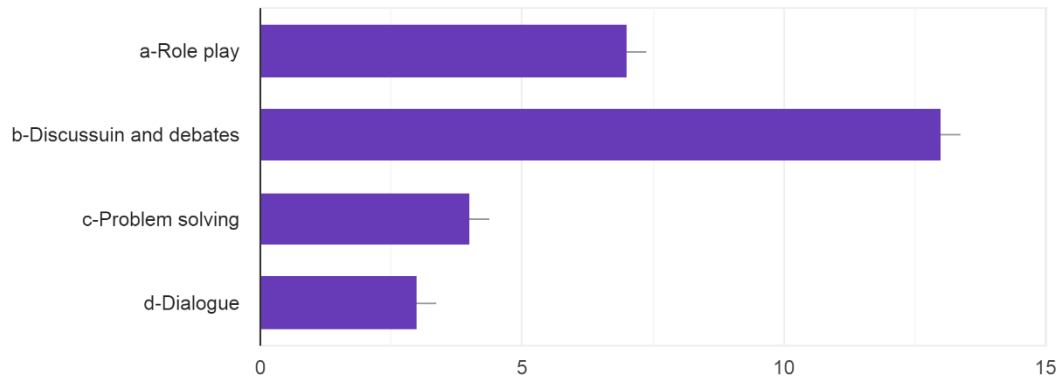
Figure 29: Oral Activities

The answers tabulated above, indicate that the majority of teachers, thirteen (13) teachers focus on discussion and debates as an oral activity to create a successful interaction. However, seven (7) teachers focused on role play activity and four (4) teachers chose problem solving activity; while, just three (3) teachers voted on dialogue.

Others

1. Games

2. Peer correction

Q8-What are the most important roles that an EFL teacher should embody to get all learners engaged in the oral interaction?

  a-Controller ☐   b-Assessor ☐   c-Corrector ☐   d-Organizer ☐

  e-Prompter ☐   f-Resource ☐   g-participant ☐   h-Tutor ☐

  i-Observer ☐   g-All of them ☐

Q8-What are the most important roles that an EFL teacher should embody to get all learners engaged in the oral interaction?

9 réponses
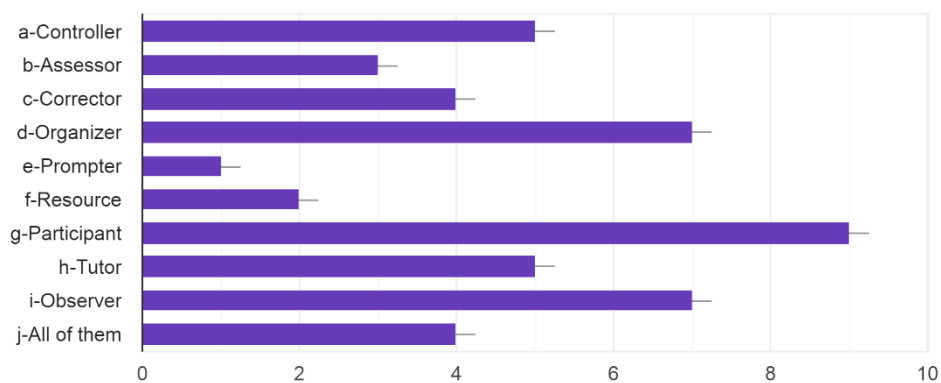
Figure 30: Teachers' Roles

   This question seeks to know teachers' views about their roles in the classroom. From the table above, five (5) teachers claimed that the teacher is a controller, but three (3) teachers saw him as an assessor. Four (4) teachers chose the role of a corrector, while seven (7) teachers voted for organizer. Just one (1) teacher chose the role of prompter, two (2) teachers claimed that the teacher is a resource. The role of tutor was chosen by five (5) teachers, but five (5) teachers went with the role of observer. Finally, four (4) teachers said that all the suggested roles can be played by the teacher.

Please state why?

1.Since we are in student-based instruction, the teacher should give enough time and space to his learners. He is only a guide.

2.For a healthy environment and achieve what he had planned for.

3.The foregoing embodies all the characteristics that a good/modern teacher should have.

4.Focus on the LMD ideology the teacher supposed to be as a guide, facilitator of the learning process. Hence, his role is to make them have self-confidence in themselves, above all.

5.The role of the teacher has changed from the main actor in class to less demanding roles, because focus should be put on the learner whose role is starting to extend.

6.In order to improve my students' level for achieving their goals.

7.Different roles of the teacher may lower shy students' anxiety, help them reorganize their mistakes and errors, improve their interaction competence, organize and control their roles, and turn taking and, in addition to manage the classroom properly.

8.The teacher should observe the performance of students, assess it, he, sometimes play the role of participant; a member of a group.

9. The role of the teacher is to guide the learning process.

10. Tutor and corrector since the teacher is the one who provides feedback. Organizer, and participant here, the teacher considers him/herself to be part of the activities given to the learners. Observer to evaluate the learners' performance and get to know their individual differences.

11. I believe the teacher should play different roles in order to meet the needs of different students.

12. Students should rely on themselves and the teacher just guides them.

13. Too much control and feedback increase learners' anxiety and raises their shyness.

All of them depending on the situation and the learner.

2.5. Discussion of Teachers' Questionnaire Results

From the analysis of the questionnaire, the study attained previsions to the research topic. The results of the first section demonstrate that the teachers hold precious academic positions and have experience in teaching EFL. This confirms that they are qualified teachers and can provide them with adequate answers that suit the research. According to the information collected and analyzed from the questionnaire. The second section deduces that teachers assess their students' level of oral proficiency in English is average, and they shed light on crowded classrooms which can stand as an obstacle that may prevent students from interaction. Simply, it is not evident to create constructive debate and it is not easy to control students' interaction in which they may not respect turn taking. Therefore, not all students have the chance to interact, express opinions and defend them. EFL teachers are experienced enough to notice shy and anxious students easily during interaction through their weird gestures, speech problems, and hesitation. Some of them do not answer at all, avoid interaction and have absences. The third section represents the teachers' strategies to improve oral interaction in the EFL classroom. Teachers provide students with comprehensible input, in addition to the opportunities to interact. They use sense of humor with students to encourage them in a friendly and motivating atmosphere to enhance interaction. EFL teachers use appropriate techniques such as group and pairs work, and choose interesting topics which are presented through role-play, discussion and debates to create successful interaction. The purpose of the committed teachers is to facilitate learning. Therefore, they play different important roles in the classroom. Especially, the role of organizer who organizes, controls and manages students' roles and turn taking in the classroom. The participant is a part of activities given to the learners. The observer evaluates and assesses students' performance and gets to

know their individual differences. According to teachers' perspectives, all teachers' roles are effective depending on the situation and the learners.

3.Classroom Observation

3.1. Aim of Classroom Observation

Classroom observation is considered as a significant research instrument that provides qualitative data. It helps researchers to gather data from real situations. The main aim of using classroom observation in this study is to observe the actions of the teacher and students in the EFL classroom. This research aims to explore the importance of oral interaction in the EFL classroom. That is why the current study accomplished classroom observation in order to conduct data about the interaction that appears in EFL classroom, whether interaction between the teacher and students or between students themselves. Therefore, the collected information will be discussed through analysis and the interpretation of classroom observation.

3.2. The Sample

The current classroom observation is based on the selection of the third year LMD students at Mila University Centre to be observed for the second semester, because third year students are more knowledgeable about their abilities to interact in the classroom.

3.3. Description of Classroom Observation

Classroom observation is carried out during the second semester of the academic year (2021/2022) with third year LMD students at Mila University Centre. It includes two groups (1,2) demonstrating the whole population. Classroom observation is prepared in order to observe each group in different sessions with the same teacher. Each session consists of

one hour in order to explore how the teacher divides the session and to what extent he gives students the opportunity to interact with him and with each other as well.

During the two sessions which are devoted to each group, the classroom observation includes everything starting from teacher-student interaction and student- student interaction, group work, students' presentations, participation with teacher feedback. Classroom observation is presented in the form of a checklist including a set of items under two rubrics. The first rubric is prepared for observing teacher-students interaction in the classroom; whereas, the second rubric is consecrated for the observation of students-students interaction inside the classroom.

• *Rubric One: Observation of Teacher-Students Interaction*

This rubric is about teacher-students interaction. It consists of thirteen items starting by calling students by their names to break the boundaries between the teacher and students. Then, moving to the explanation of the lesson which was provided by the teacher through asking questions.

Furthermore, this rubric seeks to know whether the teacher asks students questions individually or directs them to the whole class, if he provides them time to answer the questions. In this rubric also, the researcher has the desire to know whether students use body language during interaction, besides that, he wants to know if the teacher gives feedback on students' performance. Moreover, to observe the existence of students' request for clarification about if they face ambiguity through asking questions. This rubric aims to find out if both teachers and students negotiate the meaning of content. In addition to asking questions if the teacher implements cooperative and collective learning in the classroom. This rubric, attempts to know if the teacher debates with students about the desirable topic. Finally, it seeks to know whether the teacher plays the roles as a guide or monitor during interaction.

• Rubric Two: Observation of Students-Students Interaction

This rubric tends to observe the exchanging of ideas, opinions and information among students. In addition to noticing the interaction between students in the whole class discussion. Furthermore, in order to know if the students explain the instructions of activities. Also, exploring the existence of talk and the use of body language to make their classmates understand and obtain the meaning of the course. Finally, this rubric, attempts to see students' correction of each other' mistakes during the discussion.

3.4. Analysis of Classroom Observation

Group one

Rubric one: Observation of Teacher-Students Interaction

The current rubric sheds light on the nature of classroom interaction among teachers and students.

Item One: The teacher calls students by their names.

Table 1: Students' Names

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	0	0	0
Persentage	100%	0%	0%	0%

During the observation of group one, it was remarked that the teacher always called students by their names at the beginning of both sessions in order to list the presence and the absences. Also, he did that during the interaction in order to encourage, support and build a positive relationship with his students.

Item Two: The teacher explains the lesson and asks questions related to it.

Table 2: Teacher's Explanation

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

Also, observation shows that the teacher always explained the lesson in both sessions by asking students questions. This explanation appeared since the beginning of the two sessions.

Item Three: The teacher asks one student to answer the question.

Table 3: Teacher's Questions (Individually)

Rating scales	Always	Sometimes	Rarely	Never
Session	0	0	2	0
Percentage	0%	0%	100%	0%

In the observation of both sessions, the teacher rarely asked one student questions separately in order to grasp his/her attention from time to time and attract him/her to engage the interaction and to see if he/she understood the content of the subject matter or not.

Item Four: The teacher asks questions to the whole class.

Table 4: Teacher's Questions (The Whole Class)

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

According to the observation, it was observed that the teacher always asked the whole class questions in both sessions, to break the boundaries between him and his students and among them, in order to create an interactive atmosphere to discuss the content of the subject matter together.

***Item Five: The teacher gives students time to answer the questions*.**

Table 5: The Provided Time

Ratin scales	Always	Sometimes	Rarely	Never
Sessions	1	1	0	0
Percentage	50%	50%	0%	0%

During the attendance of the two sessions, the researcher remarked that the teacher in the first session always gave students time to answer his questions; while, in the second session this behavior sometimes occurred because of the individual differences in the classroom, since the whole class is a combination of high and low levels.

Item Six: Students answer the teachers' questions.

Table 6: Students' Answers

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

From the observation of the present group, the researcher obtained the result tabulated on the table above, at the first session he saw that students sometimes answered teacher's questions; while, at the second session they rarely did so, may be because of shyness or speech problems.

Item Seven: The students use body language to interact with the teacher.

Table 7: Students' Body Language

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

Regarding the results presented on the table above, in the first session students rarely used their body language during interaction; whereas, the appearance of this action in the second action is sometimes.

Item Eight: The teacher gives feedback on students' performance.

Table 8: Teacher's Feedback

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

It is mentioned in the table above that the teacher sometimes provided feedback on students' performance during the interaction; positive one for encouraging and supporting them to interact, and negative feedback as a kind of evaluation for improving their level.

Item Nine: Students request for clarification about ambiguous things have been said through asking questions.

Table 9: The Request of Students for Clarification

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	0	1	1
Percentage	0%	0%	50%	50%

During the observation of students in the classroom, the researcher noticed that students at the first session rarely asked for clarification; while, at the second session no one asked for it.

Item Ten: The teacher negotiates the meaning of the content with students.

Table 10: Teacher-Students Negotiation of Meaning

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

The table shows that the negotiation of meaning between the teacher and his students sometimes occurred in both sessions.

Item Eleven: The teacher debates with students about the topic that they want to speak about.

Table 11: Teacher-Students Debates

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0%

The table above demonstrates that the teacher in the first session sometimes debated with students about the topic that they wanted to speak about. However, the occurrence of this behavior during the second session is rarely took place in the classroom.

Item Twelve: The teacher implements the cooperative and collective learning in the Classroom.

Table 12: Teacher's Implementations of Cooperative and Collective Learning

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage	0%	50%	50%	0

According to the observation, and from the table above, the teacher in the first session rarely implemented cooperative and collective learning in the classroom; whereas, these implementations are sometimes occurred.

Item Thirteen: The teacher guides and monitors students in doing activities.

Table 13: Teacher's Guidance and Monitoring

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

The table above illustrates that the researcher observed in both sessions, the teacher always acted as monitor and guide in doing activities.

Rubric Two: Observation of Students-Students Interaction

The essential aim of this rubric is to obtain and know how students interact among each other.

Item One: Students share and exchange ideas, opinions and information between them.

Table 14: Students' Exchanges

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

When the researcher was observing the current group, he observed that third year students sometimes exchanged and shared ideas among each other during the two sessions.

Item Two: Students interact between them in the whole class discussion.

Table 15: Students-Students Interaction and Discussion

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	0	2	0
Percentage	0%	0%	100%	0%

From the observation, the researcher noticed that students rarely interacted among each other in the whole class discussion. They looked not interested to discuss about the topic.

Item Three: Students request for the clarification from their classmates.

Table 16: The Request of students for Clarification

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	0	0	2
Percentage	0%	0%	0%	100%

The table above shows that during the observation, students never asked their classmates to clarify thing for them in both sessions.

Item Four: Students explain the instructions of activities.

Table 17: Students' Explanation of Activities' Instructions

Rating scales	Always	Sometime	Rarely	Never
Sessions	0	0	1	1
Percentage	0%	0%	50%	50%

In the first session researcher observed that students never explained instructions of activities; whereas, at the second session some students seemed helpful and they rarely did so for their classmates.

Item Five: Students speak and use body language to make their classmates understand and obtain the meaning of the course.

Table 18: The use of body language among classmates during the interaction

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	1	1	0
Percentage a	0%	50%	50%	0%

The table above represents the occurrence of students' body language during interaction, at the first session is sometimes occurred as a supportive way to make their classmates obtain the meaning of the lesson very well; while, in the second session the researcher noticed the absence of body language use.

Item Six: Students correct each other's mistakes during the Discussion.

Table 19: Students' Correction of Each other's Errors

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	0	0	2
Percentage	0%	0%	0%	100%

The researcher noticed the absence of errors' correction of the students among each other, no one corrected his classmates' errors during the interaction in both sessions.

Group Two

Rubric one: Observation of Teacher-Students Interaction

The current rubric sheds light on the nature of classroom interaction among teachers and students.

Item One: The teacher calls students by their names.

Table 20: Students' Names

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100 %	0%	0 %	0%

During classroom observation, researcher observed that the teacher always called students by their names in both sessions, in order to know how many members are there to organize the session according to that.

Item Two: The teacher explains the lesson and asks questions related to.

Table 21: Teacher's Explanation

Rating scales	Always	Sometimes	Rarely	Never
sessions	0	2	0	0

Percentage	0%	100%	0%	0%

The table above shows that the teacher sometimes explained the lesson for his students in both sessions, since the whole lecture was prepared in form of presentation.

Item Three: The teacher asks one student to answer the question.

Table 22: Teacher's Questions (Individually)

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	0	0	2
Percentage	0%	0%	0%	100%

The table above shows that the teacher didn't ask students questions individually in the two sessions.

Item Four: The teacher asks questions to the whole class.

Table 23: Teacher's Questions (The whole class)

Rating scales	Always	Sometimes	Rarely	Never
Sessions	1	1	0	0
Percentage	50%	50%	0%	0%

Concerning teacher's questions, it was observed that he always asked his students questions. However, in the next session the researcher noticed that he sometimes did so.

Item Five: The teacher gives students time to answer the questions.

Table 24: The Provided Time

Rating scales s	Always	Sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

During the observation, it was remarked that the teacher always provided enough time for his students to answer questions, and express their opinions and thoughts, this happened in both sessions.

Item Six: Students answer the teachers' questions.

Table 25: Students' Answer

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	0	0	2
Percentage	0%	0%	0%	100%

As usual, during the attendance of the two sessions with the second group, the researcher observed that students did not answer the questions asked by the teacher.

Item Seven: The students use body language to interact with the teacher.

Table 26: Students' Body language

Rating scales s	Always	Sometimes	Rarely	Never
Sessions	0	0	0	2
Percentage a	0%	0%	0%	100%

During the observation of this group, the researcher has noticed that students never used their body language during the interaction.

Item Eight: The teacher gives feedback on students' performance.

Table 27: Teacher's Feedback

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	0	2	0
Percentage	0%	0%	100%	0%

This table shows the obtained results from the observation of the second group, in which the teacher rarely provided feedback on students' performance some feedbacks were positive, while some were negative to evaluate and to correct errors.

Item Nine: Students request for clarification about ambiguous things have been said

through asking questions.

Table 28: The Request of Students for Clarification

Rating scales	Always s	Sometimes	Rarely	Never
Sessions	0	0	0	2
Percentage	0%	0%	0%	100%

As it is noticed in the table above, students never asked the teacher for clarification when they face ambiguity, the researcher observed that this behavior repeated in the second session.

Item Ten: The teacher negotiates the meaning of the content with students.

Table 29: Teacher-Students Negotiation of Meaning

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	0%	0%	0%
Percentage	100%	0%	0%	0%

From the results tabulated above, during the observation of the present group the researcher noticed that the teacher always negotiated the meaning of the content with his students, that occurred in both sessions.

Item Eleven: The teacher debates with students about the topic that they want to speak about.

Table 30: Teacher-Students Debates

Rating scales	Always	Sometimes	Rarely	Never
Sessions	1	1	0	0
Percentage	50%	50%	0%	0%

From the observation of group two, the researcher noticed in the first sessions that the teacher always debated with his students about the topic that they had the desire to speak about. However, in the second sessions he sometimes did so.

Item Twelve: The teacher implements the cooperative and collective learning in the Classroom.

Table 31: Teacher's Implementations of Cooperative and Collective Learning

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

During the observation of this group, it was remarked that the teacher sometimes supported the use of cooperative and collective learning in both sessions.

Item Thirteen: The teacher guides and monitors students in doing activities.

Table 32: Teacher's Guidance and Monitoring

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	2	0	0
Percentage	0%	100%	0%	0%

The observation' results is represented in the table above one can notice that the teacher sometimes monitored and guided his students in both sessions.

Rubric Two: Observation of Students-Students Interaction

The essential aim of this rubric is to obtain and know how students of group two interact among each other.

Item One: Students share and exchange ideas, opinions and information between them.

Table 33: Students' Exchanges

Rating scales	Always	Sometimes	Rarely	Never

Sessions	1	1	0	0
Percentage	50%	50%	0%	0%

It is noticeable in the table above, that students of group two sometimes shared information and gave their views and opinions between each other in the first session. However, in the next session they always did that with their classmates.

Item Two: Students interact between them in the whole class discussion.

Table 34: Students-Students Interaction and Discussion

Rating scales	Always	Sometimes	Rarely	Never
Sessions	2	0	0	0
Percentage	100%	0%	0%	0%

The table above illustrates that all students in both sessions interacted between each other to create a successful discussion.

Item Three: Students request for the clarification from their friends.

Table 35: The Request of Students for Clarification

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	0	1	1
Percentage	0%	0%	50%	50%

The table above shows that the researcher has noticed in the first sessions students rarely asked for clarification from their classmates. However, in the next sessions no one of them requested to clarify ambiguous things from his classmates.

Item Four: Students explain the instructions of activities.

Table 36: Students' Explanation of Activities' Instructions

Rating scales	Always	Sometimes	Rarely	Never

Sessions	0	0	1	1
Percentage	0%	0%	50%	50%

The observation of this group gave the researcher results that presented in the table above. It illustrates that in the first session students rarely explained the instructions of activities for their classmates; while, in the second session they never did so.

Item Five: Students speak and use body language to make their classmates understand and obtain the meaning of the course.

Table 37: The use of Body Language with Classmates during the Interaction

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	0	0	2
Percentage	0%	0%	0%	100%

During the observation of the second group it was noticed that all students never used their body language during the interaction in the two sessions.

Item Six: Students correct each other's mistakes during the Discussion

Table 38: Students' Correction of Each other's Errors

Rating scales	Always	Sometimes	Rarely	Never
Sessions	0	0	0	2
Percentage a	0%	0%	0%	100%

The table above shows that during the observation students never corrected their classmates' errors in both sessions.

3.5. Discussion of Classroom Observation

Obviously, the results gained from classroom observation analysis indicates that oral interaction is effective for the EFL classroom. That is, the more students interact in the classroom the more their English levels improved. Moreover, it has been noticed that

classroom interaction differs from one group to another and from one teacher to another, taking into consideration the teacher's way of teaching and students' level. As it was observed, group one is more capable than group two in the use of body language among their teacher and their classmates during the interaction; whereas, group two is better than group one in the interaction of the whole class, students of group one answer teacher's questions, while students of group two did not do that. However, both groups were alike at some points such as, exchanging ideas, opinions, in addition to the request for clarification, explanation of activities' instructions and students' correction of their classmates' errors, all these actions happened for the reason that students were comfortable and act and speak confidently, because they see the classroom as if it is their own space, where they act, react, engage in live discussions and express themselves freely.

Furthermore, the teacher always tried to create a healthy atmosphere, because he was aware about the significance of oral interaction in the classroom. It has been noticed that the teacher encourages his students to interact by calling their names in order to build their selves confidence in order to make them ask for clarification without hesitation. Also, he provided the students with comprehensible input through his explanation, also through asking questions directed to the whole class and to students individually. It was noticeable that the teacher used cooperative and collective learning to enhance students' competitive spirit among students inside the classroom. As well as, debating his students in order to negotiate the meaning of the content. In the classroom, researcher observed the feedback supplied by the teacher appeared after students' interaction, it was two kinds; positive to encourage them and negative to evaluate them and improve their proficiency level.

Thus, the teacher played the role of guide and monitor in managing the given activities and the interaction as well. Besides the teacher's role students as well had some

responsibilities in which they were a little bit interactive and active, in order to guarantee the effectiveness of classroom interaction.

4.Limitations of the Study

Typically, any researcher faced obstacles and limitations in gathering and conducting data. In the endeavor of the current study to reach sufficient results concerning the study, the researcher has met set of limitations that can be listed as the following. First, facing some obstacles with regard to the study, there was not enough experience in research studies, since the researcher was not concerned with research studies in the license. If there was a big research study like this current study, more experience will be got. Second, one of the main limitations of this study was the pandemic COVID-19; Mila University center divided students into groups to study week to week, that is to say that it was hard to gather the appropriate number of students for the study. Third, concerning methodology, it is admittedly that the use of descriptive method to get the validity of the stated hypothesis. During the classroom observation, it was noticed that both teacher and students changed their behaviors because of the presence of the researcher. That is to say, they did not act as usual, even though the researcher played the role of non-participant. In addition to the limited time, there was no chance to observe more than two sessions. Fourth, the questionnaire submitted to the students contained a set of questions. Some of them need justifications, but less than half of the sample did not justified their answers. Therefore, the researcher could not get their new ideas and their suggestions about classroom interaction.

5.Pedagogical Implications and Recommendation

Classroom interaction plays a fundamental role in teaching and learning a foreign language, that is to say, it is very important to put some strategies to reach a perfect interaction in the classroom. In this study, some students from the sample suggested some

strategies for the teachers, and other suggestions for students. This can build effective interaction for both teachers and learners in the classroom, as the following:

A. For Teachers

➢ -The teacher should be friendly with students in order to build a strong relationship with them and make them comfortable to express themselves freely without fears.

➢ The teacher should ask questions, accept students' mistakes, correct them and provide positive feedback, so don't embarrass them.

➢ The teacher should use sense of humor to avoid boredom in the classroom.

➢ The teacher should suggest interesting topics, and use strategies to improve interaction and more activities during the class.

➢ The teacher must provide his students with comprehensible input.

➢ The teacher should motivate, encourage and support students to interact.

➢ The teacher should provide students with opportunities to react and give their suggestions, opinions and ideas.

➢ The teacher should build an interactive atmosphere through discussions and debates between him and his students.

➢ The teacher should control and manage the class in order to stop noise.

B. For Students

➢ Students should be active participants during interaction in order to improve their proficiency level.

➢ Students should have background information in order to engage in any discussion with the teacher.

➢ Students should be creative and do not depend only on the teacher.

➢ Students should be responsible enough to respect the teacher and do not blame him for any mistakes or errors that occur during the interaction.

➤ Students should control their behaviors and treat their shyness and anxiety issues.

Conclusion

The conducted study is concerned with exploring oral interaction in the EFL classroom. This chapter represents the practical previsions which are connected to the research. It sheds light on the qualitative and quantitative methods; two questionnaires directed for both EFL teachers and students, in addition to the observation of EFL classrooms, which are analyzed, interpreted, and discussed the results. It the end, the final findings show that oral interaction in the classroom is very important for EFL students to enhance their English proficiency levels.

General Conclusion

In the current expansion era, learning the English language has become a necessity sweeping the world. This significant process spread around the world because its primary aim is to use it in communication.

Undoubtedly, there are different aspects of the English language that need to be reached which are considered as the main goals of EFL learners. Oral interaction is considered as the fundamental one for students to master the English language. Hence, the current study focuses on the effectiveness of oral interaction in the classroom.

Therefore, the hypothesis was based on the assumption that is in order to improve EFL students' proficiency level, classroom interaction is highly recommended, because it creates opportunities for learners to interact in the classroom and practice the language.

In order to test the stated hypothesis, the investigations were conducted in the department of foreign languages at Mila University centre Abdelhafid Boussouf. Through using two questionnaires, the first one was administered to one hundred (100) students from the whole population of the third year LMD students, while the second one was directed to fourteen (14) teachers. In addition to, two groups from the same sample, were chosen randomly to be the case study for the classroom observation.

Moreover, this research is composed of two main chapters; the theoretical chapter, which is devoted to the attribution of the main and the only one variable of the topic in hand, "Oral Interaction", which entitled "General Overview on Oral Interaction in EFL Classroom" that includes; definition, aspects, principles and factors affecting oral interaction; while, the practical chapter of this study under the title "Field Investigation on Oral Interaction in EFL Classroom" is concerned with the analyses, interpretations and discussions of the conducted data from both teachers' and learners' questionnaires in addition to classroom observation.

Furthermore, the study in hand answered the research questions. It is founded that there are two types of interaction patterns, "Teacher-Students interaction and Students-Students interaction", and the positive effect of oral interaction on EFL classroom. Indeed, the teacher plays different roles and responsibilities such as the role of prompter, controller, resource, participant and tutor, in addition to the different roles acted by students, for the success of the oral interaction in EFL classroom.

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Appendices

Appendix One

Observation Checklist for Classroom Interaction

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

Rating scales: A-Always; S-Sometimes; R-Rarely; N-Never

General observation of classroom interaction	A	S	R	N
Rubric one: Observation of Teacher-Students Interaction				
1- The teacher calls students by their names.				
2- The teacher explains the lesson and asks questions related to it.				
3- The teacher asks one student to answer the question.				
4- The teacher asks questions to the whole class.				
5- The teacher gives students time to answer the questions.				
6- Students answer the teachers' questions.				
7- The students use body language to interact with the teacher				
8- The teacher gives feedback on students' performance				
9- Students request for clarification about ambiguous things have been said through asking questions				
10- The teacher negotiates the meaning of the content with students.				
11- The teacher debates with students about the topic that they want to speak about.				
12- the teacher implements the cooperative and collective learning in the classroom.				
13- The teacher guides and monitors students in doing activities.				

Rubric Two: Observation of Students-Students Interaction				
1- Students share and exchange ideas, opinions and information between them.				
2- Students interact between them in the whole class discussion.				
3- Students request for the clarification from their friends.				
4- Students explain the instructions of activities.				
5- Students speak and use body language to make their classmates. understand and obtain the meaning of the course.				
6- Students correct each other's mistakes during the discussion.				

Appendix Two

Students' Questionnaire

Dear students,

This questionnaire is a tool for gathering data required for the fulfillment of a master dissertation. It has the purpose of highlighting the importance of oral interaction in EFL classroom. We would be grateful if you answer the following questions. Please, put a tick (√) in the corresponding box, and justify your answer or make a full statement when needed.

Thank you in advance for your cooperation

Section One: (Background Information)

Q1-Specify your gender:

a-Male ☐

b-Female ☐

Q2-Why did you choose to study English rather than other branches?

a-English becomes a universal language ☐

b-You want to become an English teacher ☐

c-You like English ☐

d-It is imposed on you ☐

-If   others,   please   specify
………………………………………………………………………………………………
………………………………………………..

Q3- How do you rate your proficiency level of English?

a-Very good ☐   b-Good ☐   c-Average☐   d-Weak☐

Section Two: (Classroom Interaction)

Q1-Do you belong to the category of students that interact more often in the classroom?

a-Yes ☐   b-No ☐

If no, why ……………………………………………………………………………….

Q2-How often do you interact with the teacher in classroom?

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

Q3-How often do you interact with your classmates?

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

Q4-Which type of interaction pattern do you prefer?

   a-Students-students interaction ☐

   b-Teacher-students interaction ☐

   c-Both ☐

Q5-Who proceed the interaction in the classroom?

   a-Teacher ☐

   b-Students ☐

   c-Both ☐

Q6-Does the teacher gives you the opportunity to interact with him / her?

            a-Yes ☐   b-No ☐

Q7-For you, oral interaction is improved better when:

   a-Learners' impulsion ☐

    b-Teacher's option ☐

Q8-Does ambiguity leads you to ask for clarification?

            a- Yes ☐   b-No ☐

  If no why ……………………………………………………………………

Q9-How often the teacher ask you questions during the class?

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

Q10-How is your relationship with your teacher in the classroom?

   a-Good ☐   b-Bad ☐   c-Need improvement ☐   d-No relation ☐

Section Three: (Oral Interaction and EFL Students)

Q1-Does frequent interaction in the classroom is effective for EFL students?

            a-Yes ☐   b-No ☐

  If no, why …………………………………………………………………….

Q2- Which strategy is used by the teacher to enhance classroom interaction?

   a-Ask questions ☐

b-Implement cooperative learning ☐

c-Build positive teacher-learner relationship ☐

Q3-Does the teacher corrects your mistakes and errors during the interaction?

a-Yes ☐   b-No ☐

Q4-What makes an EFL student uncomfortable to interact?

a-Fear of making mistakes ☐

b-Have no idea about the content ☐

c-The topic is not interesting ☐

d-The teacher does not encourage students to interact ☐

e-Fear of negative evaluation ☐

f-Fear of being embarrassed ☐

Q5-What are your suggestions for the teacher to promote classroom interaction?

……

……

Teachers' Questionnaire

Dear teachers,

This questionnaire is an endeavour of gathering information needed for the accomplishment of a master dissertation. It aims at exploring oral interaction in EFL classroom.

We would be grateful if you give us the time and the energy to share your experience by answering the questions bellow. Your answers are very important for the validity of this research.

Please, tick the appropriate box (√) and make full statement whenever necessary.

Thank you very much in advance

Section One: (Background Information)

Q1- Degree you (s) held:

    a-MA (Master/Magister) ☐

    b-PHD (Doctorate) ☐

Q2-How many years have you been teaching English?

    a-More than five years ☐

    b-Less than five years ☐

Section Two: (Teacher's Observation in Oral Classroom)

Q1-How do you assess your students' level of oral proficiency in English?

    a-Excellent ☐   b-Good ☐   c-Average ☐   d-low ☐

Q2-Do you think that crowded classroom can be a barrier from achieving a good interaction?

        a-Yes ☐   b-No ☐

Why?

…………………………………………………………………………………………………

…………………………………………………………………….

Q3-How do you notice shy students during interaction?

  a- They are anxious when speaking ☐

b- They do weird gestures like blushing, stuttering, becoming red ☐

c- They have speech problems ☐

Other………………………………………………………………………………………..

Section Three: (Teacher's Strategies to Improve Oral Interaction in EFL Classroom)

Q1-Do you usually provide your students with comprehensible input?

a-Yes ☐   b-No ☐

Q2-Do you try to create a friendly and motivating atmosphere in the classroom?

a-Yes ☐   b-No ☐

In either case, say why?

…………………………………………………………………………………………………

………………………………………………………..

Q3-How often do you provide your students with opportunities to interact?

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

Q4-Which technique is the appropriate one for an EFL learner to interact?

a-Groupe and pairs work ☐

b-Choose interesting topics ☐

c-Allow using mother tongue ☐

Other…………………………………………………………………………………………………

………………………………………………………..

Q5-How often do you support your students to interact with each other?

a-Always ☐   b-Sometimes ☐   c-Never ☐

Q6-Do you use sense of humour with students to increase interaction?

a-Yes ☐   b-No ☐

If   no   why,

…………………………………………………………………………………………………

………………………………………………………..

Q7-What are the oral activities you focus on to create a successful interaction?

a-Role play ☐

b-Discussion and debates ☐

c-Problem solving ☐

d-Dialogue ☐

Other…………………………………………………………………………………..

Q8-What are the most important roles that an EFL teacher should embody to get all learners engaged in the oral interaction?

a-Controller ☐

b-Assessor ☐

c-Corrector ☐

d-Organizer ☐

e-Prompter ☐

f-Resource ☐

g-participant ☐

h-Tutor ☐

i-Observer ☐

g-All of them ☐

Please state why?

Résumé

L'interaction orale est une phase importante dans la classe d'anglais étant une langue étrangère (ALE), il s'agit de l'échange des idées, des informations et de la négociation qui se déroule entre les participants de l'interaction "enseignant et étudiants". L'étude actuelle vise à explorer l'importance et l'efficacité de l'interaction orale dans le renforcement et l'amélioration des compétences des étudiants en anglais. Ce travail introduit le concept d'interaction orale dans la classe de ALE et met en lumière les modèles d'interaction (interaction enseignant-élève et interaction élève-élève). Ensuite, il se concentre sur les aspects, les principes et les facteurs de l'interaction orale qui l'affectent, en plus des rôles et des responsabilités distinctifs joués par l'enseignant et les étudiants. Les questions énoncée de recherche a explorée par l'analyse des données requises menée par deux méthodes de collecte de données, deux questionnaires adressés aux enseignants et aux étudiants de ALE au Centre universitaire de Mila, et en observation de classe qui a été menée sur deux groupes. Les résultats ont confirmé que l'interaction orale est vraiment une stratégie pédagogique efficace pour développer la maîtrise de l'anglais chez les apprenants. Sur cette base, des recommandations et suggestions pédagogiques ont été proposées aux enseignants et aux apprenants de ALE afin de développer le processus de l'enseignement et de l'apprentissage.

Les mots clés : L'interaction orale, la classe, La langue étrangère, les modèles d'interaction.

ملخص

يعتبر التفاعل الشفوي مرحلة مهمة في الفصل الدراسي للغة الإنجليزية كلغة اجنبية، كونه تبادل الأفكار والمعلومات والتفاوض الذي يحدث بين المشاركين من تفاعل "المعلم والطلاب". تهدف الدراسة الحالية إلى استكشاف أهمية وفعالية التفاعل الشفوي في تعزيز وتقوية اتقان اللغة الإنجليزية لدى الطلاب، ويقدم هذا العمل مفهوم التفاعل الشفوي في الفصل الدراسي ويسلط الضوء على أنماط التفاعل، "تفاعل المعلم مع الطلاب والتفاعل بين الطلاب والطلاب"، من خلال التركيز على جوانب ومبادئ وعوامل التفاعل الشفوي التي تؤثر عليه، بالإضافة إلى الأدوار والمسؤوليات المميزة التي يمثلها كل من المعلم والطلاب. تم استكشاف أجوبة لأسئلة البحث المطروحة من خلال تحليل البيانات المطلوبة، التي تم اجراؤها اعتمادا على طريقتين لجمع البيانات: استبيانين موجهين لكل من أساتذة وطلبة اللغة الإنجليزية، بالإضافة إلى الملاحظة الصفية التي تم إجراؤها مع مجموعتين.

أكدت النتائج أن التفاعل الشفوي هو حقا استراتيجية تربوية فعالة في تطوير إتقان اللغة الإنجليزية للمتعلمين، وعلى هذا الأساس تم اقتراح بعض التوصيات والاقتراحات التربوية لمعلمي اللغة الإنجليزية والمتعلم، من أجل تطوير عملية التدريس والتعلم.

الكلمات المفتاحية: التفاعل الشفوي, الصف الدراسي, لغة أجنبية, أنماط التفاعل.