Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Teachers and Students' Perceptions of Classroom Interaction as a

Motivational Factor in EFL Classes

The Case of Third year EFL Students at Mila University Center

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in

Didactics of Foreign Languages

Presented by: **Supervisor:**

1)Nora KHERBACHE   Dr. Layla ZOUREZ

2) Sara BOUID

Board of Examiners:

Chairman: Dr. Rima HADEF

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Academic Year 2022

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Dedication

Words are not enough to express our enormous thankfulness to "ALLAH" for all gifts he has given.

Words are not enough to express our gratitude and immortal love for our dear parents who inspired us with moral and financial help to complete such humble work.

This dissertation is dedicated to BOUYED's and KHERBACHE's families who have given us all the support to carry on with this research. We cannot forget the very helpful brothers and sisters for their encouragement and prayers.

We would like to dedicate this work to all who knows Nora and Sara especially to our best friends "Racha" and " Fatima Zahra".

The Acknowledgement

We would like to start our thanks with the person who guided us to complete such work. To our supervisor, Miss. **Layla Zourez,** who supports, encourages, and motivates us in every level in making this dissertation.

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We extend our thanks to our teachers of English and learners in University Centre of Mila to the chance given for us to conduct the information needed in our practical study.

Finally, a particular thanks goes to our small and big families who support, motivate us during the whole journey.

NORA and SARA

Abstract

Classroom interaction in a foreign language classroom is considered as an effective way to improve the students' language proficiency through the common exchange that occurs between studentsand with their teachers especially in EFL classes. Researchers argue that classroom interaction is beneficial in every learning process. This dissertation sets out to explore the importance of classroom interaction as a motivational factor as well as types of interaction that took place in the EFL classes; in addition, it investigates the teachers and students' perceptions of classroom interaction. A number of questions guide our research (1) what kind of types do teachers mostly tend to use? Then (2) Do teachers and learners have a positive perception about the implementation of interaction in the classroom? Then (3)Does interaction help learners gain knowledge? The hypothesis states that using classroom interaction appropriately will enhance students' communication and critical thinking skills. The more teachers and students have positive perceptions about the implementation of classroom interaction, the more likely they would develop their knowledge and their relationship. For this aim, a study of EFL students at Mila university center was taken and the questionnaire is administered to 15 teachers and another to 80 students in order to collect data for the current study and confirm the hypotheses. The results show that teachers and students have positive perceptions about the implementation of interaction in the classroom. Although there are many activities applied by teachers in the classroom, learners still have different problems in using and interacting with the target language effectively. This study ended by some suggestions and recommendations that EFL teachers may carry out to encourage classroom interaction.

Key Words: EFL students, EFL teachers, classroom interaction, positive perception, classroom interaction as a motivational factor.

Listof Abbreviations

EFL: English as a Foreign Language

CLT: Communicative Language Teaching

FPP: First Pair Part

SPP: Second Pair Part

FL: Foreign Language

L2: Second Language

SLL: Second Language Learning

SLL: Second Language Learners

SLA: Second Language Acquisition

CI: Classroom Interaction

SL: Second Language

PHD: Doctorate

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General Introduction

For decades, the classroom was managed by teacher. He/she isthe responsible for providing the student with large amount of information. While students had very small role to play, they simply respond when asked. Yet, teachers and students face many difficulties during teaching and learning processes. For this reason, teachers attempt to find out different strategies that encourage students to enhance language proficiency. One of these strategies is classroom interaction.EFL learners do not have a helpful environment whereby they can practice the foreign language. Hence, classroom interaction gives them the chance to participate, communicate and interact by using the target language. Additionally, many classroom interaction activities were designed. The students are given various tasks to solve, then take their own time in completing the task. By contrast, previous classroom teaching forced the learner to finish the boring task in the class at a time.

Classroom interaction play a vital role especially in the EFL setting because it leads to the development of learner's language proficiency level. Thus the aim of this research is to investigate classroom interaction to make sure that there is an exchange of ideas, opinions and information between learners and teachers in the EFL classes. More precisely; the thesis at hand tends to investigate classroom interaction and its different types, most specially the teachers and students 'perceptions of classroom interaction.

1. Statement of the Problem

The substantial aim of learning a foreign language is to communicate and interact with others. But in the past, teachers tended to use traditional methods for delivering the lectures. They focus on teaching grammar rules and structures, and ignore the most important thing which is the interaction happens between teachers and their students. The application of such traditional methods will enrich the students' knowledge about grammar rules and structures. As a result, students in different academic settings are still having different problems in communicating in a foreign language and Students of English at Abdelhafid Boussouf University Centre are among learners who have difficulties in communicating effectively in English, because of the absence of the interaction between the teacher and the student. It is suggested that the use of classroom interaction as a strategy to boost students communication will enhance their speaking and listening skills. The aim of the present study is to boost third year students and all teachers at Mila University Centre to know the importance of perceptions happened in aninteractional classroom to be a motivational factor to overcome the students' problems, because it is believed that students and teachers perceptions play a vital role since they help in developing and organizing the way of teaching and learning a foreign language works.

2. Aim of the Study

The link of perception between teachers and learners when interacting with each other during the lesson presentation is of paramount importance for EFL learners. The aim of this study is to investigate how third year Mila university center students perceive the information when interacting with each other in the classroom. Moreover, it seeks to investigate classroom interaction so as to make sure that there is an interactive environment and a great understanding of ideas, information and opinions between teachers and students

in the EFL classrooms, also contributed in achieving a great development of the listening and speaking skills. Furthermore, the purpose of the researcher is to explore the types of interaction that take place during all modules of third year and to figure out the strategies used by the teacher to promote classroom interaction.

3. Research Questions and Hypotheses

In order to reveal the teachers and students' perceptions concerning the classroom interaction, the following research questions are raised:

1- Which interactional techniques do teachers mostly tend to use?

2- Do teachers and learners have positive perceptions about the implementation of interaction in the classroom?

3- Does interaction help learners gain knowledge?

In the light of the previous questions and in the same vane with the current research intentions, it is hypothesized that:

1- Teachers may use a number of techniques in order to engage their learners in the classroomcontent.

2- Teachers and learners may have positive perceptions as the result of classroom interaction.

3- Interaction may contribute toaid learners obtain knowledge.

In order to make a valid research, the questionnaire has been chosen as the most suitable tool forinvestigating, predicting and exploring the effect of the independent variable which is "teachers and students interaction'' onthe dependent variable "perception'' in the EFL classes, andto gather the necessary data to be analyzed carefully later. The two

questionnaires were given tothird year teachers and learners of English in the University Center of Mila to help them develop their interaction skills between each other.

4. Structure of the Dissertation

This work has been divided into two chapters The first is theoretical part which is divided into two sections and the second is practical part.

The first section in the first chapteris entitled"teachers and students' interaction in the EFL classrooms" which is devoted mainly to explore the process of interaction starting upwitha broad definition about classroom interaction andwhat is classroom interaction in general, then it moves to talk about communicative language teachingwhich is followed by an attempt to include some interactionTechniques then it talks about different typesof interaction. In addition to the role and the importance of classroom interaction followed by teacher's role in the teaching/learning Process then it mentions some objectives of classroom interaction and then it explains some principals of classroom interaction and themanagement of interaction in the classroom then it illustrates. Ultimately this sectioncloses its gates with mentioning some of the factors which affectsinteraction in classroom. then a brief conclusion.

The second section in the first chapteris entitled "teachers and students' perception of classroom interaction". It is mainly dedicated to understand the process of perception in the EFL classes. It isinitiatedbythedefinition of perception which is briefly outlined in the beginning of the section then followed by an explanation to the concept of perception whichis an information process following it directly with thecomponents of perception. Then some of its most important types ofperception and teachers and learners' perceptions of tasks then an illustration to the concept of perception and some general characteristic of perception. Finley , this section ends up with some factors influencing perception. Then it ends up witha brief conclusion follows.

The last chapter is the core and the soul of the work. In this part of the dissertation We start, investigating and analyzing the collected data from the teachers and students' questionnaires with an attempt to answer the questions handed to both teachers and students : it is concluded with some pedagogical and research implications and recommendations for future.

Chapter One: Theoretical Part

Chapter One: Theoretical Part

Section One: Classroom Interaction

Introduction

Over the last few decades in the field of second language teaching, classroom interaction has been considered as a very important strategy in the teaching and the learning of a foreign language. Interaction is generally related to the learning process and particularly to the development oflanguage skills. It is a very helpful instrument to help learners develop their linguistic skills. It starts first, from the side of the teacher who creates a collaborative environment inside the classroom, which helps the learners overcome their fear and become more motivated to learn.

This section throws light on interaction in the EFL classes and its definition and it gives an overview about classroom interaction, which followed by communicative language teachingand it moves to mention the interaction Techniquesthen it explains different typesof interaction, henceforth it directly deals with the role and the importance of classroom interactionthen it is followed with Teacher's Role in the Teaching/Learning Process then it moves to mention some objectives of classroom interaction andit handles with some principals of classroom interaction and after it comes the turn of themanagement of interaction in the classroom. Ultimately this sectionclose its gates with mentioning some of the factors which affectsinteraction in classroom. then a brief conclusion.

1.Definition of Interaction

The term "interaction" has two meanings according to Longman Dictionary of Contemporary English (2009) Therefore Cambridge online dictionary defines the verb "to interact" as "to communicate with or to react to (each other) ". However, the noun

"interaction" is defined by oxford online dictionary as "a reciprocal action or influence" which are:

a. A process by which two or more things effect each other.

b. The ability of talking to other people, working together with them, etc

The two definitions mean that interaction refers to the action whereby people affect each other. In this regarded, Rivers (1987) argues that through interaction, students can increase their language store as they listen to read authentic linguistic material, or even the output of their fellow students in discussions, joint problems-solving tasks, dialoguesor journals. The writer stated that classroom communication can be increased by interaction. The notion of interaction was defined by different scholars and researchers. Brown (2001as cited in Mateja, 2005, p.128) states that "…interaction is, in fact, the heart of communication; it is what communication is all about". He pointed out that interaction represents a key component of communication which facilitates the language teaching and learning.
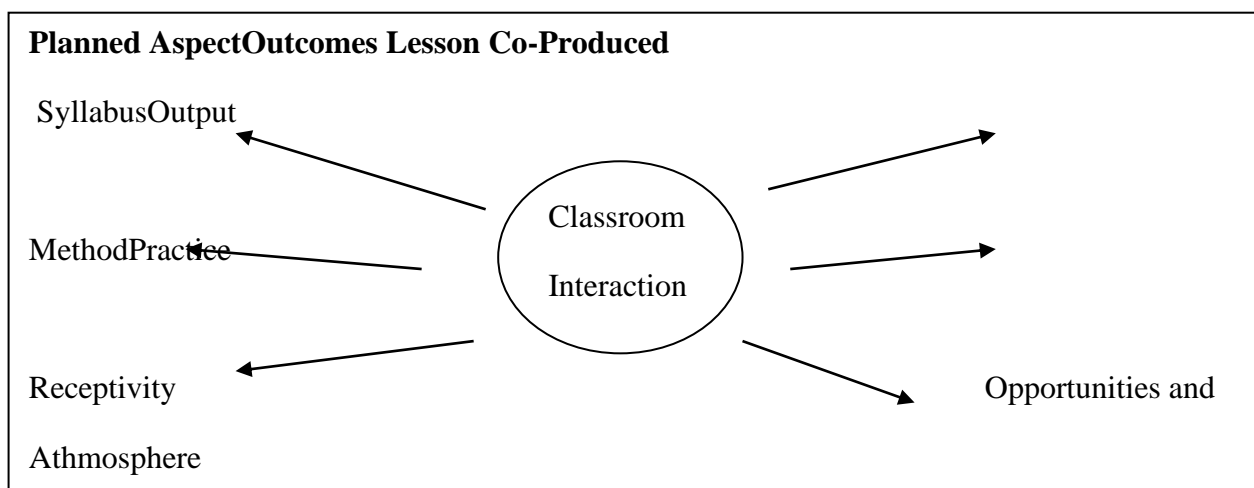
Figure 1: Relation between Plans and Outcomes *(Allwright & Bailly 1991)*

2.Classroom Interaction

The term "Classroom Interaction" refers to the interaction between teacher and learners whereby they can exchange their ideas and their views and opinions. More precisely, it is a practice that promotes the development of two very significant skills which are listening and speaking among the learners through delivering and receiving massages. Allwright and Bailly(1991, p.25) declared that through classroom interaction, the plan produces outcomes(input, practice, opportunities, and receptivity).this indicates that interaction has a crucial role in teaching and learning process.

3.Communicative Language Teaching and Classroom Interaction

Communicative language teaching is the definition of what a speaker needs and wants to know as a means to be communicatively competent in a speech community. CLToccurs as a reaction to the traditional teaching methods which failed because it focuses only on the form of the language, merelyhow to combine words and sentences; there is no practice of the language fluency. As a result of that students outside the classroom could not formulate a simple sentence with simple words. Furthermore, they do not have the ability to deal even with short discussions in their heads,they have only grammatical rules but without practice of the language this is caused bythe lack of interaction between the learners and the learners withtheir teachers in the classroom. All that drove the researchers to look for a new teaching approach, which is CLT whichencourages the use of the language in communication and interaction to express themselves and their needs easily. For further explanation, this newlearning system focuses more on the clear understanding ofthe produced sentencesbetween the learners in the classroom or outside the classroom. This all isdueto, the teachers great delivery of the output since they focus more on giving them instructions onhow to combine between the grammatical rules, coherence, cohesion and the word function. This

learning approachgives more freedom and domination to the student to control the classroom speech and interaction; they are capable ofbuilding their own particular learning. Besidesthey are active in understanding the others.Moreover, to arrive at the wanted objectives of this approach which is learners communicative competence, theremust be somepedagogical steps to follow. There are some features thatmust be covered from the student's part. Starting with, the linguistic competence whichis also known as the grammatical competence, which is concerned with the mastery of language grammar, morphology and vocabulary. Moving to sociocultural competence, it is also acknowledged as sociolinguistic competence, which requires the appropriate use of language to cope with social norms and values. After that comes strategic competence which focuseson the strategies use in order to keep communicating adequately. Shifting to the next one, which is the actional competence, it is related to the actions that accompanied the speaking process. For example, the pronunciation process (themovement of the lips) and the hand actions. The last competence, which is discoursecompetence, is acknowledged as the pragmatic competence that deals with the shape of the language used (cohesion and coherence).

4.Techniques for Improving Classroom Interaction

Techniques used in the interactional classroom are very well known in different teaching domains and their purpose is to achieve the CLT established standards.

4.1. Fluency versus Accuracy Activities

Fluency is always related to the activities that oblige learners to join real and meaningfullconversations and debates with each other, even though they have limitations in their language usage. In fact language fluency is a matter of practice and concentration with the corrected mistakes in order not to repeat them whereas, the accuracy activities are back to

thosewhichengage learners in grammar and pronunciation practices in order to avoid them in the future.

4.2. Information Gap Activities

This kind of activities is used inlanguage teaching and in task-based language learning. Moreover, in order to complete the missing word, the learner needs to interact with the other classmates. Indeed, the main aim of this kind of activities is to test the linguistic ability of the learners.

4.3. Jigsaw Activities

It is an activity which is concerned with gathering learners in groups then dividing them into multiple groups and each group has its' task to solve and share the found information to the other group.

4.4. Task Completion Activities

They are activities that demand from the learners to complete the questions, based on their linguistic knowledge.

4.5. Information Gathering Activities

These arethe activities conducted through surveys, interviews and questionnaires to arrive at the wanted answer.

4.6. Role Plays

Through this activity, different types of learners (deductive, inductive …, etc.) have the ability to develop their linguistic competence, communication andalsointeraction. Furthermore, they became fluent speakers in the targetlanguage, because they work on their speaking skills more than the other skills; they have the opportunity to express whatever they

want because they are not bounded with the teachers' instructions. they pretend to be any character they want (doctors, teachers and even farmers) where they live the situation and train their language in different situations with adding the grammatical knowledge.

4.7. Opinion Sharing

This activity is where the learners are asked to give opinions about a certain subject (beliefs, values, ideas) then make a comparison.

5. Types of Interaction in EFL Classes

Language learning is an interactional process where all theparticipants of the classroom are involved. The participants are obliged to communicate, share ideas, and exchange opinions between each other in order to develop their linguistic skills. Therefore, Adaba (2017, p.3) states that "classroom interaction shouldn't be one-way, but two-way, three-way or four-way". This means that interaction can happen between the learners and their classmates, between the students and their peers and teachers.

5.1. Teacher- Student Interaction

It is a type of interaction that can be hammered into three forms, teacher-student interaction, teacher-students interaction and student-teacher interaction. These forms of interaction occur when the classroom is teacher- centered instruction, andthe classroom is fully controlled bythe teacher The teacher is a guide, instructor and the source of knowledge butthe learner's power is limited. The first form takesplace when the teacher interacts with only one student and asks him or her direct or indirect questions, thenthe learner responds according to the question proposed to him or her. For instance, when the teacher asks the learner about an element in the lesson in orderto check its understanding forthelesson:

- (teachers' question): what do we mean by the situational context in linguistics?

- (learners' response): situational context means where the speech takes place taking into consideration the social setting and the status of both the speaker and the person who is addressed.

- (teacher's feedback): Yes, excellent.

The teacher can also interact with an individual student when correcting his or her pronunciation, grammar and spelling mistakes. This form of interaction helps more the teacher to understand the learner's personality. The second form of interaction takes place when the teacher interacts with all learners insidethe classroom either by moving from one to another or bydividing them into groups. It can be in the beginning of the lesson when the teacher enters the classroom. For example :

- (teacher): good morning future teachers. How are you today?

- (learners): we are fine, thank you, and you ?

- (teacher): fine thank you for asking

- (teacher): attention please learners, today we are going to study different types of essays. Then you are expected at the end of the session to write at least one of the types that you are going to study.

- (learners): of course.

When the lesson begins, the teacher starts to ask learners questions either one by one or by groups and the leader of each group responds. Furthermore, by the end of the session the teacher orders each learner to read the work he or shehas written and the teacher gives them feedback.

The third form of interaction appears to be from the part of the learner to the teacher. It is the type of interaction that gives the learner the opportunity to start the conversation with his or her teacher. It takes placewhen the learner needs more clarification about an element in the lesson; either it is not understood or the information is not enough and he or she needs extra information about that topic. For instance :

- (learner): sir, could you please explain to me why we use the present continuous instead of the present ?

- (teacher): smart question learner, we use it becausethe action in the sentence is in progress.(learner) : ok, thank you sir for the clarification.

This form of interactionhelps the learner to build the sense of sharing his or her ideas without fear and discuss with the teacher without hesitation. Scrivener (2005, p. 85) made the following diagram to show clearly how the interaction happens between the teacher and the students.
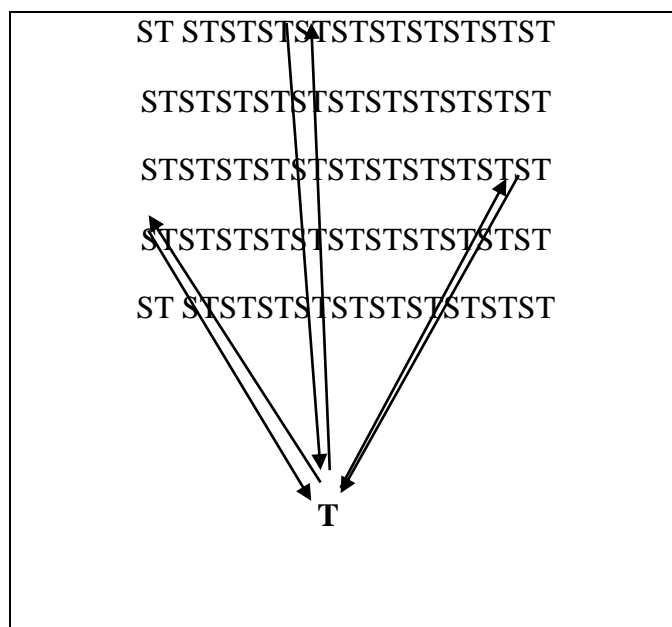
Figure 2: Teacher and Student Interaction

Scrivener (2005, p. 85)

Key:

↗Teacher interacts with student

↘Student interacts with teacher

StStudent

T Teacher

5.2. Student -Student Interaction

This type of interaction has beenhighlighted into threeforms of interaction which are: student- student, student- students and/or students-students interaction. These forms of interaction befall when the classroom is learner- centered instruction. The learner is thedominant in the classroom because learners talks more than teachers, whereasthe teachers power is bounded they areonlymonitors, consultants and facilitators these roles. The first form ofstudent –studentinteraction takes place when thelearners workin pair in a collaborative activity. It is directed by the teacher that gives the learners the freedom to work with their friends. The freedom given by the teacher allows the learners to practice language skills freely. The second form ofstudent -student interaction occur when the learners work in pairs or in groupsand have the opportunity to use language functions without the fear of making mistakes. The learner also has the chance to develop his or her critical thinking and cognitive abilities. This happen when exchanging ideas (giving opinions and accepting others' opinions). the third form of student -student interactiontakes place when all members of the classroom work in a collaborative environment of course with the control of the teacher. Therefore, many studies indicate that students 'interaction increases during pair and group work more than the whole class discussion or teacher- students interaction" (Michael et al., 1976; as cited in Mona and Abdullah 2017, p. 137). In this type the learners learn to practice their second language more than their mother language.

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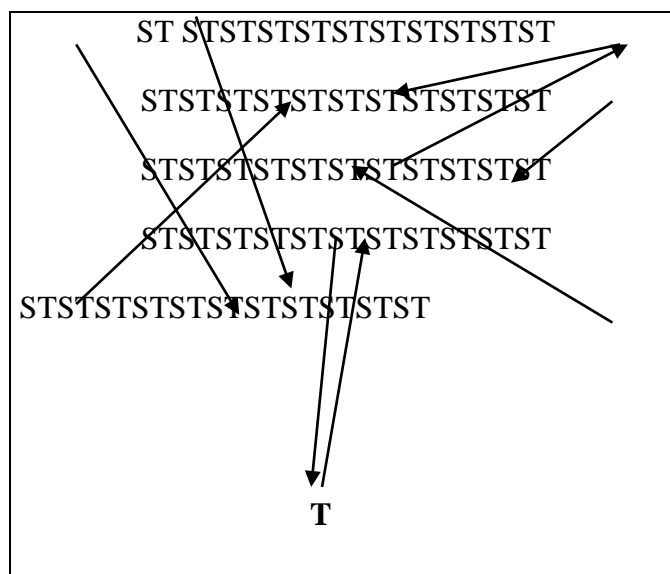
Figure 3: Interaction between Students

Scrivener (2005, p.86)

Key:

↘ Teacher interacts with student

↗ Student interacts with teacher

St Student

T Teacher

6.The Role and the Importance of Classroom Interaction

It is generally agreed that interaction is obligatory to be present in the teaching and learningsettings and ithas an important role not only in the EFL classes but also itsrole appears in the EFL classes, since the learners have to practice the output ofthe target language given by the teachersto learn it. So as the situation for the teachers they have to interact in order to deliver their messages to the learners. In an interactional classroom all the participants have to do efforts in order to reach the wanted objectives behind their teaching and learning. According to All wright (1984), interaction is "the fundamental fact of classroom pedagogy [...] everything that happens in the classroom through a process of live-

person –to person interaction" (p. 156). Indeed the interaction between the teachers and their learners contributed to close the gap between them since there are different types of learners and each one of them has a differentlife conditions. Furthermore, it allows learners to use the language learned inside the classroom and outside the classroomwith their families and friends..Ellis (1990) stated that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. Moreover, Brown (2015) stated that interaction is the basis of L2 learning, through which learners are engaged both in enhancing their own communicative abilities and in socially, constructing their identities through collaboration and negotiation. Developing a good written English is one of thewanted abilities from university students in many parts of the world. Interaction has totally influenced pedagogy as the new way of teaching. So it has a great touch on the writing and the speaking skills, those skills are improved greatly through cooperative learning. Furthermore the learners through their communication with peers in the classroom will develop their critical thinking and use it in their writing process. In addition to thatstudents can develop into confident and competent writers (Fernsten & Reda, 2011). Secondly, the goal behind interaction in the EFL classes is to improve their skills especially the speaking skill to become fluent and confident likewise to overcome their speaking skills, also itimproves the listening skill for those who do not practice listening. But the following items are considered as the most important ones:

6.1. **Motivation**

Motivation and learning are interdependent that iswhy the absence of motivation in the EFL lasses can cause many problems. "Motivating students in the English as a foreign language EFL classroom is often a complex and difficult task that involves a multiplicity of psycho-sociological and linguistic factors (Dornyei, 1998; 2010a). According to Nunan (1991) as cited in Mona and Abdullah 2017, p. 136), the role of the teacher is to improve

classroom interaction and lead students to interact reciprocally. Therefore it is the role of the teacher and the school systemto find some effectivestrategies, whichcould help the learners develop their English language skills with a motivating atmosphere because the best way to motivate students is by helping learners reaching their goals andletting them interact with each other freely and learn from themistakes that they make in the classroom with each other and also from the analysis of the output given by the teacher. "Interactive teaching methods for teaching English as a foreign language to university students improves comprehension and communicative competence as found by"(Morell (2004). This reveals that the best way for SL learners in the university to learn is interaction to develop their abilities.

6.2. **Self Confidence**

Self-confidence is a manner of how a learnerthinks abouthis or her skills and abilities. It means that a learner accepts and trusts him or herselfand have a sense of control in lifeparticularly in hard situations. For instance: (oral presentations, surprising questions from the teacher. ..etc). In these situations, the learner must know how to manage his or her strengths and weakness very well and try to cover them with strongresponses to give a good picture of itself/herself.After this comes the teachers' role of building the learners' confidence while interacting in the classroom. The teacher of a SL learning classroom must give the green light to learners to interact freely despite of the mistakes andtry not to give them harsh feedback like (insults, and bad words) in front of many classmates since it willkill his or her confidence and causelow self-confidence. the teacher's feedback must be encouraging to help SL learners improve different language skills.

7.Teacher's Role in the Teaching/Learning Process

The teacher should push his students to take part in an interaction, since they cannot start by themselves. The teacher takes an essential partin providing students with interesting topics which lead them to participate and give their views. Hedge (2000, p.26) recognizes crucial role for the teachers:

As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiatingmonitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pairwork.

Teacher as a controller: in classroom interaction and most particularly student-teacher interaction, he should know how to manage the classroom and how to deal with different types of students. Harmer (2001) states that the teacher job here is to transmit the knowledge from himself to his students. From this explanation it can be deduced that the teacher is the only responsible for the classroom.

The teacher can be seen as assessor**:** teachers use assessments to find out what areteaching processes have worked. For instance, discussions, tests, or quizzes. Then, they try to know which grade the student has reached. In the field of education, teachers develop first the learning goals then they develop activities that guide the student to the goal. After that they predict when students will achieve the goal. This is called the teaching cycle which helps teachers to show their students that their accuracy is developed. Harmer (2001) states that this is done through giving correction or by praising them. This means that students should know how they are assessed; the role of the teacher is to show them their strengths and weaknesses and this will help them to know their levels and their abilities.

The teacher can be considered as a resource: when students find difficulties in their studies. For instance, they face problems in solving a given task, or they do not know the meaning of words and phrases; they go to their teacher and ask him. The primary job of the teacher here is to provide them with answers to their questions.

The teacher as an organizer: it is considered as the most significant role in language teaching /learning. Harmer (2001)points out that the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. Furthermore, the teacher should motivate students to interact and exchange their views with each other. Hence, when the teacher stops talking and interacting, he will give the students the chance to speak. This will involve student's interaction. From the explanation above, it can be concluded that the teacher has an important role in teaching/learning processes. This has been recognized by the National Policy on Educational (1981), declares that teachers educational will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers.

8.Objectives of Classroom Interaction

Earlier studies of second language classroom interaction focus on the teacher instructions. The teacher is the source of the information; his role is to facilitate the way of teaching to the students in order to help them learn easily. While the students are the recipients of the information, they learn by heart and depend on memorization. By contrast, modern studies focus on students' involvement in the classroom. The main objectives of the scholars ,whichlead to the implementation of classroom interaction during the teaching and learning processes are: those which helps the learners to distinguish their own leaning strategies. For instance, there are students who prefer collaborative learning in which they

divide themselves into groups then they choose a topic to work on and discuss it with each other. But others may prefer discussions and debate; here the students choose a subject whereby they try to give their evidence in order to ascertain truth and convince the other side. Indeed it is a good way to encourage class participation without losing control. Additionally, it aims at developing the students' communication skill in the target language. Hence it helps them to be competent enough to think critically and exchange their opinions and views with their peers. In this way they develop their speaking and listening skills, and they will express themselves freely.

9.The Principals of Classroom Interaction

The teacher should help the students to develop their language skills. Besides he /she should know the level of his students in order to get them all engage in the conversation. Generally, classroom interaction falls into three dimensions of teaching a foreign language.

9.1. Adjacency Pairs

An adjacency pair is defined as a sequence of two related utterances by two different speakers where the second utterance is a predictable or required response to the first. It is mostly considered the smallest unit of conversational exchange which means that what is in the first part indicates what needs to be in the second part. Author Emanuel A. Schegl off (1955) illustrated the different pair types in "Sequence Organization in Interaction: A Primer in Conversation Analysis I": "To compose an adjacency pair, the FPP [first pair part] and SPP [second pair part] come from the same pair type. Consider such FPPs as 'Hello, ' or 'Do you know what time it is?,' or 'Would you like a cup of coffee?' and such SPPs as 'Hi, ' or 'Four o'clock, ' or 'No, thanks.' Parties to talk-in-interaction do not just pick some SPP to respond to an FPP; that would yield such absurdities as 'Hello, ' 'No, thanks, ' or 'Would you like a cup of coffee?,' 'Hi.' The components of adjacency pairs are 'typologized' not only into first and

second pair parts, but into the *pair types* which they can partially compose: greeting-greeting ("hello, ' 'Hi"), question-answer ("Do you know what time it is?', four o'clock'), offer-accept/decline ('Would you like a cup of coffee?', 'No, thanks', if is declined)"

Generally, adjacent actions and pairing are considered as the primary conditions that help to construct the inter subjectivity in interaction (Heritage 1984, as cited in Hamdi, 2017).This indicates that students observe and construct what they have spoken only when they talk with their classmates; in this manner the interaction can be involved between students in the classroom. Furthermore, McCarthy (1991, as cited in Kouicem, 2010) claims that adjacency pairs are the reciprocal and independent utterances that the speaker produces. Besides, adjacency pairs comprise a various types which are: First pair-part refers to utterances that the two parts are the same. For instance, hello-hello, greeting – greeting. However, the second pair –part are different for example congratulation and thank you (Kouicem, 2010).A as result, this will involve interaction between the students and the teachers. Besides, it constructs a healthy learning classroom. On the other hand, it builds a positive relationship among them.

9.2. Exchanges

Exchanges are known as the phrases and utterances that are produced by the speaker. Briefly, it refers to the act of giving thing and receiving something in which two persons can exchange their thoughts and knowledge. On top of that McCarthy (1999; as cited in Kouicemn, 2010) explains exchanges as the most important unit that should be foundin all interaction talk. It was developed by (Sinclair and Coulthard in 1975). It includes three main moves that can be presented as follows: the first move is labeled opening or initiation; the second move refers to the answer or response; and the third move is called follow up move (Kouicem, 2010).Those moves are used in the traditional classroom, where the teacher is

regarded as the controller of his classroom, while, the students are passive receivers of the information, as a result of that the interaction is decreased. By contrast to the traditional classroom, the student-centered classroom helps to enhance interaction, and the students have the right to participate and share views. In this classroom, the teacher reduces his/her talk-time. By doing this, he/she gives the chance to students in order to practice and improve the language through expressing themselves, and giving their ideas and opinions, etc. So the teachers' role is to support students to practice the three previous mentioned moves which are initiation, response and follow up through various activities that suit the learners' needs.

9.3. Turn Taking

Turn taking is defined as a part of conversation structure whereby one student speaks while the other student listens. It gives the students the chance to interact as Ellis and Barkhuizen (2005, p.201, as cited in Kouicem, 2010) state: " This phenomenon refers to both the construction and distribution ofturns". For instance, in some tasks participants need to manage and arrange their turn to talk such as in oral presentations. Hence, McCarthy (1991, cited in Kouicem2010) declares that turns-talking occur between interlocutors. However, sometimes in turn-taking some interruptions or silent time occurs. In turn-taking, interlocutors can predict the utterance of each other and this often occurs when they help each other during the talking. Additionally, body language is also regarded as the most essential feature of turn-taking in English interaction such as nodding head, eye contact and raising hands. Thus, students during turn talking seems as there is a competition between them(Zheng2008).Therefore, Zheng(2008, p.60)states that: "it is quite necessary to train the student how to enter turns, take turns, interrupt turns, holding turns, passing turn and withdrawing turns into order to successfully take part in the conversation activities". Students in the turn-taking process need to be well organized and managed, in addition to that they need to be careful to what they say and predict the colleague' utterances in order to keep the

continuation of the conversation. As a result, this will help for creating a successful classroom interaction.

10.Management of Interaction in the Classroom

In the process of teaching and learning a foreign language, the capabilityof the teacher to manage and organize his/her classroom stands at a position of essential significance that guides to creating a successful classroom interaction in EFL classes. Brown (2001, as cited in Saifi, 2015, p.15) states that the significative interaction can occur when the participants affect each other. He also points out that the teacher may achieve a successful classroom interaction when he better knows his/her students and knows their weaknesses and strengths. Duke (1982) deduces that "the critical element of the teacher's role thus shifts from control to management-management of time, space, materials, auxiliary personal, and students". This transfer causes a new light to EFL classroom interaction management which is creating a positive environment for learning that helps the students to gain knowledge and practice the target language. Black (2005) declares that the goal behind the management of interaction in the classroom is to provide all students with opportunities to use the target language (p.51). Briefly, management of interaction in the classroom is all about how to make an effective plan in which the teacher can establish a good relationship with his student, and how he should involve the students to interact and to develop their skills. It is commonly agreed that students in EFL classes suffer from shyness, anxiety and fear when they present in front of their peers and teachers. For instance, they try to avoid the teachers' questions, so that the teacher should encourage his/her students to use the target language instead of using their first language. This will decrease shyness and fear to students while it increases their self-confidence and they will be motivated. To sum up, management of interaction in EFL classes should aim at establishing a healthy and appropriate atmosphere for learning and teaching

processes. Thus the major objective of the teacher is to involve the student into classroom activities such as panel discussion, group work researches, etc. Therefore, he should be aware of his role in the classroom; he should manage and control his class so that the students will learn effectively and actively.

11.Factors Effecting Classroom Interaction

Classroom interaction is a collection of verbal and non- verbal symbols used in the classroom between the teacher and the learner. These symbolsaremost of the timeseffected by different factors that oblige both theteacher and learner to revise themselves and use some techniques that can increase or decrease their interaction.

11.1. Teachers' Beliefs:

Beliefs are considered to bean important issue in every area is related to human behavior and learning " (Ajzen, 1988; Fishbein & Ajzen, 1975) state that "language Teachers' beliefs and attitudes are essential for improving educational processes. Teachers' beliefsare related to teachers' strategies for managing every day challenges in their professional life". Cultural beliefs andpracticesmaydifferbetween the teacher and the learner effect the quality of teaching and learning environment i.e when the teacher and the learners' beliefs are different, it is difficult for the teacherstoshapetheir work and to choose the right input and the methodto match the learners' beliefs. so, the syllabus and the plan of their lessonmust be selected carefully according to learners' beliefs and the teachers must adopt to learners learning environment since the teachers 'beliefs have greater effectthan their teaching knowledge.

11.2. Teachers' Questions:

Questions are the central element in interaction, becausethey cancontrol the person who answers the questions Hayano (2013) has defined the term question as "an utterance that requests a verbal or embodied response "(p. 395). Furthermore, there are two categories of questions identified, the first category is the open-ended questions. For example, questions startingwith " WH "(questions beginning with who- words, such as why, what, who, etc.) and starting with the modals such us (may, could, would. can, etc.) in this category the Questionerhas freedom to answer freely express and defend him or herselfopinions and ideas with short or long responses. The secondcategory is close ended questions or (yes, no) questions, here the Questioner is allowed only to say yes or no for the question proposedto. The Questioner is limited in his or her responseand there is no interaction between the learner and the teacher and the learner. thereby, the first category of questions must be used more in the interactional environments. According to Dayal (2016), "questions can be studied for their pragmatic, syntactic, semantic, and prosodic features. Indeed, the context plays a crucial role in identifying an utterance as a question because the learner could misunderstand the question and answer something wrong. the teacher in the classroom in the session of civilization was talking about a certain subject then switched to another subject then back to ask a learner". For instance :

- (teacher): Lara, could you please tell me why didthe Vikings civilization vanquished?

- (learner): the Vikings did vanquishedbecause their brutality.

So here the learner answers emotionally according to what he orshe understood but the teacher meant another thing.Moreover, " it is clear that the ability to produce questions for pedagogical purposes is crucial for teachers and requires a good amount of practice; specifically teachers would benefit from learning question strategies" (Brown, 2007). Indeed,

"teachers often experience insecurity after having asked a question when periods of silence occur" (Dahlkwist, 2012). This case the teacher feels that the learners did not understand anything in the lesson. This happens when the teacher interrupts the lesson surprisingly and ask questions randomly consequentlythe learners become afraid and mix between subjects. Teachers ask questions in order to engage inthe lesson and start conversations, especially for shy learners. Furthermore, the teacher must control the classroom and organize the number of questions in the classroom to make an organized challenging environment. Likewise, in most of times the teacher uses the questions in order to evaluate his or her work affectivity and to assess the understanding of the learners.

11.3. Students' Different Proficiency Levels :

Students' differences in their levels also have an impact on the interaction in the classroom, in fact there are three different levels in the classroom. Starting with, the beginnersare those who do not know how to communicate in English or how to write. i.e when they hear a word they do not know what it means. Moving to intermediates, they are those learners who understand the word when they hear it and they have the ability to speak and write correctly when they are asked to. Ending up with the last level of learner who are the advanced learners, they are very excellent in English, they can speak it fluentlyas theycan read and understand every word perfectly. so the teachers and the learnersface many challenges to deal with this situation. For the teacher he or she feels like the wanted goals are not achieved because of the less advanced learners. in the same vein the learners will feel disappointed since their peers succeeded in understanding the lesson but they fail tounderstand and feellike they are failures. All this may cause many bad consequences.

11.4. Anxiety:

Anxiety is one of the psychological componentsthat impactsthe success of thelearning and teaching process, It can be said that classroom anxiety is a common issue in teaching in general. Moreover it can be said that it is a result of a negative evaluation that the learnersobtain,or it can be an oral presentation in front of the classmates and the teacher, or a repeated lesson in the classroom, if it is not controlled it cannot be controlled effectively it will harm the teaching and learning processes hardly.

Conclusion

This chapter attempts to provide enough information about classroom interaction. It starts by defining CI which is regarded as a key element of the foreign language learning, then it moves to discuss theimportance and the role of classroom interaction in EFL classes. Moreover, it talks about the types of classroom interaction, the objectivesand the main principals of it.Thenit describes themanagement of CI and the role of the teacher in learning teaching process. Furthermore, it ends up with giving the factors that affect CI.

Section Two: Teachers and Student' Perceptions of Classroom Interaction

Introduction

Recent years have seen a growing interest in exploring the validity of perception in SL teaching classes. In fact, it is one of the necessary components for acquiring a second language. This iswhy, present studies of EFL classes focus more on teachers and students' perceptions, and how teachers and learners could comprehend each other. Researchers consider it as the most important part since it contributed to the improvement of the four skills of language learning.

This section sheds light on perception of interaction in EFL classes. Opening its gates with a general and different definitions of perceptions and followed it with a deep explanation to the concept of perception whichis an information process and an followed it directly the components of perception. Then followingby types of perception and teachers and learners' perceptions of tasks and an illustration to the concept of perception and some general characteristic of perception. Finely this section ends up with some factors influencing perception. Then a brief conclusion follows.

1.Definition of Perception

Perception is the process by which we receive and interpret information from the world around us. The World in which we are living contains different kinds of physical energy. In this worldour sense organs are the once which react to the energies around us. In addition to this, theyare the controllers of all of what we are living and comes through our life span, that effects the way we perceive things, and how our bodies are structured to receive and process stimuli from the environment. Perception also means our emotions, expectations, learning and needs Kenyon, G. N., & Sen, K. C. (2015 , p. 41-50). . That is why Teachers' and students' views about the perceptions of classroom interaction are important to take into

consideration when designing effective educational programs."The term Perception refers to the way people notice things, especially with their senses. Perception refers to an idea, a beliefor an image people have as a result of how to see or understand" (Hornby, 2006, p.1069). "Perception is the way people manage different environmental aspects that he or she isbeing exposed to by their five senses which are the vision, hearing, tasting, smelling and touching. According to Schmitz" (2009), "perception is the process of selecting, organizing, and interpreting information". This means that perception has a great role for the balance of people's life, since it contributed to give the best interpretation of a stimuli. In addition to those definitions, shaleh (2009) defined perception based on Islamic perspective; "it is the psychological function as a link to understand the event and the reality of life". In short, the writer would say that definition of perception is a process of interpreting the message about objects, events, people, things, etc by using sense organ and it isinfluenced by prior experience.

2.Perception is an Information Process

Both Kreitner and Kinicki, (2004) asserted that the concept of perception at first hand is related toinformation processing. They see that perception is the human cognitive machine that permits us to acknowledge the things surrounding us. They spot four fundamental stages of information processing of people perception that shows the natural perception from one stage to another:

Stage 1: Selective attentionand comprehension people events	Stage 2.Encodingand Simplification interpretation andcategorization
Stage 1: Stage 3: Storage and retention Memory	Stage 4. Retrival and Response judgements and decisions
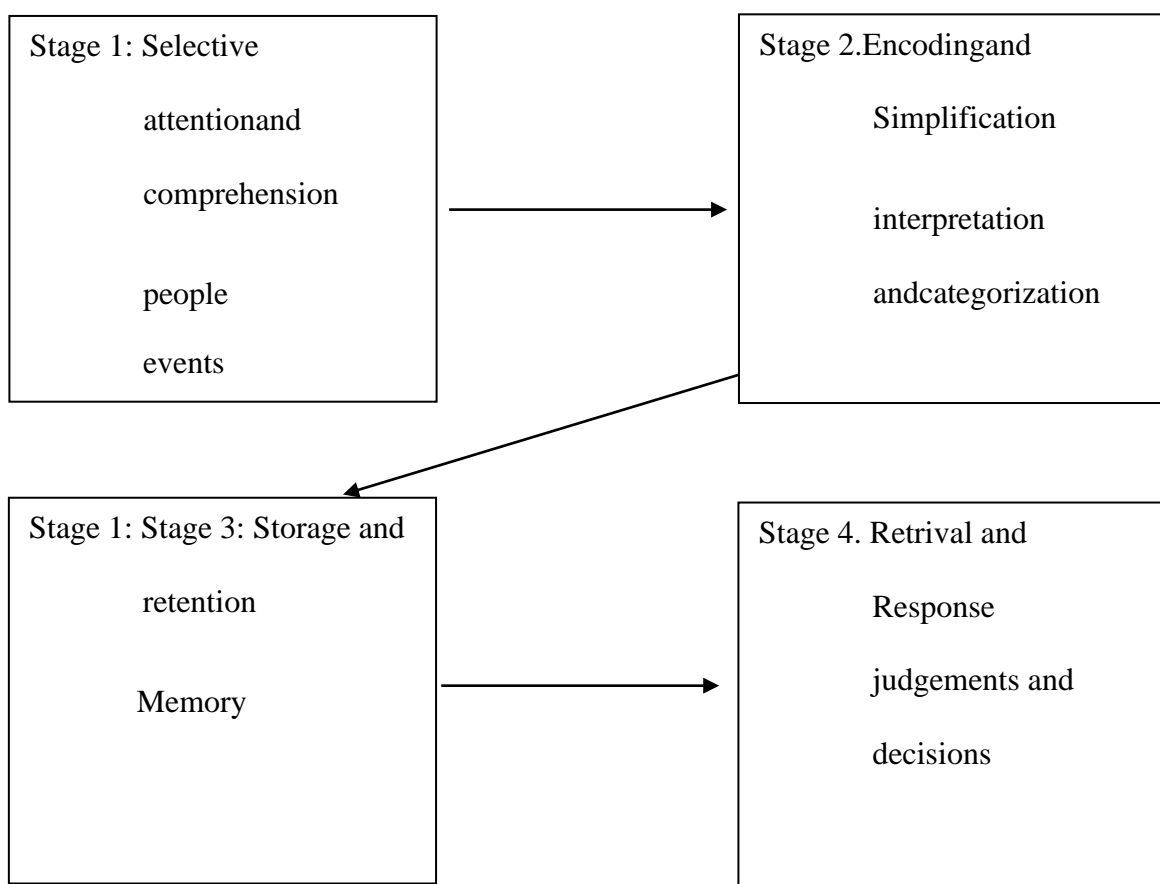
Figure 4: Perception is an Information Process (Kreitner &Kinicki, 2007, p.207),

2.1. Selective Attention/ Comprehension

Kreitner and Kinicki (2004) define attention as "A process of becoming consciously aware of something or someone" (p 207). Indeedthe learners' perceptions is limited by the social stimuli and environment but unfortunately, they fail all the information in the environment so they select only the stimuli they want.

2.2.Encoding and Simplification

The second stage of perception whoserole is to encode and to simplify the facts isacquired from the social environment and memory. Kreitner and Kinicki (2004) noted that" the originalinformationis reformulated to become another representation.Comparing objects that are considered equivalent "(p 207)

2.3. Encoding Outcomes

The process of encoding is a process which can differ from a person to another and to a person, object or an event. According to Kreitner and Kinicki (2004) "we use the encoding process to interpret and evaluate our environment" (p 207). They have the idea that the different interpretations are due to four main reasons. The first reason is that each person has different schemata in his / her head. The second is the feelings and emotions that control the persons' interpretations and points of views. The third is that people use their cognitive abilities in order o interpret things. The fourth and the last one is individual differences that has the major influence.

2.4. Storage and Retention

This stage is directly related to the long termmemory and how the information is stored and retrieved again. This memory consists of three main separate parts but each one isrelated to another. In fact, it comprises three different elements, which are categories of information about events, semantic materials, and people. The first one is the event memory

which is simply related to an event in a particular situation that a person can recall to tell whenit is needed. The second one is the semantic memory which is a generalmemory that plays the role of a big dictionary that provides us with different definitions based on cultural basis. The last one which is persons' memory is that memory that has each small detail on each person.

3.Components of Perception

3.1. The Perceiver and the Goal

The perceiver is the student who recognizes and reacts to multiple subjects in differentmanners andin different Situations. Furthermore, after the learners react to the input, they finelybecome aware and understand it very well.But there are some strangers that interfere and interrupt their perceptions which are experience, motivational state and finally emotional state. Onthe other hand, there is the goal who is the person who perceivethe information then at the end the informationwill be judged. If he/ she has problems with understanding the input. So the teacher hasto find the problem and fix it with more explanation.

3.2. The Situation

The setting has great impact on the perception of the learnerhis/her performance changes according to their satisfaction with the environment around them. For further explanation, if the learner is satisfied about the circumstance, it means that the results are going to be good but if the learners are not satisfied the teachers must not expect any good results.

4. Types of Perception

Robbins (2003) divides the notion of perception into three main types:

4.1. Person Perception

Person perception is defined as the mental process (thoughts, judgement, decision making ability) that is used to form impressions and draw conclusions about the personal characteristics of others. From such characteristics, learners can predict and know the nature of their mates who are entirely strangers to them. Additionally, learners will be able to understand their classmates' behavior and foretell their future actions. As a result of that, the process of interaction will be enhanced in the classroom.

4.2. Social Perception

Social perception signifies the process of understanding learners' levels of social perception whether they have higher level of social perception or lower level. Broadly, having at least one student with higher level of social perception on the classroom will increase a better performance of interaction. Moreover, social life devotes that sustained patterns of interaction or social relationship necessitate to hold information /knowledge as the circumstance requires. Basically, without memory students should not becapable of thinking or reasoning to every event; they see them as if they are unique.

4.3. Situation of Perception

Situation of perception refers to the situational contest whereby the occurrence of stimuli has an effective outcome of the student's interpretation. According to social psycholinguistic views, a situation is seen as all the social features that affect a person's behavior, thought, or experience at a given place and time.

5. Teachers and Students' Perceptions of Tasks

Task-based learning has earned a great popularity and place in the pedagogyof teaching. Indeed, the interaction happeningin the classroom is due to the implementation of tasks in the classroom that iswhy, task-based learning requires learners to engage in interaction, in order to complete the task given by the teacher. Furthermore, tasks give the hand of help to learners to try the experience andpractice their communication to explain more. Skills Moore (2011) thinks that classroom activities can (1) engage students in learning activities, facilitate learning by doing, and practice communication skills; (2) provide many benefits, give immediate feedback to students, arouse a high degree of students' interest and enthusiasm, meanwhile allow. Teachers to work with a wide range of student capabilities, and allow experimentation with a model of the real environment .

In fact oral tasks like (miming and spelling)are at the top of the activities that engage the learners and the teachers in aninteractionalenvironment. Then come the written tasks like (grammar, spelling and, etc) for. Long (1983) categorized tasks into two types: one-way tasks and two-way tasks. One-way tasks are usuallystatic in their nature, and information flows in one direction and easy to grasp from the first sight and hearing. In these tasks, there is no need to continue the interaction; also the language is predictable. The wholefocus is on the form. While two-way tasks such as brainstorming, role-plays, simulations, discussions are often dynamic and information flows in more than one direction. Language used here is unpredictable. There still too manywayswhich can be used, butinteraction is vocal one. In the same vein, two-way tasks involve more authentic use of the target language. They are more valuable than one-way tasks (Duff, 1986; Pica et., 1993). Both types areimportant to develop learners linguistic skills and critical thinking. Convergent tasks support the exchange of the information to make an interactive environment by organizing role plays in addition tosimulations, discussions and problem solvingactivities. On the other hand, divergent tasks

encourage long sentences and complex language, both the lexical and the syntactic once, in addition to debates that forces learners to exchange the information and to develop their language.

6.Concept of Perception

There are two indicators of perception according to Robbins (2003, p.21)

6.1. Indicators of Perception

6.1.1. Acceptance/ Reabsorption

The notion of acceptance /reabsorption plays an important role in the physiology stage, itisall about the use of five senses functionin the process of understanding external stimulus.

6.1.2. Understanding/Evaluation

The process of understanding/evaluation refers to the evaluation of stimulus that has been understood. The evaluation will be subjective and different from one person to another according to person's perception.

7.General Characteristics of Perception

Shaleh (2004) states that" general characteristics of perception refers to the following components which are":

7.1. Modality: the received stimuli should coincide to each sensory modality in order to provide feedback to the brain. For instance, we find light for vision, sound for hearing and so on.

7.2. Dimensional Space:it Refers to the Perception World of Space such as Far and Close.

7.3. Dimensional Time:it represents the perception world of time such as fast and slow.

7.4. Contextual Structure:it refers to the setting in which an action, expression or utterance occurs.

8. Changes of Perception

The process of perception is not stable, by contrast it can change. Several theories propose that the perception of different life events can change "events that are clearly timed, disrupt one's everydayroutine, and are perceived as personally significant and memorable by those who experienced them" (Luhmann et al., 2020, p. 2). It can be explained that people are given a checklists in order to know the events that they have experienced. The list of Threatening Experiences (Brugha et al., 1985) is an example of events that have experienced which contains 12 event denominations such as "serious illness, injury or assault to self", or "major financial crisis".

9.Factors InfluencingPerception

Every human being has different perceptions aboutinterpreting things in addition to some factors thataffects it and has an important role in selecting the right stimuli to interpret input.

9.1. Attention

Most ofthe time, people especially learners" receive the stimulus from the environment around them at the sametime and they could not focus on many things merely at the sametime and they could grasp only a small number in one hour or on hour and a half, they could concentrate only on one or two subjects in the lesson. Teachers want their "student"' attention, yet neuroscience tells us "that attention is a limited resource" (Isbell, et al., 2017). From this it can be said thatit isthe teacher's ability to adoptstudent attention in the classroom that canensure the qualityof theireducation.

9.2. Set

It is related to the expectation or the prediction of stimulus that the learners hear or see in the learning environment and it will be recognized based on their past experience.Allport (1955) defined perceptual set as: "A perceptual bias or predisposition or readiness to perceive particular features of a stimulus". This definition highlights the main sets of perception.

9.3. Value and Individual Needs

This factor shows how learners focus on an object or a message that could help in the learning process and give the answers that they need. Indeed, the learners' needs to differ from one to another. For instance, a SLL lucks more practice on the writing; another learner writes very well, and who writes well have problems with the translation module ,etc.

9.4. Interest and Cognitive Styles

Learners in their learning process have different interests and cognitive styles. The learning styles depend on the learners' energy and efforts that they produce in order to reach the wanted goals. On the other hand, the cognitive styles are back to the learners and how they understand and process the information and each one is different from the other in analyzing the data given to them."Every individual will have his or her own way of understanding the situation" (Sharma, 2014).

9.5. Experience and Memories

Previous experience and past memories help the learners to perceive the given input very well. since when the teacher in the lesson mentions anew an information, the learners who had background knowledge on it can perceive it then pass to the next step but learners who have no idea about the teachers information could not move on in the lesson unless the teacher explains more.

Conclusion

This chapter discusses the concepts of perception that plays a very substantial role inunderstanding of thesecond foreign language. By giving a set ofbrie definitions about perception then moving to talk about the most well known types of perception followed by an important concept of perception which is "perception is an information process "accompanied by teachers and students perception of tasks following that thefactors that effects perception then ultimatelyafter it this comes the components of perception. At the end of the research, we recognize that perception is a very complex phenomenon which decisive goal is comprehension.

Chapter Two: Fieldwork of Investigation

Chapter Two: Fieldwork Investigation

Introduction

The primary intent of this research is to explain and investigate the following topic which is "Teachers and Students' Perceptions of Classroom Interaction as a Motivational Factor in EFL Classes".This is to gain a great understanding of how EFL teachers and students interact with each other and at the end of their interaction how they succeed to perceive each other'sideas and points of views. Furthermore, it aims to explore the steps both the teacher and the learnershould follow, in order to gather their needed input. Besides, a learners' questionnaire is chosen as the most suitable tool of data collection in order to determine how they interact and understand each other in the EFL classes. Moreover there is also a teachers' questionnaire that provides answers to our research.

In order to understand the interactional relation between the teachers and the learners in the EFL classes and how the process of interaction takes place in the classroom, the teachers' and the learners' questionnaires are used. The gathered data is about opinions, ideas, experiences and values of the candidates.

1. Population and Sample

The population is third -year EFL students. The sample of students in this work is 80 randomly selected students of English at the University center in Mila.The goal behind choosing third-year students is that they are no more beginners and theyare already familiar with university study. Moreover, theyhave more experience andmaster their speaking and hearingskills more than the previous years. Thus, they are the best level to answer the questions handed. For the sample of the teachers, they are 15 teachers of English from the departmentof foreign languages.

2. Teachers' Questionnaire

Teachers' questionnaire is a tool for collecting data from EFL teachers about their points of view on teachers and students' perceptions of classroom interaction. According to Okobia (1998), the questionnaire is a set of questions used to test a hypothesis of the research. the respondents are anticipated to give written responses. Questionnaires are considered as a very useful tool for gathering data. This isdue to its affectivity of collecting a huge amount of quantitative data ina very short time with less efforts in a big geographical space, also it cost effectively especially the online designed ones which is more professional that provides demographic information.

2.1. Description of Teachers' Questionnaire

The teachers' questionnaire comprises fifteen questions distributed over foursections. It is handed to 15 teachers. Section one is set for background information. Section two seeks answers about classroom interaction. Section three deals with teachers' perceptions of classroom interaction. The fourth section deals with teachers and learners perceptions of classroom interaction. This questionnaire includes close-ended questions whereby the teachers are asked to select one or more options and open-ended questions that aims at gathering data from teachers.

2.2. Analysis of Teachers' Questionnaire

Section One: Background Information

The mainpurpose of this section is to know the teachers' background information about their academic experience.

Q 01: Degree (s) held:

Table 01: Teachers' Degree Held

Items	Number	Percentage
a. MA	8	53.3%
b. PHD	7	46.7%
Total	15	100%

The above table exposes that the 8 teachers with the percentage of (53.3%) have a master degree, while the rest of the teachers (46.7%) got the PHD degree. The purpose behind this question is tosee whether their academic degree has an effect ontheir way of teaching and styles in teaching and delivering input to their learners.

Q02: How many years have you been teaching

Table 02: Teachers' Experience in Teaching

Items	Number	Percentage
a. 1 to 5 years	5	33.3%
b. 6 to 10 years	4	26.7%
c. 11 to 15 years	1	6.7%
d. 16 to 20 years	1	6.7%
Total	15	100%

According to the aforementioned data, 5 teachers standing for (33.3%) have been teaching from one to five years, while 4 teachers standing for (26.7%) have thought from 6to 10 years, whereas the remaining data have beenselected by only two teachers, the first teacher taught from 11 to 15 years and the second one has taught from 16 to 20. Thus, the collected data from this question aid us to know if being an expert or a novice teacher in the domain contribute to theimprovement of the learners' learning interaction skills.

Section two: Classroom Interaction

Q03: In the classroom, how do you estimate your talking time?

Table03: Teachers' Talking Time in Classroom

Items	Number	Percentage
a. Much	7	46.7%
b. Average	5	33.3%
c. Little	1	6.7%
Total	15	100%

The above results reveal that 7 teachers who are out of 15 representing (46.7%) prefer to be talking in their classrooms. Firstly, it is owing to the teacher' personality whether he / she is a talkative person or not. Secondly, it can be back to the nature of the studied module and the wanted explanation (oral expression, written expression, etc.).However, 5 teachers out of 15 with the percentage of (33.3%) evaluate their speaking usage as average since they want their learners to engage with them during the lectures and express their ideas. The third option has been chosen by only one teacher which is a rare exception and it illustrate that this teacher depends in her teaching strategy on memorizing rather than explaining (the learners have only to memories what is written in the lectures).

Q04: Do you know about the importance of classroom interaction?

Table 04: Teachers' Recognition of Classroom Interaction

Items	Number	Percentage
Yes	15	100%
No	0	0%
Total	15	100%

The results show that 15 teachers with the percentage of (100%) have chosen the first choice. Teachers' responses indicates that their EFL teaching experience let them ensure that classroom interaction is an important teaching procedurefor developing learners' linguistic skills, since it provides the learners with the opportunity to practice and benefitfrom the teacher. it is also the key of acquisition, learning and the exchange of knowledge.It contributes also to raise the students' level of participationand motivationtolearn. Thus, teaching is basically based on classroom interaction between the learners and the teacher, or between the learners themselves. Interaction makes the learner involved in learning, and this helps him herto achieve better.

Q05: If yes, could you specify some of its' characteristics

Some of the teachers' answers were as follows:

- ➢ It's a part of classroom interaction, since it is used to raise students' level of participation and motivation.

- ➢ It is characterized by providing adequate time during activities for students to think about the subjects, to receive teachers feedback.

- ➢ It provides the opportunity for learners to practice the language and benefit from the teacher/ peer feedback.

From the teachers' suggestions, it can be noticed that classroom interaction is regarded as a great way to engage and continue the teaching and learning processes. Besides to this, it promotes learners to reinforce their learning abilities and get benefitfrom their teachers' input.

Q06: How often do you apply it when you teach EFL learners?

Table05: Application of Classroom Interaction

Items	Number	Percentage
a. Always	10	66.7%
b. Sometimes	5	33.3%
c. Rarely	0	0%
d. Never	0	0%
Total	15	100%

As shown on the table, this question examines teachers' use of interaction with their students. The first choice which is answered by 10 teachers with the percentage of(66.7%), which means more than the half. So it illustrates that more than the half prefer to always include interaction in their lectures, whereas the second choice was answered by the resti.e. 5 teachers with the percentage of (33.3%).It is clear that in a EFL class is impossible to never or rarely use it in communicative language teaching. This question was designed to investigate whether the teachers know its importance and apply it.

Q 07: Justify your answer please

A part ofthe teachers' answers were in this manner:

➢ Teaching is basically based classroom interaction between the learners and the teacher, or between the learners themselves. Interaction makes the learner involved in learning, and this helps them to achieve better, it is an essential part of the teaching/learning process.

➢ I apply it using many ways. For instance, eliciting learner interpretation, negotiating since their skills will not develop without interaction.

➢ It is substantial to interact with the students in a communicative language teaching classroom.

The teachers' answers bring the light on the application of classroom interaction. They demonstrate that interaction between the teacher andthe learner encourage the learners to achieve a good language proficiency and improve the communicate language teaching.

Q 08: How often do you invite your students to interact with each other?

Table 06: frequency of teachers' invitation to students to interact

Items	Number	Percentage
Always	6	40%
Sometimes	9	60%
Never	0	0%
Total	15	100%

The results above show that 6 teachers out of 15, with the percentage of (40%), invite their students to interact with each other, while 9 teachers out of 15 donot invite their students to interact with each other. It can be noticed that teachers believe in applying some interaction techniques such as: cooperative learning is beneficial for students to improve their linguistics skills better then working alone or interact only with the teacher and this probably owing to the difference between the formal language used with the teacher and the fear of making mistakes and the simple language that they use with their classmates where they will not beafraid to use the language and making mistakes.

Q09: Do students enjoy this type of interaction (Learner-Learner interaction)?

Table07: Teachers' Opinions on Learner-Learner Interaction

Items	Number	Percentage
a. Yes	8	53.3%
b. No	0	0%
c. Somehow	7	46.7%
Total	15	100%

From the yielded results, it is seen that8 teachers out of 15with the percentage of (53.3%) said thatlearners enjoy "Learner-Learner interaction", while 7 teachers with the percentage of (46.7 %) answered by "Somehow" which means that they are not sure whether they like it or not. In fact they did not answer by " No" to whether they do not like to interact. It can be explained that "Learner-learner interaction" is the most preferable for both teachers and students. It can be said also thatthis type is beneficial for shy students who seem to beafraid of asking their teachers directly or communicate with them, by contrast they find it easy to ask their classmates and exchange their points of view.

Q10: Please justify your answer

The teachers' responses were as demonstrated:

➢ Some students are extroverts and others are introverts. This indicates that their reaction to classroom interaction is different. This is the reason why, the teacher faces difficulties dealing with all types of learners.

➢ They feel at ease when discussing ideas of mutual interaction and especially when they feel that their level is approximately the same.

➢ They prefer learner-learner interaction than learner- teacher interaction because they tend to understand and help each otherthey feel less anxious.

From the teachers' responses, we illustrate that most of teachers face difficulties to deal with some kinds of students especially with the introverts students. For instance, they may prefer to keep their viewsfor themselves and do not sharethem with their classmates. In addition to this most of students prefer to interact with their peers in order to feel comfortable and express themselves easily.

Q11: What do you do to make silent students interact in the classroom?

Table 08: Teachers' Techniques to Make Silent Students Interact

Items	Number	Percentage
a. Design groups and pairs	9	60%
b. Choose interesting topics	4	26.7%
c. Add additional marks	2	13.3%
d. Use other means (please justify)	0	0%
Total	15	100%

The aforementioned data shows that 9teachers, representing the percentage of (60%), choose and design group and pair work, while 4 teachers with the percentage of (26.7%) estimates that teachers prefer to use interesting topics to motivate their EFL learners, while the third choice was answered by only 2 teacherswith the percentage of (13.3%) prefer to givetheir learners additional marks to improve their level and as a reaction to it learners will do their best efforts to satisfy their teachers. Thus, starting from the teachers' justifications all the types are use full, but when to use it is related to the situation of the learner and the environment in general.

Q12: Please justify

Some of the teachers' justifications were as follow:

➢ Designing group and pair work takes time and make the classroom unorganized.

➢ As it is known students always be motivated when it came to additional marks so it is an effective tool to motivate them to interact.

From the teachers' justifications, it can be seen that the majority of teachers prefer to divide their students either in groups or in pair work. Indeedby doing this, they create a healthyenvironment andas a result it encourages students to work collaboratively and to learn effectively from each other. Also, working in groups or in pairs promotes students to share different perspectives, interests and skills.

Section three: Perception of Classroom Interaction

Q13: According to your experience in teaching, which type of interaction you think is more effective in the learning and teachingprocesses?

Table 09: Students' Preferable Type of Interaction

Items	Number	Percentage
a. Teacher- student interaction	7	46.7%
b. student -student interaction	8	53.3%
Total	15	100%

The table above shows that 7 teachersrepresenting (46.7%) have thought that teacher-student interactionis more effective in the learning and teachingprocesses, while 8 teachers with the percentage of (53.3%), which is the highest percentage,have thought that student -student interaction is more effective in the learning and teachingprocesses. It can also be said that teachers who choose teacher-student interaction, see that student-student interaction is important, but teacher- student is more effective, since students learn better from their teachers. teachers who choose student -student interaction exhibit that students can learn better with their classmates whereby they exchange their ideas and feel comfortable

unlikeinteracting with their teachers they cannot express themselves because of fear or shyness.

Q14: please justify

A certain teachers answers were as follows:

➢ Student-student interaction is important, but teacher-student is more effective, because students can befit more from the teacher.

➢ Teacher-student interaction is the key to a quality classroom since the teacher can control and correct the learners' errors and improve the learners' linguistic abilities and its more effective than the student- student interaction since the learners keep repeating their mistakes.

➢ The student -student interaction is more important because it helps the student to feel safe and feel with satisfactionand also help student develop problem-solving skill and critical thinking.

➢ The student -student interaction help the learners to be always engaged with the lesson and comment on other classmates' responses.

More than the half of the teachers indicates that student-student interaction is more effective in the learning and teachingprocesses since learners are given the opportunity to discuss different topics and to learn how to work cooperativelyand collaboratively either in pairs or in groups, and in the same time theyuse multiple moods of interaction For instance: discussions, making presentations, and doing different role plays this is what makes them build high self esteem develop communication skills, leadership and conflict resolutionthrough sharing their experiences an accepting them. While the rest of teachers who indicates that teacher-student interaction is the more effective they confirms that interaction between the teachers and learners occur only when the teacher asks his/her learner or when the learners asks their teachers for more clarifications since teachers has more experience and

could supports students with extra information and this creates a positive relationship between them and motivate learners to interact more and ask for clarifications and advices whenever he/she needs.

Q15: How do you react when some of your learners fail to understand what you have explained due to learner's individual differences? Would you prefer to:

Table10 : Teachers' Reaction Towards Students Misunderstanding of TheirExplanation

Items	Number	Percentage
a. Re -explain to eachone of them individually	6	40%
b. Gather them in groups then re –explain	9	60%
Total	15	100%

The results above illustrate that 6 teachers with the percentage of (40%) choose the first option which is "Re -explain to each one of them individually" when their students fail to understand what they have explained. It can be noticed that they prefer to re -explain to each one of them individually in order to explore their students' abilities and skills. In addition to this, they want to develop these skills. 9 teachers representing (60%) have chosen the second option which is "Gather them in groups then re –explain" they prefer to gather them in groups to encourage active learning, develop the critical thinking skills, and gather them in groups in order tosave time.

Q14: Please justify why

These are some of the teachers' responses:

➢ To save time during the lesson it is better using the groups choice.

➢ Sometimes re explain serves and would be helpful, otherwise their friends would help when working together in groups.

➤ It is a waste of time and energy consuming and definitely more effective because the learners would accept, more group criticism and correction more than re-explaining to them individually.

➤ Designing groups takes timeespecially in the COVID-19 period and creates noise in the classroom so it is better to use the face to face to make it easy and organized.

Teachers answers reveals that approximately all of them prefer explaining and clarifying things to their learners in groups because it is just a waste of the precious time to explain to each of them individually what can makea massive noise in the classroom andin the same vain it is a loss of teachers energy since there is a huge number of students in EFL classes. In the other hand there are some teachers who prefer to re-explain to their studentsindividually to confirm that their message was well grasped.

Q15: During your teaching experience, which of the following suggestions you think it could affect thelearner's perception of your lessons?

Table 11: Factors Affecting Learners' Perceptions of Lessons

Items	Number	Percentage
a. Attention	5	33.3%
b. Set(the situation)	3	20%
c. Value and individual needs	5	33.3%
d. Interest and individual needs	1	6.7%
e. Experience and background knowledge	1	6.7%
Total	15	100%

The table showsthatthe" attention" and" value and individual needs" have the same descriptionsince they has been answered by 5 teachers with the percentage of(33.3%) who declared that these are the factors that could affect thelearners' perception of theirlessons. the second option comes in the second position and it has been answered by 4 teachers representing(26.7%) of the teachersfolloweddirectly by the fourth option in the table.Students' speaking difficulties are mainly related to the students' inability to speak despite their knowledge of what to say and how to say it. The rest of responds (25%) acknowledged that students know what to say, but they do not know how.

Q16: Justify

These are a part of the teachers answers:

➢ The main reasons that can affect learners' perception can be "attention", "interests and needs" if the learner was interested on the subject he/she will pay full attention to understand the teachers' explanation.

➢ If learners are motivated and interested in learning in class, they would pay "attention" and understand better.

➢ The learners depend in most of the cases on the situation that they are involved in and directly back to their "experiences and background knowledge".

Most teachers justificationsshows that it is clear that learners are affected in their perception of tasks in the first place by their attention and their Value and individual needs since every learner has his/her special perception in this case if learners are interested and in need of what the teacher is explainingand thinks that it has a value he/she will pay their full attention.But if learner thinks that what is saying is not important and has no value and they do not need it they will not care about it at all. The next thing which could affect the learner's perception is the situation in which the learners are studying maybe they are ill, have some familial problems or it could be the atmosphere around them which affects it. The next factor

which can affect it is the learners background knowledge and experience. So if the learners have a good experience and has an excellent background about the subject they will perform better but if they has a bad experience and background knowledge the results will not be satisfying.

Section four: Teachers and Learners'Perceptions of Classroom Interaction

Q17: Based on your experience in teaching, which of the following types has the greater impact on the learners' perception in the classroom?

Table 12: Preferable Type of Perception

Items	Number	Percentage
a. Personalperception (from their personal knowledge).	6	40%
b. Social perception (fromtheir social relation)	7	46.7%
c. Perception of situation(learner's experience or behavior at a given time, and place)	2	13.3%
Total	15	100%

This question investigates teachers' attitudes (based on their experience) towards types of perception that makes the greater impact on the learners' perception in the classroom. the second option in the table has been chosen by almost half of the teachers (46.7%). Those teachers estimate that social perception has the greatest impact on the learners. After this comes the personal perception, which is answered by 6 students out of 15 ones with the percentage of (40%), then it is followed by the third choice which is the perception of situation which is answered by only two teachers representing (13.3%).

Q18: According to your previous involvement in the teaching process could the atmosphere around the Learners really affect their level of learning?

Table 13: Effectiveness of Atmosphere on Learning Process

Items	Number	Percentage
a. Yes	15	100%
b. No	0	0%
Total	15	100%

The table above shows that 15 teachers out of 15 with the percentage of (100%) agree that the atmosphere around the learners could really affect their level of learning. Furthermore, it can be deduced that, the good classroom encourages students to interact with each other, andit also enhances the students' ability to control their thoughts and attention. But when the atmosphere becomes healthy, the learners directly become motivated and engagement in learning, so this helps them to develop their level.

Q19: Please justify why

Some of the teachers answers were as follows:

➤ If the atmosphere is healthy and motivating, learners will develop positive attitudes towardslearning.

➤ The surrounding atmosphere increases their motivation and engagement in learning and so their engagement.

➤ The atmosphere takes an important role on the improvement of the learners' abilities, but not a major role since the learners develop his/her abilitiesthrough practicing.

All teachers answers and justifications confirms the big importance and the valueof the classroom environment in teaching and learning to ensure effectiveness ofteaching and learning is due toits role in making a good generation of learners. It is also important because it develops the learners' abilities as it can motivate them to keep going of what they are dreaming of as it can destroy what they are preparing for.

Q20: As a teacher. do you think that interaction between the learners and the teachers is important in EFL classes?

Table 14 : Importance of Interaction between Teacher and learner

Items	Number	Percentage
Yes	15	100%
No	0	0%
Total	15	100%

The results indicate that all teachers who are 15 teachers representing (100%) agree and answered by "Yes "on the idea of interaction between the learners and the teachers is important in EFL classes, whereas there is no teacher answered by" No" which means that interaction between the learners and the teachers is veryimportant in EFL classes.

Q21: As a teacher, do you believe that classroom interaction enhances the relationship between the teacher and his learners?

Table 15 : Teachers' Beliefs about the Role of Interaction in Enhancingthe Relationship between the Teacher and his Learners

Items	Number	Percentage
a. Yes	15	100%
b. No	0	0%
Total	15	100%

The above results expose that all 15 teachers representing (100 %) believe that classroom interaction enhance the relationship between the teacher and his learners, since it breaks the ice between the teacher and the learner, and creates a healthy educational learning atmosphere. Adding to this, it builds a solid relationship between them.

3. Students' Questionnaire

For the sake of deducing students' perceptions of classroom interaction in EFL classes. The questionnaire, which is considered as the most effective research instrument of collecting a big amount of data ina short time, is used. This questionnaire is divided into four sections: the first part is devoted to student's personal information and it is composed of 3 questions (gender, whether studying English was their choice and their level). The second section whichis about classroom interaction is the part that contains the majority of the questions in thisquestionnaire; the questions in these sections aim to determine whether EFL students like toparticipate and interact with their classmates and whether they prefer working individually or in groups. The third section is devoted to ask questions that

illustrateperception of interaction and accompanied which some questions to understand whether they are really aware of the importance of perception in an interactional environment and also to understand whether they grasp the input given by their teachers in their classroom and what they do in order to grasp it. The last section set a part for teachers and students' perceptions of classroom interaction that illustrate the value of classroom interaction. Additionally, it shows that teachers and students are aware about the importance of it.

3.1. Description of students' questionnaire

The students' questionnaire composed of 18 questions which are subdivided into four sections. The first section set an apart for students personal information. The second one is devoted to classroom interaction. Thethird section spoke about perception of interaction, while the fourth section set up forteachers and students' perception ofclassroom interaction. Each section involves a number mixed question, starts with close endedquestions, (Yes/No questions), and multiple choice questions.

3. 2. Analysis of Students' Questionnaire

Section one: Students' Personal Information

Q01: Was studying English at the university your personal choice?

Table16: Learners' Personal Choice

Option	Number	Percentage
a. Yes	73	91.3%
b. No	7	8.8%
Total	80	100%

The aforementioned results in the table show that the majority of students which are 73 with a large percentage which is (91.3%) want to study English at the University andit was their personal choice without the interference of their parents, family members and friends. However, according to the results above, thereis a small number of students who are only 7 students with a small percentage which is (8.8%). Those were exposed to compelling circumstances that forced them to study this specialty;by numbering some of them they can be at the first place their parents who interfere and oblige them to study a certain specialty ornear the house. it can be alsodue to their marks in the baccalaureateexam.

Q02: How do you consider your level in English?

Table 17: Learner's Level

Options	Number	Percentage
Good	36	45%
Average	43	53.8%
Low	1	1.2%
Total	80	100%

The above results illustrate that the great majority of learners with the percentage of (53.8%) consider their proficiency level to be average. While, students who evaluate their levels as good students are 36 students with the percentage of (45%). Whereas, the final percentage which represents only one student who estimates his or her level as low.

Section Two: Classroom Interaction

Q03: How often do you participate in the classroom?

Table 18: Learner's Participation

Options	Number	Percentage
a. Always	13	16.3%
b. Sometimes	47	58.8%
c. Never	3	3.7%
d. Rarely	17	21.3%
Total	80	100%

This question seeks to demonstrate how often the students interact with their classmates and teachers in the classroom in each session. Thus, depending on the exposed data in the table it can be noticed that 47 students with the percentage of (58.8%), which means more than the half, prefer toparticipate sometimes in the classroom. After this comes the results of the learners who prefer to participate rarely and this depends on the personality and the level of the learner. The first one is the one who would rather choose to keep his or her information to himself or herself better than sharing it with classmates; this kind of students does not care about the other friends' ideas. The second one is the shy student who could not share an opinion or an idea with the teachers and even with his or her classmates owing tothe fear of being criticized or may be the answer given is wrong.

Q04: When your teacher pushes you to participate, how do you feel?

Table 19: Learner's Reaction Towards Participation

Option	Number	Percentage
a. Satisfied	45	56.3%
b. Unsatisfied	35	43.8%
Total	80	100%

From the results in the table above, we can notice that the highest number of students with the percentage (56.3%) are satisfied when they participate in the classroom, unlike the rest of them which are 35 students with the percentage of (43.8%) who seem unsatisfied when theyparticipate. We can illustrate that students who prefer to participate in the classroom are considered as active learners and they are more likely to acquire a good learning by which they will improve a higher critical thinking skill. By contrast, students who do not prefer participation, probably want to keep quiet and listen to their classmates' opinions and ideas, or it could be due to their shyness.

Q05: Do you often interact with your classmates?

Table 20: Learner's Tendency Towards Interaction in Classroom

Options	Number	Percentage
a. Yes	54	67.5%
b. No	26	32.5%
Total	80	100%

This table demonstrates that the majority of students (67.5%) answer by "Yes".They like to interact with their teachers and classmates in the classroom. However, 26 students with the percentage of (32.5%), who answer by "No", do not like to interact in the classroom. This means that students who interact with their mates have the opportunity to practice the language and they are expected to be more self- confident.

Q06: Do you prefer working?

Table 21: Students' Preference

Options	Number	Percentage
a. Individually	34	42.5%
b. In pair	28	35%
c. In groups	18	22.5%
Total	80	100%

The table above reveals that 34 students out of 80 students with the percentage of (42.5%) of students prefer working individually, while 28 students with the percentage of (35%) of them prefer working in pairs. The rest of students with the percentage of (22.5%) prefer working in groups. This question is designed to know the in which way the students learn and acquire their knowledge. First, it can be assumed students who prefer working individually depend on their efforts and ideas. Second, students who prefer working in pairs have chance to exchange ideas. Third, students who prefer working in groups, i.e. cooperative learning can enhance communication skills

Q07: Whom do you like to interact with more?

Table 22: Students' Preferences of Interaction

Options	Number	Percentage
a. Your teacher	43	53.8%
b. Your classmates	37	46.3%
Total	80	100%

This table exhibits that 43 of the students with the percentage of (53.8%) have chosen to interact with their teachers, while 37 of the students with the percentage of (46.5 %) have chosen to interact with their classmates. We can explain that teacher-students interaction is regarded as an effective way to gain a lot of information and understand the materials since the teacher is seen as a source of information. Moreover, students-student interaction motivates the students to perform better in the classroom by expressing their thoughts, to challenge other's thinking and to explain and defends their opinions by giving strong evidence.

Q08: Which of the following activities you prefer to be engaged in?

Table 23: Students' Preferences in Engagement

Options	Number	Percentage
a. Information-gap games	20	25%
b. Discussions	48	60%
c. Simulation and role plays	12	15%
Total	80	100%

From the results in the table above, we can saythat20 ofthestudents with the percentage of (25%) prefer to engage in" informational-gap game " activities since they like to solve activities directly without interactingwith their classmates, whereas48 of the students with the percentage of (60%) prefer to join in" discussion activities "in order to exchangeopinions with each other. 12 students with the percentage of (15%) prefer to takea part in "simulation and role plays " activities and this kind of students like to learn more when they reincarnate. Indeed, it is noticed that "informational-gap game" activities increase the students' concentration of their lessons. Moreover, it is anticipated that discussions develop student's thinking and interpersonal skills. Besides, it shows that simulation and role play helps the students to practice new vocabulary and increase their fluency.

Q09: Does your oral expression teacher raise your awareness towards the importance of classroom interaction?

Table 24: Learners' Awareness towards Interaction Importance of Classroom

Options	Number	Percentage
a. Yes	67	83.8%
b. No	13	16.2%
Total	80	100%

From the results in the table above, we can see that the majority of (83.8%) claim that they areaware of the importance of classroom interaction and this means that the more the teacher showsthe importance of classroominteraction to his students the more they benefit from it, and improve their level of foreign language. For those who choose the second option which is" No" with the percentage of (16.2%), it seems that these students do not receive any information from their teachers that supports the importance of interaction.

Q10: .do you think that asking / answering questions in the classroom is an effective activitythat supportsinteraction?

Table 25: Effectiveness of Asking and Answering Activity in supporting Interaction

Options	Number	Percentage
a. Yes	70	87.5%
b. No	10	12.5%
Total	80	100%

The table shows that (87.5%) of students indicate that asking and answering questions supports interaction in the classroom, while 10 students with a small percentage which is (12.5%) point out that asking and answering questions do not support interaction in the classroom. From the results above, we notice that asking and answering questions can improve listening and speaking skills. Besides, it encourages students to take part in a given conversation.

Section three: Perception of Interaction

Q11: Do you really think that the concept of interaction is an essential part of language learning?

Table 26: Importance of the Concept of Interaction

Options	Number	Percentage
a. Yes	76	95%
b. No	4	5%
Total	80	100%

The interaction process is of great importance. For this reason, this question was given to studentsin order to estimate whether the EFL students really recognize the role of interaction in the classroom and how it can work to change their level in the language skills. It is to know whether students are doing their efforts to arrive at the wanted goals. the above results show that 76 students with the percentage of (95%) know that they have to interact in order to improve their linguistic abilities. However, only 4 students with the percentage of (5%)preferredthe second option by saying "No".According to them,it is not crucial tointeract in the classroom and it is simply because their teacher does not draw their attention to the importance of practicing their language or it can be due totheirshyness from giving their

opinion as it can be also because of the teachers' feedback that can be negative and destroy their self-confidence, and that is what makes themalways scared of defending a point of view and be embarrassed of interacting with others.

Q12: How do you evaluate your interaction with tasks given by your teachers in the classroom?

Table 27: Learners' Evaluation of Perception of Tasks

Option	Number	Percentage
a. High	15	18.8%
b. Average	62	77.5%
c. Low	3	3.7%
Total	80	100%

The aim behind asking the learners this question is to see their abilities of understanding the questions and the activities given to them by the foreign language teachers. It is also to estimate whether the teachers have to change their ways of delivering their input and styles of presenting their tasks or the problem is with the learners who are un capable of grasping their questions. The data reveals that 66 students with the percentage of (77.5 %) show that most of the students do not depend only on the teachers' tasks, they have other tools that help them in understanding their lessons. 15 Students with the percentage of (18.8%) consider their interpretation of tasks "high" this means that they respond effectively to the teacher's tasks and activities which means that tasks and activities are important in every learning process. The rest of students (3.7%) consider their interpretation of

tasks"Low" this because they depend onthe teacher explanation and their efforts to grasp the information.

Q13: which of your perception senses helps you recognize the message given by your teacher in the classroom?

Table 28: Best Sense that helps the students in their recognition

Options	Number	Percentage
a. Vision	38	47.5
b. Hearing	42	52.5%
Total	80	100%

Based on the results mentioned abovewe notice that (52.5%) of the respondents use the sense of hearing to perceive things which is considered a natural aspect of human beings. however, there are students who grasp the input around them based on their vision of the subjects around them. In fact, the results are close to each other since those who said that they like to see things in order to learn represent the percentage of (47.5%).

Q14: Which background you rely on in order to grasp yourteachers'input, whichhelpsyou findthe right answers?

Table29 : Criteria for Understanding Teachers' Input

Options	Number	Percentage
a. Your past experience	17	21.3%
b. Your knowledge	54	67.5%
c. social interaction	9	11.3%
Total	80	100%

The results above can indicate that the learners depend ontheir learning on three different things which vary from one to another a great number of learners who have chosen it (67.5%) are the learners who prefer to depend on their learningand on their background knowledge that they carry from their life experiences. Moving to the next choice, it is answered by 17 student with a percentage of (21.3%). It is from the learners who assume that they use their past experiences in their learning. Ultimately, the third choice is answered by a very little number of (11.3%). These are learners who rely on their learning when they interact with the others.

Q15: which type of perception you think is the most suitable to adopt in the classroom?

Table 30: Best Type to be Adopted

Options	Number	Percentage
a. Personal perception	30	37.5%
b. Social perception	33	41.3%
c. Perception of situation	17	21.3%
Total	80	100%

The table above shows that (37.5%) students have chosen personal perception type which indicates that this kind of students depend on their understandings of the world. (41.3%)of students have chosen social perception typewhich illustrates that they learn from people's experiences around them, whereas (21.3%) of students have chosen perception of situation which concludes that they learn from their behaviors and experiences.This lead us to notice that students learn from different aspects of life.

Q16: Do you think that interaction between the teachers and the learners in the classroom is important?

Table31: Importance of Interaction Between Teacher and Learner in Classroom.

Options	Number	Percentage
a. Essential	77	96.3%
b. Non essential	3	3.7%
Total	80	100%

As we see in the table above, the majority of students (96.3%) assert that the interaction between the teacher and the learner in the classroom is essential, while (3.7%) of

them claim that it not essential. students who indicate that interaction is important will enhance their skills and become good communicators.

Q17: Do you think that the classroom environment helps developing learners'perception about interaction?

Table 32: Role of Classroom Environment in Developing Learners'

PerceptionAbilities

Options	Number	Percentage
a. Yes	77	96.3%
b. No	3	3.7%
Total	80	100%

Based on the results mentioned above, it is noticed that(96.3%)of students said yes which shows that the learners know the value of the classroom environment and how it improves perception abilities, while (3.7%) answered "No" which indicates that the majority of the learners are unaware of the great importance of the classroom environment.

Q18: In your opinion, canteachers and students' perception of classroom interaction be considered as a motivational factor?

Table33: Possibilityof Teachers andStudents'Perception of ClassroomInteractiontobe Considered as a Motivational Factor

Options	Number	¨Percentage
a. Yes	76	95%
b. No	4	5%
Total	80	100%

Taking the results exposed above into consideration, it can be said that 76 students with the percentage of (95%) are learners who said "yes". They think that teachers and students' perception of classroom interaction canbe considered as a motivational factor, whereas the very little number of students which are 4 students with a percentage of (5%) think that teachers and students' perception of classroom interaction cannotbe considered as a motivational factor.

4. Discussion of Findings

After inducingthe students' responses of the questionnaires, there comes their interpretations. Based on the results depicted from the questionnaires, it is deduced that there are females more than males, since the population as a whole contains a small number of males. And the satisfying results of the second question reveals that the majority of students are studying the first choiceand branch they wanted and while the minority were forced to study this branch.Concerning their level more than half evaluate their level as average while the rest consider themselves to have a very good or low level. In the second section, itis to confirmlearners' desire to practice and interact with other classmates inside the classroom to

develop their linguistic skills it alsomotivate them and creates a sense of satisfaction and alsomore than the half of studentsprefer to participate "sometimes" while the rest prefer to participate, "rarely", "always" and "never". Despite the fact that, findings exhibits that most of the Students are satisfiedwhen they work individuallyto evaluate their linguistic capacities. However, only the minority prefer working in groups andin pairs. As a result, this may cause low self confidence or a fear of making mistakes also it is clear that the majority of learners like to interact more with their teachers because they have knowledge more than their classmates and like to solve activities that include discussions more than information-gap games and simulation and role plays. In the third section, it was apparent that students know the value of perception especially with the help of their senses where they prefer using hearing and their personal knowledge in their understandingmore than the other kinds. In the last section of the students' questionnaire, the main focus was shedding light on classroom interaction and perception in EFL classes where participants are supposed to confirm importance of classroom interaction and the environment is thefactor that effects their perception and finely if the perception ofteachers and students can be a motivational factor andthe majorityof participants confirmed by Yes to all of these questions.

Based on the data collected and analyzed from the teacher'squestionnaire, somefacts were displayed concerning the teachers attitudes towards teachers' and students' perceptions of classroom interaction and its role as a motivational factor in EFL classes. The teachers were asked about some profile information where the majority of them re femalesand gotthe PHD degree. So, they have a good teaching experience. The second section which through light on the teachers techniques used to improve learners abilities starting by their talking time in the classroom and that the majority estimate their speaking time as much talkers to ameliorate learners interaction abilities and help them avoid shines and hesitation the next results obtained are considered to be satisfying results since they confirm that teachers are

doing their job as EFL teachers and they are aware of the importanceof classroom interaction by applyingand inviting their learners to interact, almost all teachers respond by "Always "and "Sometimes" and they prefer to using the "learner-learner interaction" because they can share their ideas without the fear of being punished or having a negative feedback from their teachers and it is a good tool to engage theirshy learners in the mood of interaction. Then the third section was founded toillustrate the process of perception in the EFL classes and the collected answers shows that the teachers used different strategies to make them understand their input clearly, and the results confirms this since the majority ofthem prefer to gathering learners in groups and re-explain to them in order to save time and avoid noise. The fourth section reveals that the majority of teachers know the importance of classroom interaction that is why they focus ontheir relationship with each other and the atmosphere around them and the results affirms that, since all teachers answers by "Yes" representing (100%) to questions thatconfirms this.

5. Recommendations and Suggestions

The main purpose behind this work was to investigate teachers and students' perceptions about classroom interaction and how it effects their motivation in learning and what are the strategies implemented from the part of the teacher to achieve the wanted goals and what instructions the learners should follow to comprehend their teachers clearly.

Learners should:

❖ Be aware of the importance of their interaction inside the classroom and how it is an effective learning method to develop their linguistic skills;

❖ Interact with their teachers and learners extensively;

❖ Develop their skills (listening and speaking) while interacting.

Teachers should:

❖ Take into consideration individual differences and individual needs;

❖ Always mention to the learners the value of interaction in learning a second language;

❖ Provide them with positive feedback

❖ Motivate them to always practice communication with others to enhance their abilities of interaction, to mix between the kinds of interaction activities in the classroom (grope work, pair work, individual work);

❖ Motivate and encourage them to face their fears of sharing ideas and opinions.

6 Limitations of the study

❖ The most important limitations faced in this study is the collection of teachers' answers since we gathered only 15 questions which are regarded not enough for our research. Indeed, despite the fact that all the teachers who were handed the questionnaires accepted to answer it generously most of them did not put their whole efforts to justify their answers only a small number of them put a convincing justification for their answers. The other limitation encountered in this study is in the learners' questionnaire since they did not answer it honestly only some learners it is felt like they give their answers after a great reading to the questionnaire.

Conclusion

To sum up, this chapter contains the teachers and students' questionnaires. After gathering the teachers and students answers and based on the results of teachers' and learners' questionnaires, it can be concluded that teachers and students are aware of the role of classroom interaction and its importance in enhancing the students' linguistics skills. It can be also said that most of teachers and students have positive perceptions about using

classroom interaction as an educational strategy. As a result, this will motivate them to improve their confidence to speak up and learn new vocabulary through their communication with the application ofteachers-student interaction or students- student interaction.

General Conclusion

This current study was done to explore whether EFL teachers and learners have a positive perception about the use of classroom interaction. Hence, teachers and students' perceptions about the use of classroom interaction is a debatable topic for EFL teachers and students. Despite the fact that the use of classroom interaction is of a main importance, it is difficult for EFL students to enhance their linguistic skills. After so many years of investigation, researchers find that classroom interaction is a good way to overcome the learners' problems. Indeed, implementing classroom interaction has a crucial role in improving the students listening and speaking skills and facilitating their learning. It helps the learners to be good communicators in the field of teaching and learning processes.

The outcomes show that more interest should be given to classroom interaction strategy use and instruction. This study brings the light to raise the awareness of teachers and students about the importance ofteachers and students' perceptions of classroom interaction. Also, it is very important to shed light on classroom interaction as an effective strategy in the teaching and learning processes because of its value and significance in the pedagogical environment especially in the EFL setting. Students as a result of that will be motivated to be as an influenced speakers by improving self-confidence through their communication with teachers and peers in the classroom. In addition to that, teachers should diversify tasks that are used to help the students enhance their learning abilities. To conclude with, teachers and students have positive perceptions about using classroom interaction as a motivational factor to improve the students' speaking and listening skills.

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Appendix (1)

Teacher's questionnaire

Dear teachers,

This questionnaire is devised to collect information about teachers and students' perceptionsof classroom interaction as a motivational factor in EFL classes. We would be very grateful if you could answer these questions to help us in our research for the Master's degree inDidactics of foreign languages. Please, use a cross (×) to indicate your chosen answer and specify your option when needed. I thank you in advance for your collaboration.

Section One: Background Information

    1. Degree (s) held:

    a. MA (Master/ Magister)   ☐

    b. PHD (Doctorate)   ☐

    2. How many years have you been teaching?

    a. 1 to 5 years   ☐

    b. 6 to 10 years   ☐

    c. 11 to 15 years   ☐

    d. 16 to 20 years   ☐

Section Two: Classroom Interaction

    3. In the classroom, how doyouestimate your talking time?

    d. much   ☐

e. Average ☐

f. Little ☐

4. Do you know about the importance of classroom interaction ?

a. Yes ☐

b. No ☐

5.Please justify your answer

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

6. Howoftendo you apply it when you teach EFL learners?

a. Always ☐

b. sometimes ☐

c. Rarely ☐

d. Never ☐

7.Justify your answer please

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

8. How often do you invite your students to interact with each other?

a. Always ☐

b. Sometimes ☐

c. Never ☐

9. Do students enjoy this type of interaction (Learner-Learner interaction)?

a. Yes ☐

b. No ☐

c. Somehow ☐

10. Please, explain

……
……
……
……

11. What do you do to make silent students interact in the classroom?

    e.   Design groups and pairs   ☐

    f.   Choose interesting topics   ☐

    g.   Add additional marks   ☐

    h.   Use other means   ☐

12. please justify

……
……
………………………………………………………………………………………………

13. According to your experience in teaching, which type of interaction you think is more effective in the learning and teachingprocesses?

    a.   Teacher- student interaction

    b.   student ☐   -student interaction   ☐

14. please justify

……
……
……

Section Three : perception of classroom interaction

15. How do you react when some of your learnersfail to understand what you have explained

due to learner's individual differences? Would you prefer to:

    a.   Re -explain to eachone of them individually   ☐

    b.   Gather them in groups then re -explain   ☐

16. Please justify why

………
………
………
…………………………………………………

17. During your teaching experience, which of the following suggestions you think it could

affect The learners perception of your lessons?

    f.   Attention ☐

    g.   Set(the situation) ☐

    h.   Value and individual needs ☐

    i.   Interest and individual needs ☐

    j.   Experience and background knowledge ☐

18. Justify

………
………
………
………

19. Based on your experience in teaching, which of the following types has the greater impact

on the Learners' perception in the classroom :

    a.   Personal perception (from their personal knowledge). ☐

    b.   Social perception (from their social relation). ☐

    c.   Perception of situation (learner's experience or behavior at a given time, and place). ☐

Section Four: perception of classroom interaction

20. According to your previous involvement in the teaching process, could the atmosphere

around the Learners really affect their level of learning ?

    a. Yes ☐   b. No ☐

21 Please justify why

………
………
………
……………………………………………………………………………………………………..

22. As a teacher. do you think that interaction between the learners and the teachers is important in EFL classes ?

    a.   Yes   ☐   b. No   ☐

23. As a teacher, do you believe that classroom interaction enhance the relationship between the teacher and his learners ?

    a.   Yes   ☐ . No   ☐

Appendix (2)

The Students' Questionnaire

Dear students

This questionnaire is designed as a tool for gathering information aboutour research

work for master degree which about" teachers and students' perception of classroom

interaction as a motivational factor in EFL classes ". you are kindly asked to answer this

questions honestly andtick (X) the choice that represents your answer and give full answer(s)

where necessary.

SectionOne: Students' Personal Information

1. Was studying English at university your personal choice?

a. Yes

b. No

2.What is your level in English?

   a. Good   b.Average   c.low

Section Two: Classroom Interaction

 3. How often do you participate in the classroom:

a) Always

b) Sometimes

c) Rarely

d) Never

 4. When your teacher pushes you to participate, how do you feel?

Satisfied   Unsatisfied

5.Do you often interact with your classmates?

Yes ☐   No ☐

6. Do you prefer working:

a. individually   ☐

b. in pairs   ☐

c. in groups   ☐

7.whomdo you like to interact with more:

a. Your teacher   ☐

b. your class mates   ☐

8. Which of the following activities you prefer to be engaged in?

a. Information-gap games   ☐

b. Discussion   ☐

c. Simulations and role plays   ☐

9. Does your oral expression teacher raise your awareness towards the importance of classroom interaction?

a. Yes   ☐

b. No   ☐

10.do you think that asking / answering questions in the classroom is an effective activitythatsupports interaction ?

a. yes ☐   b. No ☐

Section Three: perception of Interaction

11. Do you really think that the concept of interaction isan essential part of language learning:

   a.   Yes   ☐   b. No   ☐

12. How do you evaluate your perception of tasks given by yourteachers in the classroom ?

   a.   high   ☐

   b.   average   ☐

   c.   low   ☐

13. which ofyourperception senses helps you recognize the message given by your teacher in the classroom ?

Vision   ☐

Hearing   ☐

14. how could your understanding to the teachers inputworkstohelpyou to findthe right answer to the teacher's Questionsgiven to you:

 a. Past experience   ☐

b. Your knowledge   ☐

c. Social interaction   ☐

15. which type of perception you think is the most suitable to adopt in the classroom :

    d. Personalperception (from your personal knowledge)   ☐

    e. Social perception (fromyour social relation)   ☐

    f. Perception of situation(person's experience or behavior at a given time, and give a ☐
       place)

16. which of the following factors you think that it effects your perception of interactionin the classroom :

    a. Attention   ☐

    b. Set(the situation)   ☐

    c. Value and individual needs   ☐

    d. Interest and individual needs   ☐

    e. Experience and background knowledge   ☐

Sectionfour: perception of classroom interaction

17. Do you think that interaction between the teachers and the learners in the classroom :

    a. Essential   ☐

    b. Nonessential   ☐

18. Do you think that the classroom environment helps developing learners'perception about interaction?

    a. Ye   ☐   b. No   ☐

19. In your opinion, can teachers and students' perception of classroom interactionbe considered as a motivational factor ?

a. Yes ☐   b. No ☐

الملخص

يعتبر التفاعل في القسم وسيلة فعالة لإتقان الطلبة اللغة وذلك من خلال التبادل المشترك الذي يحدث بين الطلبة واساتذتهم خاصة في اقسام اللغة الانجليزية. حيث يرى الباحثون ان التفاعل في القسم الدراسي مفيد في التعليم.وقد تم وضع هذا البحث لاكتشاف مدى إدراك المعلمين والطلبة لأهمية التفاعل وذلك لاعتباره عامل تحفيزي بالإضافة الى معرفة انواع التفاعل في اقسام اللغة الانجليزية كونها لغة أجنبية.يطرح هذا البحث ثلاثة أسئلة:

1.ما انواع الاساليب التي يميل المعلمون غالبا الى استخدامه

2.هل لدى المعلمين والمتعلمين تصورات ايجابية حول تنفيذ التفاعل في القسم

3.هل التفاعل يساعد المتعلمين على اكتساب المعرفة

تنص الفرضية على ان استخدام التفاعل داخل القسم بشكل مناسب سيعمل على تعزيز مهارات التواصل والتفكير النقدي لدى الطلبة.فكلما كانت نظرة المدرسين والطلبة ايجابية زاد احتمال تطوير معرفتهم و علاقاتهم. من اجل جمع البيانات الازمة للدراسة الحالية والتحقق من صحة الفرضيات وجه استبيانان لكل من الطلبة واساتذتهم. الاستبيان الاول موجه الى 80 طالب بقسم اللغة الانجليزية في المركز الجامعي عبد الحفيظ بوالصوف والثاني موجه إلى15 أستاذ من نفس الجامعة. وقد بينت النتائج المتحصل عليها ان المعلمين والطلبة لديهم تصورات ايجابية حول تنفيذ التفاعل داخل القسم الدراسي حيث انتهت هذه الدراسة ببعض الاقتراحات والتوجيهات التي قد يقوم بها مدرسو اللغة الانجليزية لتشجيع التفاعل داخل القسم.

الكلمات الأساسية: طلاب اللغة الإنجليزية كلغة أجنبية ، مدرسو اللغة الإنجليزية كلغة أجنبية ، التفاعل في الفصل، الإدراك الإيجابي ، التفاعل في الفصل كعامل تحفيزي.

Résumé

L'interaction en classe est considérée comme un moyen efficace d'améliorer les compétences linguistiques des élèves grâce à l'échange commun qui se produit entre les élèves ou avec leurs enseignants, en particulier dans les cours d'EFL. Les chercheurs affirment que l'interaction en classe est bénéfique dans chaque processus d'apprentissage. Cette thèse vise à explorer l'importance de l'interaction en classe en tant que facteur de motivation ainsi que les types d'interaction qui ont eu lieu dans les cours d'EFL en plus d'enquêter sur les perceptions des enseignants et des étudiants de l'interaction en classe. Un certain nombre de questions guident notre recherche (1) Quel type de techniques les enseignants ont-ils le plus tendance à utiliser ? (2) Les enseignants et les apprenants ont-ils une perception positive de la mise en œuvre de l'interaction en classe ? (3) L'interaction aide-t-elle les apprenants à acquérir des connaissances ? L'hypothèse stipule que l'utilisation appropriée de l'interaction en classe améliorera les compétences de communication et de pensée critique des élèves. Plus les enseignants et les élèves ont une perception positive de la mise en œuvre de l'interaction en classe, plus ils développeront leurs connaissances et leurs relations. Dans ce but, une étude de cas d'étudiants EFL à l'université de Mila a été prise et Le questionnaire est administré à 15 enseignants et un autre à 80 étudiants afin de collecter des données pour l'étude en cours et de vérifier les hypothèses. Les résultats montrent que les enseignants et les élèves ont une perception positive de la mise en œuvre de l'interaction dans la classe. Cette modeste étude s'est terminée par quelques suggestions et recommandations que les enseignants d'EFL peuvent effectuer pour encourager l'interaction en classe.

Mots clés: EFL étudiants, EFL enseignants, interaction en classe, perception positive, interaction en classe comme facteur de motivation.