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**Secondary School Teachers' Use of Communication Accommodation Strategies to
Enhance Teacher-Student Interaction in EFL Classroom**

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in
didactics of foreign languages

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Declaration

I hereby declare that the dissertation entitled “Secondary School Teachers’ Use of Communication Accommodation Strategies to Enhance Teacher-Student Interaction in EFL Classroom” is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

Signature

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Date

14/07/2022

Dedication

This work is wholeheartedly dedicated to:

My beloved parents,

My beloved sisters and dear brothers,

All my family,

My friends whom I am blessed to have in my life: Asma, Aida, Ferial, Sahar, Sara, Karima,
and Habiba,

And to all my teachers and classmates with whom I spent unforgettable memories.

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Abstract

The present study was designed to examine the types of communication accommodation strategies employed by secondary school teachers when interacting with their students in English as a foreign language classroom. In particular, the study investigates the teachers' perceptions of classroom interaction and the common types of communication accommodation strategies those teachers use to avoid breakdowns in communication with their students. Accordingly, the study seeks to answer the following research questions: What are the secondary school teachers' perceptions of classroom interaction and what are the communication accommodation strategies used by secondary school teachers. To this end, the study opted for a quantitative and qualitative design to collect data. A questionnaire was administered to twenty English teachers from different secondary schools in the Wilaya of Jijel. Likewise, a semi-structured interview was conducted with two from those who responded to the questionnaire. The analysis of the research findings consistently confirmed that secondary school teachers used communication accommodation strategies such as approximation, interpretability, discourse management, emotional expression, and interpersonal control strategies while interacting with students. Notably, discourse management, interpretability, and approximation strategies are singled out as important communication accommodation strategies used by secondary school teachers in EFL classroom.

Keywords: Communication Accommodation Strategies, Communication Accommodation Theory, Classroom Interaction, English as a foreign language Classroom, Secondary School Teachers.

List of Abbreviations

CAT: Communication Accommodation Theory

ESL: English as a Second Language

EFL: English as a Foreign Language

FL: Foreign Language

FLA: Foreign Language Acquisition

L2: Second Language

N: Number

SLA: Second Language Acquisition

%: Percentage

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General Introduction

1. Background of the Study
2. Statement of the Problem
3. Aim of the Study
4. Research Questions
5. Research Methodology
6. Structure of the Dissertation

1. Background of Study

Research over the application of communication accommodation theory in language teaching and learning has gained its popularity in the modern era. In this regard, Womack (2017) mentioned that accommodating students' understanding becomes the basic act and art of teaching to maintain classroom interaction. Therefore, it is worthwhile to cite some studies that have been conducted in this respect.

Chin-Hui Chen (2019) investigated the language-accommodation strategies used by Taiwanese teachers when communicating with older adults in senior education context. The study aimed at eliciting Taiwanese senior-education teachers' views of the communication accommodation strategies or styles they adopt for teaching. Besides, it sought to explore whether the reported communication strategies were used to fulfill their students' learning expectation or to satisfy other needs relevant to the delivery of teaching and learning. For this purpose, the research was divided into two studies, each guided by two research questions. The study (1) used an interview and study (2) used a survey as the instruments to collect data and uphold the work with more valid data. The results gained from data analysis revealed that Taiwanese teachers used communication accommodation strategies to improve their interaction with adult students in EFL class; it was found that when communicating with older adults, Taiwanese teachers tended to implement the following four strategies: secondary baby talk, avoiding the topic of death or illness, politeness and code-switching.

Similarly, Tien's (2009) study examined the use of code switching in two freshman English classroom in a university in southern Taiwan. It explored the nature of classroom talk, focusing specifically on how teachers and learners use more than one language to talk around monological textbooks and thereby successfully accomplish lessons. Besides, it aimed at investigating the conflict and accommodation in the use of languages between teachers and learners in English classrooms. For this purpose, this micro-ethnographic study utilized in-

class observation and three sets of group interviews. The results showed that the teachers used code switching in the convergence strategy of communication accommodation to adjust the students' linguistic form in ELT.

Likewise, Weizhang (2019) conducted a research study in which he sought to explore the interaction between teacher and students in EFL classroom from the perspective of communication accommodation theory (CAT). The study aimed at identifying the way Chinese teachers use communication accommodation strategies to improve their interaction with student in EFL class. In collecting the data, the researcher relied on both qualitative and quantitative methods, notably an online survey and 540 minutes video sample of three teachers of English classroom teaching practices. The study revealed that communication accommodation strategies including approximation, interpretability, discourse management, emotional expression, and interpersonal control were the basic strategies which were employed in EFL class.

Manju (2015) focused on the effectiveness of communication accommodation in English teaching and found that teachers used convergence strategies such as adjusting the discourse to obtain learners' approval or develop effective interaction. Results also showed that teachers used divergence strategies to maintain a positive social identification. Equally, Yi-Rung and Wenli (2015) explored teachers' utilization of accommodation strategies in EFL classroom and the influential factors. Data analysis revealed that there were six accommodation strategies: introducing, defining, listing, eliciting, illustrating and emphasizing which are affected by the difficulty level of input materials, student feedback and language proficiency of both teacher and students.

On the whole, the results yielded by the aforementioned studies support the utility of communication accommodation strategies in EFL classroom. Upon closer examination, a great consistency is found between the findings of these research studies although conducted

in different contexts with different data collection tools.

2. Statement of the Problem

It is widely accepted that successful communication inside the class depends to a great extent upon an appropriate use of classroom interaction. Within this perspective, many scholars in the field of Second and Foreign Language Acquisition (SLA/FLA) (e.g. Ellis, 1999, Choufhury, 2005; Tsui, 1995) stressed the importance of interaction in language learning and teaching process. Accordingly, well-established interaction in the classroom creates successful interactive communication systems that will eventually help to reach the learning objectives easier. Specifically, this interaction process involves verbal and nonverbal exchanges between teacher and students to support learning, to improve the students' language production and participation, and ultimately to influence positively the student's proficiency level.

Focusing on the English language, researchers have explained different methods and strategies to promote the interaction in EFL classroom .However; very few researchers have incorporated the utility of accommodations as an explanatory means for classroom behaviour and message reception. This suggests that enhancing teacher-student interaction necessitates the use of communication accommodation strategies, as a part of communication accommodation theory (CAT), to overcome the encountered problems during the learning activities. Gasiorek and Giles (2012) explained that people accommodate their language and communicative style to their partner in order to avoid breakdowns in communication. This situation not only occurs in social interaction but also in teaching and learning interaction. Alongside this line of thought, the present research work is an investigation of the use of communication accommodation strategies by Secondary school English teachers to support interaction.

3. Aim of the Study

The present study aims to identify the communication accommodation strategies used by secondary school teachers when interacting with students in EFL classroom .The study focused on the barriers that teachers reported encountering on their path to teach English as a foreign language and how communication accommodation strategies supported them to overcome those barriers to successfully teach English as L2/ FL. Throughout this study “communication accommodation strategies” is defined as: the verbal and non-verbal adjustments that an interlocutor makes in order to decrease or even increase the distance with another speaker.

4. Research Questions

The current research aims at investigating the following research questions:

1. What are the Secondary school teachers’ perceptions of classroom interaction?
2. What are the communication accommodation strategies used by secondary school teachers?

5. Research Tools

To answer the research questions, two research instruments will be employed namely a questionnaire and a semi-structured interview. The questionnaire will be administered to a randomly chosen sample of secondary school teachers of English; likewise, the semi-structured interview will be conducted with some of those teachers.

6. Structure of the Dissertation

The current study is organized around two major chapters. The first chapter, constituting of two sections, constitutes a review of the literature. The first section discusses classroom interaction while the second section has as its main concern communication accommodation strategies, its origin, and an overview of studies carried out on this topic. The second chapter, on the other hand, is devoted mainly to the methodology of research and data analysis and discussion.

Chapter One: Theoretical Framework

Section one: Interaction in Second/ Foreign language classroom

Introduction

1.1.1. Definition of Classroom Interaction

1.1.2. Forms of Classroom Interaction

1.1.2.1. Teacher- Student Interaction

1.1.2.2. Student- Student Interaction

1.1.3. The role of Teacher and Student in SLA/FLA

1.1.4. Comprehensible Input in Second /Foreign Language Acquisition

1.1.5. The importance of Learner's Participation in Teacher-Student Interaction for SLA/FLA...

Conclusion

Section Two: Communication Accommodation Strategies

Introduction

1.2.1. Theories on Communication Accommodation

1.2.2. Convergence, Divergence, Maintenance

1.2.3. Research on Communication Accommodation

1.2.4. Communication Accommodation in Classroom Interaction

1.2.4.1. Approximation Strategy

1.2.4.2. Interpretability Strategy

1.2.4.3. Discourse Management Strategy

1.2.4.4. Emotional Expression Strategy

1.2.4.5. Interpersonal Control Strategy

1.2.5. The importance of Communication Accommodation Strategy in Teaching English as a FL/SL

Conclusion

Section One: Interaction in Second/ Foreign Language Classroom

Introduction

Classroom interaction plays a significant role in the teaching and learning process. It helps to foster the communicativeness of EFL (English as Foreign Language) classes and accelerates language learning. This section sheds light on the concept of classroom interaction as an essential element that takes place in EFL classes, including its definition, its forms, the role of the teacher and the learner, and its importance. More importantly, it examines the relation between classroom interaction and foreign language learning.

1.1.1. Definition of Classroom Interaction

Classroom interaction is a fundamental aspect of successful language learning. Researcher through time explained it in different ways. Thus, it is worthwhile to draw on some of its various definitions and expound on what they have believed about it.

Classroom interaction can generally be elucidated as the communication which takes place between teacher and student, or teacher and the whole class, or among peers inside the class. In this respect, the Longman Dictionary of language teaching and applied linguistics (2010) defined classroom interaction as “the patterns of verbal and non-verbal communication and the types of social relationships which occurs within classroom” (p.80). Similarly, Ellis (1999, p.1) supported this view and regarded it as a social behavior that occurs when one person communicates with others. That is to say, interaction involves many participants to avoid the breakdowns that occur in communication. In EFL classroom, teacher needs to create a suitable environment for learners to allow them to give and receive information and learn about others’ perspectives as well. Brown (2001) stressed more the importance of interactive communication and argued that “... interaction is, in fact, the heart of communication; it is what communication is all about” (p.165). Hence, their words consider interaction as the key to successful communication, especially in the era where communicative language teaching is

the norm. Moreover, interaction is something people do collectively. It occurs not only from one side but it requires at least two people who give and receive messages. Accordingly, Brown (2001, p.165) argued that interaction is “a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effort on each other”.

Based on the definitions above, it can be concluded that classroom interaction is a collective process that involves at least the engagement of two or more people to be successful. It helps learners to exchange information, ideas, opinions, feelings, and experiences to build a positive atmosphere, and to create a harmony relationship between the teacher and students.

1.1.2. Forms of Classroom Interaction

Classroom interaction is classified into two major forms: Teacher-student interaction and Student-Student interaction (Angelou, 1993). These two forms will be elaborated in what follows.

1.2.1. Teacher-Student Interaction

Teacher-Student interaction is an important form in the teaching and learning process. It takes place between the teacher and the whole class, small groups, or individual student. Generally, this form of interaction according to Tuan and Nhu (2010, as cited in Fridja and Bounamis, 2018, p. 39) occurs when the teacher asks questions and students answer or vice versa; or when the teacher participates in learning activities. In this respect, Thornbury (1996) stressed that teacher-student interaction follows the sequence of the Initiation-Response-Feedback (IRF), where the teacher starts the conversation with a question directed to a student who is supposed to give the answer. Subsequently, teacher closes the exchange by providing feedback (Nhu and Tuan, 2010, pp.30-31).

Moreover, in this interaction, the EFL teacher takes the lion’s share of talk in classroom (Lunch, 1996; as cited in Mechaour and Djouama, 2018). That is to say, the teacher

dominates language classroom and it is up to him /her to decide on the type and the process of activity. Accordingly, Harmer (2007) believes that the teacher should take into consideration three major things when talking to their student. First, the teacher should pay attention to the kind of language the student is able to understand due to the differences in their proficiency's levels; the teachers should provide comprehensible input that is suitable to all the students. Second, the teacher should be aware of the knowledge he/she gives to his/ her learners and chooses an understood language. Finally, the teacher needs to know how to speak, adjust his talk such as stress, manner and intonation.

Scrivener (2005, p.85) proposed the following diagram to show in a clear way how interaction really happens in the classroom between the teacher and learners:

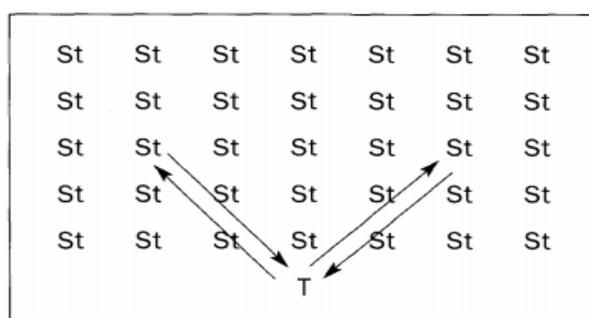


Figure 1: Interaction between Teacher and Learner (Scrivener, 2005, p. 85)

Key:

St Student

T Teacher

↗ Teacher interacts with learners

↖ Students interact with teacher

1.1.2.2. Student-Student Interaction

Another form of classroom interaction is ‘student-student interaction’, which takes place among students. In this regard, Lunch (1996) stated that “learner-learner interaction is negotiation of meaning between learners, through speaking tasks involving pairs or small

groups” (p.110). Hence, pair and group work increasingly improve student-student interaction by creating chances to speak and practice the target language. Similarly, Johnson (1995) stressed the importance of such form of interaction in enhancing student’s competency and build social relationships through the use of collaborative work (pair and group work).

Additionally, Nhu and Tuan (2010) explained the fact that the role of the teacher is restricted to monitor and guide the student in order to realize progress during interaction; they added that the teacher should achieve a sense of equality among learners. Accordingly, Rivers (1993) maintained that the “ real interaction in a classroom requires the teacher to step out of the limelight, to cede a full rote to the student in developing and carrying through activities, to accept all kinds of opinions, and to be tolerant of errors the student makes while attempting to communicate” (cited in Choudhury,2005, p.78). Therefore, it is significant to emphasize the role of the teacher in serving effective interaction. Teachers should create a supportive atmosphere inside the class that helps students to air their opinions, experiences, and feelings freely without the fair to make errors.

Scrivener (2005, p.86) proposed the diagram below to show how student-student interaction takes place in the classroom setting either from student to student or interacting all together.

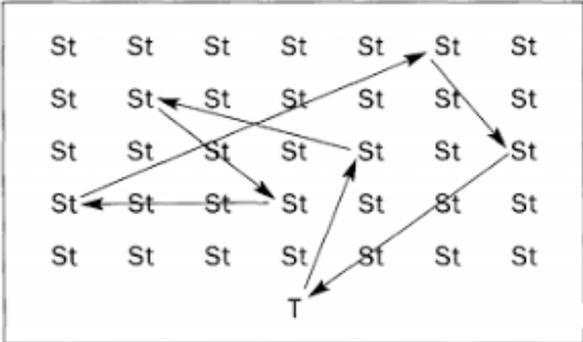


Figure 2: Interaction between Learners Scrivener (2005, p. 85)

Key

St Student

T Teacher

↙ Student-student interaction

1.1.3. The Role of the Teacher and the Student in Classroom Interaction

1.1.3.1. The Role of the Teacher

The substantial roles of the teacher in improving learner's overall outcomes attracted the attention of many researchers in the field of SL/FL acquisition. It is mostly evident that learners' academic success is related to a great extent to their teacher's roles inside the classroom which may change based upon classroom speaking activities, learners' level, and his learners' needs and demands. In this respect, Li (2006) suggested that "teachers need to create a safe and nonthreatening learning community in which students feel comfortable participating and in which students develop confidence that they can learn and achieve high academic standards" (Li, 2006, p. 39). In the same respect, Hedge (2000) identified a range of roles that the teacher can play in the classroom ;yet, these roles may change from one task to another in order to ease the process of teaching and learning ,and she stated that :

As controller in eliciting nationality words, as assessor of accuracy as students try to pronounce the words, as organizer in giving instructions of the pair work, imitating it, monitoring it, and organizing feedback, as prompter while students are working together and as a resource if students need help with words and structures during the pair work (p.26).

In the same line of thought, Harmer (2001) introduced the following set of teacher's roles:

- **Controller:** here, the teacher takes charge of the whole class and activities taking place in a way that is different from a situation where students are working on their own in groups. Harmer (2007) suggests that “ controllers take the register, tell students things, organize drills and read aloud ”. He says also those teachers who consider themselves as knowledge transmitters are usually very comfortable with their image as controllers.
- **Assessor:** Means evaluating students on their work or performance. It can be done through providing students with feedback, giving marks and grades, commenting on student’s work if it is good or bad, informing students whether they can pass to the next level or not. Finally, the teacher can write a report on their student’s performance; what they have done in the recent past (Harmer 2001).
- **Corrector:** Teacher tends to correct all the linguistics errors and mistakes committed by his students during the classroom interaction.
- **Organizer:** Refers to the ways teacher adapts to organize students in order to work on classroom activities. For instance, putting them into pairs/group work, giving them instruction about an activity, specifying time or duration to complete the activity.
- **Prompter:** Refers to situation when he assists his students to think creatively and encourage them to cope with difficulties so that they proceed with learning procedures.
- **Resource:** Inside the classroom, teacher acts as students’ reliable resource when they solve a task or facing difficulties.
- **Participant:** Harmer (2001) argues that teacher should take a part in students ‘classroom activities. . According to Littlewood (1981) “teachers might be a communicators engaging in the communicative activity along with students ” (cited in Larsen, 2000, p. 129). It means, teacher have to act as an active participant in

classroom activities to increase motivation and improve relationships with his students.

- **Observer:** Teacher observes students' performance to provide them individual/group feedback, to direct them while doing interactive tasks, and to evaluate the success of different materials and activities that they used in the presentation of the lesson.

1.1.3.2. The Role of the Student

Due to the emergence of communicative language teaching (CLT), the learners need to adjust themselves to different roles. They shift from being just information receivers to active participants, assessors, autonomous, and monitors (Harmer, 2001). Accordingly, Kasumi (2015) stated that "the essence of CLT is the engagement of learners in communication in order to allow them to develop their communicative competence (p.155). To put it clearly, improving the process of learning and teaching a foreign language requires students to be more active in the classroom. "The students are expected to be present on time and participate actively to absorb, seek and apply the skill and knowledge shared in the classroom or other learning activities" (Abdullah, Bakar, & Mahbob, 2012, p. 1).

In classroom, students have to participate in different classroom activities, ask and answer questions, initiate discussion, make comments on their peers work, give feedback to each other. These all could help to create opportunities to enhance students' learning. Moreover, Harmer (2007) advocates the idea that learners can act as an assessor by stating that "the more we encourage them to be involved in giving feedback to each other or to evaluate their own work successfully, the better they will be developed as successful writers" (p.151). In addition, students have to be autonomous in their learning. That is to say, they should take the responsibility for their learning without referring to the teacher explanation. "The learners themselves now, more than ever, are sharing responsibility for successful

language acquisition and, in doing so, are becoming less dependent needs. By giving the students more responsibility for their own language development, language programs are inviting the learners to become more autonomous, to diagnose some of their own learning strengths and weaknesses and to self-direct the process of language development” (Cohen 1998, p. 66). Teacher should motivate and encourage their students to learn and construct the knowledge independently without neglecting his participation in society as an effective part. Finally, Harmer (2001) maintains that students can supervise their own pronunciation, vocabulary and grammar during the interaction process. “Students can be extremely effective at monitoring and judging their own language production” (Harmer 2001). To sum up, the changing roles of learners in EFL classroom should be taking into consideration by teacher in their practices.

1.1.4. Comprehensible Input in Second and Foreign Language Acquisition:

Krashen (1982) claimed that learners can acquire a language successfully when they are exposed to language input whose structure is slightly beyond their current state of language competence. This is recognized as “i+1 hypothesis”, while the I stand for the learners’ current state of knowledge, the 1 symbolizes language function and linguistics forms which are beyond their level (as cited in Gass & Selinker, 2008). This means that the teacher, as the only input provider for student inside the class, should be acquainted with his learners’ level in language proficiency, and then they try to provide a more slightly complex input so that the letter can be understood and comprehensible to them. In doing so, teachers, are, in reality creating opportunities for their learners to interact verbally and communicate more to understand and assimilate the input they are exposed to and this is how Krashen explains the link between input and classroom interaction. He considers that the more students interact, the more input becomes graspable. If the latter is assimilated, SLA will be achieved owing to the fact that learners are given the chance to practice and use the target language (chioukh, 2011,

p.71).

Hence, Krashen gives prime value to social interaction in the processes of language acquisition; especially in L2/FL classroom for the latter is a rich source of comprehensible input. That is to say, Krashen argues that the exposure to comprehensible target language input is in itself sufficient to trigger acquisition (Richards & Renandaya, 2002). Additionally, Krashen accentuates that input that is not comprehensible to learners is not expected to cause learning to take place.

1.1.5. The Importance of Learners' Participation in Teacher-Student Interaction in Second and Foreign language acquisition:

Learners' participation in the process of interaction is still the best root toward lesson making; it is, then, advocated by the language pedagogy and the modern educational systems. As a result, it is very clear that the learner is responsible for the success of the learning process if he/she only becomes an active one. Moreover, Hall and Verplaetse (2000) claim that "It is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development." In line with this, Yu (2008) stated that not only does classroom interaction in the target language offer language practice and learning opportunities but also it constructs the language development process itself. Classroom interaction develops the thinking way of the learner and makes it more logical and advanced through asking for clarifications, responding to questions and getting feedback. Here, the learner interprets, analyses, and operates the information as claimed by Nunan (1992). On the basis of what has been mentioned, effective interaction helps to create an interactive environment inside the class in which the learners are able to talk freely by sharing their ideas, experiences and asking questions.

Conclusion

The aim behind this section was to explain the concept of classroom interaction and its affiliation with L2/ FL teaching and learning. It discussed first the various definitions of classroom interaction from different perspectives. The major forms of classroom interaction as student-student and teacher-student interaction and major roles of the teacher and the learners in EFL classroom were revealed in this section as well. The latter concludes with highlighting the significance of comprehensible input and learners' participation in developing the process teaching and learning a L2/FL.

Section two: Communication accommodation strategies

Introduction

A number of studies have been tackled to look into the basic strategies English teachers applied all along the path of promoting classroom interaction and how the use of these strategies can assist them to successfully cope with the obstacles and breakdowns in communication that could occur during the teaching process. Accordingly, communication accommodation strategies have been recently used for enhancing teacher-student interaction in EFL classroom. This section seeks to consider the issues related to communication accommodation strategies. It discusses the theoretical and conceptual framework related to communication accommodation including its foundation, its tenets, and presents some research studies on communication accommodation. More importantly, it outlines and discusses briefly the types of communication accommodation strategies categorized by Gallois, Ogay and Giles's (2005) including approximation, interpretability, discourse management, emotional expression and interpersonal control. Lastly, it shows the importance of applying these strategies in EFL classroom.

1.2.1. Theories on Communication Accommodation

Communication accommodation theory (CAT) emerged as a "theory of both intergroup and interpersonal communication" (Gallois, Ogay, & Giles, 2005, p.122), which creatively made interface between linguistics, communication, and social psychology (Farazdnia and Giles, 2015). It integrates the concerns of all three fields in order to explain and analyze the process of adjustments that individuals adapt for achieving their communicative and social purposes.

Historically, CAT originated from Speech Accommodation Theory (SAT), which was initially coined by Howard Giles in 1973, and then it has been employed in a number of scholarly fields and disciplines, including medical, health, legal, and recently in foreign

language context. CAT has undergone several conceptual refinements and theoretical elaborations, as illustrated by amending the term “speech” into “communication” (Gallois et.al. 2005). The foundation of this theory is tied with the observation of how and why people change their accent in communicating with other interlocutors as well as the reasons and motives behind these adjustments (Zhang & Giles, 2018, p.2). In a similar vein, Giles and Smith (1979) claimed that, besides accent, people change their speech rate, pronunciation, utterance, length, pauses. That is, communication adjustments comprise the core of successful social interaction. If people enter any communicative discussion, they will immediately start to accommodate their speech aspects in order to decrease social distance, to influence others, to make positive or negative impression as well as to achieve their social goals (Gallois, Ogay, & Giles, 2005, p.125). Supporting this view, Weizheng (2019) maintained that “according to Giles, interlocutors unconsciously or consciously adjust their verbal and non verbal behavior to accommodate each other “(p.2). And he further provides the below-stated goals of communication accommodation.

- To evoke their social approval
- To promote the effectiveness of communication
- To sustain positive social identity.

(as cited in Beebe & Giles, 1984; Giles et al., 1991).

For instance, when teacher talk to their students, they consciously or often unconsciously begins to accommodate their verbal (e.g., louder voice, use frequency words, code switching) and non-verbal behavior (e.g., demonstrations, jokes) in order to facilitate the process of learning.

In addition, according to Gallois et.al. (2005, p.136), the theoretical assumptions underlying CAT are reflected in three dimensions. First, Communication accommodation performs in accordance with the individual’s socio-historical context, taking into

consideration their communicative needs, beliefs, attitudes and the aspect of the existing culture. Second, communication is seen as a “social tools” which focuses on “the exchanges of referential meaning and negotiation of personal and social identities” (Gallois et al. 2005, p.136). Third, they claimed that speaker will increasingly accommodate their communication aspects by using linguistic, paralinguistic, discursive, and nonlinguistic moves in order to be more or less similar to their interlocutors. These three dimensions reflect the great contribution of CAT in promoting social interaction and the ways that individuals can use to manage social distance.

1.2.2. Convergence, divergence, Maintenance

A number of additional concepts are suggested to complement the heuristic merits of CAT. These include Convergence, divergence, and maintenance. These three terms refer to the theoretical classifications of people’s adjustments. As such, it seeks to explain speakers’ linguistic and behavioral choices in interaction as they relate to communicative adjustment, and to model how others in interaction perceive, evaluate, and react to these choices (Gallois et al. 2005)

➤ Convergence

The term “convergence” refers to a communicative strategy that is consciously or unconsciously selected by speakers in communicative situation, in order to perform interactive tasks successfully, and, ultimately, reach the potential of communication. Zhang and Giles (2018) stated that convergence is “ a communicative strategy defined as some level(partial or full) of communication styles modifications people make during interaction that enhance similarities between them.”(p.3). That is to say, speakers get recourse to convergence strategy to regulate aspects related to themselves, such as their cognitive, social, emotional, and motivational ones. This regulation aims to assist them to be more similar to others, to be understood, and to seek for social approval (Giles et al. 2005, p.125).

Moreover, Dragojevic et.al. (2016a) considered convergence as a part of accommodation strategies when individual involved in the interaction and tries to modify the verbal and non-verbal communicative behaviour to be more relevant to the recipient's speech. The features of convergence strategies that cover verbal domain include the use of simpler vocabulary, repetition, the use of the same code, the use of the same pronunciation, code switching, translating, and developing the topic. While the convergence strategies that cover nonverbal domain consist of extending the utterance length, pausing, smiling and gazing, expressive facial and head nodding, gesture and posture.

➤ **Divergence**

The term “Divergence” refers to a communicative strategy that involves the ability to interact without showing any similarities with other interlocutors. It is broadly defined as a strategy, which is used by participants to highlight verbal or non-verbal distinction between themselves and their interlocutors, based on Social Identity Theory (Tajfel's, 1978). Similarly; Dragojevic et al. (2016b) defined divergence as “adjusting communicative behaviors to accentuate verbal and non-verbal differences with others, to appear more dissimilarity”. Essentially, their definitions ascertain that divergence emphasized differences, and clearly aims to increase the differences between interlocutors. Basically, increasing social distance can be a reason for divergence. To illustrate, Bourhis and Giles (1977) conduct an experiment study on divergence and they discovered that Welsh participants accentuate their accent and used Welsh phrases and vocabularies and they try to show their Welsh identity when English speakers defined Welsh as a fading language. Thus, speakers tend to show different social identity by using different language limited to pronunciation, lexical differences, dialect and other non-verbal behaviors.

Accordingly, divergence adjustments seek to stet boundaries, distances, and provoke negative response; however, it can be used as a means to ease comprehension in bilingual contexts.

Elhami (2020) pointed that divergence:

Is a way to ease comprehension, the evidence of Divergence as facilitating comprehension can be seen in the case of a bilingual who may act like she or he has problems over remembering or Finding words to remind the interlocutor any malfunction in Linguistic or cultural interaction is because of foreignness (p.194).

➤ **Maintenance**

The term” Maintenance” is approximately similar to divergence as it indicates the non-accommodative function. Maintenance is defined by Gasiorek & Giles (2012) as “the absence of accommodative adjustments by individuals that is, maintaining their “default” way of communicating without taking into account the characteristics of their fellow interact ants.”(as cited in Elhami, 2020, p.194). Likewise, Giles and Ogay (2007) considered maintenance as situations wherein individuals maintain their original style, regardless of the communicative characteristics of their interlocutors. Specifically, Giles, Reid, & Harwood (2010) asserted that maintenance can help to keep one’s social identity in certain intergroup contexts, and also realizes the desire to distance personally from another interlocutor.

In addition to the aforementioned explanations, Gallois and Giles (1998) noted that divergence and convergence can appear in different distinctions and forms. Accordingly, Dragojevic et al. (2016b) argued that these distinctions are characterized by a set of particular elements such as the ones stated below:

- **Upward and downward**

Convergence or divergence adjustments can be classified as upward or downward in relation to social values (Dragojevic et al.,2016a). Convergence upwards refers to the

individual's adaptation of the dominant variety of speech, or altering toward the more prestigious and socially accepted communicative behavior (Giles & Soliz, 2015); however, convergence downward refers to individual's adaptation of the less prominent variety of speech (Dragojevic et al., 2016b). For instance, Willemys, Gallois, Callan, and Pittan (2007, as cited in Elhami, 2020) viewed that upward convergence refers to people who speak nonstandard English, shift to Standard English while interacting Standard English speakers, on the other hand, when Standard English speakers adapt their accent to nonstandard English speakers is known as downward convergence. Conversely, Dragojevic et al., (2016a) argued that downward divergence would be indicated when speakers, in the same situation, used their low-prestige minority accent in communicating with Standard English speakers, whereas upward divergence is when people highlight their standard and more cultured accent in interacting with non-standard speakers.

- **Full or Partial**

According to Dragojevic et al., (2016), adjustments can be distinguished either full or partial. Street & Giles (1982) maintained that, when a speaker initially uses 100 words per minute, he or she may try to increase his speed to reach another interlocutor's speed rate of 200 words per minute or may increase his rate to 150 words per minute. The former is definition of the full convergence (e.g., speaking an entirely full language), the latter refers to partial convergence (e.g., code-switching for a few words).

- **Symmetrical or Asymmetrical**

Dragojevic et al., (2016b) argued that adjustments can be described as symmetrical or asymmetrical. They stressed that symmetrical adjustments are the ones in which both speakers alter their speech (convergence or divergence), whereas asymmetrical adjustments are related to "when one of the communicators has a desire for communication" (Bradac et al., 1988).

- **Unimodal or Multimodal**

Adjustments can be either “unimodal” or “multimodal”. The former is defined by Dragojevic et al., (2016b) as situations in which communicators shift only one aspect of communication (e.g., accent) , while the latter refers to changing or shifting multiple aspects of communication(e.g., accent, posture, gesture).

- **Short-term / Long-term**

Dragojevic et al. (2016b) distinguished between two different forms of adjustments based on their durations, namely short-term and long-term adjustments. They added short-term accommodation toward a particular style can live shortly and happens during only one or a few social interactions; however, sometimes these accommodations are sustained and the speaker repeats them overtime which is known as long term adjustments.

1.2.3. Research on Communication Accommodation

Communication accommodation strategies are being widely theorized and researched. However, only few studies have been put in an attempt to explore what strategies can be used to improve classroom interaction. Hence, before explaining the use of the communication accommodation strategies in teaching and learning discipline, it is worthwhile to draw on a number of research studies that have been conducted on communication accommodation strategies in different disciplines, viz. healthcare, law, family interaction, media, and business meeting.

- **Communication Accommodation Strategies in Family Interaction**

As many studies have been conducted in the field of family interaction, Mahinta et al.(2014) conducted a research in order to investigate the range of communication accommodation strategies used by a multiracial daughter interacting with her mono-racial mother. To elicit the data, the researchers relied on audio taped data taken from spontaneous interactions between the daughter and her mother over a period of eight weeks in the home

setting. According to the results obtained from the interaction transcriptions, the multiracial daughter managed and improved the family relations by employing approximation, interpretability, discourse management and positive interpersonal control strategies. Similarly, Rebecca and Giles (2013) undertook a research study where they investigated stepchildren's perceptions of communication patterns in typical interactions with their stepparents. The researchers relied on an online survey as a data collection tool. Based on the results from the online survey of 133 step-children, the degree of accommodation between step-parents and step-children correlated positively with the conversation satisfaction, relational closeness and family identity, even with the step-family satisfaction.

➤ **Communication Accommodation Strategies in Health Care**

Delli et al. (2022) carried out a study in order to investigate the issue of communication accommodation in health care area and revealed the accommodation strategies used by pharmacists when encountering problems in interacting with patients. In collecting the data, the researchers relied on audio recording of the pharmacist's interactions with patients at a public hospital in Malaysia. A detailed analysis of the audio-recorded excerpt showed that the pharmacists' used certain accommodation strategies such as avoiding medical abbreviations, avoiding medical jargon, clarifying medication indication, providing explanation , and repetition. This qualitative study stressed that the use of communication accommodation strategies increased communicative clarity and contributed to enhance patient understanding of their medication. Likewise, Erwin et al. (2015 as cited in Weizheng,2019) investigated accommodation strategies in pharmacist-patient interaction and found accommodation strategies such as interpretability, discourse management, approximation and interpersonal control were employed by both pharmacists and patients. In health care area, CAT is also used to investigate the interaction between nurse and patient, pharmacist and patient, doctor and patient.

➤ **Communication Accommodation Strategies in Media**

Buzzanell, et al (1996 as cited in Weizeheng, 2019) conducted a research in which they sought to explore whether callers used convergence features in mediate communication on telephone answering machine messages. The research relied on recorded answering machine messages and caller messages. According to the results obtained from the comparison between recorded answering messages and caller messages, callers exhibited greater convergence to relational (verbal immediacy cues) than to structural aspects (script and message features). Both female and male callers converged with levels of immediacy in answering machine messages. Also, Bunz, Uila and Scott (2004) carried out a study to investigate politeness accommodation in electronic email. The findings of this study revealed that subjects tended to be more polite in response to email messages that include either verbal politeness cues or structural politeness cues. This research aims clearly to explain issues of relationship forming, communication accommodation in an electronic environment, and discourse analysis in online interaction.

➤ **Communication Accommodation Strategies in Law Enforcement and Business Meeting**

In addition, communication accommodation is employed to investigate the communication between law enforcement officers and ordinary citizens as well as between sellers and buyers. For instance, Christopher et al. (2008) shed light on the role of communication accommodation in police-civilian interactions in China and America. The results indicated that there was obviously a positive correlation between police officer communication accommodation and civilian trust in police and the compliance with police request. Wan and Rafik-Galea (2015) emphasized the existence of speech accommodation strategies in the selling of life insurance. The findings from the analysis of the conversation from sales meetings showed bilingual sellers and prospective buyers of life insurance used

various accommodation strategies to ensure or decline a sale.

In the light of these findings, one can easily deduce that communication accommodation theory is applied across different disciplines (health, family interaction, media, etc) in face-to-face interaction as well as through different media (internet, telephone, email, etc) in various discourse (bilingual, multilingual, and monolingual) (Gallois et al., 2005; Weizheng, 2019). Hence, it is worthwhile to employ the principles of communication accommodation in investigating classroom interaction.

1.2.4. Communication Accommodation Strategies in Classroom Interaction:

The literature related to communication accommodation strategies revealed that five strategies can be implemented to foster interaction between teachers and their students: approximation, interpretability, discourse management, emotional expression and interpersonal control (McEwen & Coupland, 2000; Gallois, Ogay, & Giles, 2005). These strategies differ according to the criteria upon which they were based.

1.2.4.1. Approximation Strategy

Approximation strategy involves the process of adjusting speech patterns (such as tone, style, rate...) to lower or emphasize social distance. Dragojevic et al., (2016a) argued that approximation occurs when a speaker alters his/her speech patterns in response to his/her partner's productive language and communication. Thus, in the context of language teaching, approximation strategy can appear when the teacher tries to simplify the speech, adjust speech 'tone, rate and concentrate on articulating words. This strategy is considered as effective strategy for the teacher to ensure a better understanding of the target language.

1.2.4.2. Interpretability Strategy

As an example of interpretability strategies is when a speaker alters his/her verbal behaviour (e.g., words, expressions) to make it more understandable to other speakers (Dragojevic et al., 2016a). This strategy contributes to solve the encountered difficulties in

speech production as it facilitates for listener the process of encoding the target message. Specifically, EFL teacher must choose a comprehensible language that suits all the students levels .Accordingly, interpretability strategy can be either verbal or non verbal. The teacher can make adjustments at the linguistic level such as using high frequency words, code switching, clear and direct language; or by using gestures and eye contact as nonverbal features to explain learning activities and managing the class .Therefore, the use of interpretability strategy helps to ensure that the students understand the message successfully.

1.2.4.3. Discourse Management Strategy

This strategy is very widespread used strategy in EFL classroom. According to Sherri (1996) and Coupland et al., (1988) discourse management strategy is used by interlocutors to assess the message signals encoded, transmitted, and received in order to ensure a smooth communication between members of the conversation. In this type of strategy, the interlocutors clearly aims to maintain solidarity, face maintenance, and meaning negotiation (Sherri, 1996). In EFL context, the teacher gives more attention to students' participation in classroom and their understanding rather than on imparting knowledge. In so doing, the teacher draws on a range of discourse management strategies to develop conversation. In this respect, Weizheng (2019) pointed out the following forms discourse management strategies may take:

- **Wait time:** the main idea of this concept is that teachers should give their students sufficient time to think and formulate their answers. For Fridja and Bounamis (2018), if the teacher increases their wait time, the students will be engaged more in the lesson and will have more opportunities to reasoning, analyzing, and synthesizing the input. In addition, it helps them to ask more questions and increase their confidence.
- **.Questioning:** Basically, questioning is considered as a constitute element of the lesson in EFL classroom. Display questions, referential questions, open ended questions, and close

ended questions are the different types of questions used by the teacher to control and promote their teaching process. Importantly, Tsui (1995) claimed that asking referential question related to real life will be more effective in improving learners' communicative skills.

- **Feedback:** The term feedback is defined by Liddicaot (2007) as a mechanism used by teachers to provide their learner with the essential information about the success or failure of their responses. This feature of teaching contributes to a better language production as it assists to increase student's motivation and create a supportive atmosphere in classroom (Richards and Lockhart ,1996).Moreover, Richards and Lockhart (1996) distinguished between two different types of feedback, namely positive and negative feedback. They added that positive feedback is much concerned with the improvement in students' work, the strengths in their production, and students' contribution in their own learning; however, negative feedback entails the information that is given to students about the "ill-formedness" of their written and oral production.
- **Turn-taking:** Turn taking can be defined as a distribution and construction of turns within a conversation (Ellis and Barkhuizen, 2005) .The interlocutor here can be take decisions about when each person should speak. In learning context, students often take turns in classroom interaction when they are selected or named by the teacher in order to balance and give all the students the same opportunity to participate.
- **Topic control:** It implies the process of obtaining the essential information and regulating the interaction inside the classroom.
- **Repetitions:** it is widely acknowledged that repetitions made by both the teacher and students help to sustain the interaction and put more emphasize on both the conceptual and linguistic items ; hence, students are allowed to process utterances lexically and syntactically(Duff, 2000).

1.2.4.4. Emotional Expression Strategy

One of the communication accommodation strategies that the speaker can use is emotional expression. As stated by Gallois et al. (2005) emotional expression refers to “the speaker responding to the other’s emotional or relational needs”. This means that speakers show different types of emotions as a reaction to others during the interaction. Particularly, in teaching context, the teacher expresses positive as well as negative emotions. Negative emotions such as angry was perceived unacceptable by students and harmfully affect the relationship between the teacher and students. To enhance the quality of interaction and build closeness inside the class, the teacher should be knowledgeable about the effective ways to regulate their emotions as making some adjustments in emotions and controlling the intensity of expressed anger. Moreover, showing empathy, enthusiasm, joy, as well as praise can greatly help to decrease the distance and to strengthen the relationship between the teacher and students.

1.2.4.4. Interpersonal Control Strategy

Interpersonal control strategies occur when speakers accommodate communication based on role relations, relative power, and status (Gallois et al., 2005). Put it differently, it refers to communication that occurs among people seeking to form a personal tie between them. In classroom setting, McCornack (2010) define it as the verbal, non verbal and para-verbal interaction that occurs between the teacher and students, and tends to convey meaning, perform academic tasks, and build relations. To illustrate, teachers inside the classroom may manage their discourse in a way that keep themselves and the students in a particular role such as only teacher and students or may make the interaction more interpersonal by finding topics of mutual interest. Moreover, equality, care, humour, clarity are the main skills that the teacher should take into account while interacting.

1.2.5. The Importance of Communication Accommodation Strategies in Teaching English as a FL/SL

The aforementioned communication accommodation strategies that speakers use for altering their communication with each other are differed at their needs and goals. These five strategies greatly contribute to foster social interaction in general and teacher-student interaction in particular. To illustrate, using interpersonal control and emotional expression strategies encourage learners to cooperate, participate, and decrease the distance between teacher and student. In speaking and listening tasks, they help to create a friendly and supportive atmosphere that inspire students to speak and air their voice without fear of using English. In the same vein, both interpersonal control and emotional expression strategies aim to reduce student's anxiety and building a positive rapport which facilitate interaction inside the class. Interpersonal control and emotional expression also generate motivation, enthusiasm, interest, and willingness to learn.

On the other hand, in EFL classroom using English appropriately is the premise of interaction. For that, researchers (such as Weizheng, 2019; Coupland et al., 1988,) advocate the use of discourse management, interpretability, and approximation strategies to improve interaction. The teacher here should focus on language production by using of some specific strategies which positively lead to develop the sub-language skills. The aim behind using such strategies is to raise learner comprehension of the target language. During the interaction, it is essential for the teacher to use clear and direct language, use simple vocabulary, provide feedback, speak louder and so on (Dragojevic et al., 2016b) . This put low-level students at ease to participate and allow them to feel more acceptable inside the class.

Conclusion

The current section has mainly cast light on the theoretical foundation and conceptual framework linked to communication accommodation. It first reviewed its origin and definitions of the concept that supported the undertake study. Additionally, it presented a number of research studies focusing on communication accommodation theory to examine interaction in different disciplines, highlighting the methodology of each research study, context, and finding. Then, it discussed the communication accommodation strategies linked to EFL classroom. Lastly, it showed the importance of the application of such strategies in EFL classroom. The subsequent chapter will be devoted to the practical part of the research work.

Chapter two: Methodology and Data Analysis and Data Interpretation

Introduction

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Introduction

This chapter is devoted to the practical part of the present study. It begins with a full description of the general research design employed, followed by the analysis and discussion of the data obtained from two different tools that were used. Lastly, the chapter ends up with acknowledging the limitations of the research study along with suggesting some recommendations for future research

2.1. The Research Design

It is of significance for the researcher to determine the research design of study. A well-planned research design helps to use the suitable tools to collect data that will have effect on data analysis. On this basis, the researcher has adopted a mixed approach that comprises both a quantitative and qualitative approach to reach accurate results.

2.1.1. Qualitative Research

Denzin and Lincoln (2005, p.3) defined qualitative research as a process of inquiry which aims to understand deeply a social or human problem from different perspectives , carried out in a natural setting with the aim of creating a holistic picture of the phenomenon under study. Qualitative research is characterized by its flexibility, subjectivity, and using small sample size. To collect appropriate data, this type of research typically uses participant observation, semi-and unstructured interviewing, focus group, the qualitative examination of tests, and various language based techniques like conversation and discourse analysis (Bryman, 1992, p.59). Data obtained from such tools are transformed into a textual setting without manipulating the situation understudy. However, Brannen (2005, p.07) maintained that the results obtained through qualitative tools did not allow the researcher to generalize it to a large group population .

2.1.2. Quantitative Research

In an attempt to rate the frequency of using communication accommodation strategies

by teachers in EFL classroom, the current investigation has opted for quantitative approach to collect data. Generally, the quantitative research refers to “data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods” (DÖRNEIY, 2007b, p.20). Objectivity and asking measurable questions are the main features of a quantitative research. Thus, the data seem to be quantifiable and usually analyzed using statistics. To illustrate, tests, experiments, and questionnaires are the most common quantitative research tools. DÖRNEIY (2007b, p.34) asserted that it as “systematic rigorous, focused, tightly controlled, involving precise measurement and producing reliable and replicable data that are generalizable to other contexts”. The rationale behind selecting questionnaire as a quantitative tool in this study is the fact that it enables the researcher to collect data from large scale population, and its finding can be better generalized. However, quantitative research has shortcomings. Brannen (2005, p.07) described the quantitative research as “overly simplistic, decontextualized, reductionist in terms of its generalizations, and failing to capture the meanings that actions attach to their lives and experiences”. For that, it is necessary to integrate qualitative methods into the study.

2.1.3. Mixed Method

On the basis of the aforementioned explanation of both approaches, one can easily conclude that the merits as well as demerits of both approaches call for the use of mixed method which encompasses the two research approaches. Johnson, Onwuegbuzie, and Turner (2007, p.23) define the concept of mixed method as follows:

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth

and in-depth of understanding and corroboration.

That is to say, mixed method research refers to a combination of the qualities of quantitative and qualitative methods for collecting data. The use of the two approaches in the same piece of research help to gain in-depth knowledge about the issue under study. Besides, joining numeric trends from quantitative data with specific details on qualitative data ease the exploration of the research problem as well improve research validity.

Like the qualitative and quantitative approach, mixed method has a number of disadvantages. Johnson and Onwuegbuzie (2004, p.21) criticized it for being more expensive and more time consuming, and the researcher should be aware how to conduct a mixed method (e.g., problems of paradigm mixing, how to qualitatively analyze quantitative data, how to interpret conflicting results).

2.2. Population and Sampling

The population of this study was all the secondary school teachers of English in the Wilaya of Jijel. The aim behind choosing this population is the fact that students, at secondary school level, have an adequate level and the teachers need to adjust their communicative styles using communication accommodation strategies to promote students' communicative competence. From this population, twenty (N=20) teachers were randomly selected to participate in this study from different secondary schools and a semi-structured interview was conducted with two (N=2) teachers.

2.3. Research Instruments:

Based on the aforementioned purposes of using mixed method research, this study utilized two common instruments in language teaching research namely:

- An interview with teachers
- A Teachers 'questionnaire

2.3.1. Description and Administration of the Teachers' Interview

The first research instrument which is used to collect data is the semi-structured interview. The main aim behind using semi-structured interview is to learn about the perspectives and ideas of teachers who worked with secondary school students to gain a better understanding of what communication accommodation strategy best meet the needs of their students. Generally, this type of interview allows the researcher to ask general, flexible questions that could be adopted for each participant (Maiter, Elliot, & Halm, 2011). The interview consists of eleven questions (11) which are listed in the Appendix II. The first set of question (Q1, 2, 3, 4) related to the interviewees teaching experiences. After that, (Q5, 6, 7) were posed to get clearer insights into teachers 'opinions concerning classroom interaction. The third set of questions (Q8, 9, 10, 11) related specifically to communication accommodation strategies. The interview has been implemented on the 6th, 7th June. Each participant took an average of 25minutes. The interviews were recorded and then transcribed into word document.

2.3.2. Description and Administration of the Teachers' Questionnaire:

The questionnaire is one of the most common research instrument of collecting data in teaching and learning context .Walber (1995, p.10) summarize its benefits in his words “ a questionnaire can be self administrated and can used to survey a large group of people at one time and can be distributed by e-mail or by hands”. The teacher questionnaire was designed to explore the teachers' perspectives on classroom interaction as well as to rate the frequency of some specific verbal and non-verbal behavior related to communication accommodation strategies.

As shown in the Appendix I, the questionnaire is a combination of different types (closed ended, open-ended, and Likert scale questions). Through closed questions, respondents are asked to tick the answer choices that are most appealing to them. Some open

ended questions allow the students to provide justifications for choices they make in closed questions while others are aimed at getting their free responses in the space provided in order to uncover their attitudes towards the subject under consideration. Likert scale is a form of closed questions in which the researcher uses statements and the respondents then indicate how often they do it (always, often, sometimes, rarely, and never). The questionnaire was distributed to twenty teachers of English selected randomly from different secondary school: Belhouchet Cherif, Terkhouch Ahmed, Technicum Abdi Bouaziz, and Zine Mohammed Ben Rabeh. The respondents were given enough time to answer, and then they handed them to the researcher.

The present questionnaire is made up of four sections. The first sections aim at collecting some background information about the years the teacher have spent in teaching English at secondary school with their academic qualifications. The second part draws data on teachers' perception of classroom interaction. It contains 6 closed-ended questions (Q 3, 4, 5, 6, and 7) and only (Q7) required the participants to write in the space for the sake of justifying choices. In others, ticking the right box are the only mission of the informants. The third section aims to collect data about Teachers' frequency of using communication accommodation strategies. It contains 29 statements, with response choice of Always, Often, Sometimes, Rarely, and Never. The last section contains only one open-ended question. It asked teachers to share their opinions and give further suggestions. The last section contains only one question and asked the participants to give further suggestions in relation to the third section.

2.4. Results and Data Analysis

2.4.1. Analysis and Interpretation of the Teachers' Interview

This section focuses on the findings from the teacher interview with two secondary school teachers. After the interviews were transcribed, the coding process began. Coding

categories were formed the core questions that were common for both teachers. The identified categories, which were developed from the core interview questions, are: Teacher's understanding of classroom interaction, Teacher's techniques for enhancing interaction, Teacher's view on communication accommodation strategies.

➤ **Teacher's understanding of classroom interaction:**

Both interviewees agreed that classroom interaction is a communicative process that involves interaction between teacher and students or even among students themselves. Teacher A links classroom interaction to the student's ability of using the target language where she said "it occurs when students are able to share what they have in mind concerning the asked questions by using English language". She assumed that she seeks to create and give all the student the same opportunities to participate in learning activities, believing that generate interaction from only competent and more talkative students makes others unsatisfied and greatly affect their motivation to learning. I understand from her words that teachers should follow a set of turn allocation norms in order to maintain a sense of equality inside the classroom. When asked about the importance of T/S interaction, teacher B asserted that interaction with teacher improves student 'listening and speaking skills because teacher is the only provider of the target input. Moreover, he claimed that "it plays a vital role for enhancing students 'enthusiasm, success, and self esteem".

➤ **Teacher's techniques for enhancing interaction**

The two teachers suggested a number of techniques which may greatly help to foster interaction. For example, asking easy related and direct questions, negotiation of meaning, exploring new communicative activities, increase student's autonomy, and discussion. Teacher B comments," I keep things easy and simple, no specific strategies I guess". That is

to say, the teacher should simplify the process of teaching and learning, as well creating a good atmosphere in which interaction occurred. He adds “teacher, as a facilitator and a monitor, play a significant role in activating students ‘engagement in EFL classroom”.

➤ **Teachers’ views on communication accommodation strategies**

Before going deeply in this question, the researcher explained the main principles of communication accommodation theory to the interviewees. Both teachers said that they applied certain communication accommodation strategies in EFL classroom with students. The respondents reported that the use of these strategies is attributed to such factors as content’ difficulty, students’ proficiency level, and students’ lack of comprehension.

First, they agreed that questioning strategy was efficient to overcome different difficulties that pupils face with learning a foreign language in terms of the content and the language being used. Teacher B explained that teacher-student interaction is the most dominant and can be improved through “asking leading questions which required only short responses, and often lead student to answer with clear language and explained things easily”. Similarly, Teacher A expressed similar concerns, in particular regarding the importance of asking referential question rather than display question, which help to foster interaction: “referential questions create more response from the students, give them more opportunities to share their perspectives and experiences, and makes them much more willing to learn. Whereas, display questions generally can be used to check the student’s comprehension.” She also stated that teacher should addressed referential or open-ended question whenever she/he asks closed-ended questions in order to involve student in the negotiation of meaning which increase the flow of teacher-student interaction.

Second, teacher asserted that his biggest problem was that “not all the students have adequate proficiency level”. That is to say, student’s linguistic and communicative

competence was another problematic situation where teacher needs to use communication accommodation strategies. Teacher B suggested that code switching, speaking slowly, translating difficult words, using high frequency words, paraphrasing and repeating by using key words are the assistance that less competent students in terms of the target language needed it. For example, “ most of time I talk slowly and often paused between sentences ,this proving enough time for my student to comprehend what I mean and of course to take notes” (category 3), as stated by teacher A. Moreover, she shed light on the effectiveness of providing feedback to student’s response as she claimed: “I readily provide my student with feedback to their answers, for example, Exactly, Good, Good perception and good information for the rest of the student to pick up on” (category 3). Third, the two teachers revealed that using gestures, modeling, scaffolding, giving hints about the questions, using synonyms, using multiple choice questions, and making discussion are effective approach to overcome student ‘miscomprehension (category 1 &2&3). The question that raises the issue of using turn allocation techniques different answers. Teacher A had negative attitude toward teaching in public school, and states “students often did not follow the norms of turn taking I was trying to establish. For example, when I asked questions (general or specific) even though a specified student might be asked to answer many students other answered aloud or continued intercepting each other”. Teacher B, on the other hand, looked positively at the issue and claims that the teacher should teach his/her student to follow the norms in order to allow the entire student to participate (category 3).

As regard, the questions concerning with non-verbal behavior, both teachers maintained that paying equal attention and treating all the students in the same way create a good atmosphere to acquire a foreign language(category 4). Besides, using humor, jokes, and changing speech rate in conversation decrease the distance between teacher and students and reduce student’s anxiety (category 5).

2.4.2. Analysis of Teachers' questionnaire:

2.4.2.1. Section one: General information

What is your degree?

Table 1: Teachers' Academic Background

Academic Background	N	%
License (LMD)	3	15
License (four years)	4	20
License (from ENS)	6	30
Master	7	35
Total	20	100

This question aims at determining the teachers' academic background. So as it plainly displayed in Table 1, 7(35%) out of 20 of the teachers hold the degree of Master and 6(30%) graduate from Teachers' College of Education (E.N.S). However, only a few of them 3(15%) hold the degree of License (LMD), coupled with 4(20%) asserted that they hold the four license degree. On the whole, most of the teachers received good training about teaching English as a foreign language.

How long have you been teaching English at the Secondary school?

The aim behind asking this question is to assess the teachers' experience in teaching English at the secondary school level. Based on the results obtained, most of the teachers can be said to be experienced in the sense that 16(80%) out of 20 have more than 5 years experience. While only 4 (25%) of them answered that they were teaching English from 1 to 5 years. So, most of them are considered to be experienced and have adequate professional experiences.

Table 2: Teachers' Teaching Experiences

Number of Years	N	%
1-5	4	25
6-10	5	25
11-15	6	30
More than 15 years	5	25
Total	20	100

2.4.2.2. Section two: Teacher's perceptions of classroom Interaction

 **To what extent do you think classroom interaction is important?**

Table 3: Teachers 'Perceptions of the Importance of the Classroom Interaction

Options	N	%
Extremely	12	60
Significantly	7	35
Moderately	1	5
Not at all	0	0
Total	20	100

This question revolves around the extent to which the secondary school teachers find classroom interaction important. According to the above results, the majority of the participants 12(60%) confirmed that classroom interaction is extremely important in EFL classroom. Additionally, 7(30%) have answered that classroom interaction is significantly important, only 1(5%) consider it moderately, and no one neglects its importance. That is to

say, most of the teachers advocate the belief that classroom interaction is highly recommended in EFL classroom.

✚ Which type of classroom interaction do you think be more important?

- a. Teacher-student interaction
- b. Student-student interaction
- c. Both

This question tries to identify which type of interaction is important in EFL classroom. Half of the participants (50%) stated that Teacher-student and Student-student interaction were both important. However, (30%) was given to the first option (Teacher-Student) and the remaining percentage (40%) was given to the second option (Student-Student) interaction. In brief, the following table displays the results:

Table 4: Types of Classroom Interaction that is more Important

Options	N	%
a	6	30
b	4	20
C	10	50
Total	20	100

✚ In the classroom, who does most of talk?

- a. you
- b. the student
- c. There is a balance between my talking time and the student talking time

Table 5: The Domination of the Classroom Talk

Options	N	%
A	14	70
B	4	20
C	2	10
Total	20	100

The results from the above table show that the vast majority of the teachers (70%) admitted that they speak more in the classroom than students while only (20%) of them enunciated that they give student more time to speak inside the class. However, (10%) of the respondents ensure that there is a balance between their talking time and the student talking time. Thus, it can be said that teachers ‘talk is very important as it helps to provide students with the target input, so, teacher should use effective methods and strategies to raise comprehension and foster interaction.

 **To what extent do you think your pupils are able to use English in their daily communication?**

Out of four options, the third option “moderately” received the highest percentage of teachers ‘responses (55%). That is to say, according to Secondary school teachers, more than half students faced some obstacles in using the target language. Few of them (30%) admitted that students can use English without frequent difficulty while (15%) of the participants answered that students are not competent enough to communicate by using English language.

Table 6: Teachers ‘Perspectives on Student Ability to use English for Communication

Options	N	%
Extremely	0	0
Significantly	6	30
Moderately	11	55
Not at all	3	15
Total	20	100

✚ **What do you think are the major obstacles that affect Teacher-Student interaction?**

Table 7: Teachers’ Views on Factors Affecting Teacher-student Interaction

Options	N	%
class size	7	35
studnet’s level	8	40
Time consuming	2	10
Teaching materials	3	15
Total	20	100

This question aims at knowing the factors, which may affect negatively teacher-student interaction. In response to this question, the percentage of (40%) of teachers stated that student’s level has great impact on the process of interaction among teacher and students. Whereas, (35%) of them indicates that class size problem in addition to the lack of teaching materials, as reported by (15%) of the teachers, at their institutions did not allow them to practice the language appropriately during the delivering of the course. Only (10%) of the respondents opted for time consuming. What they further suggested are listed as follows:

- “ Student’s needs ”

- “ student’s readiness to acquire a foreign language”
- “ discipline (respect and behaviour) is very important”
- “ classroom environment”

2.4.2.3. Section three: Teachers’ use of communication accommodation strategies

🚦 How often do you use the following strategies when you interact with your student?

Before tabulating the results obtained from this question, the researcher classified the items composed it into 5 categories to facilitate the analysis and make it clearer:

- Approximation strategy
- Interpretability strategy
- Discourse management strategy
- Interpersonal Control strategy
- Emotional Expression strategy

The present questions aims, first, at rating the frequency of practicing the aforementioned items which are related to the five categories of communication accommodation strategies by secondary school teachers. The questions contain 24 items, with response choices of Always, Often, Sometimes, Rarely, and Never. According to the teachers’ response, the researcher came up with a number of findings:

➤ Category one: Approximation Strategy

Table 8: Frequency of Occurrence of Items as a Part of Approximation Strategy

Category one : Approximation Strategy	Participation rate N(%)				
	A	O	S	R	N
Item 1: I concentrate on articulating word when I am speaking.	11(55%)	6(30%)	3(15%)	0(0%)	0(0%)
Item 2: I speak neither too quick nor too slow when I am talking to my students	4(20%)	10(50%)	6(30%)	0(0%)	0(0%)
Item 3:When I am speaking ,I use simple speech	9(45%)	6(30%)	3(15%)	0(0%)	0(0%)
Item 4: I change my speech' tone and modality to meet the students 'level.	12(60%)	3(15%)	2(10%)	3(15%)	0(0%)

The first item related to approximation strategy was about teacher's concentration on articulating words to foster clarity. Approximately all responses were with "Always" or "Often" with a rate of (55%) and (30%) respectively. The participants then asked whether they accommodate their speech' speed, neither too slowly nor too quickly (item2) and (50%) answered with often. Using simple speech was the third item related to approximation strategy in the table and (45%) answered with Always. The last item (4) within the first category is about whether they adjust their speech 'tone and modality when they interact with students and it is apparent from the above table (60%) and (15%) that they always or often make adjustments to foster interaction in EFL classroom.

➤ **Category Two: Interpretability Strategy**

Table 9: Frequency of Occurrence of Items as a Part of Interpretability Strategy

Category Two : Interpretability Strategy	Participation rate N(%)				
	A	O	S	R	N
Item 5: When I am explaining, I use clear and direct language.	12(60%)	7(35%)	0(0%)	0(0%)	0(0%)
Item 6: When I am explaining, I use gestures and eye contact.	2(10%)	9(45%)	6(30%)	3(15%)	0(0%)
Item7: When I am explaining, I use high frequency words and expression.	13(65%)	7(35%)	0(0%)	0(0%)	0(0%)
Item 8: I switch to other languages (French, Arabic).	10(50%)	2(10%)	5(25%)	3(15%)	0(0%)
Item 9: I check for comprehension throughout the lesson.	11(55%)	8(40%)	1(5%)	0(0%)	0(0%)

From the result displayed in table (9) , one can grasp that the teachers give importance to interpretability strategy since the majority of the participants answered with “Always”. Starting with item (5), Most of participants stated that they use clear and direct language when they explained the lessons (60%). The next item (6) asks teachers if they use gestures and eye contact throughout the lesson. Results indicates that (45%) of the teachers answered with (Often) and (10%) with always. That means, teachers use verbal as well as non-verbal behavior in order to support the education success. A percentage of (65%) shows that the teachers always tries to choose the most frequent words and expressions (item 7) which are consistent with students’ level and (50%) declared that they always switch to French or Arabic language (item 8) to overcome some obstacles in the process of learning and teaching. In the same vein, the participants were required to maintain how often they check for

comprehension inside the class. More than half of the respondents (55%) claimed that they always tries to ensure that their student understand well and what they encourage them to ask for clarifications (item 9).

➤ **Category Three : Discourse Management Strategy**

Table 10: Frequency of Occurrence of Items as a Part of Discourse Management Strategy

Category Three : Discourse Management Strategy	Participation rate N(%)				
	A	O	S	R	N
Item10: I repeat and paraphrase my ideas throughout the lesson.	8(40%)	8(40%)	4(20%)	0(0%)	0(0%)
Item 11:I provide feedback when I react to students responses.	17(85%)	2(10%)	1(5%)	0(0%)	0(0%)
Item12: after I ask questions, I used wait time techniques.	12(60%)	5(25%)	3(15%)	0(0%)	0(0%)
Item 13: I ask different type questions	13(65%)	7(35%)	0(0%)	0(0%)	0(0%)
Item 14: to manage interaction, I use different turn allocation techniques.	4(20%)	7(35%)	4(20%)	5(25%)	0(0%)

From the results obtained (item 11(85%); item 13(65%)), it showed that teachers were agreed over their frequently. Providing feedback (item 11) and asking different types of questions (item 13) play a vital role in motivating student to participate more in the classroom activities. As a way to secure the new learning items, (80%) was either always (40%) or often (40%) demonstrated that they use repetition and paraphrasing (item 10). Moreover, the participants were asked if they followed the wait-time techniques (item 12) after asking questions and (60%) answered with always. Finally, a rate of (35%) means that teachers often

seeks to follow some turn allocation techniques which may greatly assists them to manage interaction is a successful way.

➤ **Category Four: Interpersonal Control Strategy**

Table 11: Frequency of Occurrence of Items as a Part of Interpersonal Control Strategy

Category Three : Interpersonal Control Strategy	Participation rate N(%)				
	A	O	S	R	N
Item15: I focus on Professional Status.	4(20%)	0(0%)	4(20%)	0(0%)	12(60%)
Item 16: I do not show favoritism.	10(50%)	3(15%)	4(20%)	3(15%)	0(0%)
Item17: a pay equal attention to all my students.	7(35%)	6(30%)	4(20%)	3(15%)	0(0%)
Item 18: I show interest in their learning.	11(55%)	6(30%)	3(15%)	0(0%)	0(0%)
Item 19:I use humour in classroom.	6(30%)	6(30%)	2(10%)	4(20%)	2(10%)

Concerning interpersonal control strategies, teachers completely agreed on treating all the students in the same way. Item (15 and 16) asked teachers whether they give importance to professional status and showing favoritism inside the classroom since communication accommodation theory posits that some divergent behavior can lead to successful communication, the participants, on the other hand, most of them answered that they never do it. Put it simply, teachers seem to be more convergent inside the classroom rather than divergent. Additionally, (35%) of the participants answered that they pay equal attention (item 17). The next item (18) is asked whether the participants show interest in their learning, (55%) answered with Always. Lastly, in order to cope with classroom problems, teachers were asked if they use humor as a learning strategy (item 19). Results indicates that (10%) of the

participant never done it. While, (60%) of the participants answered with Always (30%) and Often (30%).

➤ **Category Five: Emotional Expression Strategy**

Table 12: Frequency of Occurrence of Items as a Part of Emotional Expression Strategy

Category Three : Emotional Expression Strategy	Participation rate N(%)				
	A	O	S	R	N
Item 20: I show enthusiasm.	12(60%)	4(20%)	3(15%)	1(5%)	0(0%)
Item 21: I smiled a lot.	3(15%)	4(20%)	9(45%)	4(20%)	0(0%)
Item 22: I show empathy.	8(40%)	9(45%)	2(10%)	1(5%)	0(0%)
Item 23: I adjust to the students' emotional needs .	4(20%)	3(15%)	7(35%)	3(15%)	3(15%)
Item 24:I praise and show gratitude to my student for their efforts .	9(45%)	6(30%)	5(25%)	0(0%)	0(0%)

Based on Table 12 , Item (20) aims to assess teacher's frequency of showing enthusiasm since the latter assists to increase student's motivation and willing to learning, A rate of (60%) indicates that they always done it. The next item (21) asked them whether they smile a lot inside the classroom; the majority (45%) answered with "Sometimes". Additionally, (45%) demonstrate that they show empathy in order to recognize their students 'feelings (item 23). In the same vein, only (35%) of the participants indicates that they sometimes adjusted to the student's emotional need for creating a comfortable environment (item 24), as well as (45%) stressed that they always praise and show gratitude to their student for their learning efforts (item 25).

On the whole, it can be said that teachers of secondary school seemed to agree mostly

with their rating. The teachers have declared that they use the majority of the aforementioned items. They exhibited through their answers very high confidence on the frequency of their performance of the twenty four items, which fall into five major categories, in the table and rated the options of “Always” and “Often” with relatively high percentage. Through their answers, providing feedback and asking EFL teachers at secondary school level for accommodating their student in order to foster interaction employed different types (category 3) most frequently.

The other strategies, for which there was almost complete agreement over their frequent and consistent use by EFL teachers in secondary schools includes:

- Use of change of speech’s tone and modality.
- Code switching (Arabic, French).
- Show enthusiasm.
- Use of wait time-techniques.
- Concentrate on articulating words for clarity.
- Use of high frequency word and expressions.

Further suggestion

Q 9. Please add any other comment or suggestion regarding the strategies included in the above table to enhance Teacher-Student interaction in EFL classroom?

None of the teachers answered this question.

After tabulating and analyzing the interviews and questionnaire, it has become clear that the teaching strategies based on CAT contribute positively to the improvement of students’ English learning proficiency and competences. Besides, with respect to the teachers’ responses to the interview and questionnaire’s questions, a great number of responses revealed the teachers’ positive attitude towards the implementation of the communication accommodation strategies as a part of communication accommodation theory and this

strengthen my reflection. As a matter of fact, it is important to say that the questionnaire's analyzed data confirmed the teachers' responses' in the pre-mentioned interview.

2.5. Discussion of the Results:

A presentation of the conclusions drawn from the aforementioned analysis of the data in relation to the research questions put forward in this dissertation is provided in this section. The overriding aim of the present study is to see if EFL teachers use communication accommodation strategies to improve Teacher-Student interaction. On the basis of the aforementioned results can safely conclude that the majority of secondary school teachers employed some communication accommodation strategies with their students.

Research question 1: What are the secondary school teachers' perceptions of classroom interaction?

The findings of this study revealed that secondary school teachers of English as a foreign language give importance to classroom interaction, as it already stated in Q3, since it plays a vital role in developing the student's four skills. Although the teachers have a tendency to both interaction patterns (question 2) i.e. teacher-learner/ learner-learner, no one could neglect the teacher role in supporting the success of teaching and learning process as well to reach the learning objectives. They were the main agents responsible for creating a comfortable environment in which interaction occurs, an environment in which all the students have the same opportunities to use the target language without frustration or hesitation. Moreover, due to the status of English language in the Algerian context, all the teachers agreed that most of the students were not able to speak English. Thus, it is a challenge for teachers to build interaction with less competent students. In addition to students' level, class size, materials, Student's needs, students' readiness to acquire a foreign language and discipline negatively affected teacher-student interaction.

Research question 2: What are the basic communication accommodation strategies used by secondary school teachers of English?

Based on the analysis of the interview and table (8), it can be concluded that communication accommodation strategies are largely used in EFL classroom to build effective communication between teacher and students. According to Maharsi (2010), the implementation of CAT could improve student's performance in English. Interestingly, it was found that discourse management strategy, interpretability strategy, and approximation strategy are frequently adopted by teachers while interacting with their students. To illustrate, the teachers revealed that they always try to ask different types of question, provide positive feedback, as well use wait time technique (discourse management); use high frequency words and expressions and code switching (interpretability strategy). Approximation strategy, such as change speech rate, change speech's manner, and concentrating on articulating words for clarity, is found to be adopted by teachers just like the reported strategy. Furthermore, emotional expression and interpersonal control as well, is found to be the less frequent strategy in comparison with the reported communication accommodation strategies. However, from the interview, sharing happiness by making jokes, using humor, paying students the same attention, showing enthusiasm, as well praising and showing gratitude for their students efforts help to improve the relationship between teacher and students which affect classroom interaction positively. Finally, the analysis and interpretation of the present questionnaire and interview clearly confirmed that the secondary school teacher of English employed communication accommodation strategies to develop interaction in classroom.

2.6. Limitations of the Study

One significant limitation to the current study is the lack of primary sources in the literature concerning the use of communication accommodation strategies in the educational realm. Also, it should be noted that the number of the participants was restricted to only 20

teachers which could affect the generalizability of the findings. Moreover, time constraints did not allow to conduct a classroom observation and leads us to opt for the questionnaire as another appropriate tool of research. This fact made it difficult to confirm the teachers' actual use of such strategies.

2.7. Recommendations and Suggestions for future research

In the light of the aforementioned results and the limitations noted in the study, some recommendation for future research in the field should be brought to light:

- ❖ It is strongly recommended to investigate the effect of using communication accommodation strategies on developing learners' communicative competence. That is, the aim behind such investigation is to determine the extent to which the implementation of such strategies affects learners' communicative competence.
- ❖ It is also recommended approaching this topic in different educational setting. To do this, the questionnaire can be administered to a higher number of university students from different departments.
- ❖ It advisable to conduct an investigation about the correlation between classroom interaction and the extent to which communication accommodation strategies improved it. At this point, the use of classroom observation as a means to collect data followed by conversational analysis is recommended.

Conclusion

This chapter was mainly concerned with the description of the general research design used to collect data as well as the presentation and analysis of the findings yielded by the two research tools, namely the questionnaire and the interview. Therefore, the results revealed that secondary school teachers use different communication accommodation strategies in order to improve interaction with students. Precisely, the findings obtained from questionnaire indicate that discourse management and interpretability strategies occur frequently in Teacher-Student

interaction. Moreover, in the interview, both teachers emphasized that such strategies is used to overcome some difficulties linked to student's proficiency level, contend difficulty, student's miss comprehension as well as to meet the students' needs .Finally, the researcher casts light upon the limitation of the study and suggests some recommendations for other researchers to follow.

General conclusion

Effective interaction between teachers and student is requisite for developing language proficiency. The current study aimed at exploring teacher-student interaction in secondary schools and the use of communication accommodation strategies to overcome breakdowns in communication. Teachers should apply the various communication accommodation strategies to adjust their student during interaction. Accordingly, the present research aimed to answer the following research questions: what are the secondary school teachers' perceptions of classroom interaction and what are the communication accommodation strategies used by secondary school teachers.

For more efficiency in handling the matter at hand, this dissertation is composed of two main chapters. Chapter one, divided into two sections, represented a review of the related literature. The purpose of this chapter was to shed light on the nebulous concepts and the ideas that the current study is based on. The first section was devoted to a detailed discussion of classroom interaction as a key element in foreign language learning. The second section, on the other hand, was concerned with communication accommodation strategies as a part of communication accommodation theory (CAT) and their important in EFL teaching and learning.

Chapter two reported the practical part of the study. It consisted of only one section. This section represented a full description of the methodology of research in that it brought to light the sample and the description and administration of the research tools. Besides, it focused on the analysis and discussion of the obtained results.

Overall, the results revealed that the secondary school teachers of English employed communication accommodation strategies to enhance interaction in class. More specifically, communication accommodation strategies, including discourse management, approximation, interpretability, emotional expression, and interpersonal control ,performed by EFL teachers

in secondary school could help students to improve their communicative competence. This study showed that approximation, interpretability, and discourse management were the basic strategies which were employed by the two participants. Additionally, emotional expression and interpersonal control strategy were the less frequent strategies; while, discourse management strategy such as providing feedback, asking referential question, use wait-time techniques were the most frequently used by teachers. The aim behind doing such adjustments, verbal non verbal actions, was to create a good atmosphere, to encourage students to participate in learning activities, and to enhance students' understanding as well.

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Appendix I

Teachers' questionnaire

Dear teachers,

This questionnaire is part of a Master research study. It aims at collecting foreign language teachers' perceptions of classroom interaction. More importantly, it aims to investigate the teacher's use of communication accommodation strategies and the factors which may affect the use of these strategies. So it would be greatly appreciated to take your time filling in this questionnaire. Please, tick (✓) the appropriate answer(s) or write a full statement where required. All your answers will be kept confidential. Thanks for your collaboration.

Section one: General information

1. What is your degree?

- a. License (LMD)
- b. License (four year license)
- c. License (from ENS)
- d. Master

2. How long have you been teaching English at the Secondary School Level?

- a. 1-5 years
- b. 6-10 years
- c. 11-15 years
- d. More than 15 years

Section two: Teachers' perceptions of classroom Interaction

3. To what extent do you think classroom interaction is important ?

- a. Extremely
- b. Significantly

c. Moderately

d. Not all

4. Which type of interaction do you think be more important ?

a. Teacher-Student interaction

b. Student-student interaction

c. Both

5. In the classroom, Who does most of the talk

a. You

b. The student

c. There is a balance between my talking time and the student talking time

6. To what extent do you think pupils are able to use English in their communication?

a. Extremely

b. Significantly

c. Moderately

d. Not at all

7. What do you think are the major obstacles that affect Teacher-Student interaction?

a. Class size

b. Student's level

c. Time consuming

d. Teaching materials

e. Others

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Section Three: The Teachers' Use of Communication Accommodation Strategies

8. How often do you use the following items **when you interact with your student?**

A : Always O : Often S : Sometimes R : Rarely and N : Never

Item	A	O	S	R	N
1. I speak neither too quick nor too slow when I am talking to my students.					
2. I concentrate on articulating word when I am speaking					
3. When I am speaking, I use simple speech					
4. I change my speech 'tone and modality to meet student's level.					
5. When I am explaining, I use clear and direct language.					
6. When I am explaining, I use gestures and eye contact.					
7. When I am explaining, I use high frequency words and expressions.					
8. I switch to other languages (French and Arabic).					
9. I check for comprehension throughout the lesson.					
10. I repeat and paraphrase my ideas throughout the lesson.					
11. I provide feedback when I react to students responses.					

12. When I asked questions , I use wait-time techniques.					
13. I ask different types of questions					
14. To manage interaction, I use different time allocation techniques.					
15. I focus on professional status.					
16. I do not show favoritism.					
17. I pay equal attention to all my students.					
18. I show interest in their learning.					
19. I use humor in classroom.					
20. I show enthusiasm.					
21. I smiled a lot.					
22. I show empathy.					
23. I adjust to the student's emotional needs.					
24. I praise and show gratitude to my student for their efforts.					

Section Four: Further suggestions

Please add any other comment or suggestion regarding the strategies included in section 3 to enhance Teacher-Student interaction in EFL classroom?

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Appendix II

Teachers' interview

This semi-structured interview is a part of a research work that aims to investigate the use of communication accommodation strategies to enhance interaction between teacher and students. Your willingness to conduct the interview with me is greatly appreciated to accomplish this research purpose.

1. How long have you been teaching English?
2. Describe ways in which you teach English?
3. What is your understanding of classroom interaction?
4. How can Teacher-student interaction be enhanced?
5. Do you think that students' needs influence the way you communicate with them?
6. What communication strategies would you use when you interact with your students?
7. When you recognized that your students do not understand, how do you usually react?
8. When your students make mistakes how do you usually respond?
9. Do you think that accommodation (verbal and non verbal) is important?
10. Classify the following strategies (teacher mentioned it in their response to the eight above questions) into the following category? Approximation, interpretability, discourse management, interpersonal control ,and emotional expression strategies.
11. What is the purpose or the aim or the reasons that triggered you to perform such accommodation?

Resumé

La présente étude a été conçue pour examiner les types de stratégies d'adaptation à la communication employées par les enseignants du secondaire lorsqu'ils interagissent avec leurs élèves en classe EFL. En particulier, l'étude examine les perceptions des enseignants sur l'interaction en classe et les types courants de stratégies d'adaptation de la communication que ces enseignants utilisent pour éviter les ruptures de communication avec les élèves. En conséquence, l'étude vise à répondre aux questions de recherche suivantes : Quelles sont les perceptions des enseignants du secondaire sur l'interaction en classe et quelles sont les stratégies d'accommodation de communication utilisées par les enseignants du secondaire. À cette fin, l'étude a opté pour un design quantitatif et qualitatif pour collecter les données. Un questionnaire a été administré à vingt enseignants EFL de différents lycées de la Wilaya de Jijel. De même, une entrevue semi-dirigée a été menée auprès de deux personnes parmi celles qui ont répondu au questionnaire. L'analyse des résultats de la recherche a systématiquement confirmé que les enseignants du secondaire utilisaient des stratégies d'adaptation à la communication telles que l'approximation, l'interprétabilité, la gestion du discours, l'expression émotionnelle et les stratégies de contrôle interpersonnel lors de leurs interactions avec les élèves. Notamment, la gestion du discours, l'interprétabilité et les stratégies d'approximation sont désignées comme des stratégies d'accommodation de communication importantes utilisées par les enseignants du secondaire en classe EFL.

Mots-clés : Stratégies d'adaptation de la communication, théorie de l'adaptation de la communication, enseignants du secondaire, interaction en classe, salle de classe EFL.

ملخص

صُممت الدراسة الحالية لدراسة أنواع استراتيجيات التكيف في التواصل التي يستخدمها اساتذة التعليم الثانوي اثناء التفاعل مع تلاميذهم في فصل تعليم اللغة الإنجليزية كلغة أجنبية. على وجه الخصوص، تبحث الدراسة في تصورات المعلمين للتفاعل في الفصل الدراسي والأنواع الشائعة لاستراتيجيات التواصل مع الطلاب التي يستخدمها هؤلاء المعلمون لتفادي حدوث مشاكل في التواصل مع التلاميذ. وبناءً على ذلك، تسعى الدراسة للإجابة على أسئلة البحث التالية: ما هي تصورات اساتذة التعليم الثانوي للتفاعل الصفي وما هي استراتيجيات التواصل التي يستخدمها اساتذة التعليم الثانوي. ولهذه الغاية، اختارت الدراسة تصميمًا كميًا ونوعيًا لجمع البيانات. تم توزيع استبيان على عشرين استاذ لغة انجليزية من ثانويات مختلفة بولاية جيجل. وبالمثل، وتم إجراء مقابلة شبه منظمة مع اثنين من الذين أجابوا على الاستبيان. أكد تحليل نتائج البحث باستمرار أن معلمي المدارس الثانوية يستخدمون استراتيجيات التواصل مثل التقريب، والتفسير، وإدارة الخطاب، والتعبير العاطفي، واستراتيجيات التحكم في العلاقات الشخصية أثناء التفاعل مع تلاميذهم. وتجدر الإشارة إلى أن إدارة الخطاب، والتفسير، واستراتيجيات التقريب هي استراتيجيات مهمة للتواصل يستخدمها اساتذة التعليم الثانوي في فصل اللغة الإنجليزية كلغة أجنبية.

كلمات المفتاحية: استراتيجيات تكيف التواصل، نظرية تكيف التواصل، التفاعل الصفي، فصل اللغة الإنجليزية كلغة أجنبية،

اساتذة التعليم الثانوي