Investigating the Quality of Interaction
in the Middle EFL Classes

Thesis Submitted in Partial Fulfilment of the Requirements for the degree of Master

In English Language Sciences

Candidates: **Supervisor:**

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Yousra BOUDJERIDA

Board of Examiners:

Chairperson: Rafika MALEK   Mohamed Seddik Ben Yahia University

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INVESTIGATING THE QUALITY OF INTERACTION IN THE EFL MIDDLE CLASSES

Abstract

The present study aims at exploring the nature of interaction that is provided in public middle EFL classrooms. It investigates the possibility of promoting learners' communicative capacities via different interaction patterns that are used in EFL middle school classes within the framework of Competency-Based language teaching (CBLT) to see how applicable this method of teaching language with reference to interaction and communication is. This research attempts to probe the effectiveness of classroom interaction as a pedagogical strategy in enhancing EFL learner's performance as well as fostering their capacity to generate new language. The research in hand hypothesised that If there is a balance between different interaction patterns (Teacher-Learner and Learner-Learner) and between teacher's talk and learner's talk in addition to the needed feedback; then, a successful quality of interaction would be achieved in middle schools. In order to achieve the preceding aims, a descriptive exploratory study is carried out. The main data gathering tools in this study are questionnaires and classroom observation. The questionnaires were administered to a sample of (80) pupils in the two middle schools "Abadou Abdelkamel", "Boutaya Boudjemaa" and (25) teachers of middle school classes from different institutions to determine and qualify the nature of interaction and the relationship between classroom interaction and pupils' development. The findings of the questionnaires and classroom observation supported the hypothesis of the research and revealed a positive view on classroom interaction in the middle school context.

Keywords: Interaction, Classroom Interaction, middle school, communication

Dedications

Hana

In the Name of Allah, Most gracious, Most merciful

This modest work is fondly dedicated to

My beloved mother "ZitouniSalima" who has always encouraged me and has surrounded me

with love and care. My deep love and thanks to her for all her sacrifices.

My beloved father "BouaouaDjamel" who has believed in me and has worked hard for my

success and to whom I owe a great debt.

My dearest sister "Meriem" who has never saved any effort to help me. I remain eternally

thankful to her.

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To whom I am very thankful. My lovely friends and source of my happiness

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encouraged through the fulfillment of this work.

Yousra

To The most precious people to my hearts, to the ones who gave birth and meaning to oulives.

To the persons who gave me strength and hope.

I dedicated this work:

To my parents, sisters and brothers

To all relatives and friends

Our special dedication is profoundly expressed to my closed friends

To all those who prayed for me and be sought god to help me.

Acknowledgments

List of Abbreviations

ALM   Audio-lingual Method.

CLT   Communicative Language Teaching.

CBA   Competency Based Education.

CBE   Competency Based Education.

EFL   English as a Foreign Language.

ESL   English as Second Language.

FL   Foreign Language.

FL   Foreign Language.

FLA   Foreign Language Acquisition.

FLT   Foreign Language Teaching.

IRE   The Initiation, Response, Evaluation Sequence.

IRF   Initiative Response Feedback.

L2   Second Language.

MS   Middle School.

SL   Second Language.

SLA   Second Language Acquisition.

TL   Target Language.

TT   Teacher Talk

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GENERAL INTRODUCTION

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General Introduction

1- The Statement of the Problem

   Educational system now requires more student interaction rather than just listening to the teacher. Hence, classroom interaction is very important in today's educational system. Hall and Verplaetse (2000) stated that classroom interaction is a practise that enhances the development of the two important skills which are speaking and listening and it helps the learners to be competent enough to think critically and share their views among their peers. Through interactions, students can increase their language repertoire as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, problem-solving tasks or conversations. At the time of interaction, students can use all what they have learnt of the language or have casually absorbed in real life exchanges in which expressing their real meaning is important to them. Thus, they will have experience in creating messages from what they hear or read, since comprehension is a process of creation (Rivers, 1981). It was also underscored by Richards (2001) that second language learning is facilitated when learners are engaged in interaction and meaningful communication.

Foreignlanguageteachingandlearning includes a kind of classroom interaction which requires active participation fromthe teacher and the student. Manyresearchersbelievethatlanguages are best learned under interactive setting which in turn creates an extreme demand for classroom interaction to enhance the quality of learning the language.

Thisstudyisprimarilyconcernedwith the oral interaction in classroom whichis the process of verballytransmitting information and ideasfrom one individual or group to another; in otherwords, it is the collaborative exchange of thoughts, feelings orideasbetweentwo or

more people, leading to a mutual affection betweeneachother. It also attempts to investigate the role of the quality of interaction that is provided in the Algerian EFL middle classes in promoting the learners capacity in studying English as a foreign language in two different public middle institutions ,and we will take a look on different types of interaction and its patterns in EFL classroom encompassing :teacher-learner interaction involving initiation-response-feedback (IRF) and teacher questioning ,teacher talk and student-to-student interaction involving pair work, group work, choral responses and self-access. These elements are highly related to the application of the new reform (Competency-Based Language Teaching) in 2003.This has given a new dimension for language pedagogy because it calls for the notion of classroom interaction and real communication. So, the current study attempts to know whether the classroom practice go hand in hand with the CBLT. It, as well, strives for investigating whether the teachers of English in the middle school follow an effective methodology to get their pupils improved through implementing classroom communication and interaction.

Hence, it is worth mentioning that the act of communicating with learners is in itself a tough task in the sense that a lot of factors interfere in the process of interaction such as : motivation, apprehension, the organisation of the classroom, the availability of human and material resources, the teaching methods, and classroom size .All these determine the quality of oral interaction because their presence or absence can impede or develop communication between teachers and students; thus, teachers have to provide students with the opportunities to participate in the learning process i.e. learners contribute in selection of content, designing lessons, activities ...etc. .As a result, it is widely assumed that learners can benefit from interaction because it facilitates language development and communicative competence which is a key notion that requires speakers to go through in order to understand each other.

2- The Aims of the study

It is obvious that, in Algeria, the only place of developing the English language is the classroom, and it is at the same time, the only place where this language is practised .For this reason, interaction and communication during teaching the language is restricted only to classroom; this is why our objectives of this research focus mainly on exploring what is going on in classroom. This study aims at exploring the nature of classroom interaction provided in the Algerian EFL Middle classroom. The present research tries to shed light on the different interaction patterns that are used in EFL middle school classes within the framework of Competency-Based Approach that is recently implemented in the Algerian educational system to see to what extent this method is applicable. Since modern teaching of foreign languages is learner-centered, the current study attempts to shed light on classroom talk and to check whether there is a balance between teachers and learners amount of talking and classroom participation in the process of interaction. In addition to this, the further goal of this study is to have a look on classroom talk in the Algerian EFL classes; at the same time, it strives for exploring the carrying out of the process of interaction concerning the key notion of feedback.

3- The Research Question

The current piece of study attempts to answer the following questions:

1. What is the quality of interaction that is provided in EFL classes in the Algerian middle school?

2. What are the different interaction patterns that take place in the Algerian EFL middle classes?

3. How much do both teacher and the learner contribute in classroom talk?

4. How authentic is communication in the Algerian EFL middle classes?

5. Do the EFL teachers implement classroom interaction along the use of CBLT?

4- The Hypothesis

If there is a balance between different patterns of interaction in the classroom(Teacher-Learner and Learner-Learner) and both the teacher's talk and the learner's talk, and in addressing the right feedback, successful interaction will be achieved in middle school English language classes.

5- The Research methodology

The research in hand follows a descriptive and exploratory paradigm; hence, it relies on the use of tools of data gathering which are commonly used in descriptive design; they are namely the following: a questionnaire and classroom observation.

The first part of investigation is carried out by using basic tool of data collection which is classroom observation i.e. the main advantage of observational data is that it permits the researcher be involved to see directly what happens in classroom without relying on what they say; therefore, there is certain amount of objectivity in such data comparing to second hand self-report data ,being a passive observer and using audio-recording .Robson (1993,p.192) stated that observation, in part, can be used for several purposes in study because it can take on variety of forms .It is commonly used for several purposes in study ;it is an explanatory phase , in which we can verify the research hypothesis and try to answer the research questions. The second part of our investigation is carried out using a questionnaire that consists of questions constructed for fourth MS in Jijel.

6- The Structure of study

Research is divided in to two main parts : descriptive part which reviews the related literature, and the latter includes two main chapters ,the empirical part which reviews the data analysis of the student's questionnaire and classroom observation .Chapter one is

devoted to the classroom interaction, key concepts about it including its definition and perspectives related to it , its importance, its relation to Second Language Acquisition .Moving to interaction patterns , its aspects and techniques for interaction and finally interactive activities and factors influencing classroom interaction. Whereas the second chapter emphasises the teaching context in Algeria, the latter stresses the implementation of CBA and how it is related to the notion of interaction.

1- Chapter One: Classroom Interaction

Introduction

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Introduction

Teaching English as a foreign language is a process that combines between different elements .Reaching a successful combination between these elements is a strong proof that the success of the process of teaching the language is achievable. Classroom interaction is one of the main components of EFL teaching because it accelerates language development that takes place mainly in classroom, and it provides learners with abilities to improve their skills especially the oral one .This chapter is, then, concerned with the notion of classroom interaction as a way of learning and its related concepts that go hand in hand with EFL teaching classes which allow the existence of the teacher and the learner together in the same setting. So , this chapter starts with some key concepts about social interaction i.e. perspectives related to it ,classroom interaction definition , its importance and its role in second language acquisition, moving to patterns of classroom interaction, its aspects and its techniques .This chapter also discusses the interactive activities and displays factors influencing classroom interaction.

1.1.Definitions

Interaction is a key aspect in language learning and acquisition. That is to say, it plays an important role in formal and informal settings of EFL learning. However, it is important to know how interaction is perceived in different perspectives and how it is brought about to classroom.

1.1.1. An Overview on Social Interaction

Interaction plays a crucial role in language learning, but communication and culture are taken into account because of their role in achieving interaction. According to Kumpulainen and Wary (2002), classroom interaction requires the presence and the collaboration of two or more learners to achieve communication; they are supposed to

share a list of cultural aspects .Before speaking about interaction in classroom, it is important to shed light on interaction itself and its theoretical background related to language learning. There are many perspectives on social interaction and its relationship to language learning; two of them are dealt with in this chapter: the socio-cultural perspective and the cognitive perspective.

1.1.1.1.The Socio-Cultural Perspective

The socio-cultural perspective is mainly based on Vygotsky's ideas (1978) that state that thinking and speaking create a context of activity .This theory puts the spotlight on the relationship between the mental activity and the individuals' cultural, historical and institutional context .What is important for this perspective is that any mental activity can be investigated in the form of interaction between individuals and the physical environment within a certain cultural context.

According to Walsh (2006), social interaction and context go hand in hand with the learning situation .Language is culturally a developed system of signs, and it is considered as a tool for thinking and constructing social meanings. This is why it is emphasised in social interaction. Practising social interaction, the individual tries to understand what is happening around him with relation to his culture; as a result, his mental activity leads to producing and developing language ,and then, learning. This, in fact, supports the view of Vygotsky concerning the role of active participation and help (scaffolding) provided by other more knowledgeable members during the learning process through interaction in order to move from the actual level to a higher one pushed by the interaction between the teacher(the more knowledgeable member of the learning process) and the learner(Kumpulainen and Wary 2002).

Hence, the socio-cultural theory gives more importance to the participation of the individual in the activities within the help of the teacher who encourages learning through engaging the learner in an effective interaction. According to Bruner(1983),teachers provide learners with opportunities helping them and keeping them interested in learning so that the learners are able to understand them i.e. the teachers are supposed to motivate and encourage their students to be really involved in the learning process.

1.1.1.2.The Cognitive Perspective

The cognitive perspective refers to the cognitive psychology, and exactly, to the Piagetian theory of cognitive development. This theory of learning puts the spotlight on the mental processes, the development of thinking and cognitive strategies. Piaget(1954) shed light on the individual as the builder of his knowledge and his learning.

Moreover, the cognitive perspective considers interaction as a pushing force to individual's knowledge construction because it helps in putting again into work the existing knowledge and then, producing new language. Social interaction is a driving force toward the understanding and recognising of thinking processes in the sense that through interaction, the individual is able to work on his actual knowledge and to correct and acquire the right knowledge. Doise and Mugny(1984) stated that the disagreement faced during interaction may result in making the individual thinks again to get the right solution of a problem and this leads to learning. So, the cognitive perspective, even if it focuses on the individual's construction of knowledge by his own, links in another way the social interaction with the mental development.

When both Piagetian and Vygotskyan theories go hand in hand and are applied in classroom, teachers should provide learners with a suitable environment in addition to materials that are in favour of the learner's age and his mental development. Taking into

account the Vygotskyan theory, learners are involved in collaborative interactive activities with their peers in classroom; each one has a different mental ability; as a result, learners can benefit from each other by correcting each other's mistakes. This leads to the growth in the zone of proximal development (Slobin,2006). This theoretical shift in concepts of learning shows how positive is the social factor in classroom, and it emphasises the importance of interaction in teaching and learning i.e. the development of the teaching methodologies and learning strategies are enhanced by interaction.

1.1.2. Classroom Interaction Definition

It is impossible to define classroom interaction as a two-word term; this is why it should be defined separating each word alone. 'Classroom', first, is a place where language practice takes place. 'Interaction' is the communication that takes place between the learner and another participant in the process, either the teacher or another learner. Therefore, classroom interaction is the meaningful communication that happens in classroom using the language. According to Cambridge dictionary, 'to interact' means 'to communicate with or react to (each other)'. So, interaction requires at least two individuals.

Defining such a concept is still an attempt of the researchers; they try to do so from different angles and perspectives. For example, Robinson(1994)considered the concept referring to interaction:

> to reciprocal face-to-face interaction. This can be verbal channeled
>
> through written or spoken words, or non verbal channeled through
>
> touch ,proximity ,eye contact ,facial expression, gesture ,posture,
>
> appearance, environmental factors, etc (p.7).

He, therefore, tried to explain the nature of interaction by saying that it is face-to-face action i.e. it is a mutual process in which students communicate with each other or with the teacher .

The concept of interaction has a great importance in classroom because it helps in advancing the learning process. Johnson(2008) defined interaction as "A concept which involves both input and output"(p.79). Furthermore, Allwright and Bailey(1991)considered interaction as something done together. As a result, interaction is seen as a process that takes place between two learners who influence each other.

1.2.The Importance of Classroom Interaction

Since the learning process takes place in classroom, the teacher is supposed to create a relaxing atmosphere for the carrying out of classroom interaction, and then, for the success of the learning process i.e. when the teacher gives learners opportunities to communicate and well structures his lessons and instructions, the learners' performance will be suitable, and he develops his learning. In this respect, Allwright (1984) emphasised the role that classroom interaction plays in EFL learning and teaching indicating that "It is inherent in the very notion of classroom pedagogy itself" (p.158).That relaxing atmosphere results in the mutual understanding between the learner and the teacher. However, for Woolfolk and Galloway(1985),it is the responsibility of the learner to create that relaxing atmosphere to be an active participant in interaction .For this reason ,classroom interaction is regarded as basic in giving life to the classroom; it provides them with more opportunities to communicate. Something that is today seen as the core of the teaching learning processes especially when it is the case of second language teaching and learning while there is a provider and a receiver of the knowledge.

According to Brown (2001), "In the era of communicative language teaching, interaction is, in fact, the heart of communication ;it is what communication is all about"(p.35).This means that classroom interaction is today basic in modern language teaching methods which are based on the communicative competence. Another key importance of classroom interaction is that it 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(1989).In addition to all what have been mentioned ,classroom interaction gets learners to talk. 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 the responsible of the success of the learning process if he only becomes an active one.

Besides, classroom interaction enhances language acquisition in the sense that during interaction, the individual finds himself acquiring new forms and concepts spontaneously, either inside or outside classroom. For Ellis and Fotos (1999),interaction improves acquisition because of the following:

1. It gets the learners to talk to their peers, and then, to be more exposed to the TL.

2. Learners will have the chance to exchange ideas and put what they learnt in practice.

3. It promotes peer feedback through correcting each others' errors.

4. Learners will be able to listen to each others' answers and ideas

5. It shapes correct thoughts in the minds of learners thanks to correcting each others' mistakes.

6. It allows the learner to be the responsible of his learning in classroom and the one who guides it

Hence, classroom interaction remains the center of all what goes on in classroom because it motivates learners to share ideas, ask questions and answer them, and asks for clarification. In other words, it pushes the learning process from all its corners.

1.3. Interaction and Second Language Acquisition

Research on second language acquisition is related to classroom interaction. For example Ellis (1985) viewed classroom interaction as the basis of language acquisition and learning because the main concern of interaction is talk which is carried out by learners with each other; thus, output is the result of interaction. Classroom interaction, then, is a facilitator of the language learning process through engaging students in classroom talk.

In this regard, Long (1990) connected language acquisition to the interaction between the learner's mental abilities and the linguistic environment; he asserted that interaction is needed in foreign language acquisition. According to Krashen (1981), when students receive a comprehensible input, they will be able to produce a comprehensible output. This leads to considering three perspectives on language acquisition: the input hypothesis, the output hypothesis and the interaction hypothesis.

1.3.1   The Input Hypothesis

According to Pinter(2006),interaction is regarded as a good way for providing a comprehensible input that plays a great role in L2 learning because the input which is received engages learners in interaction with the teacher and, also, with each other inside classroom. Krashen said that not all the target language is understood by the learner; this is why he claimed that the learner should be provided with an understandable input or what he referred to as 'comprehensible input' (As cited in Allwright and Bailey, 1991, p.120). After getting a comprehensible input, the learner will be able to develop his speaking and writing skills in the target language. Input is a facilitator of the acquisition of words in the

TL. This acquisition of words mainly occurs through the interaction between the source of knowledge and the receiver of that knowledge (teacher and learner).

Moreover, according to Allwright and Bailey (1991), the teacher is the main provider of input inside classroom because most of classroom talk belongs to him; this is why he is supposed to provide learners with a comprehensible input. The teacher can guess his learners' responses and learning behaviours only if his language and his performances are clear; he can do so only through interaction with his learners mainly by asking them questions.

1.3.2.   The Output Hypothesis

The output hypothesis was proposed by Swain (1985); for her, producing output, the learners get improved in second language learning. This output can be either written or spoken. This is why a comprehensible input is not enough in acquiring a second language or a foreign one because there is a difference between understanding a form and producing it .This indicates that interaction is sufficient in this context; it is the pushing force toward production. Swain (1985) also emphasised the role of speech practising in developing the language.The output hypothesis, then, helps learners to develop their language level; the output encourages them to speak and get feedback from each other through negotiating meaning .On the basis of feedback that they get, learners can modify their output. This is why modern language teaching requires from the teachers to give their learners enough space to communicate and talk using the new language during the process of learning ,especially when they do so in group work (As cited in MC Cafferty, Jacobs and DasilvaIddings,2006,p.20)

As a result, doing a group work activity promotes the learner-learner interaction; learners exchange opinions and suggestions and so on .In this regard, it is important to

shed light on attention as a key aspect in this hypothesis .For example ,Schmidt(2001) considered that a link exists between learning and attention; he explains that learners' awareness of what they learn is a part of the learning process. In her latest modified version of the output hypothesis, Swain (1995, 2005) advocated a socio-cultural view putting the spotlight on the importance of dialogic language between students and teachers. The strength of this hypothesis can be seen in its emphasis of negotiation of meaning as the basic means to produce output .In negotiating, students learn how to generate new sentences and modify them to make them understandable byothers, leading to what is called dialogic learning.

1.3.3. The Interaction Hypothesis

The interaction hypothesis was first put by Long in 1996. It emphasises the role of negotiated interaction in language development .Interaction facilitates language acquisition because it connects input and output with internal capacities. However, Long (1983a,1983b) stated that for the sake of achieving language acquisition, learners should be supported to negotiate meanings to prevent communicative breakdowns. Gassand Varonis (1994), in this sense, discussed the importance of negotiated interaction in improving second language acquisition:

> "…crucially focuses the learner's attention on the parts of the discourse that are problematic, either from a productive or receptive point of view. Attention in turn is what allows learners to notice a gap between what they produce/know and what is produced by speakers of the second language. The perception of a gap or mismatch may lead to grammar restructuring"(p.299).

Negotiation, then, develops learners' awareness of the limitations of their speech and the language features which do not suit the standards of the target language (Gass, 1997). Negotiation, therefore, helps learners to obtain feedback from the other participants in interaction; they get it in the form of conversational discussions or dialogic language.

Feedback, in addition, serves in modifying the language production. In this respect, interaction hypothesis concentrates on the concepts of negotiation of meaning and feedback as two key aspects of interaction which are connected to each other in the course of language acquisition. Hence, classroom interaction tasks are considered as important because they include students' participation, group pair and group work,teacher talk, negotiation of meanings and feedback.

For this reason, today, the communicative language teaching stresses the importance of interaction and communication as purposes of language learning (Richards and Rodgers, 1986).Thus, interaction facilitates the learning of language functions and the target language forms (Hymes,1972;Nunan,1991).

One of the basic elements in Long's hypothesis is that in the negotiation of meaning learners are supposed to pay attention and to be involved in the process totally in order to make communication successful between the learner and his interlocutors. This, in fact, leads to a good command of the target language and, as a result, receiving corrective feedback. However, long admitted that even if processed interaction within negotiation of meaning facilitated language acquisition, it does not cause it to take place. This is what Pica (1996)(as cited in Ellis and Barkhuizen,2005) claimed i.e. there are other factors leading to language acquisition and not only the negotiation of meaning and interaction.

1.4. Interaction Patterns

In foreign language classrooms, interaction plays a crucial role in developing the student's language, and it determines what learning opportunities they may get. Classroom interaction has two main types: student-student interaction and student-teacher interaction.

1.4.1. Teacher-student Interaction

The teacher-student interaction is one of the most powerful elements within the learning context; it is a crucial factor that has significant impact on the student's development and performance. In the classroom, the teacher often asks questions to learners and learners answer the questions and vice versa, or the teacher participates in learning activities to provide learner's with feedback. The focus of interaction was predominant between the teacher and learners. The teacher's central role is to dominate the class in terms of talking time and the running of the process. The teacher controls the topic for classroom talk, and determines when to start and stop talking in the classroom (Cazden, 1988).

Students are required to participate only by answering questions; they rely only on teacher's instructions and cannot solve problems independently as Kundu (1993) stated:

> Most of time we talk in class hardly even giving our students a chance to talk, except
> when we occasionally ask them questions even on such occasions because we insist on
> answers in full sentences and penalise them for their mistakes. They are always on the
> defensive (p.13).

Here, the most dominant pattern of interaction related to TL interaction is called initiation-response-feedback (IRF); it occurs when the teacher initiated a conversation with a question and asks student to answer the question, and then, provides feedback to the

student's answer. In this regard, questions are considered of crucial importance in facilitating L2 learning.

While, recent approaches of language teaching have stressed the activity of the learner as the dominant force in classroom meaning by this that the teacher should limits his talking time. Teacher should engage them and motivate them to make an effective lesson; it involves much participation from learners as Brown (2001) recommended: "Teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk" (p.99).

Harmer (2001) emphasised engaging students in interactive activities: "To foster learners to produce communicative outputs, learners should be engaged in communicative activities" (p.49). Without any doubt, if learners are more involved in the learning process, they get improved and promote their achievements in the TL either in formal or informal settings

The teacher sometimes interacts with the class as a whole while at other times, with small groups in the classroom. Teacher-student interaction facilitates the teaching process since students do most of classroom talk, and they automatically become a part of the lesson through interaction.

1.4.2. The Student-student Interaction

The student-student interaction is that interaction that takes place between a learner and another learner or learners; it is a very important part of classroom interaction that has been ignored and received little attention comparing it to teacher-student interaction. The interaction that occurs between students themselves affects communication, classroom learning and foreign language acquisition. In this form of interaction, the teacher plays a role as a monitor and the learners are the main participants. Learner-learner interaction

occurs in groups is called student-student interaction whereas interaction in pairs is called peer interaction (Tuan and Nhu,2010).In student-student interaction, learners receive comprehensible input, opportunities to negotiate for meaning and receive other's feedback, and opportunities to produce modified output (Mackey, 2007).

It is assumed that student-student interaction is an obstacle of the teaching learning process because of learners misbehaving during communication, but in another side this type of interaction is of great importance in promoting academic achievement. The learner becomes self-confident during cooperative works.

That practice is the most beneficial when it carried out in collaboration with small groups or peers (pair and group work) rather than with the teacher or the whole class setting. Students almost always initiate their questions during small group rather than whole class activities. Open discussion in cooperative groups can make clarification of ideas and perspectives in a context free of the perpetual scrutiny of the teacher and the wider class group (Gillies, 2006).

UR (1996) proposed two activities for oral communication in which there is a large amount of learner talk during activities .Learners have large opportunities to speak and participate in activities. In addition, they are highly motivated and interested in it .These activities are the following: topic-based and task-based activities. A topic-based activity is built on the subjects and themes that are dealt with, whereas a task-based activity focuses on the use of language to do a meaningful task like making a phone call.

In brief, student-student interaction is a vital dimension of classroom communication that should not be neglected or because it is a crucial element in classroom interaction.

1.5. Aspects of Classroom Interaction in Language Teaching and Learning

Classroom interaction is composed of two aspects: negotiation of meaning and feedback. These aspects are related to each other because each one leads to the other .They are regarded as the heart of the success of language learning.

1.5.1. Teachers and students' Participation in Classroom Interaction

Research on social interaction focuses mainly on the whole classroom interaction between teachers and students; as a result, studies show that there are typical classroom interaction patterns. The most known is the initiation-response-feedback or evaluation. First of all, the teacher initiates discussions through asking questions; then, students respond to these questions, thinking critically. Finally, the teacher gives feedback to the students in the form of a response that may be positive or negative, but effective for learning. However, the IRF sequence is said to be negative in classroom interaction since it gives less chance for the learner to speak and interact (Walsh, 2006).

It is believed that learning is emerged as the result of planned guidance of the students by a more competent one through cooperative activities within the learning community. In the course of interaction, both the student and the teacher are responsible of leading discussions on the content of the lesson that they try to understand together. It shows that both the teacher and the student play a vital role in classroom interaction working collaboratively .Teachers should play an essential role in classroom according to Walsh(2006),and they are responsible for controlling patterns of communication. The teacher controls the topic, the content, and the responses and even turns takings to facilitate the whole process of learning. He uses techniques to elicit the information through questioning students, and he provides feedback.

Both the teacher and the learner play an important role in classroom, but from different sides. The former should create an enjoyable learning atmosphere, facilitate learning, motivate and observe learners while interacting to develop their language production. The latter should work cooperatively and collaboratively, respond to teachers' initiations, organise the topics for discussions and follow teachers' instruction in the course of classroom interaction.

1.5.2. Negotiation of Meaning

Negotiation of meaning means revealing ideas in a communicative and clear way ;it includes the way learners understand each other while sharing ideas like Bygate(1987) viewed it.This aspect of interaction takes place when students do not understand or comprehend a part of the foreign language during a language lesson course by asking each other for clarifications; something that Chaudron (1998, p.131) put forward that "when understanding does not take place, either on the part of the learner nor on the teacher , they can ask for each other clarification by means of comprehension checks ,confirmation checks , or clarification request". For this reason, the negotiation of meaning is something vital in classroom meaning that includes peer interaction or student-student interaction .It plays also a role in language development. Long (1996, p.445-454) provided the roles of negotiation of meaning that it plays in the assistance of language development:

1. It makes input understandable without simplifying it with the retaining of learnable language features.

2. It breaks input into smaller digestible pieces.

3. It raises awareness of the formal features of the input.

4. It enables learners to learn new forms directly.

5. It provides a' scaffold 'in which learners are able to produce increasingly complex utterances.

6. It is a driving force for learners toward expressing themselves clearly and precisely.

7. It makes learners more aware of their need to be comprehensible.

Long(1996) ,here, emphasised the aspect of negotiation of meaning showing its importance for language development and its effect on the learner's input .Gass(1997) from another side, summarised the value of negotiation in the following quote:

> The claim is not that negotiation causes learning or that there is a theory of learning based kon interaction .Rather negotiation is a facilitator of learning: It is one means but not the only means of drawing attention to areas of needed change. It is one means, by which input can be comprehensible and manageable, [and]…it is a form of negative evidence (helping) learners to recognize the inadequacy of their own rule system. (P.131-132).

Gass made the relation between language learning and the negotiation of meaning regarding it as one of the means that contributes in the comprehension of input helping the student to recognise the errors that take place within their rule system .Focusing on the negotiation of meaning as an aspect of interaction, Pica (1994) supported the importance of interaction in language learning she defines negotiation of meaning as the following:

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

changing its words ,or modifying its form and meaning in a host of

other ways(p.494).

Pica, in fact, explained that the negotiation happens when there is a difficulty in the comprehension of message following some techniques like repeating a message, adjusting its syntax, changing its words or modifying its form and meaning in a suitable way.

1.5.3. Teacher Talk (TT)

Tacher Talk is regarded as a bridge that links between L2 learning and language learner. Teachers' interactions with their surdents are considered as important when the teacher: (a) responds promptly, directly, and tenderly to their students; (b) provide different opportunities for the students to participate in face-to-face communications; (c) identifies and elaborates on the emotions, interests, and activities of the students (Bredekemp, 1987).

Wasik, Bond and Hindman (2006) found that teacher talk could have an impact on preschool children's language levels. Teachers in preschools receive training in how to increase opportunities for language and vocabulary development. This shows how important teacher talk is in promoting language acquisition to the extent that it required teachers to receive training. As a result, most of classroom talk is dominated by the teacher (Ellis, 1990).

1.5.3.1.Questioning

Questioning is a universally used activation technique in teaching, mainly with the Initiation-Response-Feedback pattern, and it is considered one of the influential strategies in creating classroom interaction. This technique is based on teacher's questions addressed to his students. It is one of the teachers' initiating activities and facilitates student's language acquisition by asking questions and initiating responses from students.

According to Penny UR (2000), the teacher questioning serves in different ways such as letting learners present their ideas, testing their understanding knowledge or skills, engaging learners actively in their learning and stimulating their thinking. These questions have been classified according to various different criteria .Questions asked by the teacher should clear, interesting, possible to be extended and fit the learner's level. These characteristics are fundamental in order to get students to engage with the language material actively through speech. So, effective questioning technique is one that elicits motivated and valuable responses.

Long and Sato (1983) suggested two questioning techniques for the teacher in EFL classrooms : 'Referential' and 'Display' questions . Display questions are those questions for which the teacher knows the answers and requires students to display knowledge. This kind of question is asked for comprehension checks, confirmation check or clarification requests. Referential questions are the questions whose answers are not already known by the teacher. Therefore, it has greater potential to generate social discourse with the purpose for communicating rather than testing the students' knowledge; it is used when the teacher's aim is to enhance speaking skill and to create a social -like atmosphere in the classroom. In brief, the purpose of teacher questioning determines types of teacher's questions in the classroom. Students' .Long and Sato (1983) found that 79% of the questions asked by the teachers are closed .But, referential and open questions are used to encourage the learner's production. As a result, if these questions take place a good classroom interaction takes place between the teacher and the learner.

1.5.3.2.Feedback

Feedback is considered as significant in foreign language teaching and learning .As a result, many applied linguists define it differently .UR(2000) for example defined it as the reactions given by teachers to learners to know whether their performance is right or

wrong. In this respect, Sàrosdy, Farczàdibencze, Poor and Vadnay(2006)said that "Feedback refers to the information that learners receive from their teacher about their performance, which will help them take self-corrective action and improve their achievement." (p.253)

Students focus on their performance so that they want to appear good performants in front of their teacher through avoiding making errors to get positive feedback; something that Mackey(2007) talked about claiming that "Through interaction that involves feedback , the attention of the learners are paid to the form of errors and are pushed to create

Moreover ,feedback is not only a tool to enhance the learning process ,but it is also a motivational one   for the learners because it gets them to respond by asking for clarifications and questions .Here , the teacher is the one who is going to receive feedback from the learners. The feedback is related with assessment because in classroom the teacher is going to assess student's performance through giving him feedback like Brophy (1981, p.18) who stated that "Feedback is an essential aspect of any language learning and it is important that students get feedback about their classroom conduct."

Feedback has different types:

1.5.3.2.1. Corrective Feedback

The term corrective feedback has been defined in different times, but these definitions were very similar. Among them the one provided by Chaudron (1977); he considers corrective feedback as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance"(p.31). So, corrective feedback is mainly a reaction which gets the learner improved .Another definition is put forward by Ellis, Loewen and Erlam (2006) who defined this concept as the following:

Corrective feedback takes the form of responses to learner utterances that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form , or (c) meta-linguistic information about the nature of the error, or any combination of these . (p.340)

Corrective feedback is, then, a group of responses following learners wrong performance, the response may shed light on the error, correcting the form of the language and finally, indicating to contextual errors.

In language pedagogy, corrective feedback takes place between the teacher and the learner in classroom settings, but teachers do not always use it to correct learners errors; they sometimes use it to draw their attention to a linguistic form even if both sides understand each other in order to be engaged in a negotiation of meaning as Sheen (2011) pointed out. But the central part in the process of error correction is the error itself; this is why different members in classroom may provide corrective feedback:

Self-correction takes place when the learner, himself, recognises the error that he has committed, and then he corrects it by himself by providing a correct form. Self-correction is seen as better than others corrections because it is considered as face-saving for the learner.

Peer correction takes place when another learner in class corrects the error of his classmate. The importance of this type of correction is that both learners are involved automatically in a face-to-face interaction .Something that pleases the teacher and gives him information about his learners abilities in which they co-operate in learning and become less-dependent to the teacher.

*Teacher correction ,*of course, appears when the teacher corrects his learners errors. After knowing the problem, the teacher tries to put solutions so that the learner understands his error and understand the correction. Teachers, while correcting errors, should do so in a non-threatening way because learners are not accustomed with the new language and interrupting them to correct their errors directly is psychologically considered wrong. They may use other techniques for example repeating the learner's utterance to direct the attention of the learners and treating it

1.5.3.2.2. Implicit and Explicit Feedback

Implicit feedback mainly focuses on language form rather than its content .It is concerned with correcting the form of the learner's responses if he makes linguistic mistakes in speech. The teacher corrects and guides his student's attention to the correct form of the language during his performance. Harmer (2001) labeled the explicit feedback as a form feedback saying that "Form feedback deals with the linguistic accuracy of the student's performance. The teacher will record the errors of the students are making during the activity and will give a feedback on their successful achievement as well as discuss their errors and mistakes" (p.246).So, the explicit feedback is accuracy based in the course of interaction in classroom.

Unlike the explicit feedback, the implicit feedback focuses mainly on language content. So, the unsuccessful reformulation of utterance leads to the correction of the teacher ,and as a response, the learner performs successfully and correctly .Harmer (2001) named implicit feedback as content feedback, he claimed that "Content feedback involves the assessment of how good the students' performance was in the communicative activity ,focusing on their ability to perform the task rather than dealing with correctness of their

language used in the activity"(p.246).Here ,the implicit feedback is performance-based and not form-based .

1.5.3.2.3. Positive and Negative Feedback

According to Nunan(1991), "Positive feedback has two principal functions: to let students know that they have performed correctly ,and to increase motivation through praise." (p.195).From this idea ,we can say that positive feedback is associated with teacher's encouragement and motivation of the learner by saying to him ,for example, 'good' ,'excellent'. However, teachers often tend to thank and praise good learners while weak ones are rarely encouraged by the teacher who normally should distribute praises on the whole class as each one performs well in classroom.

However, in the negative feedback, the teacher criticises the learners' wrong performance i.e. when he commits the errors. Teacher shows his displeasure, frustration or involves some kind of punishment as McNamara (1999) and Ayoun(2001) pointed out. Negative feedback may depress the pupils; this is why it is not advised to be used psychologically, but it is in another way effective in promoting learners awareness of the learning process

1.6. Techniques for Interaction

El koumy (1997) in his article proposed three important techniques for EFL teachers to implement interaction in their classes. These techniques are: the scaffolding technique, the questioning technique, and collaborative learning technique.

1.6.1. The Scaffolding Technique :

Scaffolding is the process by which teachers use particular conceptual, material and linguistic tools that support student learning. It can be used at any point of interaction

between teachers and students at the point of providing inputs and explanations throughmodeling,interacting and assessing.Celce-Muria (2001) explained the term 'scaffolding' as "the way in which a teacher or adult structures a learning task and provides directives and clues using dialogue to guide the learner's participation in learning task" (p.195) .Teachers need to provide these directives and clues when students tackle material that is new to them or slightly beyond their knowledge.

Scaffolding might include:

> ➢ Making deliberate comparisons with the first language and culture
>
> ➢ Focusing on particular words to develop a metalanguage
>
> ➢ Providing and explicating fruitful examples asking students to notice particular aspects and features.
>
> ➢ Highlighting patterns and choices
>
> ➢ Elaborating on initial explanation
>
> ➢ Using various ways of representing ideas (e.g. visuals, diagrams, organisers, highlighting various media and technologies)
>
> ➢ Feedback that relates to improvement

Through interactive talk, ongoing dialogue, rich and formative questioning, and careful listening and reading, teachers constantly judge what kinds of scaffolds are appropriate and how much scaffolding is appropriate for individual learners. Teachers monitor student's responses and find ways to ensure that students make personal meaning of their experiences and develop a fuller understanding. Brown (1994) pointed out that teachers must organise, provide security, motivate, instruct, be model, be a guide, inform, give feedback, encourage and evaluate the language learners. These roles were classified according to Harmer (2001) as follows:

➢ Controller: the teacher takes charge for the whole class and activities by taking the roll, telling students instructions, reading aloud.

➢ Assessor: provides students with feedback regarding their performance.

➢ Corrector : offers students correction of their linguistic errors while assessing their language learning

➢ Organiser: organises students so that they can proceed with learning procedure.

➢ Resource: acts as students' reliable resource when they encounter difficulties.

➢ Participant : participates in students' classroom activities

➢ Tutor : works with students individually or in small groups if they undertake challenging learning programs

➢ Observer: observes students 'performance to offer them individual/group feedback .

1.6.2. Collaborative technique :

The collaborative learning technique refers to a set of instructional activities in which students work in groups. Collaborative learning requires learners to work in groups to achieve common goals (Chafe, 1998). Learning in groups promotes student-student interaction with meaningful input and output in a supportive environment. Ur (2000) in his book "Acourse in Language Teaching" stated that in group work, learners perform a learning task through small group interaction; he considers group work as a form of learner activation that is of a particular value in the practice of oral fluency. This kind of learning provides students with greater opportunities to interact with each other, negotiate for meaning, work on different projects that are of interest to them and participate in real-world communicative activities .It also has other advantages; it fosters learner responsibility and independence, and it can improve motivation ,and contribute to feeling of cooperation and warmth in the class.

These potential advantages are not, however, always realised. Teachers remain afraid of losing control: that there may be too much noise and that their students may overuse their mother tongue do the task badly or not at all.

Obviously, the success of group work depends to some extent on the surrounding social climate, on the selection of an interesting and stimulating task whose performance is well within the ability of the group it also depends, on effective and careful organisation .

1.7. Interactive Activities

It is obvious that classroom interaction is not carried out at random, but to make it real, teachers of course follow so many types of activities .These activities can be summarised in the following: pair work, group work and discussions, but there are other interactive activities like simulative and role play activities, jigsaw, think-pair-share, Ice breakers.

1.7.1. Pair work

Pair work activity is today advocated by teachers of English; it is an effective interactive technique in classroom when two students or a pair of them work together on a linguistic side. They may practise speech, make comments on a written passage, share ideas on a topic, write a dialogue or do a fill in gap activity. Working together, learners are given the chance to talk, and the time of practising the language is raised (Hadfield, 1992).This, in turn, leads to a more exchanging of ideas and knowledge. Students here feel like that they are teaching each other; they will be less dependent to the teacher. Even if pair work is easy to be managed and designed, it is regarded as a source of noise because learners, especially children, try always to go out of topic talking about something else as Harmer (2001) argued that students deviate from the main topic and talk about something else during pair work. This is why most teachers tend to avoid this technique to not lose control over the classroom.

1.7.2. Group work

A group work activity takes place when the teacher divides the class into small groups in order to perform a learning task .It is considered as learner activation that is important for practising language speech (UR, 2000). As the case for pair work, group work increases the time of learner's talk as UR (2000) mentioned in his book "A Course in Language Teaching" saying that "Group work increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class (p.121). Hence group work decreases learner's hesitations to speak ;rather, it encourage them to speak and get rid of their stress when speaking .It makes learners feel secure ;then, it is relaxing. In addition to this, group work consolidates learners' responsibility and independence from the teacher. Also, Group work promotes motivation and strengthens the relationship between learners working cooperatively in addition to increasing learning outcomes. However, group work activities lead to noise making in classroom, and the teachers may lose their control over the class, They can apply it just if they are good classroom managers as Cohen,Brody and Shevin (2004) argued about ;they claimed that in classroom situation ,teachers are hesitating concerning using group work technique because they do not know how to manage the classroom and create a motivating atmosphere to get learners perform cooperatively inside class.

1.7.3. Discussion

Discussion is another form of interaction techniques. This kind of activities is built on choosing a topic and discuss it or make a debate about it .It is also referred to as "whole class interaction in which all students participate and interact with each other and with their teacher, also. But, in some cases, some students face a problem to express their opinions

and ideas in front of the others because of their inhibitions .Harmer (2001, p.212) proposed a practical solution for avoiding that, which is the buzz group: students are given the chance to discuss the topic in small groups before asking one of them to speak in front of the others. By doing so, each student is given enough time to organize his ideas .then, discuss It encourages learners' interaction and develops listening and speaking skills.

1.8. Factors Influencing Classroom Interaction

Classroom interaction is influenced by different factors but the classification of these factors differs from one researcher to the other. Al-Seyabi (2002), for instance, classified factors into three categories: student factors, social factors and educational factors .Student factor are related to his perceptions, his attitudes, his language factors, his learning styles, his background and his personality. The social factors include the gender of the student and the nature of his community feelings in a group. Whereas, the educational factors are summarized in the teacher, the lesson and the topics dealt with.

However, Tatar (2005) focuses on the psychological side of the learner; he said in his study on classroom interaction that the latter is influenced by: "Learner's lack of language skills as well as inadequate content knowledge, avoiding making mistakes in front of the teacher as well as their friends, and avoiding any embarrassing situations that can make them loose there face"(p.152). According to her, the learner prefers to remain silent in front of the teacher avoiding embarrassment and loosing face because of the fear of making mistakes.

Walsh (2002) found that when teachers choose language and use their capacities to control the language use .So, teacher's good choice of language used in classroom increases the level of learner's participation such as the way errors are corrected, and feedback can be provided in a real-life situation. He can also offer to his learners communication strategies

to maintain turn-taking among students. In this regard, Walsh put the spotlight on the teacher as an influential factor; the behavior of the teacher leads the process of interaction in classroom.

As it is noticed from the aforementioned points of view toward factors influencing classroom interaction, most of the researchers share some ideas about some factors like the case for the teacher as a factor, and they differ in other ideas. It means that these factors cannot be fixed and generalized among researchers.

Conclusion

The main concern of this chapter was first to provide a general overview about Classroom interaction, starting by discussing the main perspectives on social interaction (the cognitive and socio-cultural perspectives) and, then, providing a definition to classroom interaction. This chapter also shed light on the importance of classroom interaction for learners of foreign languages in addition to its relationship to second language acquisition in which three learning hypothesises (the input , output and interaction hypothesises) were linked to interaction. Classroom interaction has two communication patterns which are the teacher- learner and the learner-learner ones; they are have a crucial role in developing learners language, this is why patterns of classroom interaction were reviewed followed by its complementary aspects in the current chapter. The next focal point of the latter was to summarise some of the techniques used in classroom interaction in addition to some interactive activities. The chapter in hand ended by putting the spotlight on factors that influence CI. All in all, classroom interaction is a vital bridge between second language learners and second language learning and that what this chapter tried to reveal.

2- Chapter Two: English Ianguage Teaching in Relation to Interaction Quality

Introduction

2.1. English Language in the Algerian Context

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Introduction

The second chapter aims at shedding some light on the teaching and the learning of English in the Algerian public schools; it will first deal with the place of English in the Algerian society. In addition ,this chapter includes some approaches of teaching English as a foreign language with greater focus on the Competency-Based approach since it is the currently implemented approach in the Algerian educational system .The chapter, as well, portrays an overview about the Algerian middle school teaching methodology through illustrating classroom conditions, learner's engagement and achievement in the classroom. It, ultimately, highlights the aspects of assessment and feedback that are managed by the teacher by the end of the chapter, some pedagogical suggestions for improving EFL teaching in middle classes and spotting the light on interaction and Competency-Based approach.

1.   English Language in the Algerian Context

1.1.   Algeria's Linguistic Context

As specified in the constitution which was drafted in 1963, the official language in Algeria is Arabic; Tamazight has been recognized as a "national language" by the constitutional amendment since May 8th, 2002. Algerian Arabic and Berber are the native languages of over 99% of Algerians, and French language is widely used in the government , culture , media , and education though it has no official status due to Algeria's colonial history. In fact, Algeria has been a French colony for 132 years; as a result, it is estimated that a majority can understand the French language, but only about 20% can read and write it. In this respect Malika Rebui Maameri (2009) assumes that "the language spoken at home and in the street remains a mixture of Algerian dialects and French words" (p.10).

1.2.English as Foreign Language in Algeria

English has become a global language because of the power of the people who speak it; a power which is industrial, scientific, historical, political, economic and socio-cultural, when Britain was the leading industrial and trading power in the world, most of innovations were in the English language; to learn how to use them, people needed English. Historically speaking , the migration of English speaking people to other different area in the world increased the spread of this language .Thus, the significant role that English language plays in different fields of human life (social, economic, and academic) has initiated a great need for good communication skills of this language around the globe (Harmer, 2001). The great demand for good communication skills has created immense need for good quality of English language teaching.

Obviously, the three languages (Arabic, Tamazight and French) are dominant in Algeria, but the Algerian government starts promoting English as a FL/SL in both the middle and the secondary levels due to its status as a global lingua Franca. vein, Harmer (2001) explained : "a language is widely adopted for communication between speakers whose native language different from each other's, and where one or both speakers are using it as a second language" (p. 1).

Nowadays, the widespread of private schools for EFL teaching has led to the shift of interest in foreign languages in Algeria which is stressed on English as a widely spoken language all over the world. In fact, most of literature works around the world are published in this language than any other languages; thus, with the advance of technology, over 90% of the electronic internet content is stored in English. In addition to this, it is the language of international travel that is widely used in the domain of tourism. It is, then, important to note that English is the world's language not because it is widely spoken as a

native language, but because it is largely spoken and taught outside the native countries either as SL or FL. According to Kitao:

> English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language .It is the language of maritime communication and international air traffic control, and it is used even for International traffic. (1996, p.1)

1.3.Status of English in the Educational System

It is obvious that after independence French remained the language to be taught in schools and to be used in different Algerian sectors .Afterwards, the language started to lose its position and potential on the light that politicians declared that Arabic is the official language and the medium of instructions .In other words, the Algerian educational policy tended to foster the teaching of English to impose it as the first foreign language instead of the French language as Miliani stated:

> In a situation where the French language has much of its ground in the socio-cultural and educational environment of the country, the introduction of English is being heralded as the magic solution to all possible ills, including economic, technological and education.(2000 p.13)

However, the late1980s, Algeria tended to reinforce the teaching of the English language. The Algerian authorities have given significant considerations to English as to make it play innovative and modernizing roles.

The English language in Algeria is rapidly getting importance as the Algerian authorities are becoming more aware about the status that this language has gained in the

world .It is the chief language of the world knowledge , technologies and computing as Cook puts it :

> In recent years, the growth of English has been further accelerated by startling expansion in the quantity and speed of international operations linked to expanding U.S power and influence ... Films, songs, television programmes and advertisement are heard in English and seen in many countries where it is neither the first nor even a second language. (2005 p.25)

According to some statistics, about a quarter of world's population master the English language; this is probably due to the fact that English has less grammar than other languages, or it does not have a lot of endings on its words or due to other factors which made English much more dominating (Crystal,1997) . As for the reasons that have given English the status of global language, Crystal viewed:

> The history of global language can be traced through the successful expeditions of its soldier-sailor speakers and English has been no exception, but international language dominance is not solely the result of military might. It may take a military powerful nation to establish language, but takes an economically powerful one to maintain and expand it. (1997p.9)

As a result, one of the vital goals of the Algerian educational system is to fulfill a great success in the field of FL teaching and learning.Thus, the aim of English language teaching is to enhance the cultural awareness of learners through English language. This helps them to keep in contact with outer world.

1.4. English in the curriculum

The Educational system has seen radical changes that led to the re-definition of the aims and objectives of the teaching and learning of foreign languages in the Algerian school. It has become clear that new teaching curriculum was designed to meet the principles and philosophies that identify these reforms.

As a matter of fact, English has been the dominant foreign language in the curriculum of many educational systems all over the world .Thus; English has become a compulsory subject matter in the curriculum in all schools all over the Algerian country with a slight difference in the coefficient and the teaching time load. With the new educational reforms that Algeria has mandated during the last few years, syllabus designers view that:

> The study of English must imperatively be conceived with the objective of helping our society to get harmoniously integrated in modernity of people who use English in all types of transaction; this participation must be based on sharing and exchanging ideas as well as experiences in the field of science, culture and civilization. This will make it possible to know oneself and the others (Programmes of English as Second Foreign Language, 2003:2)

To sum up, a good command of English is urgently recommended to gear the needs of our community as well as to fully participate in various fields. Hence, according to the ministry of education, the objectives of teaching and learning foreign languages are not solely functional, but are also social and ideological. These objectives center round: a)an academic platform , which is the development of linguistic skills to catch up with science and technology in the world ,b) a cultural platform , which enables students to communicate with and to know people from other countries and cultures in addition to

exchanging ideas and experiences to reflect on themselves and their environment, and hence, to identify themselves and their society . These objectives tend to reflect an overall philosophy based on socio-constructivist approach to education (Anderson et al., 1991; 2003), which the government seems to have adopted for the Algerian school as part of their reform.

1.5. Algerian Educational Reform

Many educational reform efforts have been recently launched in the majority of countries. In fact, the Algerian authorities have felt the need to reform the system of education, a system which has been described as being 'doomed' by president Bouteflika prior his selection as head of state (in Benrabah, 2006) .At the turn the millennium, the ministry of national education initiated large scale educational reform programme involving the three levels of education namely the primary, middle and the secondary schools. This vast reform movement undertaken in July 2002 pits a learner-centered approach to learning against teacher-led model of teaching, this is grounded in constructivism and competency based approach to language teaching (CBLT). It is clear that process witnessed a very noticeable paradigm shift from what is known as teacher-centered approach to learner centered approach in general .This reflects Roegiers'view that the mission of education is to instill such value as 'autonomy' and 'learning to learn' (Roegiers, 2006).

Actually, intentions vary considerably from one educational system to another .Yet, as Perrenoud (2000) argues, it seems quite obvious that the impetus behind understanding an educational reform is a willingness to modernise the goals of teaching so as to adjust it to the contemporary reality and to offer an efficient instruction for learners. Roegiers (2006)

pinpoints that two major challenges conditions of reform of the Algerian school: internal challenges and external challenges.

Following the recommendations set by the national commission for the reform of the education system, CBA was adopted to teach all school subjects including foreign language. CBA is learner centered in that it regards learners as being responsible and active agents in their learning process. In addition, it aims to form autonomous individuals capable of coping with the changing world to enable them to utilize the skills acquired in the school environment for solving real-life problems. As for English, it is more important in that it is introduced in the first year of middle school level.

1.6. Different Approaches of Teaching English as a Foreign Language

Since the independence, the Algerian educational experts have adapted many approaches and methods to improve and update the teaching of English language in Algeria. Along this path , English language education has witnessed the implementation of the different approaches and methods moving from the classical method, the Grammar Translation Method, to the most recent one the CBA . For the sake of comprehensive study of English language teaching methodology in Algeria, the subsequent section portrays the different methods and approaches that have significantly marked EFL classrooms. Among these methods, one can cite the Grammar Translation Method, Audio-lingual Method ,Communicative Language Teaching ,and the current one; namely, CBA are considered as four approaches that can be used for the teaching of SL and FL .

1.6.1. Grammar Translation Method

The grammar translation method was introduced and applied to the teaching of English in Algeria after the independence .It is also called the classical method as it was first introduced to the teaching of Latin and Greek. It was used for learning languages literature

under the form of reading passages. This approach remained popular in language pedagogy even after the arrival of new methods. Even today, this method is practiced in many countries.

As for the weaknesses of the GTM, the ELT experts put much criticism on its focus only on reading and writing without devoting sufficient approach that emphasizes the learning about the language instead of learning and using language itself .However, it has been widely argued that the GTM had a remarkable success. This is proved by the fact that many people have successfully learnt the English language to a high degree of proficiency without any contact with the native speakers.

1.6.2. Audio-lingual method

After the Second World War, wide world interest in foreign languages emerged and an urgent need for international communication as there was general feeling of discontent with the traditional methods especially for teaching the spoken form of the language, and this was questioned. As a result, this led to the appearance of new teaching method that would cater for these shortcomings.

The audio lingual method, which was proposed by American linguists in 1950s was developed from the principle that "a language is first of all system of sounds for social communication; writing is a secondary derivative system for the recording of spoken language" (Caroll, p.63). The purpose of the audio lingual method is to use the target language communicatively. According to the audio-lingual method, language is taught through dialogues that focus on habit formation of students. Thornbury (2000) stated that the audio-lingual method considered language simply as a form of behaviour to be learned through the formation of correct speech habits.

Similarly, Richards and Rodgers (2001) stressed that foreign language learning is basically a process of mechanical habit formation, and good habits are formed by giving correct responses rather than by making mistakes. Patterns and drills that students need to repeat are used to form habit and producing mistakes are minimised as Larsen Freeman (2000) he clarified that, the more often something is repeated , the stronger the habit and the greater the learning .

1.6.3. Communicative Language Teaching

After applying and trying many approaches, the Algerian educationalists agreed upon the effectiveness of the communicative approach. This decision stemmed from the fact that teaching is communication. It is clear that communicative language teaching has attracted a worldwide interest and has significantly imposed itself in the practice of modern foreign language teaching .The broad objective of this approach was to enhance learner's communicative competence as it focused on the real use of English in class. Since communication is a process, it was insufficient to simply have the knowledge of the foreign language forms, meaning, and functions. More importantly, learners had to be able to use this knowledge in negotiating meaning. Wood (1981) defined the communicative approach to language teaching as systematic attention to functional as well as structural aspects of language, combining these into more fully communicative view.

Although Algeria was one of the pioneers in implementing CTL, little was done to prepare the schools for the necessary changes and to provide the appropriate conditions required by communicative approach. According to Freeman (1986), CLT is characterised by the focus on communicative competence, orientation towards learner-centeredness,

emphasis on the role of teachers as facilitators and providers of secure ,non threatening atmosphere, introduction of group activities, and finally, use of authentic materials.

One of the main criticisms one can make to this approach is that it is derived from western models and implemented on the basis of concept developed in the Anglo-American applied linguistic context .

1.6.4. Competency -Based Approach

Algeria has adopted a new educational system called 'the educational reform' characterised by using the competency based approach (CBA). As an urgent reform at all educational levels in order to remedy the problems found in the previous system , its goal to modernise and develop education to face globalisation requirement .CBA was introduced in 2002 as a result of educational reform in the primary, middle and secondary schools. After experiencing the communicative approach during the last few years, it has shown that "Even the pupil has reached a certain mastery of the language, the fact is that in practice his performance has remained at a very low level" (Programme of English as foreign language, 2003 p.5). Such circumstances gave birth to the CBA; the approach by competencies that is based on linking learning carried out at school to varied and relevant contexts of use in order to make learning useful and durable. The aim is for students to develop intellectual, linguistic and problem solving capacities in school that will enable them to tackle cognitively and pragmatically challenging situations both in and out of school.

1.6.4.1. Historical Background of the Competency Based Approach

Chelli stated that the " the theoretical roots of the competency based approach lie in the behaviorist model from 1950s" (2010, p.14).Henry (2005) also agrees with Chelli about the starting point of CBA ; he considered the emergence of CBA as a reaction to the

situation after the second world war when teaching English as a second or Foreign language became an important matter because of the role of English as an international language for communication by 1950s and the technological progress in reinforcing English . All these circumstances led to the need for practical English for people in many parts of the world rather than academic language acquired in school (Richard, 2001).

Consequently, extensive demands for curriculum development which led to the emergence of new reformulations suggested; for instance Bloom's Taxonomy which became the core of audio-lingualism in 1960s in the U.S.A, and which tried to bridge the gap between students 'learning and the real life .After that, a new approach called the competency based approach emerged in the educational field (Henry,2005)."CBLT first emerged in the united states in 1970s and was widely adopted in vocationally-oriented education and in adult ESL programmes" (Auerbach, 1986, pp.411-412 cited in Richards, 2001, p.128). Moreover , Richard (2006) gave more explanation about the development of this approach; he considered CBA as an extension of communicative language teaching (CLT) which emerged in the 1970s and which has a great influence on language teaching around the world , especially, approaches of language teaching that appeared today (Richard ,2006) .

Competencies describe the students' ability to apply the basic and other skills to situations that are commonly encountered in everyday life .Therefore; the competency based approach built on a set of outcomes that are derived from an analysis of tasks typically is required of students in life role situations.

To Savage (1993), the competency based model was defined by the U.S office of education as a performance based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiency in the society. It is therefore,

a functional approach to education that emphasises life skills and evaluates mastery of those skills according to the actual learner performance.

1.6.4.2. Competence and Competency Terms in CBA Approach

1.6.4.2.1. Definition of CBA Approach

Competency Based Education (CBE) is an institutional process that moves education from focusing on what academics believes graduates need to know teacher-focused to what student need to know (student and work placed focused)

The application of the principles of CBE to language teaching is called competency based language teaching (CBLT). It seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life. Richards and Rodgers (2002) defined this new approach as "an educational movement that focuses on the outcomes or outputs of learning in the development of language programmes. CBE addressed what the learners are expected to do with the language; however they learned to do it. The focus on outputs rather than on inputs to learning is central to the competencies perspective" (p.141)

Docking asserts:

> CBLT Competency Based Language Teaching is designed not around the notion of knowledge but around the notion of competency .the focus moves from what students know about the language to what they can do with it .the focus on competencies or learning outcomes underpins the curriculum framework. Syllabus specification, teaching strategies and assessment (1994, p.16)

Another comprehensive definition as presented by the Ministry of National Education in the National Programmed of English as Foreign language in the first year Middle School Teacher's guide (2003) which is :

> … Know how to act process which interacts and mobilizes a set of capacities , skills and an amount of knowledge that will be used effectively in various problem- situations or in circumstances that have never occurred before (p.4)

This new approach is based on developing learner's competencies in order to help them to face some problems in daily life to enable learner to put what they have learned in other life setting.

1.6.4.2.2. Definition of Competence

Competence can be defined as a dynamic combination of knowledge,understanding, skills and abilities. Fostering competences is the objective of the educational programmes .Competence is often considered as an important concept in order to learn any foreign language. Knowenhaven defined this terms as "the capacity to accomplish 'up to standard' the key occupational tasks that characterize a profession" (p.126)

Also, Mansfied (1989) claimed that the term competence differed from one view to another, some of these views see it as broad concept which is doing with occupational tasks; however, others consider it is narrow concept which focuses on "the routine aspect of work activity, and veers towards the input of knowledge , skills and understanding which attributed individuals" (Mansfied, 1989,p.23) .

1.6.4.2.3. Definition of Competency

'Competency ' or ' Competencies ' have similar meaning with the terms 'student learning outcomes ' , ' objective ' or ' skills ' .The U.S. Department of education (2001,

p.1) defines competency as " a combination of skills , abilities and knowledge needed to perform as specific task"(in Anothai and Kulaporn , 2012, p.2) .

In studying competency, one is faced by the lack of unified definitions, and thus, this leads to confusion between terms such as competence, competencies and competences. For example, the New oxford Advanced Learner's Dictionnary (2005) defined competence as "the ability to do something well" (p.294). Oxford further stated that competence and competency are synonyms as are competences and competencies .This view is also shared by Dobson (2003) in his definition " competency (also competence) the ability to perform tasks and duties to the standard expected in employment" (p.62)

Another definition of competency is stated by the National Post Secondary Education Cooperative (2002) as follows: "Competency is the combination of skills, abilities, and knowledge needed to perform specific task"(p.7).

The National Post Secondary Education Cooperative (2002) believed

 "competences are the result of integrative learning experiences in which competencies are the result of integrative learning experiences in which skills, and knowledge interact to form bundles that have currency in relation to the task for which they are assembled" (p.7)

From this definition, we can infer that competency consists a set of components which are skills, abilities, and knowledge and competencies are the collection of competency.

1.6.4.3. Language Competencies and Supporting Competencies

Language involves three basic competencies: interactive competency, interpretive competency and productive competency.

Interactive Competency

Interactive competency is the ability to use language orally to interact with others in order to create social relations, express needs, understand and address needs of others to get things accomplished. Engaging in discussion is an example of using the interactive one.

Interpretive Competency

Interpretive competency is the ability to understand written language through reading or spoken language through listening and to interpret it appropriately .Reading is the ability to understand and interpret written texts; listening is the ability to understand and interpret oral language.

Productive competency

Productive competency is the ability to produce coherent, appropriate and relevant messages in writing and speaking. It is also the ability to effectively express ideas and organize thoughts appropriately .It is more often associated with writing because writing involves producing texts such as letters or essays. Productive speaking competency is also the production of texts; it differs from interactive. Giving a lecture or presentation are examples of using one's productive speaking competency .In order to develop interactive competency, interpretive and productive competencies are integrated in the process of interaction. Language learners also need to develop supporting competencies: linguistic and language strategies.

Linguistic competency

Linguistic competency includes the learning and mastery of grammar, pronunciation and the vocabulary needed in a given context. There is a separate set of descriptors of linguistic competency for each grade level.

Language strategies

They are ways that help students to acquire, remember, organize and use information on an ongoing basis .the language strategies are incorporated into the competencies, rather than listed separately.

1.6.4.4. Characteristic of the Competency Based Approach

The CBA is socio-constructivist approach based on training students to construct their own knowledge to be able to use it in the daily life .According to Auerbach (1986, cited in Richards and Rodgers,2002,p.146) the essential features that are included in implementing the CBA syllabus are the following:

- ➢ A focus on successful functioning in society. It aims to give students a chance of learning with themselves to encounter problems in the society.

- ➢ A focus on life skills: In the CBA not only interest on teaching knowledge is stressed, the teaching a function of communication in real life is emphasized as well

- ➢ Task or performance-oriented instruction: the focus on clear behaviours rather than on the ability to talk about language.

- ➢ Outcomes that are made explicit: A prior outcome are recognised and decided by both the learner and teacher.

- ➢ Continuous and ongoing assessment: Assessment is the important integrated part in implementing the CBA which is considered not only in exams, but also, in ongoing instruction.

- ➢ Individualised, student-centered instruction: according to the content, level, and space, objectives of the lessons are stated via individual requirements.

1.6.4.5. Pedagogical Objectives

Most educationalist believe that the objectives of language learning should be geared particular needs via an imposed methodology, This could be achieved by "…making him (the pupil) acquire, as efficiently as possible, a functional knowledge of English corresponding to his needs within and outside school'' (Programme of English as Foreign Language,2003, p.4)

Such approach requires the teacher to adapt his new role as a helper and facilitator of his or her learners' learning process to enable them to achieve a number of targets, namely, play an active role in their learning, make themselves feel responsible for their training by giving them opportunities to find answers to questions resulting from their daily experience ; and adopt increasingly autonomous conducts and responsible behaviours (Programme of English as Foreign Language, 2003) Consequently, the CBA induces teachers to make the learner the true center of the teaching and learning processes. In such approach, pupils learn by doing and construct their own knowledge basis.

It is obvious is that the teacher required to become : "a mediator between the pupil and knowledge … his task is to guide , help , stimulate , accompany and encourage the pupil throughout this training" (Programme of English as a Second Language ,2006, p.6)Thus, the main objective of the CBA approach is the formation of new generation of learners to prepare more competent learners who are able to relate what they study at school to their everyday life.They should be able to solve problems relying on what they have learnt in school; the goal is to train future citizens who can rely on themselves and have critical thinking and ready to take change of its own learning .But, unfortunately , this is far from being realistic in the absence of adequate training for teachers and in the presence of a

whole range of negative attitudes that accompanied the introduction of the CBA in the Algerian schools .

1.6.4.6. The Implementation of the CBA in the Algerian Middle Schools

It is strongly assumed that the implementation of the new educational scheme serves fundamentally a three-fold purpose: For one thing, it aims at establishing links between the contexts of use so that learning is made meaningful and therefore interesting .For another, it aims at making the learner re-exploit his knowledge when performing tasks at school. Thirdly, it aims at offering viable learning because its implementation is a novelty in language pedagogy in the sense that inculcating a know-how and a developing of critical thinking.

The Competency Based Approach was first introduced in Algeria's educational system in 2003, and since the implementation, it is still supposed to be applied in EFL classrooms. Its implementation made a radical change in the national curriculum guidelines elaboration of new home-made textbooks such Spotlight on English for 1st MS, The English Courses Series for the 2nd and 3rd MS and On The Move for 4th MS.

The English language which is taught for basically four years aims at achieving linguistic, methodological and cultural objectives. But, unfortunately, the CBA through facing considerable criticism is seen to hold a great promise in EFL teaching-learning because all what has been said before is from a theoretical view. In practice, however, the process of implementing the CBA may not be easy as it may be seen; the teachers find many obstacles and difficulties in their teaching under CBA. This implies either that the theoretical suggestions are not appropriate to the Algerian context or that they are not applied in the right way.

2. Teaching Methodology

Teaching is a process of importing knowledge and skills, and it is based on some educational objectives to communicate the message of knowledge .Firstly, we need to understand this process and to develop student's passion in order to constitute efficient teacher's teaching methodology. In addition, the success of such methodology is highly related to new things that are brought to the classroom practices. In this respect, Allwright and Bailley (1996) noted that the method of teaching would be workable only if it made a real change in classroom. According to language specialists, teacher's ''teaching methodology is the numerous prescriptions that are most of the time translated in the classroom practices. In addition to shaping perspectives for presenting the target language grammar, teachers employed methodology cites planning for various practical classroom ideas and procedures.

It is obvious that fluent method should be beneficial and helpful to learners ,and this is related to the efforts done by the teachers in order to fit the learner's various needs and expectations because above all "language teaching will always remain an art in the hand of enthusiastic ,competent , and caring teachers" (Finocchiaro ,1982, p.11)

To succeed in making learners better approach language teaching, teachers are recommended not overdoing the teaching of different structures and functions in one lesson. Actually, the lesson should be divided into many phases to teach one item at a time to make learners able to absorb and retain that they have learnt everything effectively without any difficulty at all. By the end ,teaching methodology differ from one teacher to another, but what is important is that teachers should be proficient to implement their methodologies in classroom field with regard to different strategies that they rely on to simplify the teaching process as much as possible . The following guidelines that are

advised to be applied by teachers enable them to discover the boundaries of using language in order to achieve communicative purposes .The teachers should know that examples are an important teaching tool that needs to be clear, meaningful and shape the intended structures. In addition, they should be careful about the types of practices that they offer to their learners. Furthermore, teachers should raise the learner's interest and ensure full engagement by using meaningful and engaging activities to avoid occasional loss of motivation.

2.1. Teaching Conditions

As a result of the overloaded syllabus and the difficulty of its content for most learners, many teachers we refaced with situations of the lack of motivation and the loss of concentration among learners in overcrowded classrooms. As far as the teaching conditions are concerned, teachers who were required to implement the learner-centered approach were bound with a number of challenges .Such challenges, which are most of the time related to the new goals they are required to achieve, have consequently trapped these teachers in an endless number of teaching constraints. In addition to these unsatisfactory teaching conditions, teachers were implied to change their traditional roles, requiring them to centre the teaching process on learners rather on themselves. Such unexpected roles' reversal was not really welcomed by most of the teachers who found themselves facing a real dilemma, and unable to bridge the gap between the new ranges of roles they are expected to manifest and the learners' inherited roles. A part of the responsibility lies on educators' backs who did not lay the ground to ensure more or less convenient circumstances for the introduction of the new approach principles to the Baccalaureate candidates. Apart from a seminar or a study, they held once or twice a year, based merely on defining the new concept teaching goals and principals, teachers neither were

introduced to the new approach leading procedure nor were trained for its application in the teaching field. As a result, teachers have few opportunities to develop and improve their teaching practices. Simply because, "Teachers who are the products of the old educational system may find it difficult to manage the role reversal required in the new classroom where learners are the main players" (Richard , et al , 2006, p.3) Senoussi (2011.p,68).

It is clear that, the instructor's duty is to make the classroom environment conducive to learning. When teaching, the instructor should present complex ideas in a way that is easy to grasp; for instance, the teacher should explain grammar practices in a step by step and avoid jumping to the next step before the students are at comfort. Also, students may disagree during classroom discussions. Through debates, students will explore multiple perspectives on an issue, while defending their own. The students should be respectful so as not to discourage one another from sharing thoughts and opinions.

To sum up, student learn more when the group size is smaller, we should divide students into small groups of around four or five students because it promotes learner's autonomy ,and there is also a greater chance of different opinions and varied contributions than in pair work even if sometimes it can be a bite noisy, but here the role of the teacher should always be constantly monitor the classroom to reduce discipline problems.

2.2. Management of Classroom Interaction

Managing the classroom includes the numerous intricacies of student learning that take into account interaction, motivation and behaviour. Successful interaction in the classroom involves mainly the teacher's management and organisation .EFL teachers often ask their learners to answer questions orally, but the problem is that sometimes the learner might be

shy or anxious. So, teachers need to work towards a generally more relaxed atmosphere before they can expect the learner to be willing to speak in public.

The objectives of managing interaction among students are to give every learner the possible chance or opportunity to use language (Black, 2005). In fact, the whole process that teachers perform in classroom is a kind of clue that gives students an insight about what possible knowledge are going to learn from being there. Brown ,(2001) Interactive language teaching involves teachers and learners to be engaged in different tasks that create conditions for better language use which leads to better achievement in the spoken language .

According to Brown (2001) , for meaningful effective interaction, teachers need to know their students well : what are learner's goals , interests, and expectations . The teacher can create this positive relationship by showing interest in students, encouraging them to voice their ideas and feelings, valuing what learners think and say providing feedback.

In EFL classes, teachers play significant roles to facilitate the learning process. These various roles create a room for classroom interaction, which will develop the learner's performance. It is stated that if EFL teachers master the following roles: controller, organiser, assessor, participant, tutor and observer of the classroom as a result the interaction will be highly increased. Therefore, teachers who are understandable can probably manage the process of interaction successfully in their classrooms simply because as it was mentioned earlier by Brown (2001), teachers need to know their students well which eventually leads to the understanding of their needs.

2.3. Assessment and Feedback

Assessment involves testing, measuring, or judging the progress or the achievement; however, the focus is on the student's learning and the outcomes of teaching .In classroom, assessment is simply used to assess and provide early feedback on the student's learning before tests ; midterm and final exams are administered . There are three types of assessment but the most important as follows: are Formative and Summative assessment. First, formative assessment is used to monitor the student's progress during a course to check how much they have learnt. It can be carried out in the form of informal tests and quizzes and it can be the basis for feedback to students. Second, summative assessment is used at the end of a term, a semester or year to assess how much has been achieved by individuals or groups. It is usually carried out by formal tests

According to Brown (2004), all these observations feed into the way the teacher provides instruction to each student. Likewise, Mc kay (2006) argued that, "effective assessment gives educators feedback in the teaching and the learning process, informing the next teaching decision" (p.19) .Consequently, it can be decided that the achievement of the established objectives would vary considerably from student to student.

According to the findings of a study conducted by Shapson, Wright, Eason and Fingerland (1980), it was revealed that assessment is different in small and large classes. It is noted that marking pupil's work takes little time, and corrections generally take place in small classes. To sum up, assessment is an integral part of teaching-learning process because of its vital role for maximisation of pupil's learning.

2.4. Learner's Classroom Engagement

Educational research demonstrates that the more times learners spend engaged during instruction, the more they learn. Motivation and engagement play a large role in learner's

interest, and enjoyment of school is consequently compared to less engaged peers; engaged students demonstrate more effort, more positive emotions and pay more attention in the classroom.

One main element of pupils' successful adjustment to school is likely to involve their attentiveness in class; for instance, the extent of their attention to the teacher and to work. Many studies support the view that key aspects of educational success are engagement and active learning time , time on task or some equivalent term (e.g Creemers , 1994) To keep students involved and engaged , the learner moves from teacher centered learning to student centered active learning and vice versa .To successful engaged students, it is important for ensuring that students learn the material; engaging students in lectures by moving around the room , asking questions and employing both verbal and non-verbal teaching methods to ensure students are attentive .

2.5. Learner's Achievement

As Hatti (2005) argued , achievement refers to curricular domains (such as reading , mathematics) ; for others it means interest in learning whatever the subject , and some others see it as a task behavior regardless of any changes in test scores .The concept of achievement is related to test scores or to students involvement in learning and teaching. Richards and Renandya (2002) also think that " best teachers are able to take calculated risks in the classroom ; as new student needs are perceived , innovative pedagogical techniques are attempted , and the follow-up assessment yields an observed judgment on their effectiveness" (p.11)

The educational research has shown that there were four general components of classroom management that may influence student's achievement. These components are the following: Rules and procedures, disciplinary interventions, teacher-student

relationships, and mental test; which refer to the mindset with which the teacher approaches his classroom management. The above mentioned elements may have positive or negative impact on the learner's achievement depending on the circumstances.

2.6. Interaction and Competency-Based Approach

English its growing importance as a global language make it an obligatory subject on every school curriculum throughout the world. Algeria as a part of this world is concerned, too; it offers opportunities to its students to study English for higher levels and to make researches in different fields such as science and technology. The Algerian system of education has given great importance to foreign interests. Such interests were to orientate the country to the West English speaking countries like the United State of America and the United Kingdom .Furthermore , the Algerian students have shown great interest to learn English after they realized its importance in modern world as being spoken worldwide. Senoussi (2011.p, 45).

The Algerian Ministry of Education has set some objectives of teaching and learning English in Algeria .It affirms :" teaching English in Algeria aims at setting up and developing Communicative , Linguistic , Cultural and methodological competencies that would permit to the learner to face situations of oral or written communication that have to take place into consideration his or her future needs and those of the society in which he or she involves" (2005:04) .In accordance with those expressed aims of English language teaching in Algeria, three main objectives can be distinguished :

Linguistic and Communicative Objective

- ➢ To consolidate and develop the basic knowledge acquired in the intermediate school to help the learners carry on with their learning of English language .
- ➢ To keep them equipped with the necessary tools to pursue their general training

Methodological Objectives

> ➢ To consolidate and develop the strategies of learning and of self-education that the learners have already acquired in the intermediate school

> ➢ To reinforce and strengthen the study skills and techniques of what has already been acquired

Cultural Objectives

> ➢ To make the learners know more about the various contexts of culture and civilization of the English language and help them develop their minds to stimulate their response toward s that culture.

> ➢ To place the learners in an environment that suits their needs and interests in conceiving and planning activities in real life situations.

The competency-Based Approach is learner-centered, the learners are no more passive receivers of knowledge, and within CBA the learners play an interactive role in the learning process. Thus, it is obvious that in the CBA the implementation of Instructional materials seek to facilitate and promote communication between learners; focus is on the communicative abilities of interaction, interpretation and production. Stress is on meaningful and petinent exchanges of information, rather than on the exclusive presentation of structures. The teacher should not rely on the text book; but in combination with different task-based materials, in order to put the learner in a real context that will facilitate the transfer of the acquired knowledge in school contexts to real life contexts.

Actually, through interactions students can increase their language repertoire as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, problem-solving tasks or conversations. At the time of interaction,

students can use all what they have learnt of the language or have casually absorbed in real life exchanges where expressing their real meaning is important to them. Thus, they will have experience in creating messages from what they hear or read, since comprehension is a process of creation (Rivers, 1981). It is also underscored by Richards (2001) that second language learning is facilitated when learners are engaged in interaction and meaningful communication.

2.7. Pedagogical Efforts for Improving EFL Teaching and Learning

Each year, a great number of students enrolling in schools and the limited facilities make it seems impossible and difficult to be done specially in the developing countries like Algeria. Therefore, many scholars emphasised the need for searching realistic and effective ways to improve the teaching context and exploring new strategies to enhance the level of EFL classes. In order to reach this goal, some of useful suggestions should be taken into consideration. It has been recommended that for effective teaching and learning, teachers have to consider the following: the course objectives; the characteristics of their students; and their teaching styles. Some studies emphasised that the teacher's quality and methodology that really affects the learning process. (Maehr, 1997, and O'sullivan, 2006). One way that is considered significant is to set good rapport between teachers and students themselves, which will help to minimise the anxiety where all in the class will feel as a part in the same learning context. In spite of the different constraints, many teachers attempt to improve their level of teaching by employing multiple techniques such as team teaching, group work , reduce the workload and utilize whole class discussion . Chen (2005) ; Yazedjian and kolkhorst (2007) and Herington and Weaven (2008) stressed that forming small group of students help to reduce the noise , save the time of performing a certain activity and allow teachers to focus on small number of groups instead on concentrating on

many individuals . It is also a useful technique to bring the distraction to its lowest limit by involving every student in the learning process.

In other words, engaging students in challenging tasks where individuals or groups compete with one another would bring positive influence on their own achievement .Moreover, creating interesting activities that make students effectively occupied at the same time will reduce their boredom, and that will promote the language learning. Also, allowing students to play an active role in class and involve them in all decision making about the classroom life as controlling the noise level or handling any disciplinary actions by setting rules among groups or individuals.

Another important aspect, which should be taken into account, is class size; the small classes are very helpful for teachers in the process of learning, but the Algerian school classroom is generally made up of 30 to 45 pupils. This big number of students in one class makes it overcrowded and leads teachers to work in chaotic state. Teachers lose much of their time and effort to calm down students instead of their lesson objectives. However, the Experience shows that if the teacher tries to divide his class into small groups, he will devote more energy to control the process. Boukeb (2010.p, 44).

Considering the importance of availability of teaching materials as far as the majority of Algerian middle schools are concerned, teaching materials are confined to traditional ones such as the board, the chalk, the textbook. The absence of visual aids, which are supposed to facilitate language learning, contributes in the loss of interest and motivation among learners. It is considered as a beneficial tool to improve EFL classes and help to clarify meaning and make English learning easy for the students.

Conclusion

This chapter was devoted to describe the educational context where English is taught in Algeria, and to cover many variables surrounding the teaching and learning of the English language in the Algerian middle schools. It is well known that Algeria's colonial past had profoundly influenced the policy of foreign languages in the country, and no one can deny the fact that the French language has played a crucial part; however, Algeria has become more conscious on the importance of English in the world in all domains via fostering English in its schools. The focus will be on the status of English in the educational system and its position along with other existing languages; then, we will have sweep look moving from the English curriculum to Algerian educational reforms. In addition, stressing in particular on highly tight relation between CBA and interaction. Ending this chapter by spotting the light on pedagogical efforts to improve EFL teaching and learning.

3- Chapter Three: Findings of the Study

Introduction

3.1. Pupils' Questionnaire

    3.1.1. Description of the Questionnaire

    3.1.2. Administration of the Questionnaire

    3.1.3. Analysis of Pupils' Questionnair

3.2. Teachers' Questionnaire

    3.2.1. Description of the Questionnaire

    3.2.2. Administration of the Questionnaire

    3.2.3. Analysis of Teachers' Questionnaire

3.3. Classroom Observation Analysis

3.4. Discussion of the Results

3.5.Limitations of the Study

Conclusion

Introduction

The present work is about eliciting students' and teachers' viewpoints about the quality of classroom interaction and its impact on enhancing EFL learners since they are the two main elements for providing us with information about this issue. Thus, in this chapter, the analysis and the interpretation of the results obtained from the students' and teachers' questionnaires, as well as the, classroom observation are statistically presented through tables. Therefore, this part is divided into three main sections. The first section is devoted to the analysis of the pupils' questionnaire; the second section is related to the teachers' questionnaire analysis. Both the first and the second sections include administration, description, and interpretation of the questionnaires results. Finally, the third section is devoted to the analysis of classroom observation.

1. Pupils' Questionnaire

The questionnaire is designed in accordance with the literature review in the previous chapters of the present dissertation; it is designed to explore the quality of interaction that is provided in the middle schools. Moreover, it is intended to know if interaction can help learner to develop their levels.

1.1.Description of the Pupils' Questionnaire

The students' questionnaire is divided into four sections. It contains both open-ended and close-ended questions meant to probe students' opinions about the nature of interaction in the classroom.

1.2.Administration of the Pupils' Questionnaire

The questionnaire was administered to a sample out of eighty (80) pupils of English of 4MS level at the Two middle schools the first one in the center of Jijel ''Abadou Abdelkamel'' and the second in province in Elmilia ''Boutaya Boudjemaa'' . The selection of the population is based on the consideration that we would benefit from the pupils of the

fourth year of middle school more than we do from other pupils of other levels since we can find interaction among 4MS pupils and their teachers more than among other levels according to teachers' comments.

The questionnaire was handed in 7th May, 2017 and we have collected all them in one day .The questionnaire though was handed out in a friendly environment and all pupils were so cooperative, helpful and full gratitude goes to them.

1.3. Data Analysis

Section One: General Information

Q1- How many pupils are there in your class?...

This question aims at investigating the classroom size in the Algerian EFL classes and its relation to the teaching learning process. Both of the two classes that the Questionnaire was distributed on contain forty (40) pupils. On one hand, the large size of the classroom enhances the quality of interaction in the sense that it gives more chances to practise communication inside the classroom and to make groups with a good number of individuals. So, the large number of pupils in a group helps in creating more contact and ideas exchanging in that group when pupils work together or when they interact with their teachers especially in choral responses when the teachers sometimes remain unable to control the whole class while discussing. In addition, the teacher loses time controlling each pair alone or trying to involve everyone in the process of interaction. The large size of the class, also, deprives some pupils from the opportunity of being a member of the interactive performances in class especially those who sit at the back, and the teachers forget about them unconsciously if they do not initiate interaction.

Q2- How do you find learning English?

a. Very easy

b. Not easy and not difficult

c. Difficult.

Table2: Pupils' Attitude toward Learning English

Options	Respondents	%
a	06	07
b	24	30
c	34	43
d	10	13
e	06	07
Total	80	100

This question's aim is to check pupil's attitudes toward learning English. According to the table above, a large number of pupils (43%) considered learning English as non-easy and non-difficult, 30% of them considered it easy whereas 7% viewed learning English as very easy. In addition, 13% of the sample viewed English learning as difficult, but 7% consider it very difficult. This leads to the fact that learning English is not that difficult task for the involved respondents in the middle school, and then, this may be a sign of teachers' efforts toward enhancing the English language learning. At the same time, this number gives us the impression that pupils have a desire to learn English and they are interested and motivated to learn this language, and they try to involve themselves in learning.

Q3- How do you consider your level?

a. A Very good student

b. A Good student

c. An Average student

d. Weak student

e. very weak student

Table 3 :Pupils' Level

Options	Respondents	%
a	02	02
b	20	25
c	44	55
d	08	10
e	06	08
Total	80	100

The question asked here aims at having a look on pupils' perception of their level in the English language. As it is mentioned in the table(4) , 55% of pupils opted for the third answer ,25% of them chose the second answer ,10% answered with the fourth one while 55%of the pupils chose the fifth, and only 2%of them answered with the first option .This indicates that teachers try always to improve the level of their pupils in this foreign language, and they ,surely, follow the best methodologies especially experienced teachers to advance them; methodologies that are well structured to fulfill life demands i.e. developing pupils' mastery of the language to be used in their lives in a way or in another.

Q4- If your answer is "d" or "e", is it because of :

    a. The teaching method

    b. Your teacher

    c. You do not have enough opportunities to practice English

    d. Laziness

    e. Others

Table 4: Reasons behind the Pupils 'Weak Levels

Options	Respondents	%
a	08	57
b	00	00
c	00	00
d	06	43
e	00	00
Total	14	100

The purpose of this question is to recognise the reason behind pupils' weak level in English from their points of view. The pupils who answered with either option "d" or "e" took two different sides when they were required to say why their levels were weak or very weak. In the first side, there were those who blame the teacher's method of teaching (57%) others blamed themselves (43%) putting laziness as the basis of their weakness. Concerning the method of teaching, the teacher is supposed to follow a method that generally goes with pupil's individual needs and levels .But, this would be impossible to satisfy all the members in the classroom. Laziness sometimes goes hand in hand with the absence of interest and the desire to learn.

Q5- How do you find the activities assigned by the teacher?

    a. Interesting   b. Helpful   c. Boring

Table 5: Pupils' Attitude toward teachers' Activities

Options	Respondents	%
a	30	38
b	40	50
c	10	12
Total	80	100

The objective behind asking this question is to denote the attitude of pupils toward teachers' proposed activities during the learning process. As it is noticed from the table ,a large number of the population have a good impression about the activities proposed by the teacher .Half of the pupils(50%) reported that the activities devoted by the teacher are helpful whereas only12% of them answered with the option "c";they see activities as a boring element of the lesson .However ,38%of the respondents chose the first answer considering activities devoted by the teacher as interesting .Interpreting the aforementioned results ,it can be said that using different types of activities is very effective for enabling learners of English enjoying the process of their learning since those activities, help learners to improve their level from one side, and they encourage learning interest for the pupils. In short, the more middle school English language teachers manage at selecting activities that goes hand in hand with their learners' level and interest, the more successful language acquisition is likely to occur.

Section Two: Pupils' Perceptions

Q6- Do you like to interact with your teacher/peers in the sessions of English?

    a. Yes   b. No

Table 6: pupils' Tendency to Interact

Options	Respondents	%
a	70	88
b	00	00
c	10	12
Total	80	100

Asking this question, it is intended to check pupils' desire to be involved in classroom interaction, whether they like to do so or not during the English courses. From the data obtained in the table, the majority of pupils (88%) reported that they liked to interact either with the teacher or with each other while only 12%of the subjects answered with "No" that is to say they do not like interacting in the classroom. In addition to that, no one chose the third option. These results show us that the involved learners in this study considered classroom interaction as important as teachers did ; it is clear then, that classroom interaction enhances their learning of the English language, and that it is often practiced in classroom as a learning context routine .In addition, it is evident that both patterns of interaction (teacher-learner/learner-learner) are applied inside classroom and which in a way or another, develops the quality of classroom interaction as revealed in the first chapter.

Q7- What kind of interaction do you prefer most?

a. Student-Student interaction   b. Student-Teacher interaction

Table 7: Type of Interaction That Pupils Prefer the Most

Options	Respondents	%
a	42	53
b	38	47
Total	80	100

The question posed above tends to shed light on pupils' preferences concerning the interaction patterns either LL or TL. It can be seen from the table (8) that 53% of participants preferred to interact with their classmates instead of doing so with the teacher; however, 47% of them opted for the option "b"; this means that both patterns take place in classroom at almost the same rate. So, there is a balance between the applications of the two patterns of interaction in classroom.

Please justify…

After asking pupils to justify why they preferred a pattern at the expense of the other, two categories of reasons are listed:

The category of the first option (Learner- learner interaction):

➢ The ability to participate and exchange ideas through discussion

➢ The ability to practise the language with one another and providing each other with feedback

➢ The mutual understanding between pupils and the ability to compare their views.

➢ The easiness to communicate and interact without shyness since pupils are friends

The category of the second option (Teacher-learner interaction):

➢ The good methodology of the teacher in explaining the concepts.

> ➤ Pupils benefit more from the teacher than their classmates since he is more knowledgeable and competent one.

> ➤ The teacher is able to identify pupils' weaknesses and provide the best feedback.

> ➤ The Teacher guides his pupils while learning.

> ➤ Interacting with classmates is boring because they create noise and this deprives them from concentration.

> ➤ The teacher is more able to understand pupils' intentions.

So, from all what has been mentioned previously, it must be concluded that taking a part in one of the interaction patterns depends on pupils thinking and their learning needs.

Q8- Which of the following Interaction Techniques do you enjoy the most?

a. Pair work   b. Group work   c. Discussion   d. If others, please specify…

Table 8 : Interaction Techniques that Pupils Enjoy the Most

Options	Respondents	%
a	14	17
b	40	50
c	26	33
d	00	00
Total	80	100

The purpose behind addressing pupils with this question is to explore their preferred interaction techniques. Half of the sample (50%) reported that they liked working in groups, but 33% of it stated that they favoured to work in pairs .However, 17% of the respondents declared that they liked discussions in classroom. Thus, no one gave any other suggested techniques of interaction .These results can be interpreted in the sense that most of the pupils socialise with each other more than that they do with the teacher because they

are, before all, peers .This is why they prefer to work in groups more than they any other interaction technique.

Q9- To what extent do you think you are able to use English for communication?

a. Extremely   b. Significantly   c. Moderately   d. Not at all

Table 9: The Degree of Pupils' Ability to Use English for Communication

Options	Respondents	%
a	04	05
b	26	33
c	44	55
d	06	07
Total	80	100

This question's objective is to evaluate pupils' ability to use English to communicate, and then to check whether they are able to interact using English. According to the previous table (10), the percentage of those pupils who stated that they could communicate using English moderately is 55%, whereas those who revealed that they could communicate using it significantly are 33% and those who could use it extremely to communicate are 5%. But, the percentage of those who are not able to use English at all to communicate is 7%. The aforementioned statistics give the proof that practising the English language inside classroom is carried out in an acceptable and satisfying way since the majority of the participants (93%) have the ability to communicate using English at least in a moderate way, and thus, it simply suggests that interaction plays an important role in developing the speaking skill for learners.

Q10- To what extent do you think you are confident to speak?

a. Extremely   b. Significantly   c. Moderately b. Not at all

Table101: the Degree of pupils' Confidence to Speak

Options	Respondents	%
a	00	00
b	16	20
c	48	60
d	16	20
Total	80	100

This question was asked to assess pupils' self-confidence to speak during the English course. Table (11) indicates that 60% of the subjects reported that they had a moderate self-confidence to use English in communication, 20% are significantly self-confident to do so .On the other hand, 20% of them claimed that they were incapable to communicate because they lacked self-confidence to interact through English, and no one declared their extreme confidence to speak. What can be deduced from having this percentage is that most of pupils seem to have self-confidence to using English .Yet, some of them, as exhibited in the table, revealed that their self-confidence is not enough to lead them to speak English in the classroom. It is worthy to note that self confidence does play a pivotal role in enabling the learners to take the floor to interact and speak .Hence, teachers must encourage and motivate their pupils to initiate interaction through involving them in more interactive activities.

Section Three: Teaching / Learning Environment

Q11- Does your teacher try to create a friendly and cooperative relationship with the pupils?

a. Yes   b. No   c. I don't know

Table 11: Teachers' Relationship with Pupils

Options	Respondents	%
a	60	75
b	06	07
c	14	18
Total	80	100

Asking pupils to say whether their teachers tried to create a cooperative and friendly relationship with them is for the reason that we had to know whether teachers attempt to provide pupils with a relaxing atmosphere to get them involved in interactive processes in the classroom. As it is mentioned in table (12), pupils who viewed that their teacher tried to create a cooperative and friendly relationship with his pupils are about three quarters of the respondents (75%). Yet, just 7% of them contradicted the first group while 18% of the pupils stated that they did not know whether the teacher really tried to create that kind of cooperative and friendly relationship. The findings of the previously asked question reveal that most of the involved pupils' teachers do their best to create a positive context that enables their learners' to interact and take more initiative to speak.

Q12- To what extent does your teacher respond to your individual needs?

    a. Extremely   b. Significantly   c. Moderately d. Not at all

Table 12: Teachers' Degree of Response to Pupils' Individual Needs

Options	Respondents	%
a	10	12
b	44	55
c	22	28
d	04	05
Total	80	100

The purpose behind asking such a question is to check whether the teachers care about their pupils' individual needs. 55% of the sample that were questioned answered with the option "b" i.e. the teacher responded to the pupils needs, and 12% of it chose the option "a" ,whereas 28% said that the teacher responded to their individual needs in a moderate way .In contrast, only 5% said that the teacher did not respond to their individual needs .In analysing the findings of the question, we simply infer that the learners' teachers seem to do their best to of identifying learners learning problems and needs. Yet, it is impossible to satisfy all the pupils' need because of many factors among which is classroom size.

Q13- Does the way the teacher follows in explaining the lessons motivate you to participate more often?

a. Yes   b. No

Table 13: Pupils' Attitudes toward Teachers' Way of Explaining the Lessons

Options	Respondents	%
a	20	25
b	60	75
Total	80	100

The question posed above aims at evaluating pupils' attitudes toward their teachers' way of explaining the lessons whether it is motivating. The table above shows that three quarters (75%) of the pupils did not agree that the way of teacher's explanation of the lessons does not motivate them to participate in classroom. Yet, a quarter of the participants (25%) considered the teacher methodology as a motivating force to classroom participation. The implied interpretation of these details is that teachers in the involved middle schools might prioritise the achievement of the set objectives of the lessons over achieving affective factors as their learners' motivation. The only justification behind this

fact is that the teachers do always stand in a conflict with time bound; hence, they sometimes tend to avoid more verbal participation in classroom.

Q14- How does your teacher select pupils to participate?

    a. S/he always selects the same brighter students and save time

    b. S/he selects weaker students

    c. S/he selects good as well as weak pupils

    d. S/he chooses randomly

    e. I don't know

Table 14: Teachers' Way of Selecting the Pupils

Options	Respondents	%
a	10	12
b	4	05
c	38	48
d	24	30
e	4	05
Total	80	100

The question that is asked here tends to evaluate teachers' way of selecting pupils to participate and whether they try to engage most of the pupils in interaction. When pupils are asked about the way that is followed by the teacher in selecting pupils to participate inside classroom, they revealed the following points: 48% of them claimed that the teachers selected those pupils who have different abilities i.e. both good and weak pupils. 30% of pupils claimed that the teacher selected pupils randomly while 12% of them said that he chose only good pupils to save time, and finally, the same percentage (05%) was given to either the option "b" or "e". Taking into account all answers, it is noticeable that the teacher most of the time, do strive to involve all the pupils with different learning

abilities in participation. He, sometimes, selects at random; other times, he selects both good and weak pupils.

Q15- Does your teacher usually use modern teaching materials and aids?

    a. Yes   b. No

Table 15 : Teachers Use of Modern Teaching Materials and Aids

Options	Respondents	%
a	54	68
b	26	32
Total	80	100

This question is posed to put the spotlight on the use of modern teaching materials and aids and to what extent MS teachers use them in EFL classes. According to the statistics listed in the table above, 68% of the sample opted for the "yes" option when they were asked whether the teacher uses the modern teaching materials and aids. Besides, 32% of the sample disagreed .It is true that teachers normally use modern technology and aids because they are basic in the modern language teaching approaches mainly the competency-based .However, teachers' reluctance to the use of computers might be associated with lots of factors. Teachers of English language at the MS might not have adequate teaching materials to use them in their classes, or they are unwilling o use them because of time constraints to cover the content of the syllabus.

Section Four: Practices of Classroom Interaction

Q16- In the classroom, who does most of the talk?

    a.   The teacher

    b. The pupils

    c.   There is a balance between the teacher talking time and the pupils talking time

Table 16: Amount of Talking Time in Class

Options	Respondents	%
a	26	32
b	20	25
c	34	43
Total	80	100

The objective behind asking the aforementioned question is to evaluate the talking time inside classroom from the pupils' perspective. Based on the data presented in the table number (18), a clear view can be taken from the respondents' answers, i. e, there is a balance between teacher's and pupils' talk to some extent, where 43% said so, and 32% of the pupils said that the teacher occupied a huge part of classroom talk, while 25% of them claimed the opposite i.e. the pupils talk more than their teachers in classroom. These data indicate that the teachers are aware of the importance of classroom talk in the process of interaction for pupils .So, there is always interaction between the teachers and their pupils and between learners themselves and it is supposed, in a way or another, to be a good sign for the development of classroom interaction quality in MS.

Q17- When you interact in the classroom is it:

a. The teacher who asks you   b. You who wants   c. Your classmate motivate you

Table 17: Reasons of Classroom Interaction

Options	Respondents	%
a	16	20
b	52	65
c	12	15
Total	80	100

The objective of asking such a question is to identify the initiators of interaction in classroom. As it is remarked in the table (18), most of the participants (65%) revealed that they interacted in classroom whenever they wanted, while 20% of them said that they do respond when the teacher asked them to participate in classroom i.e. he selects them when they remained silent, and only 15% of the participants opted for the third option; they viewed that their classmates motivated them to interact and participate in classroom. These results imply that most of the pupils in the middle school are initiators of the interaction in classroom. This is a good thing for teachers to have active participants in the process of interaction and at the same time to minimise their talking time .But, there are some pupils who are dependent to their teachers i.e. the latter are the ones who stimulate interaction whereas other pupils are encouraged by their classmates.

Q18- When your teacher asks questions, does he usually give you or your peers an adequate wait-time to think about the answer?

    a. Yes   b. No   c. I don't know

Table 18: Pupils' Wait-time to Think about the Answers

Options	Respondents	%
a	72	90
b	02	02
c	06	08
Total	80	100

The purpose behind asking the question mentioned above is to elicit some pieces of information from the respondents about the fact of being allotted pupils' wait-time to think about the answers by their teachers. From the data displayed in the table, it is clear that teachers gave the pupils enough time to think before responding to their questions because

the majority of the respondents (90%) answered with "yes" when they were enquired to say whether their teachers give them the opportunity to think enough about the answers .A very little percentage of pupils (2%) were not in accord with the majority, but 8% of them said that they did not know whether their teachers let them think before giving their responses to the questions posed. The statistics mentioned previously can be interpreted in relation to teachers' awareness of the importance of the questioning technique in the process of classroom interaction .Thus, they do not deprive their pupils from the needed time to look for the answers; this is on the one hand .On the other hand, the teachers are aware that pupils will not respond quickly because they are not in the advanced levels of learning; they face new concepts that require them to think more. So, the teachers, here, are required to respect their pupil's levels and to provide them with enough time to work on questions.

Q19- What kind of questions does your teacher ask the most?

   a. Open-ended questions (there are number of possible 'right' answers so that more students answer each cue)

   b. Closed questions (only one 'right' response gets approved)

   c. Referential questions (questions whose answers are not already known by the teacher)

   d. Display questions (are those questions for which the teacher knows the answers beforehand and require students to display knowledge)

Table 19: Questions Distribution in Classroom

Options	Respondents	%
a	20	25
b	22	28
c	18	22
d	20	25
Total	80	100

This question aims at identifying the type of questions that the teachers ask the most in classroom to achieve interaction. The percentage of the participants who chose the open-ended questions is 28% while both option "b" and "d" took the percentage of 25%, and the remaining percentage (22%) stands for option "c". There is almost a balance between questions asked by teachers in classroom because teachers vary them from time to time so that pupils do not get bored .This shows how important is varying the type of questions in classroom interaction.

Q20- When you make some speaking errors or mistakes, does your teacher correct them for you?

a. Yes   b. No

Table 20: Teachers' Correction of Errors

Options	Respondents	%
a	76	95
b	04	05
Total	80	100

This question's purpose is to know whether teachers do really correct their pupils' errors in classroom, and then, provide them with the needed feedback. The table above

reveals a strong proof that the teachers really work on pupils errors since almost all the sample (95%) agreed that their teachers corrected pupils errors .In contrast, very few of it (5%) opposed the idea .When the teachers correct their pupils' errors, provide them with the right feedback to improve their language; this takes place mainly through interaction between the source of knowledge (teacher) and the receiver of that knowledge (the pupil). Hence, the data listed above interpret the teachers' centering of feedback in the process of interaction.

Q21- If "yes", how does s/he correct them?

    a. Implicitly (the teacher reformulates what you say correctly)

    b. Explicitly (the teacher tells you about the form of mistake)

Table 21: The Teacher's Oral Feedback

Options	Respondents	%
a	56	74
b	20	26
Total	76	100

The question posed above tries to provide a general idea about the way by which teacher's correct errors to pupils. According to table (22), more than half of the participants (74%) who said that their teachers corrected their errors and mistakes implicitly whereas 26% of them said that their errors and mistakes are corrected explicitly. What can be derived from this is that teachers care about making correct meanings more than correct forms because in the modern approaches of language teaching mainly CBA, the main objectives of the lessons are to develop pupils' linguistic performance and their communicative competence; teachers put them forward to achieve them with a less

tendency to correcting form and grammar mistakes as they claim that the grammar mistakes avoidance is a matter of time when pupils get advanced in learning.

Q22- How often do you or your teacher do the following? A: Always; O: Often; S: Sometimes; R: Rarely and N: Never

Table 22: The Frequency of Classroom Interaction Practices

	A	O	S	R	N	Total
my teacher encourages me to participate	34 43%	16 20%	18 22%	02 3%	10 12%	80 100 %
My teacher gives me the opportunity to interact with him	28 35%	20 25%	28 35%	00 00%	04 5%	80 100 %
My teacher gives me the opportunity to interact with my classmates	14 18%	28 35%	34 43%	02 02%	02 02%	80 100 %
my teacher monitors my understanding	40 50%	08 10%	24 30%	06 08%	02 02%	80 100 %
My teacher engages me in genuine communication	26 33%	14 17%	24 30%	06 07%	10 13%	80 100 %
My teacher gives me the opportunity to initiate interaction	12 15%	20 25%	32 40%	06 07%	10 13%	80 100 %
I ask my teacher for clarification	30 38%	14 17%	22 28%	06 07%	08 10%	80 100 %
I ask for clarification from my peers	14 17%	14 17%	18 23%	12 15%	22 28%	80 100 %
my teacher engages me in group work	34 43%	22 28%	18 22%	02 02%	04 05%	80 100 %
During group work, I interact with my peers	54 68%	10 12%	08 10%	04 5%	04 5%	80 100 %
During group work, my teacher goes round and tries to involve all pupils	58 73%	08 10%	10 12%	00 00%	04 05%	80 100 %

During group work, my teacher interacts with us and provides feedback	58 73%	08 10%	10 12%	00 00%	04 5%	80 100 %
My teacher engagesme in pair work	58 73%	14 18%	06 07%	02 02	00 00%	80 100 %
During pair work, I interact with my partner	26 33%	22 27%	20 25%	00 00%	12 15%	80 100 %
During pair work, my teacher goes round and tries to involve all pupils	52 66%	08 10%	06 07%	06 07%	08 10%	80 100 %
During pair work, my teacher interacts with us and provides feedback	50 63%	14 18%	08 10%	02 02%	06 07%	80 100 %
My teacher gives me the opportunity to self-correct	54 68%	16 20%	04 05%	02 02%	04 05%	80 100 %
My teacher gives me the opportunity to correct the language of my peers	16 21%	14 17%	34 43%	02 02%	14 17%	80 100 %

The question mentioned before aims at shedding light on what is going on in classroom concerning the application of interactive practices. According to the details that are obtained from the table above, the participants gave proofs to confirm the following points:

1- Most of the time ,teachers engaged all pupils in classroom interaction ;they generally provided each one of their pupils with the opportunity to participate in classroom talk by encouraging participation and interaction with classmates in addition to interacting with the teachers themselves .This means that classroom talk is shared by both teachers and pupils .

2- Teachers were often able to monitor their pupils 'understanding since the formers are the source of knowledge; in addition, pupils mostly attempted to initiate interaction i.e. it is not always the teachers who start interaction first, and the teachers from their side engage them in real communication and this what CBA teaching strive for.

3- The third point that can be confirmed in this context is that pupils often received feedback from their teachers who clarified to them the key concepts and the non-clear points that they face in their learning process because teachers are more knowledgeable. Yet, sometimes, pupils rely on each other to clarify the ambiguous points in which they do not find difficulties to address each other to provide and get clarifications.

4- Teachers manage groups and pairs, and involve pupils to do tasks during which they interact with each other, and their tutors provided them with the necessary feedback while turning around groups and pairs in addition to trying to engage everyone in the works. This implies that the teachers put into consideration the crucial role that both pair and group work play in interaction in class.

5- Finally, teachers get their pupils to correct themselves from time to time for keeping them attentive learners, and at the same time, they activate their minds to respond to the teachers' comments and questions.

2. Teachers' Questionnaire

We have designed a questionnaire for teachers to probe their awareness about the quality of EFL classroom interaction. In doing so, we attempt to elicit their view points towards the appropriate use of classroom interaction in the Algerian middle classes within the framework of CBA

2.1. Description of the Teachers' Questionnaire

The teachers' questionnaire includes two type of questions; close-ended questions where teachers choose 'yes' or 'no' answers, and others that require choosing the appropriate answer from a list of options. The second type is open-ended questions where

teachers are asked to freely express or explain their points of view. The questionnaire is divided into four sections.

2.2. Administration of the Teachers' Questionnaire

The questionnaire was administered to Twenty-five (25) teachers of English of 4MS groups level at the Two middle schools the first one in centre of Jijel and the second in Miliya. We have distributed it to both experienced and novice teachers teaching Fourth year classes. The selected population is based on the consideration that the teachers of middle school are more than other teachers to interact with their pupils without any obstacles.

The questionnaire was handed in 3rd May, 2017 and we collected all of them then. The questionnaire was handed out in a friendly environment and all the teachers were so cooperative, helpful and full gratitude goes to them.

2.3. Analysis of teachers' questionnaire

Section One: Background Information

Q1- How long have you been teaching English at the middle school?

……………. Year

Table 25: Teachers' Experience in Teaching English

Years	Respondents	%
1-5	19	76
5-10	03	12
10-15	02	08
20-25	01	04
Total	25	100

This question aims at assessing the teachers' experience in teaching English at middle school , the experienced teachers (who have been teaching it for more than five years) and the novice teachers who were teaching for less than five years .The third question was an open-ended question where teachers were required to answer in the blanks left subsequently ,the table shows their responses as follow : 19 of the teachers said that they were teaching English from one to five years (1-5) while 6 of them reported that they had more than five years (moderate experience in the field of teaching) .These results denote that the majority of the teachers have some sort of experience, this denotes that their experience is supposed to allow them to know how to improve the quality of teaching through using the appropriate methods and strategies.

Q2- What levels have you taught?

    a. MS1b. MS2   c. MS3 d. MS4

Table26: Teachers 'Previous Experience in Teaching Different Levels

Option	Respondent	%
a+b	03	12
a+d	05	20
a+b+d	04	16
a+c+d	07	28
a+b+c+d	06	24
Total	25	100

    The table above shows that 24% of teachers have sort of experience with different levels, (12%) of them were in charge of the first and second grade; they are considered the most important stages in the teaching process , while 24% of teachers taught all the levels without exception and the majority (88%) of them taught the fourth grade of teachers . Hence, from the findings displayed in the table above, it seems that the involved teachers

in the research paper in hand are a good source of information since they are very knowledgeable about the 4year MS syllabus.

Q3- How many pupils do you have per class in average?

Table28: Pupils' Numbers per Class

Options	Respondents	%
20-30	07	28
30-40	18	72
Total	25	100

This question aims at assessing the public classroom's size i.e whether the classes are considered large or small because the big number of pupils in one class makes it overcrowded and then this might hinder the teachers from making contact with the pupils and interacting positively. Considering the table, 72% of the selected teachers taught classes which consisted of more than thirty pupils. 28% of them teach classes with a total of numbers between twenty to thirty pupils. The table shows clearly that classes are of a large size i.e. the ones with more than thirty pupils per class are dominant. This big number of students in one class makes it crowded and leads the teacher to work in a chaotic state; teachers lose much of their time and effort to calm down the pupils.

Section Two : Teachers' Perceptions of Classroom Interaction

Q4- Do you think that classroom Interaction is important?

a. Yes b. No

   If yes, could specify why?

Table 29: Teachers' Opinion about the Importance of Classroom Interaction

Options	Respondents	%
a	25	100
b	00	00
Total	25	100

This question aims at expressing the teachers' attitude toward the importance of interaction in order to develop more competent EFL learners. All the respondents (100%) confirmed that classroom interaction is important and the results obtained indicate that all of the respondents answered with "Yes" with a percentage of 100%, while none of them said ' No '. All of teachers agreed on the assumption that classroom interaction is highly recommended in EFL classes.

If yes, could you specify why?

Those who answered " Yes " justified their answers by writing that classroom interaction was important because there will be a way of exchanging information and ideas, fostering participation, breaking the ice themselves, it made all the class active and it even motivated the teacher to do his best. Classroom interaction, as well, enabled the students to try to speak and get to know their needs as a means to assess their level. It raised learners' self-confidence and encouraged them to face the audience, and it helped the teachers to evaluate their students' oral proficiency and detect their deficiencies as far as speaking is concerned.

Q5- Which type of interaction students enjoy the most ?

   a.   Student-Student b. Teacher-Student c. Both have equal importance.

Table30: Type of interaction that is more important

Options	Respondents	%
a	5	20
b	4	16
c	16	64
Total	25	100

This question aims at knowing the preferable pattern of interaction that is highly implemented within the classroom by teachers. The results of the table (9) show that 64% of the participants were given to the third option (both have equal importance), which explains that teachers mostly enjoy both types of interaction patterns: student-student interaction and teacher-student interaction, in which teachers correct the student's mistakes. If the student fails to understand from his teacher, he can interact with peers and ask for more clarification. However, 20% was given to the first option (student-student interaction) and the remaining percentage (16%) was given to the second (teacher-student interaction).

Q6-Which type of interaction do students enjoy the most?

    a. Student-Student interaction

    b. Teacher-Student interaction

    c. Both

    d. None of them

Table31: Type of interaction that Pupils enjoy the most.

Options	Respondents	%
a	05	20
b	03	12
c	15	60
d	02	8
Total	25	100

This question aims at knowing the favoured pattern of interaction that is highly implemented within the classroom by teachers. The results of table (9) shows that 64% of the participants' answers was given to the third option (both have equal importance), which explains that teachers mostly enjoy both types of interaction patterns: student-student interaction and teacher-student interaction, in which teachers corrected the students' mistakes. If the student fails to understand from his teacher, he might interact with peers and ask for more clarification. However, 20% was given to the first option (student-student interaction) and the remaining percentage (16%) was given to the second (teacher-student interaction).

Q7- Do you think that classroom interaction really develops learners 'level?

a. Yes   b. No

If yes, please indicate how

Table32: Teachers Attitudes towards Classroom Interaction

Option	Respondent	Percentage
a	25	100
b	00	00
Total	25	100

This question aims at identifying the teachers' view toward the positive effect of interaction on developing the learners' level. The results obtained denote that 25 teacher who represent 100% of the whole sample answered with "yes" while none of them answered with "No". Hence, all the targeted teachers do have a positive attitude towards the value of classroom interaction, and in doing so; they would certainly strive to their best to make that intricate process successful.

If yes, please indicate how?

All the respondents answered "Yes" justified their answers by writing that classroom interaction enables the learners to create an exchange of ideas, fostered participation in class and it kept the pupils active in the classroom , and encouraged them to speak and it increased learners talking time. While, some others said that languages were learned through interaction and communication, and it might also help students to open up to their peers and to the teachers by getting them talk to each other, through pair or group work. It enabled the teacher to find out the strengths and weaknesses of their pupils.

Q8- What do you think the primary role of the teacher in the middle school should be?

a. A source of knowledge and information   b. A guide and facilitator of learning

Table 33: The Teachers' Role

Option	Respondent	%
a	09	36
b	16	64
Total	25	100

This question aims at specifying the teachers' role under the competency –based Approach. The majority of participants (64%) responded by choosing option 'b': the

teacher is a guide and a facilitator of learning. This illustrates that the involved teachers are aware that learners should be given the chance to discover and use the knowledge by themselves in real life situations to communicate and exchange information with other people other than his/her teachers via following his or her guidance. While the remaining percentage (36%) responded by choosing option 'a': teacher is a source of knowledge and information.

Q9-Do you think that pupils' interaction is enhanced through group work and pair work activities?

      a. Yes   b. No

If yes, please justify

Table34: The Role of Cooperative Work in Enhancing Pupils' Interaction

options	Respondents	%
a	20	80
b	05	20
total	25	100

This question aims at determining the viability of cooperative work in motivating pupils to interact and communicate with their peers and creating helpful, interactive environment within the classroom. From table (12), we figured out that the great majority of teachers (80%) responded by choosing option 'a'; they stated that pupils 'interaction was enhanced through collaborative work. Teachers aim at involving learners into genuine communication. Others who represents 17% responded by choosing option 'b'.This indicates that teachers who did not agree about the effectiveness of cooperative work in the classroom because pupils may take the advantage to make noise and they would not learn from each other.

Q10-To what extent do you think classroom interaction relies on teaching materials and visual aids?

   a. Extremely   b. Significantly   c. Moderately   d. Not at all

Table35: Teachers' Perceptions of the Importance of Teaching visual Aids and Materials for classroom interaction

Options	Respondents	%
a	04	16
b	12	48
c	09	36
d	00	00
Total	25	100

This question aims at specifying the extent to which classroom interaction relies on teaching materials and visual aids. In other words, it was addressed to know the vital role of teaching materials and visual aids in implementing classroom interaction with high degree and effective way.

The answers tabulated above reveal that the great majority of teachers believed that classroom interaction is highly related to teaching materials and visual aids. In fact, the availability of teaching aids and materials would certainly contribute to improve the quality of EFL teaching and learning in the Algerian middle school.

The teachers believed that the availability of such aids and materials will:

➢ Facilitate the task of EFL teaching,

➢ Make EFL teaching and learning more effective and successful,

➢ Simplify more the lessons for the pupils

➢ Increase pupils' motivation,

➢ Increase pupils' interest.

Q11- To what extent do you think positive feedback helps to increase students'
interaction?

a. Extremely   b. Significantly   c. Moderately   d. Not at all

Table36: The teachers 'positive feedback effect

Options	Respondents	%
a	09	36
b	16	64
c	00	00
d	00	00
Total	25	100

This question aims at denoting the impact of positive feedback on the learner's development during the learning process i.e. whether the learners are more enhanced to interact and dare to verbalize their intentions without any inhibition. Their responses show that the majority of teachers answered by choosing 'Significantly' with 64% and the remaining percentage was given to first option 'Extremely' with 36% stating that teachers 'positive feedback is helpful in the learning environment because when the teacher corrects their mistakes and errors in appropriate way. Positive feedback is the one which not only shows to the learners where they went wrong , but also appreciates learners' efforts and encourages them to do better in the next activity .So , they would get motivated to participate, and they learn more to avoid repeating the same mistakes.

Q12-To what extent do you think your pupils are able to use English in their
communication?

a .Extremely   b. Significantly   c. Moderately   d. Not at all

Table 37: Pupils Ability to Use English Language for Communication

Options	Respondents	%
a	00	00
b	08	32
c	12	48
d	05	20
Total	30	100

This question aims at knowing the pupils ability to interact through using English language. The Results reveal that 32% of the respondents chose the second option 'Significantly', this indicates that the pupils are able to speak and express meaning without frequent difficulty; they are only those who have ample knowledge about the language and have the tendency to interact via this language. However; others answered by giving 48% to the third option 'Moderately' because the majority of pupils' level is average so they find difficulty to express their ideas using the target language. The other 20% of them answered that pupils were not competent enough to communicate by using English because those pupils are still beginners and they have a tendency to be silent without any attempt to interact in the classroom.

Q13- To what extent do you think your pupils are confident to speak?

a. Extremely   b. Significantly   c. Moderately   d. Not at all

Table38: Teachers' perception to Pupils Confidence to Speak

Options	Respondents	%
a	00	00
b	00	00
c	20	80
d	05	20
Total	25	100

This question aims at assessing the learner's confidence, from their teacher's viewpoint, to express their ideas and verbalise their intentions freely, and face their teachers without any psychological obstacle. As shown in the table above, the highest percentage of teachers (80%) declared that the pupils were not quite confident to speak or to be risk taker towards verbalising their communicative intentions. They always need the teacher's encouragement via different interactional techniques like the use of visual aids and games adopted by the teachers in order to have a more interactive and motivating classroom .Whereas, the remaining percentage (20%) of the teachers showed that pupils were not confident and ready at all to speak in the classroom because of anxiety and fear that prevented them from interacting freely and feel comfortable inside the classroom.

Q14- What do you think are the major obstacles you face in classroom interaction?

a . Humble teaching materials b. Time consuming

c .Class- size d .students 'anxiety (Psychological state)

Other(s) ……………………………………………………………………………

Table 39: The Major Obstacles of Classroom Interaction as Faced by the teachers

Options	Respondents	%
a	07	28
b	00	00
c	07	28
d	11	44
Total	25	100

This question aims at knowing the main obstacles that hinder the classroom interaction in the Algerian schools. The results obtained show that 28% of the teachers indicate that there is a shortage of teaching aids and materials at their institutions in addition to the

problem of class size that did not allow them to practise the language appropriately in the classroom, and this is likely to have a negative impact on the quality of EFL teaching and learning. While, 44% of the teachers affirmed that students' anxiety and stress played a negative role to demotivate and hurdle them from any sort of interaction in the classroom.

Section Three: Teachers' Practices

Q15- Do you try to create a friendly supportive atmosphere in the classroom?

a. Yes   b. No

Table40: Classroom Atmosphere

Options	Respondents	Percentage %
a	25	100
b	00	00
Total	25	100

This question aims at shedding the light on the nature of the atmosphere that is created inside the classroom. The results obtained denote that all the respondents (100%) claimed that they tried to create a friendly atmosphere in the classroom. This indicates that targeted teachers recognise that in order to create an interactive classroom, they have to build a positive atmosphere which helps students to exchange their thoughts, ideas, and knowledge.

Q16- In the classroom, who does most of the talk?

a. You

b. The pupils

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

Table41: The Domination of the Classroom Talk

Options	Respondent	%
a	09	36
b	02	08
c	14	56
Total	25	100

This question aims at evaluating talking time inside the classroom i.e. who speaks most in the classroom. The results obtained denote that 2 participants who represent 8% of the whole sample stated that they gave the pupils the floor to speak sometimes; this is quite acceptable for a foreign language class. While, 36 % of them declared that s/he is the one who speaks most in the classroom. Perhaps the teachers forgot that pupils' real problem is with the language and not with knowledge. The great majority of teachers who claimed that there was a balance between teachers' talking time and the pupils' talking time, that is to say, they speak only when it was necessary. In this case teachers are there to organize their pupils' speeches by allocating turns to keep order in the class and try to give the opportunity to their pupils through reducing their talking time.

Q17- To what extent do you respond to your individual learner needs?

a. Extremely   b. Significantly   c. Moderately   d. Not at all

Table 42: Teachers 'attitude to individual attention and needs

Options	Respondents	%
a	03	12
b	07	28
c	15	60
d	00	00
Total	25	100

Throughout asking such question, we simply intended to check whether teachers care about their pupils' individual needs during the learning process. The obtained results show that all the EFL teachers, who filled this questionnaire tried, as much as possible, to devote enough time to each pupil. In other words, the teachers are able to meet the needs of all their pupils.

Q18- When you interact with your pupils, do you usually interact with

    a.   The whole class   b. Individual pupils

Table 43: The teacher's way of interaction in the classroom

Options	Respondents	%
a	17	68
b	08	32
Total	25	100

The aim of this question is to have a look about the way of teachers to interact within classroom whether they appeal the whole class or individuals. Table (22) shows that most of the teachers chose the first option 'a' the whole class with 68% and the remaining percentage (32%) was given to the second option 'b' individual pupils. Teachers affirmed that they usually appeal to the whole class more than they did to each pupil alone to get enough time. Hence, the teacher might not notice the good abilities in interaction.

Q19- How many pupils do you usually involve in classroom interaction?

    a.   Allb.   Mostc. About halfd. Few e. Only 2 or 3 pupils

Table 44: The Number of Pupils that Get Involved in the Classroom Interaction

Options	Respondents	%
a	00	00
b	11	44
c	09	36
d	05	20
e	00	00
Total	25	100

The aim of this question is to know whether the teachers involved the whole class; give their pupils equal chance to speak and interact in the classroom. The table above, mentioned that 44% of teachers agreed that they often gave most of them enough opportunities to speak and interact in the classroom, While 36% of them tried, as much as possible, to get half of class involved, 20% of them stated that they gave few opportunities to their pupils. The teachers assumed that they gave the opportunities to speak only when free discussions were permitted whereas asking questions and answering the teacher's questions are ordinary daily tasks.

Q20- What do you do when you want individual learners to participate?

a. I always select the same brighter students and save time

b. I select weaker students

c. I select good as well as weak pupils

d. I choose randomly

Table45: Teachers' Allocation of Turns to participate in the Classroom

Options	Respondents	%
a	00	00
b	00	00
c	04	16
d	21	84
Total	25	100

The question posed above tends to spotlight on the way of turns' allocation to participate in the classroom and motivate pupils to get them share the session with their teachers in interactive environment. As is illustrated in the table, the majority of teachers 84% affirmed that when allocating turns to students for participation, they selected randomly. In this case, students are kept alert to be called on at any moment. None of the participants neither opted for 'a' nor 'b' answers ,while four teacher 16% preferred to select both good as well as weak pupils in order to make balance in the classroom .

Q21- When you ask questions, do you usually give your pupils an adequate wait-time to think about the answer?

a. Yes   b. No

Table 46: the Wait-Time Given to Students to Answer Question

Options	Respondents	%
a	19	76
b	6	24
Total	25	100

In asking such question, it is intended to know whether the teachers provide their learners an adequate wait-time to think about the right answer. More than half of the respondents (76%) affirmed that they gave them enough wait-time to think about the

answers. Pupils here may just keep looking at the teacher as a sign of lack of understanding the question. In this situation teachers answer their own questions to escape silence, whereas 24% confessed that gave short wait-time to their earners. This reveals that most of the teachers are impatient at expecting the students' answers. However, pupils need time to revise the content and the form of their answers and when the wait-time is too short, this discourages the students to speak.

Q22- How do your pupils usually respond to your questions?

a. In chorus   b. Individually

Table47: Pupils Response to the Teachers 'Questions

Options	Respondents	%
a	18	72
b	7	18
Total	25	100

This question aims at identifying the pupils' tendency to answer the teachers' questions from the latter's perspective. The results obtained from the table show that most of the pupils (72%) respond to teachers questions in chorus , while 18% try to respond individually in order to express themselves as clearly as possible to the teacher but, others are not confident enough to face their teacher individually.

Q23- What kind of questions do you ask the most in your classroom?

a. Open-ended questions (there are number of possible 'right' answers so that more students answer each cue)

b. closed-ended questions (only one 'right' response gets approved)

c. Referential questions (questions whose answers are not already known by the teacher)

d. Display questions (are those questions for which the teacher knows the answers beforehand and require students to display knowledge)

Table48: The Type of Questions Used in the Classroom

Options	Respondents	%
a	15	60
b	06	24
c	00	00
d	04	16
Total	25	100

The aim of this question is to determine the kind of questions that are mainly posed by teachers within the classroom. The results obtained denote that the participants who represent 60% stated that they often asked open-ended questions, while, 24% of the teacher declared that they asked more closed questions, The remaining percentage (16%) represents those who chose option'd'. almost all types of questions were taken into consideration ;they ask mainly open and close ended questions ,but sometimes they addressed display questions to break the routine of the aforementioned types of questions.

Q24- Do you usually use modern teaching materials and aids?

    a. Yes   b. No

If "Yes", please specify them

Table49: Teachers' Use of Teaching Aids and Materials

Options	Respondents	%
a	06	24
b	19	76
Total	25	100

This question aims at knowing the extent to which the teachers use modern teaching aids and materials in EFL classes. Table twenty-eight shows that 76% of the teachers rarely used teaching aids and materials. It also indicates that only 24% of them usually used such materials when teaching EFL such flash cards, flip chart, print resources, projector and computer to present videos and songs. The shortage of teaching aids and materials at their institutions has a direct influence on the frequency of teachers' use of these materials.

Q25- How do you usually respond to your pupil's errors?

a. Directly   b. indirectly   c. I do not respond at all

Table 50: The Teachers Way for Giving Response to Pupils

Options	Respondents	%
a	15	60
b	10	40
c	00	00
Total	25	100

This question posed above aims at shedding the light on the teachers method for giving response to their pupils whether in direct way or indirect one .The results obtained show that 60% of teachers responded to pupils' errors in a direct way to correct every mistakes

.Specially grammar mistakes because they believed that the classroom was the exclusive place where pupils are provided by adequate feedback .whereas, 40% of them preferred the indirect way for giving feedback to check pupils understanding and they do not get embarrassed when they are corrected publicly.

Q26- What are the feedback techniques that you usually use?

a. Implicit correctionb. Explicit correctionc .Self-correctiond. Peer- correction

Table51: Teachers feedback techniques

Options	Respondents	%
a	08	32
b	05	20
c	04	16
d	08	32
Total	25	100

This question aims at providing general idea about the techniques by which teachers correct pupils' errors. The way that teachers present their feedback is very crucial in the learning environment. The teacher's feedback might take four distinctive forms either implicit, explicit, self-correction or peer-correction. The majority of respondents said that their teachers presented their feedback implicitly: spotting the mistake and letting them work in pairs to recognize what is ; incorrect (peer-correction) give them only necessary guidance (32% was given to both options. 20% of them made a tick for the second option which is about the teacher's explicit way of presenting feedback in which the teacher gave the correct form directly when it was matter of language content errors . and the lowest percentage (16%) was given to third option 'self-correction' here to get pupil to self-correct when it was matter of grammar mistakes.

Q27- Do you usually give feedback on

a. linguistic correctness

b. on meaning (the content of student output)

c. both

d. none

Table52 : The Focus of Teacher's Feedback

Options	Respondents	%
a	06	24
b	07	28
c	12	48
d	00	00
Total	25	100

This question's purpose is to know whether the teachers do really correct their pupils 'errors in classroom focusing on some aspect of language either accuracy or fluency of the language .As it is shown in table (31), about half of the teachers (48%) declared that both types of mistakes were taken into consideration : linguistic and meaning mistakes. Concerning feedback that was provided by the teacher during the lesson, it was noticeable that he focused on both grammar and lexical points so serious mistakes. 24% of the teachers paid more attention and gave strict comments when pupils committed errors of grammar; they focused on the accuracy of language most of the time. Thus, the teacher always got pupils to self-correct when it was a matter of grammar, or he appeals to other pupils to correct others' mistakes of grammar .While, 28% gave more interest to meaning (

the content of student output) to make pupils more able to speak and interact through using the language fluently .

Q28- How often do you do the following? A: Always; **O**: Often; **S**: Sometimes; **R**: Rarely and **N**: Never

Table53: Frequency of Implementing Classroom Interaction Practices

	A	O	S	R	N	Total
I encourage single soudent participation	5	10	6	4	00	25
	20%	40%	24%	16%	00%	100 %
I monitor soudent understanding	3	7	10	5	00	25
	12%	28%	40%	20%	00%	100 %
I create opportunities for SS to interact	15	6	4	00	00	25
	60%	24%	16%	00%	00%	100 %
I engages SS in genuine communication	00	3	12	10	00	25
	00%	12%	48%	40%	00%	100 %
I give the opportunity to my pupils to initiate interaction	00	3	9	10	3	25
	00%	12%	36%	40%	12%	100 %
I give the opportunity to my pupils to interact with each other	15	6	4	00	00	25
	60%	24%	16%	00%	00%	100 %
my pupils check my understanding	00	00	15	10	00	25
	00%	00%	60%	40%	00%	100 %
my pupils ask me for clarification	16	9	00	00	00	25
	64%	36%	00%	00%	00%	100 %
my pupils ask for clarification from each other	00	10	12	3	00	25
	00%	40%	48%	12%	00%	100 %
I ask for clarification from my pupils	00	00	00	4	21	25
	00%	00%	00%	16%	84%	100 %
I engages my pupils in group work	13	7	5	00	00	25
	52%	28%	20%	00%	00%	100 %

In group work, the pupils do the tasks as expected	00	8	17	00	00	25
	00%	32%	68%	00%	00%	100 %
During group work, the pupils interact with each other	7	10	4	4	00	25
	28%	40%	16%	16%	00%	100 %
During group work, I go round and try to involve all pupils	25	00	00	00	00	25
	100%	00%	00%	00%	00%	100 %
During group work, I interact with each group and provide feedback	15	10	00	00	00	25
	60%	40%	00%	00%	00%	100 %
I engage pupils in pair work	15	6	4	00	00	25
	60%	24%	16%	00%	00%	100 %
In pair work, the pupils do the tasks as expected	9	10	4	2	00	25
	36%	40%	16%	08%	00%	100 %
During pair work, the pupils interact with each other	10	6	5	4	00	25
	40%	24%	20%	16%	00%	100 %
During pair work, I go round and try to involve all pupils	17	8	00	00	00	25
	68%	32%	00%	00%	00%	100 %
During pair work, , I interact with each group and provide feedback	19	6	00	00	00	25
	76%	24%	00%	00%	00%	100 %
Iget my pupils to self-correct	00	06	06	10	03	25
	00%	24%	24%	40%	12%	100 %
Iget my pupils to correct the language of other pupils	00	13	8	04	00	25
	00%	52%	32%	16%	00%	100 %

The question asked above aims at spotting light on the application of interactive practices. results that are obtained from the table show that approximately most of the teachers provided real opportunities for their pupils to interact within classroom with each

other and with the teacher himself also by creating a supportive cooperative atmosphere to enhance them to participate and express themselves as clearly as possible.

Pupils usually ask for clarification from the teacher because they see the teacher as a reliable source of knowledge, but teachers tend to involve peers together in order to clarify things for each other.

During pair and group work, the teacher attempted to engage all pupils to interact with each other in doing the work. Thus, he took the role of the facilitator by moving around the groups clarifying to each group and to provide feedback to each pupil in which he corrected his language or involve peers in responding to each other ideas or mistakes. Sometimes pupils were able to correct themselves either unprompted or with some guidance after recognizing what was incorrect in their responses.

Section Four: Further Suggestions

The aim of both questions that are mentioned below is to elicit practical suggestions and recommendations from teachers to enhance the quality of classroom interaction.

33- Relying on your classroom experience, what do you suggest to help improving the quality of classroom interaction?

In this question, teachers were requested to make suggestions that they believe will help improve the quality of classroom interaction in EFL classes. The suggestions that were made by the teachers are:

➢ The teacher must give more importance to interaction, through giving enough opportunities to all pupils to practise or to talk in English and use tasks that provide pupils with a reason to speak and listen .Information gap activities are good example and pupils enjoy using project work is another example of a motivation and collaboration that promote interaction .

- Using group and pair work or discussion as a technique and the use of both patterns of interaction as much as possible during sessions .

- Creating a cooperative ,friendly and supportive atmosphere to encourage pupils to interact

- Reminding the learners with the importance of developing communicative capacities in learning a foreign language.

- Provide the schools with the necessary teaching aids and materials so that both teachers and pupils perform better.

- Using a variety ways to increase pupils' interest and attention.

- Class-size reduction, and less crowded classrooms

- The Algerian government should devote more money to provide institutions with necessary equipments in order to improve the educational system.

Teachers believe that if the above suggestions were taken into account, the quality of classroom interaction, in particular and teaching in general, would be improved.

34- Would you add any further suggestions or recommendations?

Most of the teachers left the space blank; perhaps they felt that they gave adequate comments and suggestions in the previous answers. Only two teachers, who invested the space to provide more suggestions about teaching and interaction in the classroom. The followings are some recommendations that may help to improve the quality of interaction that is provided in schools:

- The Ministry of Education should come up with a restricted number of pupils in classroom that can effectively be handled by a single teacher in a single session to engage more pupils in talk and let them practise the language in an appropriate way.

➢ The Ministry of Education should recruit more teachers of English for the purpose of decreasing the workload that current teachers are struggling with and give them sufficient and adequate training that would prepare them to apply CBA principles in teaching effectively.

➢ Training sessions and seminars should be organized regulary for teachers of English to enhance and improve their classroom effectiveness within CBA framework.

➢ Each school director should provide the necessary materials and teaching aids in public institutions to put both the teachers and the pupils in an appropriate learning environment.

3. Analysis of Classroom Observation

In order to verify the findings of the teachers' and pupils questionnaires about the quality of interaction that characterizes EFL teaching in middle schools, classroom observation was used.

Classroom observations took place at two 4Ms classes from two different middle schools: "Abadou Abdelkamel" and "Boutaya Boudjemaa" in Jijel and El Milia, respectively. Eight sessions were devoted for each class and the observations lasted for twenty (20) days; they started on April5th ended on the 25th of the same month. The first class consisted of thirty five pupils and the other one of forty pupils.

Two volunteered teachers were observed; one of them was a novice female teacher who has taught English only after the reform of 2003and the second was an experienced male teacher who also taught English before the reform. All classroom observations were audio-taped to keep a record of all actions in the classroom for more credibility to data

obtained; audio-taping was helpful in measuring accurately the students' interaction time and identifying the different patterns of interaction. The lesson observations were done through a structured checklist to take notes during the lessons observed.

Abadou Abdelkamel School

Data obtained from the eight observations are summarized below:

➢ The teacher was able to manage the classroom effectively as she could make the class calm, even though she struggled to keep the pupils involved and interested at the beginning of each lesson. In addition, the teacher was sitting in a place where she could be seen and heard and so she was able to retain learners' concentration and increase their motivation. Thus, the teacher paid her attention to the classroom organisation before starting teaching in order to facilitate the exchange of information between pupils and to make them feel comfortable.

➢ There was friendly and cooperative relationship between teacher and pupil. For example, the teacher told jokes and funny comments to break the ice during the session and gave them feeling of security to talk without fear by giving them adequate time to respond. Hence, in such atmosphere, the learners exhibited a low level of inhibition and tended to take an active role in the classroom. For example, the teacher called her pupils by funny, lovely names in order to motivate them during the lesson: lovely girl, smart boy...etc

➢ The teacher used supporting materials and visual aid for clarification purposes. She used photocopies, pictures and data show to explain the teacher used visuals to attract the pupils 'interest and to fulfill their learning needs. For example, she used pictures that express clearly interrupted actions and asked the pupils to describe the

pictures. In fact, availability of such aids and materials helped so much in making teaching and learning more effective and successful.

➢ There was a large amount of pair and group work in which the teacher tried as much as possible to engage pupils in cooperative work. She encouraged the pupils, especially the good ones to work simultaneously with their peers in pairs or in groups. For example, in an activity, she asked the pupils to listen carefully to the audio which was a short story. Later on, the teacher handed them worksheets so that pupils could practice in pairs. The pupils answered questions about listening comprehension in pairs. In another activity, she asked them to have look about the picture on t page 146 in order to talk about an accident using clues below the picture that helped them to describe the scene in groups. Here, the pupils showed tendency to participate, especially, when the teacher encouraged them by adding extra marks in the exam.

➢ Interestingly, it is observed that during most of pair and group work activities, the teacher tried to monitor the pairs or the groups to foster their participation and made sure that they tried to interact with each other in English. In other words, she went round and tried to involve every pupil to work and interact with their peers. Sometimes, when the pupils found difficulty to grasp a specific point, the teacher guided them to work together and help each other through asking and answering questions in pairs. So, the teacher took the role of a facilitator by moving around the groups, providing clarification and feedback

   ➢ Most of time, the teacher checked the understanding of pupils through using use "concept checking questions ''. An example is provided below:

   T: have you understood the lesson well?

   PPs: yes

T: which tense is used in order to express simultaneous action?

PPs: we use the past continuous

➢ Teacher appealed toeach pupil alone more than the whole class. Actually, the teacher gave the opportunity to brilliant pupils to interact with her or their classmates. Yet, most of the time, she found difficulty to manage time that was not enough to meet the needs of all pupils despite the teacher effort to make a balance

➢ As far as the type of questions is concerned, the teacher asked mainly closed-ended and open-ended questions, but sometimes she also included referential and display questions those types of questions were used by teacher to elicit data about their understanding of the key concepts. e.g. **T:**what is the past simple of the following verbs ? **T:** tell me about your childhood bad habits?

➢ Additionally, the teacher tried to reinforce pupils' self-confidence and encourage them to stand in front of their peers and practice asking and answering questions. She also tried to make the input comprehensible by using body language and repetition. For example, theypracticedthe language through describing an unlucky day happened to them in order to use both interrupted and simultaneous actions. The pupils went to the board when teacher called them and faced their classmates andexpressed orally what they wrote .Here teacher tried to help them by using gestures and key words to express their intentions.

➢ The teacher provided feedback to the whole class or to individual pupils, for example, by correcting the pupil's errors or by giving them the opportunity to self-correct. A few pupils were able to correct themselves either unprompted or with some guidance after recognizing what was incorrect in their responses.

Moreover, the teacher took the feedback in a way that kept the pupils' interest and motivation high. This led them to accept peers' comments and feedback and they responded positively to teacher's feedback. The teacher gave more often explicit feedback concerning the content. However in dealing with grammar mistakes, she tried to give hints and let the pupils themselves recognize and correct the mistakes as illustrated in the following example:

P: smith was digging in the sand while big shark was attacking him

Here, the teacher hinted that there was a problem in the sentence and asked one pupil to repeat the sentence in the correct form, but unfortunately he failed. So, the teacher interfered to give the right answer T: well, thank you for your trials, but the verb should be in the past (finished action) attacked not was attacking. She also explained why.

Overall, the result of the observation reveal that good quality of interaction is provided in this middle school .The fact of having great amount of classroom interaction indicate that the teacher herself challenged the obstacles faced in middle schools, especially that of large classes. At the expense of her energy, she tried as much possible to engage the pupils in interaction with her and among themselves.

B- Boutaya Boudjemaa Middle School:

The classroom observations conducted in this school revealed the following points:

The teacher tried to appeal to students in a friendly and cooperative way, but he tended to minimise the space given for the pupils to speak to gain time for providing more explanations.

➢ As an experienced teacher, he was able to manage the classroom very well but he did not manage group work and pair work so much because of pupils misbehaving. In the

same session for instance, the teacher asked pupils to work in pairs in order to formulate sentences about interrupted actions using 'while', 'when' or 'as' ,and he tried to walk around them to check their trials and correct mistakes. At the same time, the teacher tried to some extent to get pupils works silently, something which was not always reachable because of the large number of pupils.

➢ Even though the teacher tried to create opportunities for pupils to interact and to engage them in real communication, he tended to limit their talk to gain time for providing more explanations. For example, he rarely engaged the pupils in group work activities. It was also observed that the teacher was often the shaper of the pupil understands of the linguistic points because he relied on revealing his knowledge in teaching more than on the interactive performances of the pupils. The teacher addressed pupils and told them to ask him what they wanted to know or to understand and he motivated them to ask any question.

➢ The teacher used visuals to attract the pupils 'interest and to fulfill their learning needs. For example, he used a picture of a traffic accident and asked the pupils to describe the picture. It is worth mentioning that modern technology was absent to enhance the pupils communicative skills as the teacher used neither audio-tapes nor videos.

➢ Teacher appealed to the whole class more than to individual pupils to save time. Most of the time, the pupils respond to the teacher's questions in chorus.

T: In which tense is the verb (to eat) conjugated?

PPs: in the past continuous.

T: What is the form of the past continuous?

PPs: the auxiliary 'to be' in the past simple plus the present participle of the verb

➢ The teacher was a good initiator of the pupil's participation, but this was not done regularly because as it has been mentioned earlier, the teacher tried to control his time

.However his way of inducing an interaction is good and showed his experience in doing so.

T: who can tell me who the sender of the e-mail is? Hurry up,..it is very clear…yes X

P: Is it Katherine?

T: Great. What about the receiver?...No one is able to give me the answer?...read well the information… Rise your hands…yes X.

Pupil: Sara is the receiver.

T: Excellent…you are doing well.

➤ The teacher asked mainly closed (e.g. what is the synonym of the verb to start?) and open-ended questions (e.g. can you tell me about some of your past habits). The teacher uses these types of questions because they fit the level of the learners since they only can express themselves with answering in short the questions of the teacher.

➤ It was rare when pupils initiated interaction because they relied on the teacher to explain everything or to ask them questions. This, in turn, made it difficult for the teacher to guess whether his pupils had understood what he was saying or not. The pupils rarely asked questions or asked for clarifications from the teacher. For example, the teacher asked one of the pupils what he had not understood during the lesson but the pupil was not able to answer in English and so he used Arabic. But, when the teacher asked for clarifications from the pupils, they responded with the short answers "yes" or "no". They remained the most useful way to check pupils' understanding

➤ Pair work was usually used by the teacher to get them interact either in practicing dialogues or in doing activities. But, the problem was that the teacher focused on the product not the process. When doing a pair work, the pupils interacted with each other using Arabic.

➢ The teacher tried to know the weaknesses of pupils related to their mistakes and so he provided feedback directly. However, in some cases the teacher gave the pupils the opportunity to self-correct.

➢ It was also observed that the teacher focused more on grammar than lexical points. For example, when he asked the pupils to conjugate verbs in the past continuous, they made mistakes. The teacher responded by correcting the mistakes and insisting on the memorisation of the use of personal pronouns with the verb "to be". He gave strict comments when pupils committed errors of grammar; he focused on the accuracy of language most of the time. The teacher also gotpupils to self-correct when it was a matter of grammar; as an example, in the lesson of conditional type two, the teacher asked pupils to put verbs in the right form. One of the pupils put the verb of the 'if' clause in the present simple rather than in the past simple, but the teacher, after checking his answers, reminded the pupil of the rule. Here, the pupil recognised his mistake and corrected it. Or he appealed to other pupils to correct others' mistakes of grammar .However; he corrected errors of language content directly from time to time.

The results obtained from the observation indicate that the quality of interaction that is provided in this institution is regarded as adequate with regard to the teacher's communication with his pupils in addition to a good teaching methodology, but with some limitations. The teacher tends to avoid group work which is essential in classroom interaction in addition to the absence of teaching aids.

4. Discussion of the Results

The analysis of the questionnaires and the classroom observation reveal that the EFL teachers who were involved in this piece of study do great efforts in order to provide good and adequate quality of interaction that helps the learners with sufficient knowledge within

interactive environment to enable them to learn English effectively. Additionally, they state some obstacles that face both teachers inside the classroom and pupils as well.

Both the questionnaires and the classroom observation show that teachers of EFL cannot devote enough time to meet the individual needs of their pupils. Not only that, but they also reveal that teachers do really encourage pupils to speak English, and the cause behind the lack of interaction in the classroom is because pupils have some difficulties to express meaning; most of these difficulties are psychological ones like confusion, anxiety and inhibition.

The learning environment requires teachers to play various roles to fulfill the pupils' needs. Obviously, teachers in EFL classes have to set different activities to create enjoyable atmosphere in their classes; they should give pupils the opportunity to interact in class. The data gathered show that pupils share considerable amount of classroom talking with their teachers, and they often interact with their peers in class. Interaction techniques, on one hand, are very influential in fostering interaction in classes.

As far as feedback is concerned, it is very important in language learning, teachers admit its value and state that they often correct their learners' mistakes directly by giving positive feedback. Sometimes, they spot the mistakes and let pupils do it by relying on themselves or engaging peers in order to help each other to recognise what is wrong and incorrect; mainly, teachers give feedback taking into consideration the content and form both together.

Similarly, the data showed that the most enjoyable interaction technique students mostly prefer is the "Group work" "or "Pair work" pupils enjoy cooperative group work because they feel comfortable with their classmates, and it may foster a kind of sense of belonging.

Moreover, the current study conveyed that the pupils have a tendency to both interaction patterns i.e. teacher-learner and learner-learner patterns because, on the one

hand, learners view the teacher as a more knowledgeable member of the learning process. On the other hand, learners find themselves more able and confident to communicate with their mates rather than with the teacher.

On the other hand, pupils claimed that in order to interact in class they need their teachers to be motivators as well as correctors and controllers .In fact, classroom interaction does really improve their skills; however, this can happen through frequent interaction in the classroom with their classmates and their teachers.

Then, there is a negotiation of meaning during the teaching process since there is an initiation of classroom interaction through asking different questions, so teachers try to follow the initiation-response-feedback sequence during which they wait for their pupils' answers to support them with the right feedback. Pupils, also, tend to ask for clarifications during learning in order to be aware of the correct form of knowledge, and then, to learn correct concepts.

Furthermore, it was concluded that the availability of these teaching aids and materials would enhance the quality of EFL teaching and learning since teachers believe that these aids would bring great benefits to them and to their pupils. But as far as the majority of Algerian public schools are concerned, it is obvious that there is a real shortage of teaching aids and materials at the public institutions, and this is likely to have a negative impact on the quality of classroom interaction.

To sum up, teachers give learners the opportunity to interact in class. The Data gathered showed that learners share a great amount of classroom talking with their teachers, and they often interact with their peers in class. Interaction techniques are very influential in improving interaction in classes and developing the learners speaking through genuine communication that took place with the teacher. Hence, the most enjoyable interaction techniques that the learners mostly prefer are group and pair work; they enjoy cooperative

work because they feel comfortable with their classmates. Mainly, teachers prefer to use both patterns of interaction and make balance between them inside the classroom in order to achieve successful and effective environment of teaching. As a result, EFL teachers succeed to implement the methodology of CBLT to a high degree concerning the classroom interaction. So, it is confirmed that what had been stated in the literature review concerning classroom interaction with regard to the application of its components in the Algerian EFL middle classes within the framework of CBA is applicable to a great extent starting by classroom talk, feedback, patterns of interaction regardless of the obstacles that face the teaching/ learning process in the Algerian context.

Limitations of the Study

> ➢ The first problem we faced in collecting data is that majority of teachers left the space blank in the last two questions.

> ➢ We spent much time in looking for the missing papers of the questionnaires.

> ➢ The teacher went out of the classroom and gave us the whole responsibility to control the class; this was another factor that affected data elicitation since some of them did not concentrate well when filling in the questionnaire.

The major obstacle in the classroom observation some pupils made incredible noise inside the classroom and cause disruptive behaviours. So, it was difficult to record session adequately without any interruption.

Conclusion

In This chapter, students' and teachers' questionnaires, as well as,classroom observation were analysed in which the quality of classroom interaction in EFL classes was

investigated. As a conclusion of the study conducted, it seemed that the quality of interaction that is provided in the Algerian public institutions differed from one teacher to another and without forgetting the surrounding teaching environment .From both students and teachers' answers and what have been observed , it can be deduced that both students and teachers agreed that classroom interaction enhances learners' masteryof the English language, and they become more competent in different EFL skills especially the speaking skill.

General Conclusion

This research was undertaken to investigate the nature of classroom interaction that is provided in the Algerian EFL middle school. It comprises three main chapters: the first chapter is a general overview on classroom interaction; the second chapter of the dissertation is devoted to English language teaching in relation to the interaction quality. Moreover, this second chapter spots some light on the Algerian teaching context. Finally, the third chapter of the dissertation deals with the practical side of this work as well as the results obtained from the data collection procedures.

The present work is consisted of three chapters as mentioned before, where the first and the second ones are devoted to the theoretical part which is purely descriptive reviewing related literature. Whereas, the third chapter is concerned with the practical part through administrating two questionnaires; one for teachers and the other for pupils in addition to classroom observation.

The first chapter and the most important one brought to light the definition of classroom interaction and an overview about social interaction. It also included a general glance about aspect of classroom interaction and its importance, classroom interaction in l2 learning and teaching, and theories that have a direct relation with interaction. Furthermore, the types and major techniques of classroom interaction were also portrayed in the frame of this chapter without forgetting the teacher roles and responsibilities within the EFL classroom.

The second chapter shed light on teaching the English language in the Algerian context: starting by Algeria's linguistic context, English as a foreign language in Algeria, the status of English in the educational system, English in the curriculum, and ending by the Algerian educational reform. Furthermore, some approaches of teaching EFL were reviewed, with the greater emphasis put on the competency based approach in addition to having swept a look about teaching methodology and conditions, management of classroom interaction

taking into account crucial element in learning in which assessment of pupils and feedback is related to learner's classroom engagement and achievement in the classroom.

As far as the third chapter of the dissertation is concerned, it represents a field of investigation that is based on the administration of questionnaires and on classroom observations as the major tools in conducting this piece of research. Two questionnaires were prepared and administered to both pupils and teachers of EFL. Regarding pupils' questionnaires, they were administered to eighty pupils at Abadou Abdelkamel middle School and Boutaya Boudjema. Considering teachers' questionnaires, twenty five teachers from two middle schools were given questionnaires previously you said that they are from to fill in. Moreover, a classroom observation was also conducted for the purpose of gathering more data. As part of the classroom observation procedure, fourth year classes at both middle schools were selected .The obtained results could confirm, to a large extent, the hypothesis which stated, If there is a balance between different patterns of interaction in the classroom (Teacher-Learner and Learner-Learner) and both the teacher's talk and the learner's talk, and in addressing the right feedback, successful interaction will be achieved in middle school English language classes. Throughout this research, the quality of interaction that is provided in middle school is more effective under the framework of CBA. Teachers of EFL believe that the effectiveness of EFL teaching and learning is largely affected by the quality of interaction. They also consider that poor interaction hinders the effective implementation of the competency- based approach.

The obtained results have shown that the advocation of the competency –based approach in the Algerian middle school insists on a genuine communication and the practice of classroom interaction. However, teachers of the English language in the Algerian middle school are different in their levels, and at the same time, some of them come to teach before the Algerian educational reforms; others, after them .Even if the

current study was conducted with both experienced and novice teachers of 4th MS in different middle schools, the results obtained reveal that the quality of interaction that is provided in the Algerian middle school differs in the degree of application among teachers.

It is quite significant to say that very experienced teachers (those who came before the educational reforms) apply the techniques of pair work, but not the same for group work; they tend to avoid it because they consider this technique as a waste of time and a source of noise. They rely on their teaching methodology to make pupils understand ideas .While, novice teachers try, as much as possible, to apply different types of classroom interaction because they are proficient enough to manage the classroom and create supportive environment for their pupils according to the new language teaching systems.

Obviously, learners' academic achievements are highly affected by classroom interaction. This belief has been supported by the comments made by both the teachers and the learners of EFL; teachers stated that classroom interaction has a direct impact on pupils' performance. Learners also believe that poor interaction in the classroom is the main factor that lowers their academic achievements. The lack of Materials and teaching aids surely affects the quality of EFL teaching and learning. Both teachers and learners of EFL struggle in such a context.

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Appendices

Appendix One: Pupils' questionnaire

Dear pupils,

We would be very grateful to you if you devote some of your time to answer the following questionnaire which is a part of a research we are carrying out at the University of Jijel to explore the quality of interaction that is provided in the Algerian middle school. Your contribution will be highly valued since it will serve as the basis to our investigation work. Your answers are confidential. We hope that you will give us your full attention and interest. Please, tick the choice that corresponds to your answer and provide explanations when needed.

Section One: General Information

1. Specify your gender: a. Female ☐   b. Male ☐

2. Specify your age: ……………………

3. How many pupils are there in your class?……………………..

4. How do you find learning English?

    a. Very easy   ☐

    b. Easy   ☐

    c. Not easy and not difficult ☐

    d. Difficult   ☐

    e. very difficult   ☐

5. How do you consider your level?

     a. Very good student ☐

     b. Good student ☐

     c. Average student ☐

     d. Weak student ☐

     e. very weak student ☐

6. If your answer is "d" or "e" , is it because of :

     a. The teaching method ☐

     b. Your teacher ☐

     c. You don't have enough opportunities to practice English in the classroom ☐

     d. laziness ☐

     e. Other causes , please specify . . . .

       . . . .

       . . . . . .

7. How do you find the activities proposed by your teacher?

     a. Interesting ☐   b. Helpful ☐   c. Boring ☐

Section Two: Pupils' Perceptions

8.Do you like to interact with your teacher/peers in the sessions of English?

     a.Yes ☐   b. No ☐   I don't know ☐

9.What kind of interaction do you prefer most?

     a. Student-Student interaction ☐

     b. Student-Teacher interaction ☐

Please justify . . . .

…………………………………………………………………………………

…………………………………………………………………………………

10. Which of the following Interaction Techniques do you enjoy the most?

    a. Pair work   ☐

    b. Group work ☐

    c. Discussion ☐

    If others , please specify . . . .

    . . . .

11.To what extent do you think you are able to use English for communication?

  a. Extremely ☐   b. Significantly ☐   Moderately ☐   Not at all ☐

12.To what extent do you think you are confident to speak?

  a. Extremely ☐   b. Significantly ☐   c. Moderately ☐   d.Not at all ☐

Section Three: Teaching / Learning Environment

13. Does your teacher try to create a friendly and cooperative relationship with the pupils?

a. Yes ☐   b. No ☐   c. I don't know ☐

14. To what extent does your teacher respond to your individual needs?

a. Extremely ☐   b. Significantly ☐   c. Moderately ☐   d. Not at all ☐

15.Does the way the teacher follows in explaining the lessons motivate you to participate

more often?

    a. Yes   ☐   b. No ☐

    b.

16. How does your teacher select pupils to participate?

    a. s/he always selects the same brighter students and save time ☐

    b. s/he selects weaker students   ☐

    c. s/he selects good as well as weak pupils ☐

    d. S/he chooses randomly   ☐

    e. I don't know   ☐

17. Does your teacher usually use modern teaching materials and aids?

    a. Yes ☐   b. No ☐

Section four: Practices of Classroom Interaction

18. In the classroom, who does most of the talk?

a. the teacher ☐

b. The pupils ☐

c. There is a balance between the teacher talking time and the pupils talking time ☐

19. When you interact in the classroom , is it :

    a. The teacher who asks you   ☐

    b. You who wants   ☐

    c. Your classmate motivate you ☐

20. When your teacher asks questions, does he usually give you or your peers an adequate

wait-time to think about the answer?

    a. Yes ☐   b. No ☐   c. I don't know ☐

21. What kind of questions does your teacher ask the most?

   a. a.open-ended questions (there are number of possible 'right' answers so that more

      students answer each cue)   ☐

   b. closed questions (only one 'right' response gets approved)   ☐

   c. Referential questions (questions whose answers are not already known by the

      teacher) ☐

   d. Display questions (are those questions for which the teacher knows the answers

      beforehand and require students to display knowledge)   ☐

23. When you make some speaking errors or mistakes , does your teacher correct them

   for you

   a. Yes   ☐   No   ☐

   If yes, how do you feel about it . . . .

24. If "yes", how does she correct them?

   a. Implicitly (the teacher reformulates what you say correctly)   ☐

   b. Explicitly (the teacher tells you about the form of mistake)   ☐

25. How often do you or your teacher do the following? **A**: Always; **O**: Often; **S**:

   Sometimes; **R**: Rarely and **N**: Never

	A	**O**	**S**	**R**	**N**
my teacher encourages me to participate					
My teacher gives me the opportunity to interact with him					
My teacher gives me the opportunity to interact with my classmates					

my teacher monitors my understanding				
My teacher engages me in genuine communication				
My teacher gives me the opportunity to initiate interaction				
I ask my teacher for clarification				
I ask for clarification from my peers				
my teacher engages me in group work				
During group work, I interact with my peers				
During group work, my teacher goes round and tries to involve all pupils				
During group work, my teacher interacts with us and provides feedback				
My teacher engagesme in pair work				
During pair work, I interact with my partner				
During pair work, my teacher goes round and tries to involve all pupils				
During pair work, my teacher interacts with us and provides feedback				
My teacher gives me the opportunity to self-correct				
My teacher gives me the opportunity to correct the language of my peers				

Appendix two: Teachers' Questionnaire

Dear Teachers,

This questionnaire is a crucial element of our research dissertation that aims at evaluating the quality of EFL classroom interaction. We would like to have your answers and opinions regarding the introduced questions by putting a tick (√) on the appropriate box and expressing your comments when necessary. Your answers and comments will be useful for us to complete our research.

We would like to thank you for your collaboration.

Section One: General Information

1. Age: …………………………………………………

2. Gender

   a. Male   ☐

   b. Female ☐

3. Which degree do you held

   a. ITE Certificate   ☐

   b. ITE Certificate + Bachelor Degree (Licence from UFC)   ☐

   c. Bachelor Degree (four-year licence) ☐

   d. Bachelor Degree (LMD Licence) ☐

   e. Bachelor Degree (ENS Certificate) ☐

   f. Master Degree   ☐

4. How long have you been teaching English at the middle school?

   ……………………years

5. What levels have you taught?

a. MS1 ☐

b. MS2 ☐

c. MS3 ☐

d. MS4 ☐

6. What levels are you teaching this year?

a. MS1 ☐

b. MS2 ☐

c. MS3 ☐

d. MS4 ☐

7. How many pupils do you have per class in average?

……………. ....

Section Two: Teachers Perceptions of Classroom Interaction

8. Do you think that classroom Interaction is important?

a.Yes ☐   b.No ☐

If "Yes", could you specify why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…….

9. Which type of interaction do you think is more important?

a.Student-Student interaction ☐

b.Teacher-Student interaction ☐

c.Both have equal importance ☐

10. Which type of interaction students enjoy the most?

    a.Student-Student interaction ☐

    b.Teacher-Student interaction ☐

    c.Both ☐

    d.None of them ☐

11. Do you think that classroom interaction really develop learners'level?

    a. Yes ☐   b.No ☐

If yes, please indicate how

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

12. What do you think the primary role of the teacher in the middle school should be?

a. A source of knowledge and information ☐   b. A guide and facilitator of learning ☐

13. Do you think that pupils' interaction is enhanced through group work and pair work activities?

    a. Yes ☐   b.No ☐

If yes, please justify

…………………………………………………………………………………………………

…………………………………………………………………………………………………

14. To what extent do you think classroom interaction relies on teaching materials and visual aids?

    b. Extremely ☐   b. Significantly ☐   c. Moderately ☐   d. Not at all ☐

15. To what extent do you think positive feedback helps to increase students' interaction?

    a. Extremely ☐   b. Significantly ☐ c. Moderately ☐   d. Not at all ☐

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

    b. Extremely ☐   b. Significantly ☐ c. Moderately ☐   d. Not at all ☐

17. To what extent do you think your pupils are confident to speak?

    a. Extremely ☐   b. Significantly ☐   c. Moderately ☐   d. Not at all ☐

18. What do you think are the major obstacles you face in classroom interaction?

a. Humble teaching materials   ☐

b. Time consuming   ☐

c.class- size   ☐

d.students 'anxiety (Psychological state)   ☐

Other(s) ………………………………………………………………………….

Section Three: Teachers' Practices

19. Do you try to create a friendly supportive atmosphere in the classroom?

a. Yes   ☐   b. No ☐

20. In the classroom, who does most of the talk?

a. You ☐

b. The pupils ☐

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

21. To what extent do you respond to your individual learner needs?

b.   Extremely ☐   b. Significantly ☐   c. Moderately ☐   d. Not at all ☐

22. When you interact with your pupils, do you usually interact with

   a.   the whole class ☐   b. individual pupils ☐

23. How many pupils do you usually involve in classroom interaction

   a.   all   ☐

   b.   most   ☐

   c.   about half   ☐

   d.   a few   ☐

   e. only 2 or 3 pupils ☐

24. What do you do when you want individual learners to participate?

   a. I always select the same brighter students and save time ☐

   b. I select weaker students   ☐

   c. I select good as well as weak pupils ☐

   c. I choose randomly   ☐

25. When you asks questions, do you usually give your pupils an adequate wait-time to think about the answer?

   a.Yes ☐   b.No ☐

26. How do your students usually respond to your questions?

a. In chorus ☐   b. Individually ☐

27. What kind of questions do you ask the most in your classroom?

    a. Open-ended questions (there are number of possible 'right' answers so that more students answer each cue) ☐

    b. closed-ended questions (only one 'right' response gets approved) ☐

    c. Referential questions (questions whose answers are not already known by the teacher) ☐

    d. Display questions (are those questions for which the teacher knows the answers beforehand and require students to display knowledge) ☐

28. Do you usually use modern teaching materials and aids?

    a.Yes ☐   b.No ☐

If "Yes", please specify them…………………………………………………………..

29. How do you usually respond to your pupils errors?

a. Directly ☐   b. indirectly ☐   c. I do not respond at all ☐

30. What are the feedback techniques that you usually use?

a. Implicit correction   ☐

b. Explicit correction   ☐

c .Self-correction   ☐

d.peer correction   ☐

31. Do you usually give feedback on

☐

a. linguistic correctness

b. on meaning (the content of student output) ☐

c. both   ☐

d. none   ☐

32. How often do you do the following? **A**: Always; **O**: Often; **S**: Sometimes; **R**: Rarely and **N**: Never

	A	O	S	R	N
I encourage single soudent participation					
I monitor soudent understanding					
I create opportunities for SS to interact					
I engages SS in genuine communication					
I give the opportunity to my pupils to initiate interaction					
I give the opportunity to my pupils to interact with each other					
I monitor my student understanding					
My pupils check my understanding					
my pupils ask me for clarification					
my pupils ask for clarification from each other					
I ask for clarification from my pupils					
I engages my pupils in group work					

In group work, the pupils do the tasks as expected					
During group work, the pupils interact with each other					
During group work, I go round and try to involve all pupils					
During group work, I interact with each group and provide feedback					
I engage pupils in pair work					
In pair work, the pupils do the tasks as expected					
During pair work, the pupils interact with each other					
During pair work, I go round and try to involve all pupils					
During pair work, , I interact with each group and provide feedback					
I get my pupils to self-correct					
I get my pupils to correct the language of other pupils					

Section Four: Further Suggestions

33. Relying on your classroom experience, what do you suggest to help improving the quality of classroom interaction?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

……

……

34. Would you add any further suggestions or recommendations?

……

……

Appendix Three: Classroom Observation

Classroom Observation Checklist

Teacher: …………………....   Date: ……………....

Group: ……………………….   Time: ………….………

Number of students: …………..………....

Number of students participating in the lesson: …………

Lesson ………. **File** ……….**Sequence**………**Lesson focus:**

……………………………………………

D: Demonstrated   **ND:** Not Demonstrated**T:** Teacher   **SS:** Students

Criteria	D	ND	Comments (how/ what/ how often/to what extent …etc)
1. Activities are appropriate to all SS			
2. T manages the classroom effectively			
3. The pacing of the lesson is appropriate			
4.There is a friendly and cooperative relationship between T and SS			
5. T adopts a supportive ,monitoring role			
6. T demonstrates awareness of individual learning needs			
7. T uses body language, visuals, realia,			

technology …etc to communicate meaning			
8. T interacts with the whole class as well as with individual students			
9. T involvesalmost all SS			
10. T encourages single student participation			
11. T monitors studentunderstanding			
12. T creates opportunities for SS to interact			
13. T engages SS in genuine communication			
14. T asks display as well as referential questions			
15. T asks closed as well as open questions			
16. Adequate time is provided for students to respond			
17. SS respond to T's questions in chorusas well as individually			
18. Students initiate interaction			
19. Students interact with each other			
20. T monitors students understanding			
21.SS check T's understanding			
22. SS ask for clarification from the T			

23. SS ask for clarification from each other			
24. T asks for clarification from SS			
25. T engages SS in group work			
26. In group work, the SS do the tasks as expected			
27. During group work, the SS interact with each other			
28. During group work, T goes round and tries to involve all SS			
29. During group work, T interacted with each group and provided feedback			
30. T engages SS in pair work			
31. In pair work, the SS do the tasks as expected			
32. During pair work, the SS interact with each other			
33. During pair work, T goes round and tries to involve both SS			
34. During pair work, T interacted with each group and provided feedback			
35. SS are able to use English in their			

communication			
36. SS are confident enough to speak			
37. T responds positively to pupils' errors, using different feedback techniques			
38. T gives feedback on linguistic correctness as well as on meaning (the content of student output)			
39. T gets the students to self-correct			
40. T gets the students to correct the language of other SS			

Other Comments (Effective or ineffective teaching practices observed)

……………………………………………………………………………………………

……………………………………………………………………………………………

…………………………………………………………………………………………

Mohammed Saddik Ben Yahia University, jijel

Faculty ofLettres and languages

Department of English

استمارة خاصة بالتلميذ

أعزائي التلاميذ:

سنكون شاكرين لكم إذا تكرمتم علينا ببعض من وقتكم وذلك لأجل الاجابة على هذه الاستمارة والتي هي عبارة عن جزء من البحث الذي نحن بصدد إنجازه بجامعة جيجل، وذلك لأجل القيام بدراسة نوعية التفاعل الصفي الذي يطغى على التعليم المتوسط بالجزائر. تأكدوا أعزائي التلاميذ أن مساهمتكم ستكون ذات قيمة بالغة لأنها ببساطة ستكون الأساس سيبنى عليه مشروع دراستنا. نحن نعتمد على أجوبتكم، وعليه نتمنى أن تولوا هذه الاستمارة اهتمامكم. من فضلكم قوموا باختيار الإجابة التي ترونها مناسبة مع الشرح عند الضرورة.

الوحدة الأولى: معلومات عامة

1. حدد جنسك: أ– أنثى.   ب– ذكر.

2. حدد عمرك: ....

3. كم تلميذا يوجد في قسمك؟: ....

4. كيف تجد تعلمك للغة الانجليزية؟:

    أ. سهل جدا. ☐

    ب. سهل. ☐

    ج.لا سهل ولا صعب. ☐

    د. صعب. ☐

    هـ. صعب جدا. ☐

5. كيف تعتبر مستواك في اللغة الانجليزية؟:

    أ.جيدا جدا. ☐

    ب. جيد. ☐

    ج. متوسط. ☐

    د. ضعيف. ☐

ه. ضعيف جدا ☐

6. ضعيف جداإذا كانت إجابتك في السؤال الخامس هي جـ (c) أو هـ (e)، هل هي بسبب:

أ.طريقة التدريس. ☐

ب.الأستاذ نفسه. ☐

ج.ليس لديك فرص كافية لأجل ممارسة اللغة في القسم.

د. الكسل. ☐

هـ. أسباب أخرى ☐

اذكرها:...

....

7. كيف تجد الأنشطة المقترحة من طرف الأستاذ؟

أ.مثيرة للاهتمام. ☐

ب. مساعدة. ☐

ج. مملة. ☐

الوحدة الثانية: توجهات التلاميذ

8. هل تحب أن تتفاعل (تتواصل) مع أستاذك أو زملائك في حصص الإنجليزية:

أ.نعم ☐   ب. لا ☐   ج. لا أدري. ☐

9. مع من تفضل أن تتفاعل؟:

أ. تفاعل التلميذ مع التلميذ. ☐

ب.تفاعل التلميذ مع الأستاذ. ☐

برر لماذا ....

....

10.ماهي تقنيات التفاعل التي تفضلها من بين الآتي:

أ. العمل الثنائي (تلميذ مع تلميذ).☐

ب. العمل الجماعي أفواج. ☐

ج. المناقشة في القسم. ☐

د. إذا كان هناك تقنيات أخرى، اذكرها: ....

....

11. إلى أي حد ترى أنك قادر على استعمال الانجليزية لأجل التواصل:

أ. بشكل مطلق☐   ب. بشكل كبير☐   ج. بشكل متوسط☐   د. لا أستطيع أبدا. ☐

12. إلى أي درجة ترى بأنه لديك الثقة الكافية بنفسك لكي تتواصل باستعمال اللغة:

أ. بشكل مطلق☐   ب. بشكل كبير☐   ج. بشكل متوسط ☐   د. ليس لديك قدرة. ☐

الوحدة الثالثة: التعليمية التعلمية

13. هل يحاول أستاذك خلق صداقة والتعاون مع التلاميذ:

أ. نعم ☐   ب. لا ☐   ج. لا أدري.☐

14. إلى أي درجة يستجيب أستاذك لاحتياجاتك الفردية:

أ. بشكل مطلق ☐   ب. بشكل كبير ☐   ج. بشكل متوسط ☐   د. لا يستجيب أبدا.☐

15. هل تعتبر أن الطريقة المتبعة من قبل الأستاذ في شرح الدرس تحفزك للمشاركة أكثر في القسم:

أ. نعم ☐   ب. لا. ☐

16. كيف يختار أستاذك التلاميذ للمشاركة:

أ. يختار دائما نفس التلاميذ النجباء ويقتصد في الوقت. ☐

ب. يختار التلاميذ الضعفاء المستوى. ☐

ج. يختار كل من التلاميذ الجيدين والضعفاء أيضا.

د. يختار عشوائيا. ☐

هـ. لا أدري. ☐

17. هل عادة ما يستعمل الأستاذ المواد التعليمية والمعينات الحديثة:

أ. نعم ☐   ب. لا. ☐

الوحدة الرابعة: ممارسة التفاعل الصفي

18. من هو الأكثر تحدثا في القسم؟

أ. الأستاذ. ☐

ب. التلاميذ. ☐

ج. هناك توازن بين وقت الكلام الخاص بالتلميذ والأستاذ. ☐

19. عندما تتفاعل في القسم، هل:

أ. هل الأستاذ هو من يطلب منك ذلك. ☐

ب. أنت من تريد. ☐

ج.زملاؤك يحفزونك على ذلك. ☐

20. عندما يسأل الأستاذ الأسئلة، هل يمنحك أو يمنح زملائك الوقت الكافي لكي تفكر بالإجابة:

أ.نعم. ☐   ب. لا ☐   ج. لا أدري. ☐

21. ما هو نوع الأسئلة الغالب الذي يطرحه الاستاذ؟

أ. أسئلة مفتوحة (أسئلة لها عدة إجابات ممكنة). ☐

ب. أسئلة مغلقة (أسئلة لديها جواب واحد محدد). ☐

ج. أسئلة مرجعية (الأستاذ لا يعرف الجواب ويريد أن يعرف ما يدور في تفكير التلميذ). ☐

د. أسئلة عرضية (الأستاذ يعرف الجواب لكنه يريد اختبار معرفة التلميذ من خلال عرضهم لمعرفتهم). ☐

22. عندما ترتكب أخطاء أثناء التحدث أو المناقشة، هل يصححها لك الأستاذ:

أ. نعم. ☐   ب. لا. ☐

إذا كانت إجابتك "نعم": ما شعورك حيال ذلك؟ ....

....

23 كيف تصحح أخطاءك من قبل الأستاذ:

أ. مضمونا (يعيد صياغة كلامك ويصحح المفهوم). ☐

ب. شكلا (يصحح لك أخطاءك اللغوية). ☐

24. إلى أي درجة تقوم أنت وأستاذك بالتالي:

أ. دائما ((always(**A**)).   ب. غالبا ((oftem(**O**)).ج. أحيانا ((sometimes(**S**)).د. نادرا   ).

((rarely(**R**)هـ. أبدا ((Never(**N**)).

	A	O	S	R	N
- يشجعني الأستاذ على المشاركة					
- يمنحني الأستاذ الفرصة للتفاعل معه					
- يمنحني الأستاذ الفرصة للتفاعل مع زملائي					
- يتحكم الأستاذ في طريقة فهمي					
- يقحمني الأستاذ في تواصل حقيقي في القسم (تواصل عفوي)					
- يمنحني الأستاذ الفرصة لبدء التفاعل (ليس هو من يبدأ دائما)					
- أطلب من الأستاذ توضيح المفاهيم.					
- أطلب من زملائي أن يوضحوا لي المفاهيم					
- يجعلني الأستاذ اندمج في العمل الجماعي					
- خلال العمل الجماعي (أفواج) أتفاعل مع زملائي					
- خلال العمل الجماعي يدور الأستاذ حولنا ويحاول إقحام جميع التلاميذ في العمل.					
- خلال العمل الجماعي يتفاعل الأستاذ معنا ويمدنا بالتغذية الراجعة (تصحيح وتوضيح المفاهيم).					
- يقحمني الأستاذ في العمل الثنائي.					
- خلال العمل الثنائي أتفاعل مع زميلي.					
- خلال العمل الثنائي يدور الأستاذ حولنا ويقحمنا في العمل الثنائي.					
- خلال العمل الثنائي يتفاعل الأستاذ معنا ويمدنا بالتغذية الراجعة.					
- يمنحني الأستاذ الفرصة للقيام بالتصحيح الذاتي (أصحح بنفسي لنفسي)					

Le résumé

L'étude a pour but d'identifier la nature de différentes interactions adoptées en classes d'anglais, au sein des collèges publiques algériens.Cette étude tente de vérifier les possibilités de consolider les capacités ou les compétences communicatives chez l'apprenant à l'aide de différents aspects d'interactions adoptées en classe d'anglais. Et cela, afin d'identifier son degré d'application. On met en valeur les interactions en classe comme outil et stratégie pédagogique afin d'améliorer les compétences communicatives chez l'apprenant d'une langue étrangère.L'hypothèse est la suivante:Si on trouve un équilibre entre les différents aspects des interactions en classe (quelle qu'elle soit : élève-élève, ou élève-enseignant) et un équilibre de temps de la prise de la parole entre l'apprenant et l'enseignant, dans ce cas on pourra dire que ces interactions ont atteint leur objectifs.Pour atteindre les objectifs cités, une enquête a été menée pour collecter des données requises, en plus des observations faites sur le terrain.Concernant les questionnaires, on a :Quatre-vingt questionnaires distribués sur un échantillon de quatre-vingt élèves.Vingt-cinq questionnaires distribués sur vingt-cinq enseignants d'anglais.L'enquête est menée au niveau de deux collèges : Abadou Abdelkamel et Boutaaya Boudjemaa à la wilaya de Jijel. Afin d'identifier la nature et l'aspect des interactions en classe et sa relation avec le développement des compétences langagière de l'apprenant.Concernant nos observations sur les classes de 4ème année, durant une période de vingt jours : de 05 avril au 25 de même mois pour les deux établissements. L'analyse des données collectées approuve l'hypothèse de notre étude et donne un avis positive sur les interactions en classe à l'école algérienne.

الملخص

إن هذه الدراسة تهدف إلى اكتشاف طبيعة التفاعل الصفي الذي يتم تبنيه في المدارس المتوسطة العامة في الجزائر فيما يتعلق بتدريس اللغة الإنجليزية. وعليه فإن هذا البحث يعنى بالتحقق من إمكانية تعزيز القدرات التواصلية لدى المتعلمين من خلال مختلف أنماط التفاعل الصفي المتبعة في أقسام تدريس اللغة الإنجليزية في التعليم المتوسط في إطار منهجية المقاربة بالكفاءات وذلك لكي يتم التعرف إلى أي مدى تطبق هذه المنهجية فيما يتعلق بالتفاعل والتواصل أثناء العملية التعليمية. إذن إن هذا البحث يسلط الضوء على فعالية التفاعل الصفي كاستراتيجية بيداغوجية لتحسين أداء متعلمي اللغة الإنجليزية كلغة أجنبية وفي نفس الوقت لتعزيز قدراتهم على التحكم في اللغة أكثر. وعلية ففرضية البحث نصت على أنه إذا كان هناك توازن بين مختلف أنماط التفاعل الصفي (إما بين الأستاذ والتلميذ أو التلميذ والتلميذ) وتوازن بين وقت حديث الأستاذ والتلميذ في القسم بالإضافة إلى التغذية الراجعة المطلوبة داخله فإن التفاعل الصفي محقق مع أخذ البيئة التعلمية وعامية المدارس بعين الاعتبار.لأجل تحقيق الأهداف سالفة الذكر تم إجراء دراسة استكشافية وصفية عن طريق أدوات البحث لجمع البيانات هي الاستبيانات والملاحظة العينية. أما الاستبيانات فقد تم توزيعها على عينة تتكون من ثمانين تلميذا وأخرى من خمس وعشرين أستاذا للغة الإنجليزية بالتعليم المتوسط بمؤسستين مختلفتين ألا وهما متوسطة عبادو عبد الكمال ومتوسطة بوتعية بوجمعة بولاية جيجل ،وذلك لأجل تحديد وتبيان طبيعة التفاعل الصفي و العلاقة بينه و بين التطور اللغوي لدى التلميذ أما الملاحظة العينية فقد تم إجراءها في اقسام السنة الرابعة متوسط خلال فترة دامت عشرون يوما ابتداء من الخامس من شهر أفريل وإلى غاية الخامس والعشرين من نفس الشهر بنفس المؤسستين وبذلك فإن البيانات المتحصل عليها من خلال الاستبيانات و الملاحظة العينية قد تم تحليلها. في الأخير كانت النتائج المتحصل عليها من أدوات البحث المذكورة آنفا بالإضافة إلى الأدبيات ذات الصلة بالموضوع داعمة لفرضية الدراسة وقد نقلت لنا نظرة إيجابية حول التفاعل الصفي في المدرسة المتوسطة بالجزائر بغض النظر عن الصعوبات التي تواجهها العملية التعليمية في هذا السياق.