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**Investigating the Communicativeness of EFL
Classes through Classroom Interaction Analysis**
**The Case of Third Year Learners of English at the
University of Mohammed Seddik Ben Yahia –Jijel**

**Dissertation Submitted in Partial Fulfillment of the Requirements for the
Master Degree in Didactics**

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Dedication

In the name of Allah, the mostgracious, the mostmerciful,

Thiswork is dedicated to the memory of my best teacher and friend "Mme Filiz",

To my beloved mother who told me that the road leading to successmaybe bitter but its results are better,

to my beloved father for believing in my capacities and to whom I owe a greatdebt,

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Dedication

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Abstract

The study in hand examined the role of classroom interaction in developing the communicativeness of EFL classes through analyzing components of teacher talk and learner language. Its aim is to make the learners involved in communication inside the classroom through asking different types of questions, offering feedback in order to make the interaction and communication go on between the participants. It sheds light at the necessity of turntaking system for learners when they are engaged in activities or asked questions. The study is divided into two chapters. the first one is devoted for the theoretical part and it tackled the issue of communicativeness of EFL classes and classroom interaction, and the second is dealt with the practical part. It is hypothesised in this study that if EFL teachers made use of the strategies of questioning, turn allocation, and learners' turntaking in classroom interaction, learners would be able to communicate and interact successfully. The research methodology adopted for this piece of research is purely qualitative. It aims at examining the importance of classroom interaction in developing the learners' communicative skills. The study was conducted with 100 third year EFL learners from 267 learners and two teachers at the university of Jijel. It was based on audio and video recordings of different Oral Expression sessions. The required data were gathered through the use of Conversation Analysis. The obtained results showed that classroom interaction is an effective pedagogical tool for improving the learners' communicative skills, and that teachers opt for using referential questions because they solicit more answers from the learners. They also showed that positive feedback is beneficial for learners' oral achievements. The teachers used to avoid turn allocation technique which proved its limitation to learner-learner interaction and prioritized turn taking system to indulge in authentic-like communication and to be risk takers in taking the spontaneously. By the end some research implications were suggested.

List of Abbreviation

CA: Conversation Analysis

CC: Communicative Competence

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELL: English Language Learning

FL: Foreign Language

OE: Oral Expression

PC: Personal Computer

TT: Teacher Talk

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General Introduction

1. Statement of the Problem

The huge demand for learning English in a foreign language context becomes an increasingly important activity. Consequently, EFL learners need to be involved in an interactive communication, since interaction is essential in enhancing learners' communicative skills. To cater this requirement of making learners able to communicate, the classroom is to be made an appropriate context of situations where teacher-learner and learner-learner interaction takes place. Teachers use different strategies and assume a variety of roles that help to create a learner-centered classroom and engage learners in classroom interaction in which they acquire how to take turns in order to exchange information. The present research work is, hence, an attempt to check whether or not classroom interaction encourages learners to interact and helps them to improve their communicative abilities.

2. Aim of the Study

This research aims at showing that classroom interaction is an important strategy to develop EFL learners' communicative skills and to investigate how this interaction helps the learners to communicate effectively. It also aims to investigate how interaction inside the classroom helps in the enhancement of the communicativeness of EFL classes..

3. Research Questions

This research addresses the following questions :

- What are the interaction strategies used by EFL teachers to make learners communicate in an effective way ?
- Does interaction create opportunities for learners to negotiate and promote chances for the comprehension of the foreign language ?
- How can classroom interaction improve the communicative competence of EFL learners ?

-To what extent can classroom interaction advance the communicativeness of EFL classroom ?

4. Hypothesis

On the basis of the above asked questions, it can be hypothesized that if EFL teachers made use of the strategies of questioning, turn allocation, and turn taking in classroom interaction, learners would be able to communicate and interact successfully.

5. Methodology of Research

Since the present research is about analyzing whether or not teacher-learner and learner-learner interaction helps in enhancing the learners' communicative skills, a descriptive method seems to be an appropriate tool to be followed in conducting this study in order to describe the events that take place in an EFL context, i.e; in an oral classroom. Therefore, the study in hand is to apply conversation analysis (CA) which is the product of learners and teachers of English at the university of Jijel. This product is recorded to be served as a matter of research with five groups of twenty students per group, i.e; a representative sample of 100 learners from the whole population of 267 third year English LMD learners.

6. Structure of the Study

The present study is divided into two chapters. The first chapter includes two sections. The first one is devoted to tackle the notion of Communicative Language Teaching, its definition, and principles. It looks at how communication is practiced in view of different methods, a brief definition of communicativeness, its nature in EFL classes, and describes how the classroom is considered as a context of language use for both the teacher and the learners. It also sheds light on the learners' communicative strategies and the factors inhibiting their communication. Section two on the other hand, is dealt with classroom interaction, definitions of the concept, its types, and its importance. Teacher talk

and its features, turn allocation and distribution between the learners are also dealt with. The section ends with Conversation Analysis as a method of analyzing classroom interaction. Chapter two is purely concerned with the analysis and interpretation of the data gathered from the recordings.

Chapter One : Communicativeness of EFL Classes and Classroom Interaction

Introduction

Learning English for the purpose of communication leads linguists to recognize that the traditional methods like the Grammar Translation Method and the Audiolingual Method cannot develop learners' communicative skills. This is because they focus on form and structure which can only help in the development of the so-called "linguistic competence". A new approach to language teaching emerged in the 1960's to overcome these weaknesses. It highlights "communicative competence" as its central goal and emphasizes fluency and accuracy. Communicative Language Teaching (CLT) is considered as an appropriate approach to realize those aims and make EFL learners able to communicate meaningfully when they are engaged in classroom interaction.

Classroom interaction, then, plays a major role in the teaching and learning process. It is considered as a beneficial strategy to advance the communicativeness of EFL classes and a mechanism for successful language learning. It requires the exchange of talk between the participants in order to achieve authentic-like communication. This classroom talk consists of both the teacher and the learners' talk and the different strategies they adopt such as: asking questions, giving feedback, distributing turns, and taking turns which clarify the organization and the effectiveness of classroom interaction.

This chapter is divided into two sections. The first section will deal with Communicative Language Teaching as a strategy that takes place in the classroom, starting with a definition of communication and communicativeness, and then moving to the nature of communication in classroom which is arranged as a context of language use for both teachers and learners. In addition, a definition of Communicative Language Teaching, its

principles and characteristics will be given together with the notion of communicative competence (CC) and its components. Furthermore, identifying the communicative activities used in the classroom, its types and functions will be provided. Finally, discussing some factors and strategies related to learners' communication will be introduced.

The second section sheds light on the concept of interaction as an art that takes place in EFL classes, starting with its definition together with a definition of classroom interaction, then presenting its types, importance, the roles of the teacher and the learner within classroom interaction. It also shows the different aspects of teacher talk within these classes and looks at how turns are taken between the learners. Moreover, it examines the relation between classroom interaction and foreign language learning, and finally deals with conversation analysis and its principles as a suitable method of developing classroom interaction.

Section One : Communicativeness of EFL Classes

1.1. Definition of Communication

According to Harder (2009), "communication" is derived from "communis", a latin root that means "common or shared". It is "the type of interaction which prototypically involves the transmission of messages between individuals acting consciously and intentionally" (p.62). Similarly, Davies and Pearse (2000) stated that communication has something to do with "purposeful transfer of information or ideas" (p. 205). Freeman (2000) also believed that real communication has a purpose and that one cannot say that an exchange of information is truly communicative if the purpose of the speaker has not been achieved through listener feedback. According to Nunan and Choi (2010), learners need both the mastery of linguistic and communicative aspects of the language to be communicatively proficient. They stated that "effective communication requires much

more than mastering the phonological, lexical and grammatical subsystems of the language" (Ibid, p. 11).

1.2. Communicativeness of EFL Classroom

"Communicativeness" is a widely used word, often signifying rather vague notions. Ellis (1982) said that the term has no clearly understood and received meaning. Richards and Rodgers (1986) asserted that "communicativeness involves acknowledging the interdependence of language and communication" (p. 66).

According to Cullen (1998), many studies attempt to assess the communicativeness of EFL classroom and decide how the classroom becomes communicative and how teachers need to raise their learners' awareness to the importance of classroom interaction in order to develop their communicative competence. In the meantime, Cullen (1998) described that the ignorance of the reality of the classroom context and the features which make effective communication within that context may result in the failure in capturing the dynamics of classroom discourse as the pedagogical aspect of the classroom interaction is automatically ruled out by only comparing the classroom to natural conversations. Cullen (ibid) further argued that analyzing and defining what communicative and uncommunicative should primarily be based on in the context of the classroom itself.

1.3. The Nature of Communication in the Classroom

The classroom is considered the learning context in which communication takes place and everyday pedagogical activities are associated with a wide range of communicative language uses. According to Brooks (1990), classrooms are "active and dynamic communicative environments in which both social and academic goals are pursued" (p. 154). In addition, he stated that the interpersonal and conversational natures of foreign language learning that occur in the classroom are the result of a daily use of language. Although classroom discourse differs from talk outside of the classroom, it is

sufficient as a communicative environment with genuine uses of language. This means that classroom language has a significant role in expanding the authenticity of classroom talk in the outside world. In other words, it prepares learners for future interactions with foreign language speakers and provides opportunities for EFL learners to practice the language inside the classroom. Kramsch (1992) proposed :

"Rather than making the classroom the artificial mirror of the external world, we apply the concept of communicative competence to the type of communication best suited for that setting. Talking and talking about talk are among the things the classroom does best..."(pp. 21-22).

1.4. The Classroom as a Context of Language Use for Teachers and Learners

The classroom is the main, if not the only, place where the foreign language is being spoken. The opportunities that are provided in the classroom for both exposure and use of the foreign language are therefore a matter of central concern.

The classroom, then, is an appropriate context for language use development and language learning. In the classroom, the learners practise and experience the use of the foreign language. Thus, it provides the opportunities for interactional foreign language use and improves the chances for "maximizing learning potential in the communicative classroom" as suggested by Kumaravadevelu (1993, p. 18). The classroom also seeks to promote interpretation, expression, and negotiation of meanings between the teacher and the learners. For foreign language teaching, the classroom is considered as a significant environment for the teacher and the learners to participate in spoken interactions and conversations. It places a central role in the enhancement of the interlanguage in the process of communication. Moreover, the classroom promotes the chances for learners' use of the foreign language and the development of communicative skills.

1.5. Communication and Language Teaching Approaches

Grammar Translation Method (GTM) is a language teaching method that emerged in the 18th century. It is based on the teaching of reading and translating literature more than speaking and listening in the foreign language. The instructions are given to the learners in their mother tongue and the teacher speaks in the native language as well. This means, as Celce-Murcia (2014) (as cited in Zhou and Niu, 2015) argued that there is little use of the foreign language for communication. The focus is on grammar rules and vocabulary. This results in the inability of learners to use the foreign language for communication and interaction. According to Freeman and Anderson (2011), the role of the teacher and the learner within Grammar Translation Method is traditional, the teacher is the controller of everything in the classroom and the learners only follow his instructions. This method provides the learners with the foreign language (competence) but they are unable to use it (performance). Grammar Translation Method prefers the written work to the oral one. Kim (2008) (as cited in Zhou and Niu, 2015) claimed that this method does not involve spoken communication or listening comprehension.

The increased demand given to foreign language teaching toward the end of the 1950's leads to the emergence of the method that came to be known as "Audiolingual Method". It aims at promoting learners' conversational proficiency in various foreign languages. Richards and Rodgers (1986) acknowledged that the focus of Audiolingualism is assumed on the mastery of speaking and listening skills rather than writing and reading skills as it was previously in GTM. Furthermore, this method is shaped upon the principle of habit formation that states that good habits result on correct formation. Here, the learners repeat and memorize what they do not understand. This shows that the Audiolingual method ignores to take into account the aspect of language in communication.

In a nutshell, specialists realize that Grammar Translation Method and Audiolingualism neglect the relationship between language and meaning. In addition, they fail to provide a social context within which EFL learners acquire the ability to communicate and interact effectively in the foreign language. Communication is marginalized in these two methods and a need to look for an alternative approach that takes communication as the primary concern is required.

1.6.Communicative Language Teaching

According to Richards and Rodgers (1986), "Communicative Language Teaching" (CLT) emerged when language teaching was looking for a change. Savignon (2007) argued that Communicative Language Teaching takes its insights from different disciplines including linguistics, psychology and educational research. Also, Richards and Rodgers (2001) considered CLT as an approach rather than a method. Moreover, Widdowson (1978) (as cited in Freeman, 2000) asserted that in the 1970's, educators questioned whether EFL learners can communicate in an appropriate way or not. Some of them found that some students could produce sentences accurately, but unable to use them when communicating in real-life situations. Others noticed that although students know the rules of language usage, cannot use them outside the classroom when interacting with others.

This approach developed in Europe because of the huge number of immigrants, foreign learners, and workers and their need to use language for communication. To support the learners' communicative needs, a notional functional syllabus was developed by Wilkins in 1976. Wilkins (ibid) defined notions as concepts such as : time, frequency, quantity, sequence and location... , and functions as complains, offers, requests.. etc. This was the first communicative syllabus to language teaching. It has a crucial influence on the development of Communicative Language Teaching. For Vanek

(1975) (as cited in Savignon, 2007), along with the notional-functional syllabus, the council of Europe proposed a threshold level of language ability for all the languages of Europe. In the view of Widdowson (1990), the works of the council of Europe play a significant role in promoting a communicative approach to language teaching.

For Lindsay and Knight (2006), Communicative Language Teaching encourages learners to become effective communicators in the foreign language (FL). It focuses on learners learning a language in order to communicate successfully in real situations and to be exposed to a meaningful use of language for communication rather than forms and structures. In other words, its goal is to make use of real-life situations that necessitate communication. Moreover, Harmer (2001) pointed to the significance of language functions in CLT rather than on grammar and vocabulary because the learners need to use these functions in different contexts and for different purposes. CLT comes as a reaction to the failure of previous methods. Its main focus is on learners' interaction and communication to which the traditional methods did not give much importance. For him, learners need to be exposed to language and to use it in order to develop their knowledge and skills.

Different researchers as Savignon (2007), Richards and Rodgers (2001), and Hymes (1972) viewed that the emergence of the concept of "communicative competence" is another factor that leads to the development of CLT. Thus, the key goal of CLT is to engage learners in communication so that they develop their communicative competence. Unlike the traditional methods, Communicative Language Teaching needs not only the mastery of linguistic competence but the communicative competence as well. Because of the needs for learners to practice communication, CLT places importance in a wide range of activities through which the learners will practice both the linguistic structures and the communicative notions and functions, and to be exposed to use language in meaningful

and authentic settings. These activities, according to Littlewood (1981) and Kumaravadivelu (1994), involve problem solving activities, jigsaw activities, role plays, dialogues, games...etc. Freeman (2000) states that "almost everything that is done is done through a communicative intent" (p. 129).

In Communicative Language Teaching classes, both accuracy and fluency should be taken into consideration in language teaching. But its essential aim is to build fluency. Errors in CLT are considered natural and tolerable in fluency-based activities (Ibid).

Brown (2001, p.43) provided a set of characteristics as a definition of CLT :

1. Classroom goals are focused on all the components of communicative competence (grammatical, discourse, strategic and sociolinguistic). Goals therefore must intertwine the organizational aspects of language with the pragmatic.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. Students in the communicative class, ultimately have to use the language productively and receptively, in unrehearsed contexts outside the classroom. Tasks must therefore equip students with the skills necessary for communication in those contexts.
5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

1.6.1. Principles of Communicative Language Teaching

According to Richards (2006, p.13), CLT embraces the following as basic principles that should be taken into consideration in its implementation :

1. Make real communication the focus of language learning.
2. Provide opportunities for learners to experiment and try out what they know.
3. Be tolerant of learners' errors and that they indicate that the learners are building up their communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.
5. Link the different skills such as speaking, reading and listening since they usually occur in the real world.
6. Let students induce or discover grammar rules.

1.6.2. Characteristics of Communicative Language Teaching

Communicative Language Teaching has been popular and widespread in foreign language teaching settings. Brown (2000) pointed out that it highlights a radical change of the traditional structured teaching methods. The following are some characteristics that differentiate between Communicative Language Teaching and its preceding methods :

First, Freeman (2000) stated that EFL learners use language through different communicative activities such as games, role plays, and problem solving tasks. For the activities to be truly communicative, they are bound by three features; Morrow (cited in *ibid*) described these features as follows: information gap, choice, and feedback. Information gap occurs when there is an exchange between two persons in which one knows an information or something the other part does not. If the two parts know the

information, the exchange is not really communicative. Also, the speakers in the communication have a choice of what they will say and how they will say it. In the classroom, if the information is controlled only by the teacher and the learners do not have any part and cannot say anything, it is not communicative. If there is feedback from the teacher to the learner, the exchange is really communicative.

Second, learners use authentic materials, which help them understand language as it is used in the outside world. Providing learners with opportunities to practice the language as it is used outside is considered as an important matter. It is desirable in CLT for students to work and interact in small groups because when they interact, they save time and give themselves chances to communicate.

Third, in a learner-centered approach which contradicts with the traditional classes where the teacher is considered the source of knowledge and a know it all person, at the same time, learners are regarded as passive recipient of that knowledge. Brown (1994) said that the learner centered approach gives learners a central role, makes them responsible for their learning, and enhances their motivation to learn the foreign language. CLT assumes different roles for both participants in classroom. Richards and Rodgers (1986) mentioned that it views learners as communicators and negotiators. They are engaged in activities in order to negotiate meaning. Teachers also act different roles in CLT, they facilitate the communication process for learners, they advise learners, answer their questions, monitor and manage group works (ibid). Freeman (2000) considered teachers as co-communicators who engage in communicative activities with their learners.

1.6.3.Communicative Competence

"Communicative Competence" is a term coined to Hymes in 1972 as a reaction to Chomsky's notion of "Linguistic Competence" (1965). For Chomsky (1965) we need to give much importance to competence rather than performance.

"Linguistic theory is concerned primarily with an ideal speaker listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distraction lifts of attention and interests and errors in applying this knowledge of the language in the actual performance" (p. 3).

For him, we should study competence; we have an ideal speaker-hearer who knows language perfectly and not performance because it is corrupt by memory limitations and false starts ...etc.

This notion of competence was criticized by Hymes who argued that individuals who master perfectly the grammar of a language and do not know how to use it in practice would be "social monsters" because people do not use a language correctly, they do not communicate in a well formed language, and they do not communicate using only the grammatical sentences of the language. In addition to speakers having the mastery of the linguistic structures, they must be able to use them appropriately in different speech varieties. Hymes (1972) said that "there are rules of use without which the rules of grammar would be useless"(p. 278).

Hymes (ibid) observed that a child acquires the competence of when to talk, when to keep silent, what to talk about, with whom, when, where, and in what manner. A language learner/user needs to use language not only correctly but also appropriately. For Byram et al (2002), communicative competence emphasises that language learners need to acquire not just grammatical competence but also the knowledge of what appropriate language is.

According to Hymes (1972) competence should be viewed as "the overall underlying knowledge and ability for language which the speaker-hearer possesses"(p.

63). That is, communicative competence does not only need knowledge of the language but also the ability of using this knowledge in context.

Canale and Swain (1980) summarized their view of the term "Communicative Competence" saying that "... communicative competence refers to the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or the knowledge of the rules of language use" (p. 6).

In their model of communicative competence, they set up four components which are :

1. Linguistic competence: Linguistic competence is also called "grammatical competence", it is the knowledge of lexis, morphology, syntax, vocabulary, and spelling . It is about using language correctly, which means that learners who master the grammar rules of the foreign language are the ones who are linguistically competent. This competence enables the speaker to use the knowledge and the skills that he needs to understand and express the literal meaning of utterances.
2. Discourse competence: Discourse competence is the knowledge of how to produce and comprehend oral or written text in modes of speaking / writing and listening / reading respectively. It is knowing how to combine language structures into a cohesive and coherent text (eg : political speech , poetry...). Because unity of a text is achieved through cohesion in form and coherence in meaning.
3. Sociolinguistic competence: Sociolinguistic competence is the knowledge of social cultural rules of language use, i.e, knowing how to use the language appropriately in different social contexts (Ibid). Celce-Murcia et al (1995) illustrated that there is for instance, an appropriate application of vocabulary, register, politeness, and style in a given situation.
4. Strategic competence : In Canale and Swain's model, the strategic competence refers to the learners' ability to recognize and find strategies to overcome breakdowns before, during or

after they occur. For instance, a speaker may not know a certain word, so he decides to find ways in order to express what he wants.

According to Fulcher and Davidson (2007), this model consists of verbal and non-verbal communication strategies that may be used to compensate when communication is broken down because of the lack of insufficient competence. Verbal communication refers to examples such as : giving the meaning of the words, paraphrasing, avoidance of words, asking what the word is in the foreign language, repetition...etc. Non verbal strategies are expressed through facial expressions, gestures, vocal sounds...etc.

1.6.4.Communicative Activities within Communicative Language Teaching

Communicative language teaching focuses on communicative activities that promote language learning. These communicative activities are set to mirror real life situations and trigger communication between learners. They motivate them to use the language, make them interact with one another, engage in meaningful communication, and encourage them to speak and listen to others. These activities make the learners at ease and contribute to their learning as they develop the learners' autonomy and enhance their communicative skills. Scrivener (2005)said that "the aim of a communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchange of information or opinion" (p. 152).

Harmer (2007, p.70) presents a figure that shows the communicative continuum and the differences between non- communicative activities and communicative activities.

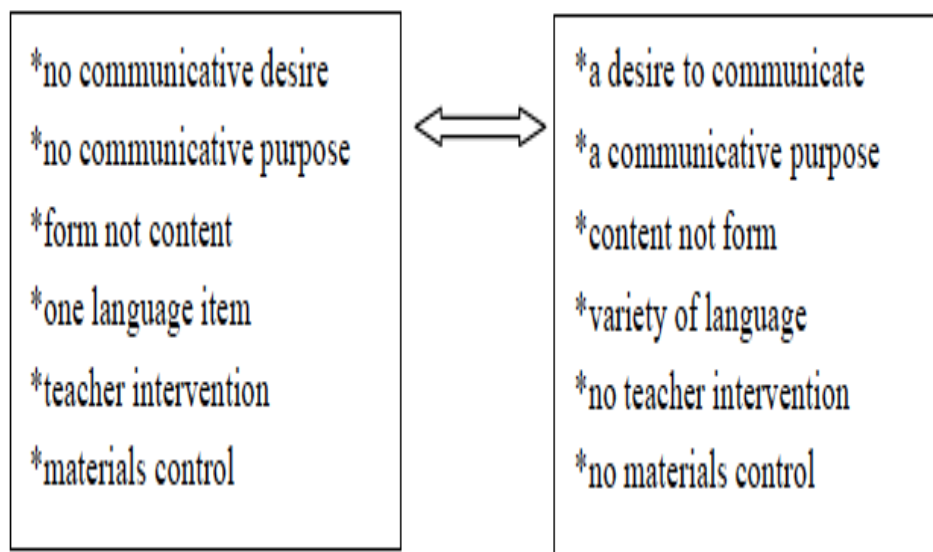


Table 1 : Communicative Continuum (Harmer, 2007, p.70)

1.6.4.1. Types of Communicative Activities

Littlewood (1981) distinguished two major activity types. Functional communication activities and social interaction activities. The former focuses on developing certain language skills and functions whereas, the latter contains conversations, discussion sessions, dialogues, and role plays.

1. Discussions:

Discussions are a kind of communicative activities that foster learning, provide opportunities for learners to communicate, interact and share ideas with their teacher and with each other, and improve their critical thinking. They are widely used in EFL classes, sometimes the teacher decides on the topic of discussion, and other time he/she gives the learners the freedom to choose a topic of their interests or they decide on it together. These activities also help in the engagement of shy, passive and introvert learners, they are helpful for them. In this case, the teacher needs not to neglect them and focuses only on active learners. He/she is supposed to encourage the whole class to participate in these discussions. Thornbury (2005) asserted that "many teachers would agree that the best

discussions in class are that arise spontaneously, either because of something personal that a learner reports or because a topic or a text in the coursebook triggers some debate"

(p. 102).

2. Presentations and Talk:

In presentations and talk, the teacher asks the learners to do presentations or talk about what reflects real life situations. These activities help learners to overcome their shyness and fear and become more spontaneous because they are going to present in front of all the learners and the teacher as well. Thornbury (2005) mentioned different ways for presentations, for example, "show and tell"; an activity through which the learner is supposed to talk about an object or even describe a picture, and then answers his/ her colleagues' questions. It can be "did you read about it ?" where the learners are asked to talk about something they read in newspapers, watched on television, or something that was prepared before. Another example is "academic presentations". These activities are more prepared than the previous ones and are chosen by the learner himself after being informed by the teacher. The learner needs to pay attention to the formal features of language. After finishing his/ her presentation, the door is open for discussion and questions to create classroom interaction.

2. Role Plays and Simulations:

According to Harmer (2007), role plays are important for EFL learners to simulate a real life problem and perform it as it occurs in real-life. Through role plays, the learners may act different roles, get out of the zone of being passive learners, as they help reticent learners to raise their self-confidence. They encourage and motivate them to talk and create a friendly atmosphere in the classroom. Role plays are beneficial for learners in the sense that they foster the learners' language and performance. They also build strong relations between them and teach them how to work collaboratively.

3. Communicative Games:

According to Bygate (1987), communicative games are a set of activities that the teacher uses for specific situations to motivate the learners through performing some actions in order to finish them. These communicative games include first "describe and draw", in which one learner describes a picture and the other one draws it. Second, "describe and arrange" where one learner describes a structure through giving instructions and the other tries to reconstruct it without seeing the original. Third, "find the differences", where two learners have the same picture but with some differences, they need to get the differences through describing it and not seeing each other's picture. Finally, "ask the right question", where a learner has a card which contains only one word, he/ she needs to ask the others questions so that they can guess the word.

1.6.4.2.Functions of Communicative Activities

According to Littlewood (1981, p. 18), communicative activities serve different functions and purposes. These functions are:

1. They provide whole-task practice:

Whole-task practice in the classroom occurs through designing different communicative activities that suit the learners' level of ability.

2. They improve learning:

The learners' goal in learning English is to be able to communicate. So, through using communicative activities, learners will communicate with each other and their motivation will increase especially when they see that the classroom learning is related to their goals.

3. They allow natural learning:

"Language learning takes place inside the learner" (Ibid). Teachers usually know their learners' fears. In fact, language learning occurs through natural processes and it takes

place when learners are involved in using language for communication. For this reason, communicative activities are beneficial for the learning process.

4. They can create environment which supports learning:

Those communicative activities help in building relationships between the learners and between the teacher and the learners. This helps in reducing learners' anxiety to talk and interact and create a good atmosphere for learning and support the individual in his efforts to learn.

1.7. Factors Inhibiting Learners' Communication

Most of EFL learners learn the structures of the foreign language but there are some obstacles that they face when communicating in the foreign language. These obstacles can be due to their psychological state or because of the language itself. These are :

1. Anxiety:

According to Horwitz et al (1986), learners in a foreign language classroom think that they should not say anything in the foreign language until they make sure that what they say is correct. This leads to anxiety. They do not volunteer to talk for fear of being judged negatively because of mispronunciation or any type of mistake. There are three types of anxiety:

a. Communication apprehension: It refers to the learners' shyness and fear to communicate with other people and face difficulties in speaking especially in groups.

b. Test anxiety: It is a form of performance anxiety. These learners think that all what they do should be perfect and done in a good way or it will be considered as a failure. They also fear about doing something and do it badly. Learners who experience test anxiety consider the foreign language process and especially oral production as a threatening

situations rather than an opportunity to improve their communicative competence and speaking skills.

c. Fear of negative feedback: Horwitz et al (ibid) defined it as "apprehension of others' evaluations, avoidance of evaluative situation and the expectation that other would evaluate oneself negatively" (p.128).

As a result, learners in a foreign language classroom prefer to keep silent rather than talking, communicating and interacting in the different activities.

2. Introversion:

According to Rashidi et al (2011), introversion is when learners face difficulties in participating in classroom, this is due to their shyness and being always passive in the classroom. These learners are most of the time not noticed by their teacher and their peers. They are quite, unsociable, they prefer to be alone. Contrary to extrovert learners who are always talkative, active, willing and motivated to communicate, introvert learners do not receive much input and they do not acquire interpersonal communication skills and fail in communicating in the foreign language. Their chances are minimized to use language in the outside world.

3. Self-esteem:

Self-esteem is defined by Morrison and Thomas (1975) (cited in Philips et al, 1995), as "the set of evaluative attitudes that a person has about himself or his accomplishment" (p. 81). Learners with low-self esteem also fail to succeed in communication with others as Krashen (1980)(cited in Rashidi in al, 2011) revealed that self-esteem has a relation with anxiety. These learners always worry about what their peers think and say about them, they want always to please others. They are characterized by not being risk-takers, they do not have self-confidence. Low self-esteem makes learners have limited answers in the classroom activities, also they display low communication skills and

they tend not to be interactive with others. This results in a failure of communication and less success in comparison to others.

Ur (1996) (cited in Tuan and Trang, 2015), identified some factors that inhibit learners to communicate and speak. These are inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.

a. Inhibition: Inhibition takes place when learners attempt to say something in the foreign language, but they fear of making mistakes and to be exposed to criticism or negative feedback from others. Littlewood (2007, cited in *ibid*) asserted that foreign language classrooms can also create inhibition and anxiety. Learners may feel that they are inferior than others and that when they interact and speak with others, they will be judged.

b. Lack of topical knowledge: This occurs when learners have nothing to say, or they do not know anything about the topic. In this case, they decide to remain silent, tell the teacher that they have nothing to say or that they do not know what to talk about.

c. Uneven participation: This refers to learners' talking time. However, one finds some learners taking more turns in the classroom, talk more than others, and dominate the talk which leads to others keeping silent or speak very little.

d. Mother-tongue use: In EFL classes, most of the learners have the same mother tongue. The learners use it sometimes because it is easy for them to express their ideas and because they are incapable of expressing themselves using the foreign language. Moreover, when the learners lack some words (vocabulary) in the foreign language, they tend to use their mother-tongue. This has a negative effect because if they keep using the mother tongue to express themselves, they will not be capable of using the foreign language inside and outside the classroom. They also use the mother-tongue when they are engaged in peer or group works. They find it easy to use it rather than the foreign language.

For these reasons and to overcome these obstacles the teachers need to encourage their learners to achieve what they desire by creating a good learning environment where they feel secure and comfortable when talking. They should provide them with opportunities to share and express their ideas. The teachers who have this kind of learners in their classrooms should not focus only on active learners and forget about the others.

The teachers may use a variety of techniques and materials to keep all the learners motivated, interested and involved in participation in the different activities especially shy and reticent learners. In order to overcome these factors, the teachers need to make the learners good communicators who engage in communication and interaction all the time.

1.8. EFL Learners' Communicative Strategies

EFL learners learn the language for the purpose of fluency and communication in different situations. However, learners may face difficulties in communicating and interacting with others and may find it difficult to express themselves in the foreign language. So, in order for the learners to cope with such problems, Bygate (1987) identified two types of communication strategies. The first type is what is called "achievement strategies" which involves guessing, paraphrasing and co-operating. The second type is what is called "reduction strategies" which includes avoidance strategies.

I. Achievement Strategies :

Learners use achievement strategies to convey their messages trying to compensate for their gaps and obstacles by replacing words for example. There are three types of achievement strategies.

1. Guessing strategies:

Guessing strategies occur in oral production. Learners tend to use this type when they do not know a word or they are unsure about it for the purpose of making it comprehensible for the other part. There are different types of guessing strategies.

a. Foreignizing: This takes place when the learner takes a word from his L1 and pronounce it as it is a word from L2.

b. Borrowing: It happens when a learner borrows a word from his L1 and uses it as it is without changes hoping that the interlocutor will understand it.

c. Literal translation: In this type, the learner translates a word from his/her mother tongue in order for the interlocutor to recognize it.

d. Conning: Based on his/ her knowledge of the foreign language, the learner can create words.

2. Paraphrasing strategies:

Learners may also use paraphrasing strategy in which they look for an alternative and substitution for a word through using their knowledge of the FL. It can be a lexical substitution strategy or a circumlocution strategy. In the former, the learner is going to search for a synonym or a general word to express his meaning. In the latter, the learner is going to express his meaning through the production of some sorts of phrases and words in order to explain more.

3. Cooperative Strategies:

Cooperative Strategies take place when the learner seeks help from the interlocutor in order to produce a word. He asks for that through giving the word in the mother tongue and teacher or other learners translate it for him, through miming, or by providing a gesture to get the intended meaning.

II. Reduction Strategies:

The learners use this type in order to reduce their communicative objectives. It represents the avoidance strategy which involves learners altering their messages in order to avoid being in trouble so they avoid producing a particular sound sequence, some tricky structure, or even a conditional in English. Learners try to overcome this problem by looking for an alternative to the word.

The learners may also face a lack of vocabulary so they simply decide to abandon the message and look for something else to talk about or just keep silent. By doing this, learners are avoiding some message content. However, EFL learners attempt to modify their messages by organizing them more clearly, or by managing to take turns, to find other words to produce the meaning they want to convey.

Section Two : Classroom Interaction

1.1. Definition of Classroom Interaction

Communicative Language Teaching involves interaction as an important strategy in developing learners' communicative skills and experiencing real communicative situations. The Longman dictionary of language teaching and applied linguistics (2010) defined classroom interaction as "the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms" (p.80). Classroom interaction, then, is helpful for learners to develop their knowledge and skills and to express their views and ideas. Interaction involves at least the engagement of two or more people to be successful. Allwright and Baily (1991) held that "interaction is something people do together, collectively" (p. 19). For Vygotsky (1978), collaborative learning is an important factor in constructing one's own cognitive process. If learners interact and share their knowledge and experience it in an effective way, the learning outcome will be rich. In this line, Rivers (1987) wrote :

"Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint-problem solving tasks, or dialogue journals. In interaction, students can use all they possess of the language-all they have learned or casually absorbed-in real life exchanges" (pp. 4-5).

In addition, the word "interaction" is defined by Ellis (1999) as "the social behavior that occurs when one person communicates with another" (p.1). Hence, interaction needs the existence of many participants to prevent the breakdowns that occur in communication. Through interaction, learners give and receive information and learn about others' views. In an EFL context, the teachers need to provide learners with

situations that are similar to those of the real world in order to interact and communicate using the foreign language.

According to Nunan (1991), learning a foreign language can be facilitated when language learners are actively involved in an interactive communication. Brown (2001) related interaction to communication and argued that "...interaction is, in fact, the heart of communication, it is what communication is all about"(p.165). Then, he added " interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effort on each other" (ibid) .

Interaction is something people do collectively. It occurs not only from one side but it requires at least two people who give and receive messages. From his point, Crystal (2003) argued that interaction is " face-to-face communication, with particular prosody, facial expressions, silence, and rhythmic patterns of behavior between the participants" (p. 245).

There are two classes of classroom interaction, verbal and non-verbal interaction. Verbal interaction includes written and oral interaction; the former occurs when the learners write down their ideas, thoughts and feelings, the latter occurs when students interact with others by making comments, answering questions, and taking part in discussions. Non-verbal communication, on the other hand, refers to the use of gestures, hand raising, head nodding, and eye contact. As Robinson (1997) (cited in Nhu and Tuan, 2010) stated "interaction is the process of referring to face to face action. It can be either verbal channeled through written or spoken words, or non-verbal channeled through proximity, eye-contact, facial expressions, and gesturing...ect " (p. 30).

1.2. Types of Classroom Interaction

Classroom interaction has an essential role in the foreign language classes. Learners need to practice language and use it communicatively inside and outside the classroom. For that reason, teachers need to provide them with a variety of opportunities to interact and use it and create a good atmosphere for the interaction to happen. Classroom interaction, then, is a necessary educational strategy to enhance learning. Moreover, Allwright (1984, cited in Zhang, 2012) said that :

"Classroom lessons are socially constructed events in which interaction is managed by the teacher and the learners together. Therefore, both the teacher and the learners play a crucial role. Whatever purpose they bring into the classroom, the outcome is a co-production by both the teacher and the learners who jointly manage interaction as well as learning " (p. 980).

To support this, Thurmond (2004-2006) pointed out that interaction occurs when learners engage with their peers, as well as with their teachers. This interaction will result in a reciprocal exchange of information which leads to the development and enhancement of knowledge.

1.2.1. Teacher-learner Interaction

Interaction between teacher and learners is important in the teaching and learning process. This interaction according to Tuan and Nhu (2010), takes place when teachers and learners ask questions and obtain answers. That is, both teachers and learners participate in activities. In the traditional classes, the teacher used to sit in the desk spending most of his time talking and lecturing, while learners used to listen, take notes and respond to the questions to which the answers are known in advance.

This means that the teacher was on control of everything that happened in the classroom. Kundu (1993)(cited in Lynch, 1996) asserted that "most of the time we talk in

class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even in such occasions, because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive "(p. 109).

However, recent approaches to language teaching give more chances to learners to interact and communicate with their teacher. In this interaction, the learners will feel comfortable when engaging with their teacher, sharing their knowledge with him and building a good atmosphere and relation together. To his turn, Harmer (2007) believed that there are three things teachers should focus on when talking to their students. First, the teacher should choose language carefully because of the differences in level between learners as he should provide comprehensible input that suit all of them. Second, the teacher should be aware of the knowledge he gives to his learners and chooses an understood language. Finally, the teacher needs to know how to speak, modify his talk when necessary and look for ways to talk such as tone of voice and intonation.

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

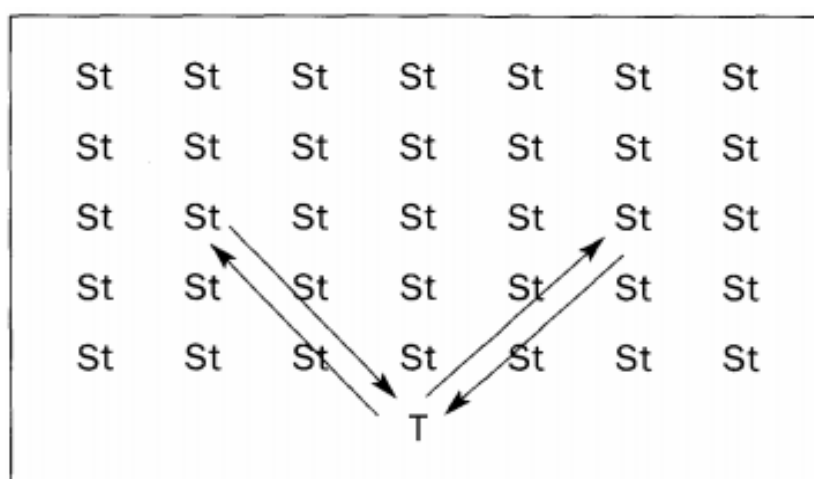


Figure 1: Interaction between Teacher and Learner (Scrivener, 2005, p. 85)

Key :

St Student

T Teacher

Teacher interacts with learners

Students interact with teacher

1.2.2. Learner-learner Interaction

According to Tuan and Nhu (2010), the learners are the main participants in learner-learner interaction. This interaction allows learners to interact with one another. In this type, the teacher is a monitor and the learners are the active participants. It is considered as an alternative to teacher-learner interaction. One can distinguish between two forms of interaction in such a type which means that interaction can be in group and called learner-learner interaction or in pair called peer interaction. Jones (2007) stated that "when learners are working together in English, they talk more, share their ideas, learn from each other, get involved more, feel more secure and less anxious, use English in a meaningful realistic way, and enjoy using English to communicate" (p. 3). Wallace et al (2004) shared the same idea and noted that "small groups working together within a class can help learners and can facilitate more frequent and insightful communication" (p.14). Johnson (1995) claimed that if learner-learner interaction is well structured and well managed, this will help learners to develop cognitively, achieve better in their education and raise their social competences. That is, their ability will be enhanced through collaborative work.

This sort of interaction fosters positive attitudes in learners through learning and build social relationships among them. This collaborative work gives learners opportunities to receive input, to negotiate and to get feedback through correcting each others' errors.

According to Arjava et al (2000)(cited in Kumpulainen and Wray, 2002), collaborative peer groups help learners in constructing knowledge when they share ideas and opinions, to find different ways of solving problems. "Sharing ideas and perspectives is assumed to promote reflection, planning and metacognition" (ibid). In this view, Lynch (1996) mentioned that "group work maximizes learners' opportunity to speak and that practicing in small groups reduces the psychological burden of public performance " (p. 110).

Scrivener (2005, p.85) gave again another diagram that shows the students interaction and the way they interact together.

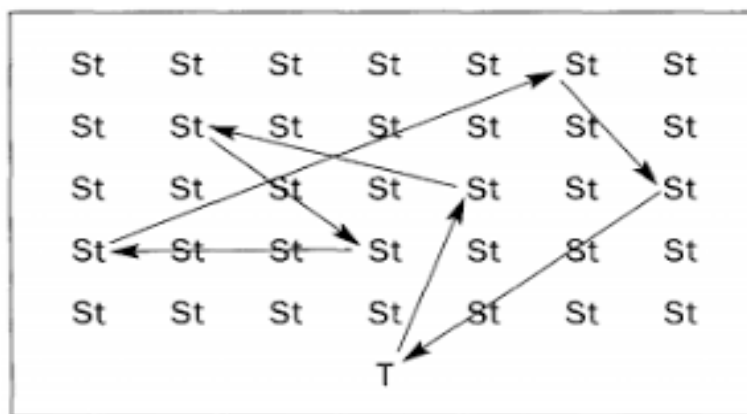


Figure 2: Interaction between Learners Scrivener (2005, p. 85)

Key

St Student

T Teacher

↔ Student-student interaction

Learner-learner interaction creates a more meaningful environment and promotes language use as it gives more opportunities to use language in a foreign language context.

Johnson (1995) pointed out that "learner-learner interaction has the potential to play an important role not only in shaping the patterns of communication in second

language classrooms but also in creating opportunities for students to use language for classroom learning and second language acquisition "(p.117)

1.3. The Roles of the Teacher and the Learner in Classroom Interaction

1.3.1. The Role of the Teacher

The learners within the classroom are always in need of the teacher to guide, support, and facilitate the learning process for them. The teacher needs to know how to change his roles according to the situations and to his learners' needs and demands. The role of the teacher is crucial within the classroom interaction. Hedge (2000) identified important roles for the teacher:

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

To his turn, Harmer(2001) introduced the following roles of the teacher:

- **Controller:** During the teacher- learner interaction, teacher is in charge of the teaching and learning process. He is responsible of everything in the classroom. Harmer (2001) argued that the teacher as a controller is the one who transmits knowledge to his/her students.
- **Assessor:** The teacher should inform his students if they are developing in learning the English language. This happens through giving them correction, praising, modification, grading them in different ways. Students need to know how they are being assessed. So, they can know their level and work at this expense. The assessor teacher should be aware and careful about the learners' reactions and know how to deal with them.
- **Organizer:** For Harmer (2001), the organizer is one of the important role that a teacher plays. This teacher's role is to organize pair and group work, give the learners instruction

and stop the lesson when it is time. Teacher must engage all the learners, raise their interests, and make them motivated to participate and interact in classroom activities. If the teacher organizes things in a good way, this will automatically lead to the success of the activities.

- **Prompter:** Sometimes, learners face difficulties and forget/ lose words when interacting with each other and with the teacher as well. The role of the teacher in this situation is to encourage them to think creatively rather than relying on the teacher. In such a role, the teacher does not need to help his/her learners even if he wants to so that they will be risk-takers and creative in their learning.
- **Resource:** The role of the teacher in this case is to answer learners' questions. For example, when they want to know how to say or write something, when they are looking for the meaning of a word or a phrase, they go and ask their teacher as a source of information. In turn, the teacher should give them the needed information.
- **Observer:** The teacher should raise the learners' attention towards the activities they are engaged in so that they can interact naturally and do not distract them when observing. Moreover, the teacher needs to take notes about the learners' performance and their use of the actual language or conversational strategies all the time and this is for the success of learning. In addition, the teacher is not only for giving feedback but also for evaluating the materials and the activities used in the lesson, so as to make changes in the future if they notice any failure.
- **Tutor:** Being a tutor is the combination of two roles which are the prompter and the resource. The teacher can act as a tutor when students are working on long projects. As a tutor, the teacher needs to take care of all the learners without neglecting some of them and makes them feel supported, guided, and helped.

- Participant: Sometimes, it is favorable for the teacher to participate with his students during the activities rather than standing at the back and waiting for them to finish in order to correct the mistakes and give feedback. Teachers as participants need to pay attention so that they will not dominate the proceeding.

1.3.2.The Role of the Learner

The learners play a central role in an interactive classroom, Freeman (1986) considered those learners as communicators since they possess an active and a negotiative strategy in order to learn and construct the knowledge of the foreign language. Also, the learners should take the responsibility of their own learning by considering the foreign language system (vocabulary, grammar, pronunciation...etc). By means of interaction, they improve the quality of ideas, advance, and understand how the language they are learning functions in different contexts.

Moreover, Britton (1970) spoke about five dispositions for learners to become active and autonomous learners, and make successful achievements in their learning. In the classroom setting, firstly, the learners should ask questions and be curious to uncover the ambiguous knowledge of the language. In addition, the learners should initiate the interaction, make decisions and solve problems. They should also demonstrate preciseness in the construction of their knowledge and share their ideas and opinions confidently in the classroom. Furthermore, the learners should be creative in the learning process and use their knowledge and language in a variety of situations. Finally, Britton (ibid) maintained that the learners must be reflective because when they reflect they tend to experience what they have learned in different situations.

1.4. The Importance of Classroom Interaction

Classroom interaction is viewed as an effective and significant feature in the development of foreign language learning. Ellis (1999) stated that "interaction provides

learners with input; it serves to focus their attention on specific linguistic forms; it is more than an input mechanism; it helps to activate cognitive process that are responsible for acquisition" (p. 238). It provides an enjoyable atmosphere for effective communication through producing a comprehensible output as a result of comprehensible input by the teachers.

According to Allwright and Breen (1989) (as cited in Chaudron, 1998), interaction is considered of crucial importance because, through interaction, the learners can deconstruct the foreign language structures and combine them into their own talk. In addition, Angelo (1993) (cited in Tuan and Nhu 2010) asserted on the importance of classroom interaction saying that it is essential for effective teaching because it:

"creates an active learning environment, focuses on attention, connects knowledge, helps students organize their knowledge, provides timely feedback, demands quality, balances high expectations with students support, enhances motivation to learn, encourages faculty-student and student-student interaction and communication, and helps students to productively manage their time. The learners will get more knowledge from the lessons when they actively participate in their learning " (p. 30).

Classroom interaction then, is a supportive strategy to create a meaningful interaction and successful language learning.

1.5. Teacher Talk

Learning without teaching can be said to be incomplete. As a tool of implementing teaching plans, and achieving teaching goals, teacher talk plays a vital important role in language learning. Nunan (1994)(cited in Choudhury 2005) pointed out that:

"Teacher talk is of crucial importance, not only for the organization and management of the classroom but also for the process of acquisition. Teacher talk is important for the organization and management of the classroom because it is through language that teachers either succeed or fail to implement their teaching plans" (p. 79).

Teacher talk holds an essential part in the teaching and learning processes. It is an interactive device that encourages more interaction between teacher and learners.

According to Sinclair and Brazil(1992) (as cited in Zhang, 2012), teacher talk is the language that is widely used in classroom through giving directions, explaining activities, and checking learners' understanding. Ellis(1994) (cited in Xiao,2010) said that in order to facilitate communication between them and their learners, teachers should make modifications not only to language form but to language function as well, these modifications are called "Teacher Talk". The classroom events take most of the time with teacher talking, explaining, providing feedback...ect. In this sense, Allwright and Baily (1999)(as mentioned in Choudhury, 2005) stated that "talk is one of the major ways that teachers convey information to learners, and it is also one of the primary means of controlling learners behavior" (p.79).

The teacher in the classroom needs to bring modifications to his talk and simplify his style,so that the learners can understand him, participate and interact. Harmer (2007) asserted that teachers need to know how to talk to their learners and rough-tune their language to suit learners. This will give them the chance to understand the language directed to them and which is above their level. The teacher needs to provide his learners with such comprehensible input which is an important factor in language acquisition. Therefore, the teacher should elicit more students talk in the classroom because when he keeps talking; this deprives learners from their time to talk. For this reason, the teacher needs to make a balance between his talking time and that of his learners. "A good teacher

maximizes student talk time and minimizes teacher talking time" (Ibid, p.38). Most of the time, the teacher starts talking and keeps talking in the classroom and dominates the talk which is not useful or appropriate because the learners find insufficient time to talk. To establish a good classroom interaction atmosphere, the teacher needs to get his learners involved, motivated and engaged in activities and provides them with opportunities to start discussing topics of their own choice and opens doors for interaction with each other. By this, he helps them understand language through comprehensible input. To sum up, a good teacher is he who uses his common sense to get the balance right.

1.5.1. Teacher Questioning

In an EFL classroom, questions form the big part of the lesson. The teacher asks questions from the beginning of the lesson to the end in order to invite his learners to contribute, to engage them in learning to think, and to run the lesson from one step to another. Lynch (1996) stated that a lot of researchers study this classroom pattern and show that through questioning, the teacher can control the interaction and elicit information from learners. So, questions are used in the classroom in order to get answers from learners and to provide chances for the interaction to take place between the teacher and learners and among learners. Byram (2000) asserted that teachers tend to ask questions because of their role in the classroom as a source of knowledge and learners as its recipients.

The teacher's role, then, is to involve learners in "communicative interaction", when he receives answers from them, he can check their comprehension to his talk. Typically, most of the classroom interaction time is spent in teacher asking questions. The teacher has to know the importance of this pattern in developing learners' interaction skills and achieving the goals and objectives of the lesson. Questions are the key element in guiding the learning process; they play an important part of the teaching and learning process. The teachers need to know how to ask questions in a good way taking into

consideration the learner's level, the appropriate type of questions, and must be worded properly. Moore (2009), Swartz (1992) (cited in Hargie et al 1994) argued that " a communication that is structured by questions and answers is probably the most important form of human interaction"(p. 96).

Questions serve for different functions in the classroom :

1. To obtain information and maintain control of the interaction.
2. To arise interest and curiosity concerning a topic.
3. To encourage maximum participation by the respondent.
4. To ascertain the attitudes, feelings, and opinions of the respondent.
5. To communicate in group discussions that involve overt participation.
6. To maintain the attention of group members by asking questions periodically without advance warning (ibid).

There are various types of questions that are used in classroom. The first division of questions is called display and referential questions. The former, according to Ellis (1994) and Lynch (1996), referred to questions that are asked by the teacher to get a particular answer. The teacher knows their answers; he asks such questions only to check the learners' previous knowledge. The latter, according to Tsui (1995)(cited in Hall 2010 p.11), refers to questions that "lead to genuine communication in the classroom ". Nunan (1987) (cited in Hall, 2011) suggested that the learners use complex language when they are asked referential questions. These questions according to Lynch (1996) seek new information and they are also called 'real questions'. Whereas display questions are not found a lot in real-life communication.

Moreover, Thornbury (1996), argued that different studies (Long and Stato, 1983) found out that the type of questions that were asked a lot in classroom by teachers were display questions. He agreed with Nunan's (1989) suggestion that " the effort involved in

answering referential questions prompts a greater effort and depth in processing on the other part ". He also agrees that it is the same thing for the teachers " referential questions touch the part beyond the reach of other types of questions "(p.282).

Another division of questions is what is called open and close questions. They are also named by Richards and Lockhart (1994) divergent and convergent questions. According to Blosser (2000), closed questions require a limited number of answers. In most cases, the students are exposed to the information needed by asking this kind of questions from a teacher's lecture, a class activity, assigned reading, or visual aids (chart, film, demonstration etc...). Their function is to check the retention of previously learned information and to focus the thinking on a particular point or commonly held set of ideas.

Open questions, on the other hand, require various answers; 'right answers'. They can be drawn from the learners' past experience but at the same time, they justify their opinions, help them to formulate hypotheses, and make judgements based on their values and standards. They are used to promote discussion and learners' interactions.

Types of questions	Examples
Display question	What is the opposite of near ? The opposite of near is far.
Referential question	What can be done to reduce unemployment ?
Close question	Do you have money ? Yes, I have.
Open question	How are you ?

Table 2 : Types of Questions

1.5.2. Wait Time

During the classroom events, the teacher asks different questions and the students need to think about the answers to give. Rowe (1974) (cited in Moore, 2009) showed that the teacher does not give the learners much time to think; they wait only for one second to give the answers. He revealed that if the teacher waited for three to five seconds, the length of the learners' responses would increase and their answers would be successful. This gives them the opportunity to ask more questions and raise their confidence.

Rowe (Ibid) also suggested that there are two types of wait time. Wait time (I) is the time given to students to answer after the teacher has asked his question. Wait time (II) is the time where the teacher waits for all learners to respond to each other's responses. Wait time (I) provides the learners with the opportunity to think and formulate before answering, whereas, wait time (II) may involve several minutes or seconds. It gives the learners the opportunity to add things, modify their responses as it gives other learners the chance to give feedback and remarks about their classmates' answers and add their own ideas. For Rowe (ibid), if the teachers increase their wait time, the learners will be engaged more in the lesson and will have more opportunities to think and formulate their answers.

In the same vein, Lake (1973) (cited in Blosser, 2000) asserted that both wait time (I) and wait time (II) are important in the classroom, he makes a distinction between them saying that wait time (I) refers to "students controlled" and wait time (II) as "teacher controlled". For him, sometimes the teacher gives the learners time to think before someone else takes the floor to answer. Some learners take the initiative to answer before the teacher is ready for it. However, the teacher is free to talk and add things to the learner's answer.

Cooper (2006, pp.134-135) provided the following suggestions arguing that they can be beneficial when the teachers try to increase their wait time, the teacher needs to :

1. Avoid repeating portions of the learners' responses to a question.

2. Avoid the command "think" without giving the learners clues to aid their thinking or sufficient time in which to get their thought together.
3. Avoid dependence on comments such as "uh-huh" and "okey".
4. Avoid the "yes, but" reaction to a student response. This construction signals teacher rejection of the learners' ideas.

As has been mentioned before, most of the talk in the classroom is about the teacher asking questions and the learners answering them, which construct an interaction between them. The teacher asks questions one after the other without giving learners enough time to think and ponder responses; in this case the teacher needs to increase the amount of wait time to more than one second in order to engage the learners in classroom discussions and to make them achieve better.

1.5.3. Teacher Feedback

In the classroom context, the events are usually carried out through teacher questioning and learners answering and then the teacher comments on the learners' responses either by accepting or rejecting them. This is known as "feedback".

Xiao-Hu (2010) defined feedback as the response by the teacher to the effort made by the learners in order to communicate. In the same view, Leeman (2007) referred to feedback as a mechanism through which the teacher gives learners information about the success or the failure of their responses. For her, feedback is responsive, it occurs only after a given process. All that the learners produce in the classroom, that is linguistic forms as well as patterns of interaction are subject to evaluation by the teacher. As Van Lier (1980) (cited in Seedhouse, 2009) said "everyone involved in language teaching and learning will readily agree that evaluation and feedback are central to the process and progress of language learning" (p. 3). So, the teachers' role in this case is to correct

learners' utterances in the L2 and provide feedback, at the same time, he needs to encourage and show them that feedback is central and important for them.

Harmer (2007) made a relation between feedback and assessment and considers feedback as a way to evaluate learners' utterances. He said that "feedback encompasses not only correcting students but also offering them an assessment of how well they have done" (p.99). From the part of Richards and Lockhart (1996), feedback is an essential feature in teaching. It is used not only for showing learners how well they have done or succeed in their production, but it is also used for increasing their motivation and building supportive classroom climate. For them feedback can be either positive or negative.

1.5.3.1. Positive Feedback

The teacher provides such type of feedback to the learners when they give correct answers. It is used when the teacher wants to show that there is an improvement in the learners' work, the strengths in their production, and how they contribute to their learning. The teacher in this feedback gives learners acknowledgment or acceptance of what they have said.

The teacher in a foreign language uses some strategies beside acknowledgement and acceptance which are repetition and rephrasing. Repetition refers to the teacher repeating the learners' correct answers. Whereas, rephrasing refers to the teacher arguing to the learners's responses. In this type, the teacher rephrases the answers provided by the learners and produces new structures using other utterances and adding new information. According to Ellis (2009), "in pedagogical theory, positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning" (p.3).

1.5.3.2. Negative Feedback

Gass and Mackey (2012) argued that negative feedback gained a lot of interest in FLL research. It is also known as "corrective feedback" and "error correction". It means all sorts of information that the teacher provides to his learners to inform them about the "ill-formedness" of their L2 production. Chaudron (1977) (as quoted in Panova and Lyster, 2002) gave the following definition to corrective feedback: "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvements of learner utterances" (p.574). In other words, corrective feedback is any feedback the teacher gives to his learners to tell them about a failure in their production.

Negative feedback is beneficial at the same time it is necessary for the learners in order to progress in their L2. Vanpatten (2003) (cited in Ellis, 2009) acknowledged that when corrective feedback is in the form of negotiating meaning, it will help learners to pay attention to their errors and create "form-meaning connections", thus aiding acquisition.

In their study on feedback, Lyster and Ranta (1997) distinguished six types of feedback:

1. Explicit correction: explicit correction refers to the teacher providing the correct form of the wrong structure produced by the learner. In this type, the teacher informs the learner that what he/she said is incorrect. For example "oh, you mean "" you should say "".
2. Recast: the teacher reformulates the learners incorrect utterance, minus the error. Recasts are generally implicit which means that they are not introduced by phrases such as "you mean", "use this word", ... Some recasts are more salient than others in that they may focus only on one word, whereas others incorporate the lexical modification into a sustained piece of discourse. It also includes translation in response to a learner's use of the L1.
3. Clarification request: this type of feedback is used to indicate for learners that the teacher misunderstands the utterances they produced / or the utterances are ill-formed. So, a

reformulation or a repetition of the utterance is required. Such clarification request includes phrases such as "pardon me ", it may also have a repetition of the error as "in what do you mean ?"

4. Metalinguistic feedback:metalinguistic feedback can be either a comment, an information, or a question related to the well-formedness of the produced utterance of the learner, and this is without giving the learners the correct form.

5. Elicitation:in elicitation, there are three techniques that a teacher uses in order to elicit the correct form from the learners. These techniques are: asking students to complete sentences, asking them questions, and finally, asking them for reformulation.

6. Repetition:in this type,the teacher repeats the learners' erroneous utterance.

1.5.4. Turn-Allocation

Sacks, Schegloff and Jefferson (1974) distinguished two components on which turn-taking system is organized, namely turn constructional component and turn allocational component.Sacks *et al* (1974) defined"turn-constructional component" as" the various unit-types with which a speaker may set out to construct a turn" (p.702). The scholars acknowledged that " unit-types for English include sentential, clausal, phrasal and lexical constructions " (Ibid). The second component is called "turn-allocationcomponent"and deals with the distribution of the turn. Sacks *et al* (1974) divided the turn-allocational techniques in two groups; "those in which a next turn is allocated by current speaker's selecting next speaker; and (...) those in which a next turn is allocated by self-selection "(p.703).

1.6. Turn-Taking System

The exchange of talk in the classroom is a jointly constructed and organized process by participants. This interactional orderliness of conversation shapes important dimensions of classroom interaction which are the taking of turns and turn allocation. These features contribute to increase learners' opportunities to participate in the interaction and engage in the target language production.

1.6.1. Definition of Turn Taking

Ellis and Barkhuizen (2005) defined turn taking as " This phenomenon refers to both the construction and distribution of turns" (p.201). Harmer (2001) also added that turn taking refers to the decisions that have to be taken by participants in conversations about when each person should speak. In addition, according to McCarthy (1991), turns occur smoothly between the participants, but with a little overlap and interruption with a brief silence between turns. People often take turns in speech when they are selected or named by the current speaker, or if no one is selected, they may speak of their own accord (self-selection). Moreover, Psoma (2016) maintained that turn-taking is the mechanism through which the speakers take or give the turns when they interact and communicate with each others.

Richards (1990, p.68) suggested four strategies by which a speaker can take a turn in a conversation :

- Using interjections to signal a request for a turn, such as ' Mm-hmm ', 'Yeah ', and rising intonation.
- Using facial or other gestures to indicate a wish to take a turn.
- Accepting a turn offered by another speaker by responding to a question.
- Completing or adding to something said by the speaker.

1.6.2. Turn-Taking Signals

In conversation analysis, turn-taking organization describes the processes participants use to construct, alter, and allocate turns. Sacks et al. (1974) assumed that there are a number of signals characterize every conversation occurs between the speakers. These signals are such as : pauses and silence, discourse markers, pitch, intonation ... etc. Duncan (1972) (cited in Taboada, 2006) added that, in every interaction, there are signals that the interactants use to show their state in accordance to the turns. These signals are clearly stated in Taboada (2006) :

Intonation is an elemental segment in the interpretation of talk. Generally, intonation indicates the end of a turn. It is characterized by changes in pitch, duration, intensity, and alteration of talk and silence (pauses).

Silence and hesitation markers are also signals of turn-taking process. Silence happens in conversation when an interlocutor refuses to take the turn to talk.

Gaze and gesture are also an important cue in the organization of turn-taking. Gaze is considered as a turn-allocating feature. Also, gestures or non-verbal movements serve as signals for turn-taking.

Finally, discourse markers play a vital role in the turn-taking process. These markers imply a set of conjunctions, interjections, filled pauses, adverbs, and adverbial phrases, such as, okay, yeah, right, uh-huh, and, so, i mean. Those markers may signal relations among sentences and help in the management of turn-taking.

1.7. Classroom Interaction and Foreign Language Learning

The interest of foreign language learning in understanding learning processes provides methods and approaches for investigating and analyzing the learning environment. These methods tackle the relation between the input provided by the teacher in the classroom, how learners produce it in different contexts, and the role that interaction plays in foreign language learning.

1.7.1. Input Hypothesis

The input hypothesis is developed by Krashen. It explains how learners acquire a language and how foreign language input is necessary for learning a new language. It has an essential role in language learning because learning cannot happen without input. It emphasises what the language learners develop when they comprehend knowledge that is slightly above their current level. This can be done through the means of context and other extralinguistic cues.

Krashen (1982) pointed that "we acquire... only when we understand language that contains structure that is a little beyond where we are now" (p.21), and this is what he calls "The Comprehensible Input" or " $i+1$ ". In other words, the input needs to contain " $i+1$ " which is an aspect of the language that the learner has not yet acquired but he/she is ready to acquire. Where " i " refers to the learner's current linguistic competence, and " 1 " refers to the next step of language acquisition. According to Krashen (1985, p.2), there are two corollaries for the input hypothesis which are:

- a. Speaking is the result of acquisition and not its cause. Speech cannot be taught directly. It "emerges" on its own as a result of building competence via comprehensible input.
- b. If input is understood, and there is enough of it, the necessary grammar is automatically provided. The language teacher needs not deliberately to teach the next structure along the natural order. It will be provided in just the right quantities and automatically received if the student receives sufficient amount of comprehensible input.

According to Nezegorodcew (2007), comprehensible input is an essential factor in second language acquisition. For her, the comprehensible input hypothesis suggests two important conditions for the input. The first condition is that the input acquired should be comprehensible and cannot be "finely tuned". The second condition is that the input should

be accompanied with a "lower affective filter" ; which is the "learners positive attitude" to learn a foreign language and they were not prevented from doing so by anxiety.

Shawn (2015) said that in Krashen's input hypothesis, the learners should be provided with a comprehensible linguistic context through which they will be exposed to the L2 input in different communicative ways, so that, the learners will interact and experience real communication. This is why Krashen and other proponents of the communicative language teaching tried to approximate interaction inside the classroom. Thus, they will grasp more language input which provides them with more opportunities to learn the foreign language.

For Nezegorodcew (2007), in Krashen's model, L2 acquisition will take place when communication and comprehension are successful.

1.7.2. Output Hypothesis

Shawn (2015) referred to output as "the language that learners produce" (p. 42). Swain (1995) considered output as an important factor in the L2 acquisition process (ibid). According to McCafferty and Jacobs et al (2006), Swain's output hypothesis (1985) states that the learners need to produce language in its spoken and written forms in order to develop their foreign language and receive feedback on the comprehensibility of their output. Shawn (2015) maintained that based on her research in a Canadian immersion programme, Swain found out that L2 learners in those contexts had a high level of fluency, but they were inaccurate in their production. Also, she noticed that despite intensive exposure (listening) to the foreign language, students failed to reach native like proficiency when conversing in the foreign language.

For him, Swain claimed that comprehensible input is necessary for L2 development but it is not sufficient. So, foreign language learners need equally comprehensible output (using language in interaction and negotiation). Gass and Selinker

(1994) stressed that output is a necessary part in the L2 development. Production, then "may force the learner to move from semantic processing to syntactic processing" (p. 326).

Shawn and Sato (2017, p.127) mentioned that Swain further developed her hypothesis in which she summarizes the role of output in three functions:

1. It encourages learners to notice gaps in their interlanguage system; i.e, noticing.
2. It provides the learners with the opportunities to try out hypotheses; i.e, hypothesis testing.
3. It fosters the co-construction of knowledge when learners use language to reflect upon language use; i.e, metalinguistic awareness.

Tuan and Nhu (2010) to their part emphasised that the learners should be pushed to use and improve the target language. So, they develop their linguistic production and the output will contribute to language acquisition. They also mentioned that the learners need to be provided with opportunities to produce the language and to be engaged in interaction in the classroom.

Feedback also plays a role in the output hypothesis. If the learners receive feedback from their teacher, this will help them in the accuracy of output. The teacher in this case is supposed to provide the learners with comprehensible input and lead them to produce the foreign language and to give them much time to talk in the process of language learning.

1.7.3. Interaction Hypothesis

Vanpetten and William (2015) defined interaction as "the conversations that the learners participate in. Interactions are important, it is in this context that the learners receive information about the correctness, more important, about the incorrectness of their utterances" (p. 183).

Hatch (1978) (cited in Nunan, 2004) also emphasized that interaction is very important, and that learners learn how to interact by having conversations in foreign language, rather than learning grammatical structures. For him, the learners need to interact first so that they develop their grammatical knowledge. Ellis (1984) (cited in *ibid*) shared the same idea with Hatch and argued that :

" Interaction contributes to development because it is the means by which the learner is able to crack the code. This takes place when the learner can infer what is said even though the message contains linguistic items that are not yet part of his competence and when the learner can use the discourse to help him/ her modify or supplement the linguistic knowledge already used in production" (pp.79-80).

Ellis (1999) argued that when input is considered necessary for language acquisition, a lot of researchers argue that when learners are involved in interaction, they produce output. This occurs through interaction adjustments which are also known as "negociation of meaning", the learners can make their input more comprehensible because these adjustments signal a non-comprehension and that the speaker needs to modify and reformulate his utterances. Long (1996) (cited in Nunan, 2004) expressed this by saying :

" Negotiation for meaning, and especially negotiation work that triggers interactional adjustments by native speakers or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways"(p. 26).

According to Long (1983), input can be comprehensible not only by the use of linguistic and extra linguistic context as Krashen suggested, but there are other ways such as " interactional structure of conversation" which are clarification checks, confirmation checks and comprehension checks. Therefore, these interactional devices lead to meaning negotiation which contributes to comprehensible input.

1.8. Conversation Analysis

1.8.1. Definition of Conversation

According to Thornbury and Slade (2006) "conversation is the informal, interactive talk between two or more people, which happen in real time, in spontaneous, has a largely interpersonal functions, and in which participants share symmetrical rights" (p. 25). I.e, conversation is spoken, produces spontaneously in order to establish and build social relation between people.

From his part, Svennevig (1999) (cited in Warren, 2006) defined conversation as "a joint activity consisting of participatory actions predominately in the form of spoken utterances produced successively and extraporaniously by different participants in alternating turns at talk which are managed and sequentially organized" (p. 8). In the same vein, Liddicoat (2007) referred to conversation as :

"The way in which people socialize and develop and sustain their relationships with each other. When people converse, they engage in a form of linguistic communication, but there is much more going on in a conversation than just the use of a linguistic code. Much that is important in conversation is carried out by things other than language, including eye gaze, body posture, silences and the real world context in which the talk is produced" (p.1).

1.8.2. Definition of Conversation Analysis

Conversation Analysis emerged in 1960's with the work of Sacks, Schegloff and Jefferson. According to Paltridge (2006), conversation analysis is interested in the analysis of "spoken discourse" and look at how people manage their conversations in everyday interaction. It views ordinary conversation as a medium through which people meet together, discuss, share information, negotiate and maintain social relations. As it also aims at describing how mundane conversations are organized between people and how

they take turns when talking. Yuanyuan (2012) asserted that "its goal is to discover, the systematic properties of the sequential organizations in interaction, and to model the procedures employed by the speakers that are displayed in-talk- in interaction".

Briefly speaking, conversation analysis is concerned with the analysis of natural talk. For this reason, Sidnell and Stivers (2013) stated that conversation analysts seek to use audio and video-recordings of natural conversations because recordings give them particular orderliness and meaning. Then, they are supposed to make transcriptions of data, it should be detailed and includes everything from pauses, to voice quality, to gestures and beyond.

1.8.3. Principles of Conversation Analysis

Seedhouse(2005) set up four principles of conversation analysis that may be applied in classroom interaction. They are

- The first principle is what Sacks (1984) (cited in Seedhouse 2005) asserted "there is order at all points in interaction"(p.166). This came as a radical notion to the previous linguistic views which state that conversation was disordered. This concept led to the idea of 'rational design' which claims that human interaction is organized, ordered, and methodic.
- The second principle is that "contribution to interaction is context shaped and context-renewing "(Ibid). This means that it is important to consider the sequential environment in which these contributions take place and in which participants are interacting. Furthermore, each contribution 'renews' the context in which it occurs.
- The third principle states that "no order of detail can be dismissed a priori as disorderly, accidental or irrelevant"(Heritage, 1984b) (cited in Seedhouse, 2005, p.166). It gives attention to the detailed transcription and regard the recordings as the source of data, in this, such transcription may be incomplete because of space constraints. However, the

need for excerpts to these incomplete transcripts allow for readability, comprehensiveness, and analytic consideration by the analyst and other readers.

- The fourth principle is that "the analysis is bottom-up and data driven" (Seedhouse, 2005, p. 167), in this sense, conversation analysis does not take into consideration factors such as power, gender, race or other contextual detail. Also, it does not have any theoretical framework.

Conclusion

Communicative Language Teaching is an approach to foreign language teaching that emphasizes interaction as the goal for learning a foreign language. It integrates different skills to develop learners' communicative abilities. Also, it motivates learners to use the language and serves the purpose of classroom interaction. Classroom interaction is at the heart of communicative language teaching. It helps learners to interact with their teacher and build strong relationships with each other. As it helps the teacher to develop the teaching process through asking different kinds of questions, giving time to learners to reformulate their answers. Teachers need to reduce their talking time and increase that of their learners. Teachers perform different roles in order to make the learners more involved in participation and interaction. Moreover, classroom interaction allows learners to express their ideas, feelings and thoughts freely and accept others' ideas as well as by teachers' allocation and learners' taking of turns.

Chapter Two : Research Methodology and Data Analysis

Introduction

The present chapter is undertaken to find out how classroom interaction helps learners to develop their communicative skills and improve the communicativeness of EFL classes. The research subjects are third year learners of Oral Expression and their teachers. The aim behind this method is to find out the features and strategies of both teachers and learners in order to develop the communicativeness of EFL classes.

In order to do this, a qualitative research methodology is needed to conduct the research, the procedures used, the population, and finally the discussion of the findings.

2.1. Research Methodology

2.1.1. Research Method

Because this section is about analyzing classroom interaction to see whether it makes the classroom communicative or not, the qualitative methodology is the most suitable to work with ;the events described in the classroom are not likely to be statistical. Using conversation analysis as the most fitting method to analyze, observe and interpret the data that are derived from the transcriptions of the different recorded lessons suffice to say that the study is qualitative. No statistical or other quantification methods are used.

2.1.2. Data Collection

2.1.2.1. Obtaining Audio and Video Recording

Because of the nature of the study, audio and video recordings are required in Conversation Analysis. Its objective is to capture the spontaneous and authentic exchanges between all the participants in the classroom. Four recordings from the first teacher and two recordings from the second teacher are chosen out of ten recordings because they are the most fitting to the study; because they are kind of role plays that the teachers asked the

learners to perform. They cannot be used in this study because they are already prepared by the learners and they are not spontaneous. They were recorded using the cell-phones through the application "dictaphone". Before making the recordings of the data, the permission was asked from both the teachers and their learners. In order to safeguard the confidentiality of the participants, the names of the teachers are referred to as A and B whereas the names of the learners as L1, L2, L3 etc.

2.1.2.2. Transcription Process

The conversations that took place in the classroom were carefully transcribed after listening to the recordings several times to be certain that the transcriptions represent the actual utterances produced by the participants and to make them understandable and clear enough for the readers.

The goal behind the transcription process is to convert the audio and video recorded data into a written form. The transcription conventions used are taken from Atkinson and Heritage (1984, cited in Seedhouse, 2005) (see appendix 1). The following are the most used in this research.

[indicates the point of overlap onset
]	indicates the point of overlap termination
=	(a) turn continues below, at the next identical symbol (b) if inserted at the end of one speaker's turn and at the beginning of the nextspeaker's adjacent turn, it indicates that there is no gap at all between the two turns
(3.2)	an interval between utterances (3 seconds and 2 tenths in this case)
(.)	a very short untimed pause
<u>word</u>	word underlining indicates speaker emphasis
e:r the::	indicates lengthening of the preceding sound
?	rising intonation, not necessarily a question
!	an animated or emphatic tone
,	a comma indicates low-rising intonation, suggesting continuation
.	a full stop (period) indicates falling (final) intonation
CAPITALS	especially loud sounds relative to surrounding talk
◦ ◦	utterances between degree signs are noticeably quieter than surrounding talk
↑ ↓	indicate marked shifts into higher or lower pitch in the utterance following the arrow
><	indicate that the talk they surround is produced more quickly than neighbouring talk

()	a stretch of unclear or unintelligible speech
(guess)	indicates transcriber doubt about a word
.hh	speaker in-breath
hh	speaker out-breath
<i>ja</i> ((tr: yes))	non-English words are italicised, and are followed by an English translation in double brackets
[gibee]	in the case of inaccurate pronunciation of an English word, an approximation of the sound is given in square brackets
<>	indicate that the talk they surround is produced slowly and deliberately (typical of teachers modelling forms)
T	Teacher
L	unidentified learner
L1	identified learner
LL	several or all learners simultaneously

Table 3: Transcription Conventions (Adopted from Atkinson and Heritage)

2.2. Description of the Participants and Context of Study

This study was conducted within an EFL context- two teachers and their third year learners of English at the department of languages have been chosen. It was conducted during the second semester 2018. The aim behind choosing third year learners is because they are supposed to be more experienced in learning the English language and can engage in talk-in-interaction. They can converse and communicate in English, thus they are more

able to interact with their teachers and with each other. These learners are up to graduate, so they can grasp all they have learnt during three years of study at the university.

Choosing two teachers is not for making a comparative study, it is rather to obtain more data and to get a clear idea about the discourse used by teachers in the Oral Expression classes. Moreover, it is to investigate how the teachers motivate their learners to interact and communicate with them and their peers, to find out the different strategies they adopt to manage the interaction inside the classroom and the techniques used by teachers. It is also to examine how classroom interaction is managed and how it promotes the communicativeness in these classes.

The five groups selected in this study were with an average of 20 students per group. They were studying in laboratories where each learner has his/her own booth and a headphone to be used when needed. They were studying Oral Expression once a week- one hour and a half per session. Both teachers used to expose their learners to a variety of activities including listening to stories, discussions, debates, watching videos and communicative games.

2.3. Data Analysis

The collected data have been analyzed following a set of procedures. First, video and audio recordings were carefully transcribed using the transcription conventions cited in Seedhouse (2005). Second, the transcribed data of each lesson were examined in terms of the different types of questions asked by the teachers, turn allocation technique, and turn taking system. Third, comments on the different excerpts have been provided. All these have been then followed by a discussion to see whether or not these components advance the communicativeness of EFL classroom interaction.

Before starting the analysis, the reader should be reminded that the two teachers were dealing with different activities in the classroom such as : stories, discussions, and

games. The first extracts are taken from sessions of teacher A whereas the last ones are taken from the sessions of teacher B. Taking excerpts from both teachers is not for making a comparison rather is to get more data for the research.

2.3.1. Analyzing Teacher Talk

In teacher talk, two features are analyzed, they are : questioning and turn allocation, with slight reference to teacher feedback. Some excerpts are used in order to show the different types of questions used by the teachers in the classroom.

2.3.1.1. Teacher Questioning and Feedback

The following excerpts are taken from the sessions of teacher A in which the teacher relied on listening to a story activity and later provided learners with some questions to engage them in the interaction process.

Excerpt 1.1

1. T : how were the animals (.) treated by Mr Jones (.) the owner of the farm.
2. L1 : ° beating them° (.) yes ((low voice))
3. T :how ?
4. L1 : by beating them (.) and not let them (.) to eat ()
5. T : ok (.) dont giving them food (.) ok (.) yes ((to another learner))
6. L2 : the animals was were treated badly (.) the :: the only they only work hard (.)without getting (.) what they deserve (.) for example the food (.) they need to :: to work
7. T : to work. Great okey thank you ((giving the turn to another learner))
8. L3 : they were treated in (.) a terrible, way. Mr Jones (.) goes went to drink alcohol and when he went back (.) he :: hits them (1.9) he does not treat them the way they deserve.
9. T : they deserve

10. L3 : so :: they were living in horror.

11. T : ok ::ey thank you thank you so much you want to add something ? ((talking to learner 1)) yes please do it

12. L1: he used (.) to ::steal [

13. T: he used to steal their the things they produce]

14. L1: yes

15. T: yes ? okey okey is there any one who want to add something, yes please ((gives the floor to learner 4))

16. L4: he hited them without any mercy.

17. T: he hit them he used to hit them wihout any kind of mercy. Ok that's true good.

After exposing learners to a listening and watching story activity, the teacher asked a display question as **excerpt 1.1** revealed. This question is referred to in the theoretical part as any question the teacher knows its answer, and he asked it in order to check the learners' comprehension of the story. As it was seen, four learners took the floor to answer. For instance, in line 4, the learner gave her answer after asking the teacher for her turn, then, in the following line the teacher gave the turn to learner 2 to provide her output, her answer was shown in line 6. After that, the teacher provided her with a positive feedback as an acceptance of her answer and gave the floor to learner 3. She answered in line 10. Learner 1 added something in line 12 after raising her hand, the teacher directly repeated her answer to confirm what she wanted to say. In line 15, and while the teacher was looking for other learners to answer, learner 3 wanted to take the turn. Her response was in line 16, and finally, in line 17, the teacher repeated her answer providing her with a positive feedback "good".

Excerpt 1.2

1. **T:** for what purpose did Major call the meeting of the animals ↓ old Major the oldest PIG in the farm ? yes please. ((gives the turn to learner 1)).
2. **L1:** the Major called for the animal meeting°to end the human dominant° and °call for a rebellion°
3. **T:** to end sorry ?
4. **L1:** the human dominant =
5. **T:** = the human (.) dominance.
6. **LL :** = and call for a rebellion
7. **T:** and call (.) for a rebellion very good. Yes please you yes thank you ((gives the floor to another learner))
8. **L2:** the Major call the meeting (uh) of the animals before he die (.) to :: to give him give them advice and recommendation to avoid the violance of (.) Mr Jones and hh wage a rebellion against him
9. **T:** and wage a rebellion against them against him (.) ok. Thank you yes ((to another learner))
10. **L3:** to find solutions to their situation
11. **T:** ahum
12. **L3:** and to change for a better
13. **T:** ok try to change (.) for getting a better life. Yes ((gives the turn to a learner))
14. **L4:** he told them .hh to get rebellion against Mr jonesand to take control of the farm
15. **T:** they should take control of the farm (.)very good thank you. yes ((to learner 5))
16. **L5:** they meet in order to make a change (.) in order not to be controlled by man anymore
17. **T:** in order not to be controlled anymore by the man (.) ok. thank you yes ((to another learner))

- 18. L6:** since he was() he gatherd them (.) together in (.) order to (.) to:: to (.) tell them
that all animals are equal all animal ((caughing)) (.) become one
- 19. T:**to unite them (1.2) ok thank you yes ((to a learner))
- 20. L7:** we can say that itwas ()
- 21. T:** ()
- 22. L7:** yes in order to awake the animals.
- 23. T:** to awake the animals
- 24. L7:** yes
- 25. T:**good thank you ((gives the turn to another learner))
- 26. L8:** he urged them to stand for themselves (.) < not to be the weak ones> anymore to
be the strong ones towards that (.) take advantage of things (.) they made not human
being like Mr Jones.
- 27.** ((teacher and learner 8 talking together))
- 28. T:** exactly, thank you

As far as **excerpt 1.2** is concerned, the teacher directed a referential question to her learners. It is a kind of questions whose answer is not known to the teacher. In line 2, learner 1 took the initiative to answer after asking for the turn. In line 3, the teacher could not hear well the learner's answer. So, she demanded from the learner to repeat her answer by saying "sorry". In line 5, the teacher provided her with a corrective feedback by correcting her utterance. Learner 1 continued her answer in which the teacher asserted on in line 7 and gave a positive feedback together with giving the floor to another learner. There was an exchange of aswers by learners, and the teacher as well provided them with positive feedback through repeating their answers. This was shown in different moves in the excerpt for example, in lines (7, 9, 13, 23...). In line 11 the teacher used an interjection "ahum" in order to help the learner to relate her previous sentence to the next one.

Excerpt 1.3

1. **T:** what led the animals(.) to wage a rebellion against the owner of the farm ?
(allocates a learner to answer)) (.) why did tha animals decide to wage (.) a rebellion against the cruel (.) farmer.
2. **L1:** because they suffer a lot and (.) the owner farmer Mr (.) uhh
3. **T:** Mr jones
4. **L1:** ((hesitation)) (.) he make them work hard and .hh when he came drink alcohol (.) he beat (.) them
5. **T:** he used to beat them. Ok thank you. Yes ((gives the floor to learner 2))
6. **L2:** in order to(.) to:: make an end to (.) that suffering which Mr Jones (.) [
7. **T:**>the bad treatment< of Mr Jones]
8. **L2:** ° yes of Mr Jones° and also to:: they want to govern to form a new society
9. **T:** to form a new society, okey good. Thank thank you YES ((gives the turn to a learner))
10. **L3:** the unfair treatment that Mr Jones did the animal frustration with it
11. **T:** because of the unfair treatment of Mr Jones ((a learner wants to take the turn))
12. **L4:** they found their situation impermeable (.) they couldn't handle it anymore (.) so change must happen for them (.) to have their happy life
13. **T:**that's true and all your answers are good ones ?

Again, in this excerpt, the teacher asked a referential question. Directly after finishing her question, she allocated a turn to a learner to answer. In the same line, the teacher rephrased the question for the learner in order to get a clear idea. The learner provided her answer in line 2 but while she was answering, she forgot the name of the

farmer. That made the teacher gave her the name in the subsequent line. She continued her answer in line 4 with a kind of hesitation. In line 6, learner 2 took the turn, the teacher overlapped her in order to help her finishing her answer after her pauses. In line 9, the teacher repeated her answer, provided her with a positive feedback to show that her answer was correct and then, gave the floor to another learner who has given her answer in line 10. In the same line, another learner wanted to take the turn to give her answer. In line 13, the teacher confirmed that all the answers provided by the learners were correct to encourage them to participate, interact and produce more output.

Excerpt 1.4

1. **T:** describe the relationship between Napoleon and Snowball? both are pigs
2. **L1:** yes
3. **T:** ok (.) how was the relationship between Napoleon °and the pig°↓(.) ((teacher gives the turn to a learner))
4. **L2:** uh. Decides they both wanted to take charge of the farm (.)Snowball was =
5. **T:** Snowball is the one who is who has
6. **LL:** ((speaking together)) the good one
7. **T:** the good one? Who has () colour
8. **L2:** it was good and () he respected (.) what Major said ((low voice with T, L2 and LL talking together)) but Napoleon was selfish he wanted to take charge of this ()
9. **T:** okey, soi t was[
10. **L3:** Napoleon was weak (.)]
11. **T:** yes ?
12. **L3:** Napoleon was weak in compare to Snowball
13. **T:** he was more intelligent then him↓
14. **L3:** no, he was weak in compare to

15. T: ok

16. L3: was not intelligent

17. T: not intelligent enough as Snowball. Ok ((L2 takes the turn again))

18. L2: °was jealous of him°

19. T: was jealous of him this is it, ok↓ Napoleon was jealous of Snowball because
Snowball seem intelligent than him than him ok

20. L: () he worked behind his back

21. T: exactly

22. L1: and Snowball Napoleon regarded the dogs(.) he was those his mother and his
father die () or something he throw it out he started to be strong (.) he:: used them to
protect him

23. T: EXACTLY (.) this is it. Okey () he needs to take control ()

24. T: Yes exactly, to take them from the dangerous his fellows followers everywhere
and:: (.) he ↑decided to kill Snowball ? who deserve doing the meal and to rise up the
project doing the meal

In this excerpt, the teacher directed a referential question through which each learner could provide an answer about the relationship between the two animals. The teacher in line 3 reformulated her question for the learners. In line 4, learner 2 gave her answer. After that, the teacher interrupted her, and learner in the move of line 6 talked together sharing the same opinion about "Snowball". The teacher repeated their answer and in line 8, learner 2 continued her answer. Learner 3 overlapped the teacher and gave her opinion. Learner 2 took the floor in line 18, the teacher in the following line repeated her answer and gave her opinion. As it was shown in the excerpt, learners did not wait for the teacher to select or nominate learners ; rather they self-selected themselves.

Excerpt 1.5

1. **T :** WHY did Napoleon begin executing animals ? he decided to to (.) start executing animals ↑ i'd like to see other learner participating ↓ (.) ahum ((yes, nominating a learner))
2. **L1:** he wants to see ° to ::mention him steps because recover the animal°
3. **T:** yes↑ okey why did he start to(.) kill the animals execute the animals.yes↑ please
4. **L2:** uh :: because he want to teach (.) the other animals lesson that (.) that they don't have a chance to ° make an other rebellion°
5. **T:** to make any other further rebellion. Thank you so much ? ((gives the floor to another learner))
6. **L3:** ((she has the same answer as learner 2))
7. **T:** ((gives the turn to a learner))
8. **L4:** because he wanted to have a revenge ? (.) because they didn't allow him to take the eggs
9. **T:** the eggs
10. **L4:** and they throw eggs on him
11. **T:** ((laughs)) okey
12. **L4:** yes, and they were helped by (1.2) i guess a sheep and a dog
13. **T:** a sheep and a dog. Yes
14. **L4:** so he wanted to:: show the ones who:: (.) [
15. **T:** disrespect the rules]
16. **L4:** yes they will get (.) killed (.) so the other who :: will (.) learn from them
17. **T:** okey, okey [

18. L5:= he wants to decide everything]

19. T: yes

20. L5:°to keep the power in his hand°

21. T: very good↑ to keep the power ((hesitation)) in his hand↓(.) thank you.

In this extract, there is a form of question-answer in the first lines (1-2) (3-4), where in line 1 the teacher asked a referential question, looking for other learners to participate. As it was shown in the excerpt, the teacher did not decide who will talk but rather the learners wanted to take the turns by raising their hands. The interaction between the teacher and the learners occurred in a rigid way. In line 2, learner 1 answered the teacher's question. And in line 3 the teacher directed the question again to her learners by rephrasing it in order to involve more learners in the interaction and facilitated the understanding of the question. Learner 2 in line 4 provided her answer, after that, the teacher repeated her answer as a sign of confirmation and acceptance and acknowledged her. In line 13, learner 3 shared the same idea with learner 2. The flow of interaction between the teacher and the learner 4 started from line 7 to line 17 through learner giving her answers and the teacher repeating, laughing and overlapping her in order to involve her more in the interaction and made her produce more output. Finally, learner 5 overlapped the teacher and self-selected herself to answer. The teacher in the final line provided her with positive feedback by accepting her answer.

Excerpt 1.6

1. 1.T: hh what do you think of Santiago's character? Santiago is the hero, the old man.

He's name is Santiago. ↑what do you think of this character in general↓yes, please.

((nominate a student to answer))

2. L1: he is a strong person°() such difficulties° with patience. .hh at the end (2.0) he realize his dreams[.

3. **T:** he realizes his dreams . yes].
4. **L1:** he gets what he wanted[
5. **T:** or, he got what he wants] ↑thank you so much. Yes please ((
6. **L2:** he is a fighter (.)
7. **T:** FIGHTER, yes
8. **L2:** he doesn't () he manages to fish the greatest ()
9. **T:** yes, thank you so much. ((gives the floor to another learner))
10. **L3:** u::h Santiago is a (.) strong person with a strong personality (.) when he was young
as we saw, he::: () wrestling. I don't know how to call this when they
11. **T:** wrestling, yes
12. **L3:** yes, mostly it took whole day, one day
13. **T:**whole day and one night
14. **L3:** yes whole day and one night
15. **T:** yes
16. **L3:** and he managed to beat the black guy (guess)
17. **T:**Exactly
18. **L3:** yes, to beat him, and he was young and he managed to beat that guy, even when he
was, he became old, he managed to beat the fish
19. ((laughter))
20. **L3:** so he is ↓strong
21. **T:** ok. Thank you. Ok yes please↑
22. **L4:** the old man is a fighter from his early life until ((hesitation)) he became (.) old
23. **T:** very good, he is a fighter
24. **L3:** he is a fighter
25. **L4:** he has strong passion and will

26. T: very good, thank you so much.

In the preceeding excerpt, the teacher asked a referential question which was a kind of questions that required various answers from the learners. In line 2, learner 1 volunteered to take the turn and answered the question. In line 3 the teacher provided her with a positive feedback by repeating her answer and to motivate the learner in the classroom activity. Learner 1 continued her answer in line 4 and in the subsequent line, the teacher corrected her grammatical mistake and acknowledged her. In line 6, learner 2 took the floor and gave her opinion about the character. In line 7, the teacher repeated her answer in order to emphasize it. Learner 2 continued her answer in lines 8 and 9, the teacher provided her with a positive feedback and gave the turn to another learner. The learner responded to the question and asked for a confirmation of a word "wrestling" from the teacher. In line 11, the teacher confirmed that what she said is correct. Then, learner 3 carried her answer together with the teacher, and this was shown from line 12 to line 21. After finishing her answer, the teacher provided the learner with a positive feedback. In line 22, learner 4 volunteered to give her opinion saying the old man wa a fighter. In line 23 and 24, both the teacher and learner 3 agreed on the answer and repeated it for reinforcement. The learner continued her answer in line 25 and in the last line, the teacher supplied a positive feedback.

Excerpt 1.7

1. T: now do you consider Santiago a winner↓ ? (1.7)

2. LL: yes

3. T: Even he ::: hh managed to come with all cassery with the :: the body of the fish. (.)

Is he a winner or a loser ? () i want to see new ? YES (.) YOU ((gives the turn to L1))

4. L1: I think that that[

5. **T:** is he a winner ?]
6. **L1:** = that Santiago is a winner (.) because.hh he fights to get what he wants to :: to be
(4.1) he wants to show (.) himself to the (.) the boy that he is strong more than (geuss)
7. **T:** ahah ok, great
8. **L1:** we can say that there is (.) no gains without pains ?[
9. **T:** there is no gains without pains] very good. this illustrates everything. What's about
the others (.) is there anyone↑who consider .hh considers (.) Santiago as a loser↓]
10. **LL:** no ::: =[
11. **L2:** no :: he is a winner ?]
12. **T:** >a winner <? what did he win exactly (1) a winner> you said he is a winner what
did he win<
13. **L2:** ((hesitation))
14. **T:** yes ((gives the floor L3))
15. **L3:** °he proves to the others he managed to° ((low voice difficult to hear))
16. **L2:** Manolin
17. **L3:** with this decision
18. **T:** the PROOF ?=
19. **L1:** proof
20. **T:** > the proof yes (.) what else. What did he win also <
21. **L4:** respect for that[
22. **T:** respecting ! very good (.) the respect of whom]
23. **LL:** of the people ()
24. **T :** very good (.) ok yes thank you ((calls out a learner's name))

- 25. L2:** he :: did not he :: was not dissapointed of himself (.) he was proud (.) hh he :: for me (.) it is it was a loss that he managed to take the fish from the sea (.) and tie it to the boat (.) even :: even so even ::[
- 26. T:**though]
- 27. L2:** eventhoughyeah he didn't ate it or taste it ((laughs)) the whole fish
- 28. LL:** ((laughing))
- 29. L2:** just the moment that he (.) took it off the sea (.) and tie it to the boat it's enough[
- 30. T:** was enough ok]
- 31. L2:** yes (.) he killed the fish =
- 32. L5:** = [ya] ? the moment↑ of pride ↓[
- 33. L2:** yeah<the moment of pride >]
- 34. T:** he is the winner since he is old yes ((calls out a learner's name))
- 35. L6:** °() his self (2) because he :: he :: (.) () ° was thinking that that he is old and he can do anything (1) so when he could (.) fish the fish he win his self
- 36. T:** good↓> that's true↑that's true < thank you so much you want to add something ((learner points out to a learner raising her hand))
- 37. L6:** toshow to (.) people and (1.1) especially the boy that he is (.) even he is (.) an old man he is capable to (.) to do lot of things.
- 38. T:** ok > that's why he is a winner < thank you. ((gives the turn to learner7))
- 39. L7:** () a lot of things got may be from people .
- 40. T:** especially :: (.) at this age (.) ok thank you. yes ((teacher gives the turn to a learner raising her hand))
- 41. L8:** he proves to himself firstly e ::r (.) that he (.) had the will passion and (.) he is still [strang] and (.) I mean that he is old does not mean he is a weak
- 42. L2:** yes

43. L8: means all does not mean equal weakness (1) it means the strenghts will struggle everything

44. T: very good very good, thank you so much ?

From the extract above, it was noticed that the teacher addressed a close question which required a "yes" or "no" answer, but at the same time it was considered referential since it elicited different answers from the learners. In the move of line 2 in which the learners agreed on the answer "yes" . The teacher in line 3 took the floor to explain the question more. The teacher rephrased the question and employed additional questions. A learner wanted to have a turn but she was overlapped by the teacher in which she asked her the question in another form. The learner in line 6 provided her answer with so many pauses. Then, the teacher provided her with a positive feedback. Learner 1 in line 8 gave a phrase to enrich her answer " there is no gains without pains" , the teacher repeated her answer asserting on what she said. In order to make learners interactant and active to answer, the teacher reformulated the question for them rather than repeating the same question. By doing so,as it was seen in the excerpt, the teacher really could make learners participate. In line 10, the learners answered together the close question asked before. In line 11, learner 2 self-selected herself and emphasized on the learners' answer. When the teacher asked another question, learner 2 was hesitating to answer so, the teacher gave the turn to another learner in which her answer was in a low voice and hardly to be heard by others. The interaction between the teacher and the learners was present almost in all the excerpt. The teacher relied more on providing her learners with positive feedback to encourage them to produce more output. Through asking another question in line 22, she got an answer from all the class, then, Learner 2 again took the floor to answer she missed a vocabulary word which made the teacher intervened to give her help, she continued her answer and made her classmates laughed. At each time the learners were talking, the

teacher tended to repeat their answer, and gave a positive feedback in order to elicit more information from them and to make them feel at ease to answer. Asking additional questions helped the teacher to involve a number of learners in the classroom interaction process.

Excerpt 1.8

1. **T:** According to Hemingway "a man can be destroyed but never defeated" Take some time to think about this. How would you interpret this sentence ? ((allocate a learner))
2. **L1:** in this (.) he is reffering to himself and to his own experience by this statement he wrote his story (.) on many levels (.) being a famous writer than being () and i guess () some people won't really (.) accept the fact that they are old
3. **T:** they are old ((laughs))
4. **LL:** ((laugh))
5. **T:** okey
6. **L1:** and :: that's (2.3) and I mean this (.) contradiction () and :: everything can destroy him but he was never defeated (.) despite (.) all the negative thing that were going on in his life he managed to uh (.) write this novel it was uh this master piece so (.) that's why he says that ° a man ca be destroyed but never defeated °
7. **T:** thank you so much for this comprehensivity interpretation I'd like to listen to some of you giving their own interpretation (1.4) yes please ((giving the turn to L2)
8. **L2:** for me (.) I interpret it either by my own way not regarding to the author himself.
9. **T:** okey, do it please ?
10. **L2:** yes for me like (.) a person can be like (.) like life destroy him (.) people push him the face like (.) a lot of judgement to him, criticizing and everything but if this person has a strong soul and a strong will. He will like catch his self pieces togetherand () stronger and (.) powerful (.) for me :: (.) like er :: you can like (.) destroy a person like

() negative comments can destroy him YES you can like but defeat him NO ↑ he will always like (.) respond (.) to you and tell you I am strong i can do it now I can do it tomorrow

11. T: tomorrow

12. L2: if not tomorrow the day after

13. T: the day after

14. L2: next year I will DO IT DO IT

15. T: okey

16. L2: so :: (.) a person can be destroyed but[

17. T: it means that you are strongly with that with the statement]

18. L2: you I am strongly with it you can destroy me, but never defeat me.

19. T: okey you can be destroyed but never defeated ((gives the floor to L1 again))

20. L2: but never defeated

21. L1: this statement is not 100% true (.) yes (.) may be it is for him but not every one is as strong as that people eventually people give up and () what other people are saying to them (.) [

22. T: are you that kind of people ?]

23. L1: it depends

24. LL: ((laughing))

25. T: it depends on on :: what ? (2)

26. L: sometimes (.) when things are overwhelming people tend to say it's enough i give up.

27. T: okey

28. L1: but[

29. **L2:** ↑but ((calls L1's name)) after you giving up, you will rise up ? you will not(.) stay giving up like not all the time ↓]
30. **L1:** yeah, sometimes when you :: see that nothing is changing, fighting, and (.) nothing will changes you 'll give up I mean this but not giving up thinking
31. **T:** okey ? thank you so much
32. **L1:** depends on the personality of the person[
33. **LL:** yes it depends on the personality]
34. **T:** okey, I'd like to listen to some you giving their own interpretation (.) the others those who do not talk in the class yes please ? ((giving the turn to a learner))
35. **L3:** we all (.) we all no one (.) one is strong[
36. **T:** no one is once strong ? very good]
37. **L3:** in our life (2.1) she can face more problem and (.) more face many weak in many domain just (.) we want to them that despite we are destroyed inside but we can show to the others[
38. **T:** that's drama] ((laughs))
39. **LL:** ((laughing))
40. **L3:** you said so don't show that we are weak and we can't fight the problems of the lifethis life e ::r i have the example of () outside but (.) inside he is almost dead
41. **T:** okey, you convey the example to illustrate ? thank you so much ((gives the floor to L4)) yes what would you like to say about the statement
42. **L4:** uh :: (.) always we :: come (.) to a point when we say (2.2) it's enough=
43. **T:** = it's enough
44. **L4:** we can't () anymore, but (.) when we (.) have (1.9) when we stay with ourselves and think again (.) how much life is (2.5) is life is (1.7) [
45. **T:** BEAUTIFUL

46. L4:NO how much life is (.)

47. T: how much how life is :: though with us.

48. L4: yes the after (.) a period of time (.) and after a lot of experiences we come again and say (.) it's not enough without to come and to face and fight again because (.) this is not the life we want to live.

49. T :good ↑ it's mean that you are with the statement

50. L4: yes

51. T: thank you so much the others ?

52. L5: I agree with the statement[

53. T: why ?]

54. L5: yes (.) for the writer (.) a man (.) can face many obstacles and face many circumstances (.) he may lose faith he may lose strength self-confidence everything(.) but not for long time yes (.) not for long time (.) and he will (.) came into a positive point (.) and (.) he will come back on his faith and sometimes life we don't ask out we must overcome all those obstacles.

55. T: we must overcome all those obstacles I strongly with this ((gives the turn to a learner))

56. L6:↓ I guess the writer of the old man and the sea ((low voice)) and his life is ended and he won't accept new will. ABOUT this statement (.) I guess that ((hesitation)) you can be destroyed but (.) even we don't give ourselves a new chance (.) circumstances ! it gives you another day (.) to look for so (.) we never be defeated.

57. T:defeatedthank you so much, great ? ok yes please ((gives the floor to another learner))

58. L7: we are human being we suffer a lot and people hurt us (.) but such things destroy us (.) but we have to create our will or construct it to destroy

59. T: very good

60. L7: and not being sensitive (2.3)

61. T: ((laughs))

62. L7: () to be strong is everything

63. T: so you are strongly with it good, thank you ((gives the turn to L8))

64. L8: I am with the statement because there is no gain that they say there is no gains without pains (.) this pain is maybe destroy us (.) maybe we lose everything (.) we lose (.) maybe there is a person who does not () his career like (.) like the :: author he lose his career he was a great author and (.) he (.) lose his life, he :: didn't (.) give up and ((hesitation)) he stood and (4) stand against life and defeated ° life° and recovered and then this is what uh :: i get from this story.

65. T: ok ? and (.) do you believe in this statement

66. L8: yes

67. T: good, good =

68. L8: = maybe :: we go (.) through difficulties (.) but these difficulties (.) must build us (.) must stand over [

69. T: instead of weakening us it should make us (.) stronger]

70. L8: yes getting experience and we maybe face some difficulties (.) today and tomorrow you will face this problem the next year you may face the same obstacle you have experience how to deal with this.

71. T: ok ? thank you so much ((calls out a learner's name))

72. L9: for me I'm with this statement you can destroy but () just say I know () [

73. T: just say I know (.) even if you are destroyed (1.5) ok thank you, thank you] yes miss ((to a learner)) (.) how can you interpret this statement differently.

74. L10: I I believe in the statement which says that (.) what does not kill you it make you stronger.

75. T: = makes you stronger

76. L10: maybe a person he think that (.) all things go against him↑but (.) it (4) cant't destroy him.

77. T: so you are strongly with this

78. L10: yes

79. T: thank you, thank you so much

80. L11: I am with this statement (.) because (.) life is not easy (.) but always there is a second chance to learn from your mistakes (.) if a person destroy us he (.) can :: be strong

81. T:> he send our gain < ok. Thank you so much. What's about you, ((to learner 12)) what do you think of this statement.

82. L12: I think that life destroy us but people that we are live with destroy personally I used to (.) care what people say about me (.) and (3) I'm stupid I crying

83. LL: ((laughing))

84. T: ok (.) yes

85. L12: but after (.) maybe I broke enough to :: you know that they didn't deserve to cry about them and (2.6) =

86. T: = you became then stronger than before

87. L12: yeah ? stronger and (3) I got (.) I started feel that (1) I don't (.) care about people that (.)

88. T: you don't give them such (.) such chance

89. L11:yeah, importance

90. T : ok thank you, thank you so much

As it was seen in the transcripts, the teacher addressed an open question, almost all the learners were willing to answer and express their thoughts. This question raised their attention and confidence to speak in the classroom. The produced utterances were long and not limited in comparison to what they produced when they were asked display questions, sometimes the learners were overlapped by the teacher who attempted to interrupt them to make them generate more output. Some learners related the question directly to the story and others related it to their own experiences and personal lives. The teacher gave them 3 minutes to construct the answer before as a wait time. Learner 1 took the initiative to respond according to her comprehension of the story, she made the teacher and her classmates laughed in line 3 and 4. In line 6, the learner carried out her answer followed by the teacher feedback. Learner 2 chose to answer according to her experience in this life, she provided her answer from line 10 to line 17 with the teacher repeating her answer. Learner 1 looked for the turn again and gave a comment in line 18 and the teacher asked her questions relating to her answer. Learner 2 overlapped her trying to convince her in line 28. In line 33, learners agreed with what learner 1 has said. The excerpt also showed that almost each learner took more than one turn to express his/her idea and they were given sufficient time. Moreover, the teacher succeeded in involving them in the interaction by providing them positive feedback, repeating their answers and gave them time to feel free to express what they wanted to say. This was clear in different lines in the transcripts, eg, from line 35 to line 40, learner 3 took the turn to answer, and from line 43 to line 51, learner 4 provided her answer, also from line 58 to line 64, learner 7 took the floor to respond. Learner 12 also had a chance in expressing her idea after the teacher asked her about her opinion, and this occurred from line 81 to the last one where the teacher acknowledged her.

Excerpt 1.9

1. **T:** Do ? you have a Santiago's model in your life ? (.) who is it (.) **if yes** ? yes, ((gives the turn to a learner))
2. **L1:** °> yes. I have <°
3. **T:** who is.
4. **L1:** ° my mom°
5. **T :** your mother is a Santiago's model↓ okey.
6. **L1:** (.) my mom (.) suffer a lot to (.) raising us (3.5) .hh my father went to Algiers (.) before six months.
7. **T:** °oh !°she was almost (.) all the time alone
8. **L1 :** and yeah .hh, i take (.) my mom (.) as a (.) Santiago's model
9. **T:** you are lucky then . to have such a mom. Good very good ↑ what about the others do you have a Santiago's model ↑ if yes just say who is that person just say who is that person. ((gives the floor to another learner))
10. **L2:**my mother ?
11. **T :** your mother too.
12. **L2:** my mother is a fighter
13. **T:** a fighter ?
14. **L2:** she suffered a lot in her life. My mom is a divorced woman (.) I don't have a father (.)and I live with my mother (.) and she is like super strong (.) and whenever (.) like bad things happen to her she uh :: [says] الحمد لله ((tr : thanks God)) for everything that we have, and يفرج ربي ان شاء الله ((tr : things will be better))
15. **T:** right
16. **L2:** this is what she always says to me
17. **T:** yes
18. **L2:** yeah and I love her so much ? he is my super hero

19. T: very good ? I could ((guess)) with that you are lucky to have such a mom what about the others ↑do you have a Santiago's model. try to remember a person surrounding you, family members (.) ((gives the turn to a learner)) do you have a Santiago's model !

20. L3: my parents

21. T: your parents >both of them< are Santiago

22. L3: yes (.) they suffered a lot in the past , a lot of people hurted them(.) ((hesitation)) my father's brothers (.) my father's brothers (.) all of them and (.) their WIVES hh hurted my mom

23. T: aha :: all Algerian situation

24. L3:so they are living in the same house

25. LL: ((laughing))

26. L3: and (.) hh they were ((hesitatiion)) my grandfather () my mother she also[

27. T :suffers with that]

28. L3:no she was tough with ()

29. T: so your mother is (.) a real Santiago ?

30. L: ((laugh))

31. L: yes she is ((talking together))

32. T: okey

In this conversation, the teacher asked a closed- question, in which the learners were supposed to answer by " yes" or "no" . Then, after that, she directed an open question to engage the learners in the discussion and to make them express their ideas. As it was noticed in the excerpt, learner 1 in line 2 answered by "yes" . The teacher wanted to know who was this model in her life so she again addressed a question to her in order to involve her in the interaction, and to elucidate her answer. In line 9, the teacher wanted to make

the learner feel proud of his mother and gave the floor to another learner. Also, the teacher wanted the learner to feel comfortable while providing her answer, so, she repeated after her what she said, making emphasis on some of her utterances, and giving her feedback. In line 20, learner 3 took the floor to answer saying that her model is " her parents" , the teacher asserted that her mother is a real Santiago, which the learners agreed about in line 32.

The teacher always gives the learners chances to interact orally, communicate and express their ideas by asking them different kinds of questions and using positive feedback as a strategy to motivate them and make them willing to use the target language spontaneously and to reduce their anxiety and fear of talking in the classroom. It was observed that when the teacher asked referential and open question, she succeeded in involving a lot of learners in interaction with her and with their peers as well.

The following excerpts were taken from two sessions of teacher B, as it was mentioned before, this teacher relied on different kinds of activities.

Excerpt 1.10

1. **T:** every one ? in li ::fe has certain things that he (.) owns, ok and that he appreciate and that he valuessometimes those possessions uh :: much more (.) than other people yeah alright, in this video we will have some people that are going to describe (.) their possessions. I will ask you questions about that and you are going to answer (.)
2. **LL:**((watch and listen to the video for three minutes))
3. **T:**↑alright each of Vincent, John, and Leah talked about their ↑precious possessions right. What was Vincent's precious ((gives the turn to a learner))
4. **L1:** his father's hat
5. **T:**his father's hatcan you describe his father's hat ((gives the turn to a learner raising her hand))

6. **L2:** it is crown made of () of good material, he has a black () and a () it doesn't fit him
7. **T:** it ↑doesn't fit hi ::m↓what does it mean for him
8. **L3:** he uses it for luck
9. **T:** yeah, he uses it just for luck because it doesn't fit him. What about Mr john ? **what** is the most important possession for mr john ?
10. **L4:** the album of London calling by the clash
11. **T:** London calling by the clash (.) musical band what does this album >means for him < what does it mean for him? (.) yes, ((gives the turn to L2))
12. **L2:** this album is a movemental of discovering music
13. **T:** ahun so, how long er :: er :: i don't know has he been listening to that album howlong
14. **LL:** for twenty years
15. **T:** for almost for almost three decades
16. **L:** yeah
17. **T:** i mean ((did he mention the date ?))
18. **LL:** NO ((talking together))
19. **L5:** = () 1971
20. **T:** 1971 yeah (.) up till the moment he is still (.) listening to the album
21. **T:** right what about miss Leah ? ((allocate L6))
22. **L6:** °her cell phone°
23. **T:** her CELL PHONE why her cell phone is so important for her ((allocate L7))
24. **L7:** she uses for everything (.) to[resaiue] messages[
25. **T :** recei ::vel

26. L7: to receive messages(.) to send e-mails (.) and to call people and to her face in the mirror

27. T:it has a mirror ↑ so she can really look at herself (.) she can also use it when driving as GPS (.) to identify places> to locate <.

As it was seen in the excerpt, the teacher introduced the topic of discussion, she asked them to watch and listen to the video. Then, she asked them three questions about the story. In fact, all the questions were display, they were asked in order to check the learners' comprehension of the video. Learner 1 volunteered to take the turn, she provided her answer in line 5, the teacher after that repeated her answer, added another question and gave the turn to Learner 2 to answer. Again, in line 9, the teacher asked another question to check if the learners were following the events of the video. In the same line, the teacher addressed her second question with some additional one. In the move of line learner 4 took the turn and gave her answer and in line 13, the teacher asked another question looking for the exact answer which was provided by learner 5 in line 18. In line 20, the teacher allocated learner 6 to answer the last question, then she selected another learner to answer an additional question, the learner mispronounced the verb to receive, the teacher directly corrected it.

Excerpt 1.11

1. T:do you think that (.) you should choose a job (.) according to ↑passion and competence ↓ or according to salary ∴. What do you think ? NOW you are university student soon you are going to graduate soon after graduation you are going to think about you profession ? career ? ok. Definitely a job ? to have a job when it comes to make a choice (.) which option do you go for do you go for something you like ? (.) something you are competent in (.) regardless the salary (.) or you are going to take the

salary as the most important MEASURE (.) to choose or to select a job. ((gives the turn to a learner)) > in my opinion , I think I see I believe <

2. L1: I think (.) I'll choose a job according to the salary
3. T: I didn't expected this ((laugh)) I didn't expect this
4. L1: because I don't like my job uh. In the future I think I will choose () with repeatedness (.) all the time repeat the same job even if now these days I like it in the future I'll not have the same job (.) uh passion and °competence°
5. T : really ? what do you think ? ((gives the turn to another learner)
6. L2: ((low voice))
7. T: loudly please
8. L2: °I will choose the passion and competence°
9. T: I expected this. Why ?
10. L2: because I prefer to enjoy what I'm doing (.) rather than salary or uhh :: this I mean I'm looking ((hesitation)) I'm looking for my (.) () I'm looking to enjoy what I'm doing.
11. T: regardless of the salary ! regardless of the conditions(.) that you maybe live that you may sorry live.
12. L2: of course I will choose the job which ((hesitation)) fit my (.) my hopes
13. T: ahum ahum what do you think (.) are you going to choose a job according to passion and competence or according to salary ((to learner 3))
14. L3: both both
15. T: both luckily ? if you find it. If you don't if you DON'T ahum (.)
16. T: what do you think ((gives the turn to a learner))
17. L4: i think the most important thing in the job is the salary

- 18. T:** ahah mister economy (.) of course > i mean (guess) economy of the field of economy you think just about money <the outcome ((laughs)) yes
- 19. L4:** but sometimes (.) hh ((hesitation)) good salary > need some difficult conditions <
- 20. T:** good salary ?
- 21. L4:** high salary need difficult conditions
- 22. T:** needs difficult conditions i mean extra hours
- 23. L4:** extra hours maybe (.) hard work
- 24. T:** hard WORK yeah
- 25. L4:** work in lower places are very
- 26. T:**far places. YES
- 27. L4:** in your home (.)
- 28. T:**so can you accept all of that to get a salary ?
- 29. L4:** (.) ((hesitation)) it depends on the needs of the person (.) maybe the person needs lot of money (.) because uh :: ((hesitation)) sometimes ((laugh)) the salary of our country is very[
- 30. T:** how ((laughs))
- 31. L4:** yes (.) you have to sacrifice and to accept [
- 32. T:** ↑ you have to sacrifice and to accept ↓ what about the things that you °like to do than° I mean what about your desires ? what you want to do (.) or you are just going to throw thing OUT GOOD BYE my dreams ?GOOD BYE my desires ?
- 33. L4:** but you can sacrifice (.) two years after a year [
- 34. T:** two years ! a year is is is (.) is much. How come two years or three years
- 35. L4:** ((low voice))
- 36. T:** speak in general do you agree with him

37. L1: = I agree with him because (.) a person is all the time changeable (.) you (.) not the same in the future (.) I think you have the passion now but you (.) will not have the same passion later on

38. T: really ? =

39. L5: = I'm sure that later you live in bad conditions you need this job

40. T: yeah

41. L5: and you won't continue further

42. T: ahum =

43. L1: = you will get used with those conditions

44. L5: but you will I'm sure you will lose your hope but it will continue

45. T: ahum what do you think ((allocates a learner))

46. L6 : yes I think that I will choose my job according to passion and competence

47. T: ((laughs)) passion and competence ! why

48. L6: yes, i think that I'm not be able to :: to do something that I don't know at all

49. T: regardless of the salary !

50. L6: NO I will take into consideration the salary.

51. T: ahaa, now let me put you between between two choices ? Suppose that you are in a delimma you need to choose between two jobs ? (.) and you are confused. Ajob that you like that you want and that matches or (fits) your competence ↑ but with a low salary ↓ AND from the other side you are offered to have a job (.) with higher salary but you somehow with some hard working conditions ? which one ↑ WILL YOU opt for ?

52. L6: () I'm not passionate at all

53. T: ahum

54. L6: so I will choose the other one

55. T: which one ?

56. L6: even if with a low salary I'll accept this

57. T: right, ok ((allocate learner 2))

58. L2 : I'll choose the first one because in depth if you do something you like you will be a good producer (.) and you can later follow ((hesitation)) your work and (.) work on your own project so (.) you can make things (.) developed and you may get later you will good salary.

59. L2: myself I will choose a job according to passion and competence (.) because I think I will not give all my best to a job according to salary ((hesitation)) (.) working without passion is just like river without water.

60. T : ohh love this comparison

61. L2: because if you don't have passion (.) you will not progress in your life you won't make achievement

62. T: I guess you will become slaves of money. Don't you think that you become slaves of money just running after money. What do you think ? ((to L7))

63. L7: I will choose I'll choose a job according to passion and competence [cuz] I don't want to lose myself running after money. As you said i'm not ready to kill my desires ? my dreams

64. T: oww right ((allocate another learner))

65. L8: to salary ()

66. LL: ((laughing))

67. T: really ? OH MY GOD I didn't expect this from you ()

68. L2: so much confused

- 69. T:** come on give me your opinion why you choose a job according to salary and to passion competence and love to that job ((teacher encourages a learner to talk)) ((allocates learner 9)) what about you
- 70. L9 :** when we look to the difficult situations (.) we prefer to choose (.) according to salary
- 71. T:** to salary ?
- 72. L9:** I think (.) nowadays what is (.) [
- 73. T:** the source of HAPPINESS ↑ you really believe in that↓
- 74. L9:** not happiness but to satisfy needs[
- 75. T:** yeah ok to satisfy ourselves ok and to fullfil or achieve to fullfil all our needs and requires]
- 76. L10:** for me :: (.) i will choose my job according to salary
- 77. T:** ohh ! materialistic people
- 78. L10:** because in order to achieve my dreams[
- 79. T:** what are your °dreams°]
- 80. L10:** hh to gain money
- 81. LL:** ((laugh))
- 82. T:** OH MY GOD. Yes ((laughs))
- 83. L10:** if I didn't like the job (.) I :: [
- 84. T:** even with hard working conditions
- 85. L10:** I will try to do all my best so ()=
- 86. L2:** = sometimes miss we have miss to accept things and to sacrifice (.) to I think to (.) obtain and have other things
- 87. L1:** or you will be prisoner to to :: these pressure of money

- 88. T:** pressure of money to the love of money ! you will be SLAVE ? money will
CONTROL you
- 89. L10:** to satisfy ourselves even :: if you get money you will try (.) harder to to give
much more
- 90. T:** exactly
- 91. L10:** and you live all your life (.) hh looking for money (.) without enjoying your life
- 92. L1:** but i'm afraid that at the end of the month she will buy things that she cannot
- 93. L10:** () but you will not buy happiness
- 94. L1:** .hh I will buy a car a house
- 95. L10:** these things can't make happiness
- 96. L1:** Really !

What can be observed in the preceeding extract was that it was too long but the question raised attracted the learners'attention and increased their motivation to interact. Almost all of them were willing to answer and to express their ideas. All along the extract, the teacher was interacting with her learners, and in some cases learners interacted with each other. The teacher asked a referential question which could elicit a number of answers. Learners gave their answers depending on what they want in the future. Learner 1 took the initiative to express her view, in line 5 the teacher gave the turn to learner 2 to respond. The teacher used interjections such as "ahum", "ahah", this occurred many times in the conversation for example, in line 13, 18, 42, 53... in order to make the learner clarified his/ her idea and to give him much more time to interact and run the interaction smoothly. She also laughed when a learner provided an unexpected answer. Instead of giving a feedback to learner 4 in line 36, the teacher asked the learners " do you agree with him "?.

In some lines in the transcripts, the teacher used to allocate turns for the learners, and this is for the purpose of engaging all the participants to communicate and feel at ease in

answering. Almost, all the learners were relaxed to interact and to speak spontaneously as it was shown that learners feel comfortable when the teacher engages with them, helps them and creates chances for them to share their point of views and produce longer utterances. In line 51, the teacher directed a question to learner 6 in order to see her opinion.

2.3.1.2 Turn Allocation

This excerpt was taken from teacher B session, in which she relied on exposing the learners to a listening session than asking each learner about his/ her own possessions. This question is a kind of a personal one.

Excerpt 2.1

1. T : I need every one of you to think about ↑one possession ↑suppose that your house goes on fire ? you are allowed to take just °one thing with you°. ↑what will it be ↓ok of course you are going to tell me what will it be that's number one ? two you are going to tell me why did you choose it ? three what does it mean for you. ((one minute to think)) yes come on
I guess everyone discusses with > himself< (.) so every one has his own precious valuable possession yes or no ?
2. L: we need to take a lot of things (.) not just one
3. T: ONE (.) I put you in a delimma ONE only one. of course why and what does it mean for you
4. L2: can you repeat
5. T: allright, suppose that you house goes on fire

6. **L:** بعيد الشر ((tr: far away))
7. **T:** far away ((laughs)) right (.) and you are allowed ↑ to take only one precious thing
↓with you. °one possession° one thing that you possess (.) what will it be ok. Of course
why did you choose it or did you choose it and > what does it mean for you < (.) simple
that's it and no arabic please. Are you ready to speak, can we start
8. **LL:** yes
9. **T:** right ? get ready ok so I will ↑start with (.) my first victim ((allocate a learner))
unexpected one yeah
10. **L3:** my phone
11. **T:** your phone ? really (.) why, >explain speak and describe < and what does it mean
for you
12. **L3:** ((low voice difficult to hear))
13. **T:** right ? what does your phone mean for you this is why (.) now what does it mean for
you to keep it with you all the time (.) even ? in hard situations ? (.) to be (guess) to
your phone 24/7
14. **L3:** everything
15. **T:** everything like what ? specify a bit
16. **L3:** I said i write my diary () my photo[
17. **T:** and suppose that you survive with your phone, will the phone is going to feed you to
buy you clothes? I mean just in case if you sell it that becomes another ()]
18. **L3:** () this way of money of course
19. **T:** YEAH (.) I mean you are going to struggle, I mean think TWICE think TWICE ()
no need no willing to change your point of view. Right ? okay ((allocate another
learner)) if your house goes on fire and you are allowed to take only one possession
with you what will it be. WHY and what does it mean for you

20. L4: I will take my bag

21. T: bag ?

22. LL: ((laughing))

23. T: why ? ((laughs))

24. L4: because everything is inside my [

25. T: everything↑ like what ?

26. L4: my cell phone uh :: make up some clothes=

27. L5: your perfum

28. L4: yeah (.) my pc

29. T: ahum and will this perfu ::m and stuff going really[

30. L4: ah :: miss (.) money

31. T: money ? how much

32. LL: ((laughing))

33. T: how much credit CARD

34. L2: or she uses pounds

35. T: pound ? ohh ! she is rich (.) so no need to worry about it money alone is enough

okey, what does your bag mean for you what does it mean for you.

36. L4: everything

37. T: everything ? I mean bag equals life. Woow good ((allocate learner 6)) ((repeats the question for her))

38. L6: I will take my Pc

39. T: ahun

40. L6: why because he ::

41. T: he ?

42. LL: ((laughing))

- 43. T:** I mean THOSE POSSESSIONS they become part of your LIFE persons ()
- 44. L4:** because it contains everything about (.) uh ° my personal life°
- 45. T:** personal life ? yeah
- 46. L4:** it contains () pictures of my little cat
- 47. T:** >what's the problem of the pictures of your little cat <
- 48. L4:** she died
- 49. LL:** ((talking together))
- 50. T:** may she rest in PEACE
- 51. L4:** he
- 52. T:** ahhe goes to paradise
- 53. L4:** ((shows the picture of the cat to the teacher))
- 54. T:** show me (.) everything for you ri ::ght. If they take the Pc away from you from you
ONE day
- 55. LL:** ((speaking together))
- 56. L4:** frankly speaking, i can't (.) live without it
- 57. T:** really ! wherever you go you> take it with you<
- 58. L4:** yes
- 59. T:** woow nice good ((allocates learner 7)) if your house will get on fire what will you
take with you
- 60. L7:** I will take my mother's gold (.)
- 61. T:** OH MY GOD ((laughs))
- 62. LL:** ((laughing))
- 63. T:** really ? woow WHY
- 64. L7:** because it [costs] a lot

65. T: yes it works it () of fortune in fact it is a wealth. What does it mean for you (.) you mother gold and jewellerie
66. L7: money
67. T: money :: ? (.) ri ::ght (.) okey (.) good. ((allocates learner 5))
68. L5: ((hesitation)) I'll take with me my sack where I keep stuff
69. T : sack okey where you keep stuff
70. L5 : where I (guess) money I safe and
71. T : ahum
72. L7 : basically money sack
73. T : basically money ahum right. What does sack means to you
74. L7: ((hesitation))
75. T: what does it mean for you.
76. L7: I mean (.) if my house goes on fire (.) I'll probably need that money or save () something new (.) new life
77. T: what right to really live again okey to compensate okey ri ::ght ((allocates another L8))
78. L8: ((hesitation))I think first (.) thing (.) I will take with me :: (.)
79. T: NO ? it will be the ↑first and the LAST↑ not just the first
80. L8: yes
81. T : ok to think about the first think about it
82. L8 : I ((hesitation)) it's my my ((hesitation)) I don't have to think about my futur
83. T: nothing at that moment ?
84. L8: I'll take my photo album
85. T: photo album ?° why°
86. L8: uh because it (.) contains my childhood my :: (.) [

87. T: I mean ? I mean no need for a PHOTO to remember your childhood, I mean everything is just stored in memory

This excerpt from teacher B is the best example to show how turn allocation takes place in the EFL classroom. It shows teacher / learner interaction through teacher asking questions and learners answering them. The interaction between them occurred in a rigid way. The teacher chose turn allocation technique and decided who speak in order to give a chance to all learner to express their ideas and to engage them in the participation in the classroom. The teacher in line 1 explained the situation for learners and gave them 1 minute as a wait time to construct their ideas. She asked them three open questions about their valuable possession. This type of question made learners think deeply and encouraged them to express their thoughts. The teacher interacted with her learners all along the conversation, as it is revealed in the extract, each time she allocated a learner to answer, then, she directed another question to him/her in order to make them generate more oral production and interact with her, for instance, in line 10, learner 3 gave her answer, in order to give her a chance to continue her answer the teacher added additional questions to her, this is shown in lines 11, 13, 17... The teacher used to ask the learners questions after providing their answers for the purpose of involving them more in the interaction. In many cases in the extract, the teacher repeated her learners' production to give them the floor to continue their answers. For example, in line 37, the teacher allocated learner 6 to answer. Moreover, the teacher relied on using interjections such as "ahum" , "woow" in order to make them finish their output. Learners were not interrupting each other or commenting on each other's answers rather they relied on the teacher, only in few cases such as in line 27 where learner 7 gave a comment . What was observed in the transcripts is that learners are producing short utterances which concluded that the turn allocation technique fails in making learners generate more, and does not allow them to interact with their peers.

2.3.2. Analyzing Learners Turn-Taking System

These excerpt are taken from the sessions of teacher A, in which the learners wher exposed to a flash card game. They were divided into groups and each learner select another one to answer his/ her question. And this occurs throughout the whole session.

Excerpt 3.1

1. **L1:** ((selects learner2)) if you are a housewife how can you manage between take care of your children and doing you housework.uh.like cooking, cleaning changing. how can you manage
2. **T:** how can you managed ?
3. **L1:** especially when you have a baby ?
4. **L2:** children
5. **L3:** I am all the day °at home° so there is plenty of time (.) to do everything
6. **L1:** you are not a working women you are ()
7. **T:** she said
8. **L1:** both
9. **L1:** no
10. **T:** be pecise about the question
11. **L1:** a housewife
12. **L3:** a housewife yeah
13. **T:** there is no problem
14. **L3:** yeah
15. **L1:** and you have babies, husband cooking cleaning ? everything
16. **L3:** hh i have () means that (.) i'm staying at home
17. **L1:** so ? this time is enough
18. **L3:** enough time of course when you are staying at home

19. L2: butwhen you are cooking (.) and that's you () your time () maybe you are crying

20. LL: ((talking together))

21. L3: yes, i think [

22. T: you are able to do it ? would you be ready enough (.) doing all thes staffs at home]

23. L3: at this age ?

24. T : no

25. LL: ((laughing))

26. L3: maybe :: uh after five years I'll be ready (.) I'll (.) do most of the work at night

27. T: mmm

28. L3: when the children are (.) sleeping (.) and yeah I'll have enough time to do (.)

29. L2: the housework

30. T: okey ? at night

31. L3: it's a good idea

32. L1: everyday ? ((laughing))

33. T: when people are sleeping ((calls the learner's name)) is WORKING

34. LL : ((laughing))

35. T : okey, ((laughs)) thank you.ok

The above extract illustrated how learners took the turns inside the classroom. It shows that the teacher-learner interaction is not always the dominant. The learners play an active role in the activity where they interact and ask each other questions, it shows that the learners have the chance to communicate with each other and produce more output. Eventhough, the teacher interferes in the conversation but as a participant. Yet, the noticeable thing is that the learners take the turns to speak rather than waiting for the teacher allocation of turns. For instance, in line 1, learner 1 selected another learner and asked him a question

and continued clarifying it in line 3, so, the learner could understand the question. The interaction between learner 1 and learner 3 runs smoothly, they try to keep the interaction between them through taking the turns, this was shown in different lines in the excerpt, for example in the moves of lines, 15, 16, 17, 20 and 21). Learner 3 carried out her answer in the next lines from 22 to 28 with an interruption from the teacher as a participant.

Excerpt 3.2

1. **L1:** ((select learner 2 to answer her question)) do you believe true love is before or after mariage
2. **L2:** (.) mmm :: so
3. **T:** ((laughs)) before or after mariage ?
4. **LL:** ((laugh))
5. **T:** what do you think the true love ?
6. **L2:** (.) so :: about my () I don't know anything ((laughs)) I ((hesitation))
7. **L1:** so you can feel with hh (.) some (.) thing that you share with the other partner
8. **L2:** but (.) it's for me perso[
9. **T:** personally]
10. **L2:** personally ((hesitation)) I do not believe in love
11. **T:** you don't believe in love ?
12. **L2 :** because I can't love anyone else
13. **T :** just imagine the situation.↑ Do you think that the true love comes before or after mariage ?

14. L2 : after marriage ? of course (.) because when you are living with a person, sharing with him everything (.) uh you can (.)
15. T: ahum
16. L2: in our religion Islam we can't[
17. LL: ((speaking together)) be in a relation before marriage]
18. L2: in a relation before marriage
19. L3: miss ((wants to take the turn to speak))
20. T: yes ((gives him the turn))
21. L3: I want to
22. T: ((laughs)) take the primitive to to :: to say something
23. LL: ((laugh))
24. L3: YES. I think love can come before marriage or after (.) marriage it just empower that marriage
25. T: really ?do you agree
26. T: yes ((gives the floor to a learner))
27. L4: I can () the ancient generations that believe that true love comes after marriage
28. T: after marriage
29. L4: but this generation believe that [
30. T: it can be before]
31. L4: it can be before, and at the same time [=
32. L3:= miss, those who say that love come after marriage
33. T: comes, yes
34. L3: is just because after marriage (.) you are not going to change this situation surely
35. L4: you mean that
36. L3 : ((uncomprehensible words))

37. T : ((laughs)) yes ((gives the floor to L2 again to carry out her answer))

38. L2: hh we are giving () before uh the degree of () [

39. T: getting higher and higher]

40. L2: because of those relations before marriage. You are for example with a boyfriend (.) uh :: even if you are living in (.) some dreams (.) he will say I'll do for you and I :: 'll do =

41. T: = it is LIES

42. L2: yes it's lies and when (.) you marry him (.) and you face his [mood] he is an ordinary (.) person he is

43. LL: ((talking together))

44. L2: () you don't expect of him or hating him

45. LL: NO

46. T: okey that's her point of view. we have to respect her ok respect each point of view our measures

47. L2: so love after marriage

48. T: ((gives the floor to L5))

49. L5: I guess that love does not (guess) before marriage. and when you marry someone you love ? ↑that love just get deeper and broader ↓ it's EITHER get higher or lower why

50. T: that's true

51. L5: because when you are living with someone (.) as it says (.) and maybe he was telling you stuff to do for you after marrying and everything but (.) I don't know maybe he would not manage to do all the stuff. because when you face reality reality ? is something else

52. T: different

- 53. L5:** yeah so (.) maybe (.) this love gets deeper ? and deeper when you are living whom you share everything (.) like in a daily basis (.) you :: uh get used tothe (.) [
- 54. T:** >to that person< to the existence of the person you like]
- 55. L5:** to the person, and that he will become a part of your life that you can't get rid. you will never overcome because your relationship get stronger
- 56. T:** good
- 57. L5:** and maybe you respect. You have to lower your expectation in order not to be (.)
- 58. L6:** shocked
- 59. T:** slapped that the case of accepting everything (.) LOWER expectation ((laughs))
- 60. L5:** and maybe the man (.) would be uh not saying lying> but he maybe would not manage to do all of those things < and then the woman will get dissapointed and thinks that he was lying at her but man are not the same
- 61. T:** she is defending you (.) men are not the same thank you ?
- 62. L5:** she may (.) marry someone who make her life (.) like uh ::[
- 63. T:** wonderful]
- 64. L5:** a heaven, or the other
- 65. T:** or the hell. he makes her life
- 66. LL:** ((speaking together))
- 67. T:** thank you

In the excerpt in hand, learner 1 initiated the interaction by addressing a question to L2. In line 2, the learner seemed to be hesitant and anxious to take the floor and answer the asked question, thus, in this case, the teacher intervened and rephrased the question in order to reduce her anxiety. In line 6, L2 took the turn again and gave her answer but at the end he hesitated. At this point, L1 took the turn and suggested an idea to help her classmate in line 7. In the moves of lines (8, 9, 10, and 11), the teacher overlapped the turn of L2 and

completed her utterance. Also, the teacher tried to engage her more in order to produce more output, so, she reformulated the question for her, and L2 takes the turn again. The question was addressed to learner 2, but other learners were enthusiastic to give their opinions, as it was shown in line 19, L3 asked the teacher for the turn to express his idea. Also, learner 4 in line 27 and learner 5 in line 49 asked for the turn to give their point of views. During the whole move exchanges, there was an interaction between all the participants while the teacher's interruption exhibits only in providing feedback, repeating the learners' answers, correcting grammatical mistakes, and feeding learners with the missing vocabulary.

Excerpt 3.3

1. **L1:** ((selects L2)) in your opinion. Which child would be raised in (.) better conditions regarding the affection of his parents especially in his childhood
2. **L2:** if if the man or the woman work works (.) ? or
3. **L1:** I think both
4. **T :** the same case with a house wife mother or a working woman
5. **LL:** working woman
6. **L2 :** I think when the woman staying at home °she will take care of her children° more than if she is working outside ((low voice)) so there is a difference
7. **T:** okey thank you
8. **L2:** ((hesitation)) as we can see in nowadays divorce become the most famous ? phenomenon(.) would you please state two reasons (.) that that lead to divorce ?
9. **T:** good
10. **L1:** first of all (.) divorce is something (.) which is (.) which is (.) you have to avoid it but we problems increase more and more () get better solutions
11. **T:** so the reason, the reasons

12. L1: yes

13. T: she asked you to state two major reasons that may lead to divorce

14. L1: the central reason is problems between man and his wife for example when the man ask his wife (.) to stop working this will lead to divorce

15. T: daily life problems you mean. ok thank you

16. L1: and the second (.)

17. T: the second one

18. L1: when (.) the woman ((hesitation)) woman refuse to do houseworking and ((hesitation)) when he return to (.) to home and find all things (.) or I don't know

19. T: so irresponsibility of women. thank you so much

20. L3: ((selects L4)) do you think (.) that working women has a strong (.) personality than [

21. L4: () I'm certain not I'm thinking () working women has strong personality]

22. T: all of them ?

23. L4: I think (.) I cannot count to say all of them but as far as i know working women tend to have a better and stronger personality than those staying at home. Because you know going outside ? and engaging in different ((hesitation)) forms of (.) jobs and different field engaging in relationships with people (.) they tend to know others more than just staying at home with your family only. This helps women to build a stronger personality and to develop their self-independency a ::nd to be more exposed to things. Working women do face problems outside ? I mean in their jobs and they have (.) they hold all the resposibility to solve them (.) and (.) from these problems that face her at job you know different kind of problems [

24. T: this makes them]

- 25. L4:** () this can help them (.) you know be more understandable and more smart
more intelligent to help finding other solutions to the daily other problems
- 26. T:** ok. Thank you ((gives the turn to L5))
- 27. L5 :** can I ask you that ? you consider your mom a weak personality ?
- 28. L4:** no
- 29. L5:** so
- 30. L4:** my mother is a working woman
- 31. LL:** that's why
- 32. L4:** she is a working woman ° that's why I °
- 33. T:** okay thank you ((gives the turn to L6))
- 34. L6:** (.) I personally I consider both the working woman and the house wife as are
strong women
- 35. LL:** yes
- 36. L4:** yes of course
- 37. L6:** because the woman working outside just for (.) helping his husband her husband
sorry [
- 38. T:** financially
- 39. L6:** and the house woman is also working (.) at home just to to to :: support this man
- 40. T:** very good, her man
- 41. L6:** it's not (.) a weak personality or strong personality
- 42. L4:** yes
- 43. L6:** it's can hate a woman or something it can maybe (.) if if her husband (2) is fired
from work or maybe (.) he :: is not capable of working any more (.) she may work just
to help him
- 44. T:** ok. [

45. L6: she is like a weapon that may () outside
46. T: ok ((gives the turn to L7))
47. L7: I think that also the house woman has a strong personality, because they do more
(.) jobs and (.)
48. L4: women (.) who stay at home (.) do have strong personality, but when you compare
to a working women with that one we are not saying all of them
49. T: of course ? we are not generalizing according to her correspondance
50. L8: do you believe (.) that working women have more responsibilities than house wife
51. L4: yesless responsibilities
52. L8: I said MORE
53. L4: I mean I don't know ↑exactly
54. L8: for example do you think that a working woman takes care of her child and go
outside and work working, and the house wife she is staying at home and she is only
thinking of her children, this is in↑ terms of responsibilities↓
55. T: in terms of responsibilities do you think that working woman has[
56. L4: it depends I said she has more responsibilities because both of them (.) they are
responsible of taking care of their children (.) how can I say that she has more
responsibilities than (.) the other one
57. L8: in the SENSE that you go to work and for example a teacher, she camehere and
and she (.) is teaching a (.) generation like her childre so (2)
58. L4: yes of course she is (.) she holds (.) you know she has to manage between taking
care of her children ? and her job (.) but it is very hard for her (.) than< the one staying
at home>
59. L8: that's why you think of your momas (.) a °fighter°
60. L4: yeah, because she does a lot of efforts I consider her everything

61. L8: my mother is a housewife and I I think she is a fighter ?

62. T: okey

63. LL: ((talking together))

64. L6: miss

65. T: yes

66. L6 : for the housewife (.) it is not a slave (.) some consider it to be a slave ? (.) but it is not a shame to be a house woman

67. LL: of course ((talking together)) its an honor

68. T: it is an honor for every single woman to be a housewife

69. L9: I know more educated women that are staying at home more than uneducated women

70. T: yeah

71. L6: actually some some men are looking (.) for (.) educated women to stay at home just for teaching their kids

72. T: for teaching their kids

73. L6: yes yes yes

74. L4: and maybe for money

75. L6: no

76. T: no an educated woman to stay at home

77. L4: ahh ok (.) not working

As it was shown, the excerpt is too long, but it exemplifies better how turn taking is able to involve a maximum number of learners to interact with each other and to generate more outputs. It is remarked that the teacher's intervention in the extract occurs to repair the breakdown of communication and to engage more learners in talk-in-interaction.

The interaction started with learner 1 asking a question and selecting the second speaker (L2) to answer. Then, L2 took the turn many times because of teacher's overlap in line 4 and feedback in line 7. Also, in the moves in lines (10, 12, 14, 16, and 18) L1 took the turn again to carry on her idea. Additionally, the next lines revealed how the system organization of turn taking is widely organised among the learners with little interruption from the teacher in the form of positive feedback, helping learners to find the exact words to express themselves, or reformulating the questions to engage more interactants in the classroom interaction as it was noticed in line 57 to 77. The learners were exchanging information and asking each other questions for instance, there was an exchange of questions between L1 and L2. The same thing happened in line 20 where L3 selected L4 to answer the asked question. As it was observed that other learners take the turn to express their minds. Therefore, they keep producing long and full utterances. This excerpt displays in a good way the systematicity of turn taking and how it contributes in developing the learners' communicative competencies.

These two last excerpts were taken from teacher B. In the first one, the learners were engaged in a game where they performed some roles. The teacher in this game asked the learners to give her some jobs.

Excerpt 3.4

1. **T:** six passengers inside the baloon with a puncture. Time is running they need to convince each other that they deserve ? a place inside the baloon (.)((teacher explains more the situation for learners)) right try to convince each other that they deserve. the one who provides the strongest arguments ? the one who will have (.) the chance to survive ?
2. **L1:** they all go to hell because they didn't think of my children
3. ((all the class laugh))

4. **L2:**((ambassador)) you said i'm selfish (.) right you are the selfish one here (.) because i'm (.) thinking about the country (.) war is going to speak out and you are thinking about your souls
5. **L3:** ((psychologist)) I'm not thinking >neither about my country nor about my self< I'm talking about ()
6. **L2 :** so you have to be out
7. **LL:** ((talking together))
8. **L4:** ((air hostess)) if you think about the future of the country ()
9. **L2:** NO I think always the world is going (.) to bring out
10. **L4:**how can you why ?
11. **L2:** if you survive (.) so (.) if you survive, so why you want to die for the country
12. **L3:** and why a world war
13. **L2:** no no because I :: you know Iam the [righer] so you don't have to know the reasons
14. **L4:** we need to know
15. **LL:** ((talking together))
16. **L3:** sorry, sorry, sorry you if you all die (.) now[
17. **L2:** yes the country >will strive<
18. **LL:** ((laugh))
19. **L4:** how ↑could you fix this↓
20. **L2:** alwright so in order to () so the baloon will (.)[
21. **T:** will lend safe]
22. **L2:** so I will go I will fix relations (.) and contribute ()
23. **LL:** ((talking together)) how can you fix relations
24. **L2:**the ones prepared you know

25. L4: how can you fix the baloon, not the w ::ar !
26. LL: ((laughing))
27. L4: what about the doctor
28. L3: exactly ?you are dying
29. L2: I will fix things
30. L3:oh really !
31. L3: it's high time ? (.) you should jump
32. L2: psychologist right !
33. L3: yeah
34. L2: that's your job
35. L3: I'll help [
36. L2: they are all stressed try to make them ca ::lm (.) try to make them]
37. L4: so you need to ju ::mp
38. L3: you need to know ↑ you need to know that it's all about your destiny↓ (.) if it is[
39. L2: you talked too much (.) and the baloon is]
40. LL: ((laughing))
41. L2: yeah you talked too much (.) when you try to convince me (.) I'll be allright
42. L4: miss the doctor (.) what is your specialy in (.) medecine ?
43. L5: ((the doctor)) if :: ((hesitation)) someone [
44. L4: your specialy, plea ::se ? you are specialized in what]
45. L2: you are not going to be injured (.) you are going to be [
46. L5: if ((hesitation)) someone uh :: get injured]
47. LL: ((talking together))
48. L5: if something happen to you (.) I'll save her life
49. L: ((talking together))

50. L4: we have a nurse

51. L2: wait wait wait

52. L3: in this case (.) we have to choose either we die (.) either to survive

53. L2: no no no wait wait (.) we have to throw the nurse because you know the doctor is here

54. L6: I'm here to do everything, to do further

55. LL: ((talking together))

56. L2: our work is to abandon ? the doctor

57. L6: it is not a surgery ? it is a BALOON

58. L2: we need a doctor first

59. L1: we need the doctor

60. L2: we just have the doctor you (.) out

The teacher gave a clear instruction on what the learners are going to do in procedure context. Here, it can see how learner- learner interaction takes place through turn-taking system and with a tight control of the teacher.

The conversation in hand illustrates in a precise way how the learner-learner interaction goes in a structured pattern due to turn taking system. All learners were willing to take the turn through giving argument to convince the others that they deserve to survive. This extract showed that turn-taking plays a vital role in the involvement of a considerable number of learners in the classroom talk. From the start to the end, the moves in lines indicated that the learners took control of the turn taking without interference of the teacher, as it was noticed also that some learners took more turns than the others, for instance, learner 2 took the turn from her classmates several times, the same thing was observed about learner 3 in lines (32, 34, 36, and 39) and learner 4 in lines (43, 45, 51 and

64). Moreover, the transcripts revealed that turn taking system creates a communicative context and a joyful atmosphere for learning.

Excerpt 3.5

1.T: What is the place of the men and women ?

2.L1: I can say that the place of the woman is at home.

3.LL: ((talking together))

4.L1: not at that much but (.) hh if we :: and the place of the men is outside to work to : [

5.L2: to bring money]

6.L1: yes ?

7.L2: and carry about his [

8.LL: his kids]

9.T: his responsibilities.

10.L3: she says that the women's place is at home. ↑what are you doing here ↓ (to learner1)

11.LL: (Laughing))

12.L3: I mean ↑ studying studying studying ↓sponding ? I mean all your whole life studying then staying at home.

13.L1: Yes i said that i'm against and i'm buffering () and i want to work on the future (.) and [realize] my hope of my parents.

14. T: parents.

15.L1: But if i get engagedand i see that my (.) husband is enough to[

16.T: has enough money]

17.L1: yes ? enough money(.) and he is responsible ((hesitation)) (.)

18.L3: you mean that working is before marriage.

19.LL: before marriage

20.L1: yes ? yes yes

21.T: ah, she can work before marriage once[

22.L1: before I I I like to work even after marriage but if i will have for example children

and i don't have someone to :: [

23.L4: you wil give up]

24.L1: so i will stop if my husband °will be responsible° enough

25.T: () for the family and take his responsiblites

26.L5: () the Algerian

27.T: she objects. ↑she has an objection ?

28.L6: and even if he : has much more money ? I won't give up and I won't stop my work

because he has money if he wants to stop me go and look for hh[

29.L7: another woman]

30.L6: yeah another woman

31.LL:((talking together))

32.L8: it choose to (.) let me say marry again so he (.) is (.) betraying (.) he is betraying (.)

but me say betraying the relashionship is destroying everything

33.LL: ((talking together))

34.L5: but you want to choose if he want that thing> and wish for that chance chance that I

give a chance to get >[

35.T: Married again ? OH MY GOD

36.L6: this is must be disscussed before marriage.

37.L5: Yes.

38.LL: Yes of course

39.L1: Yes of course

40.L1: but i think that

41.L6: I don't trust men.

42.LL: ((laughing))

43.L1: for example you your husband allow you to work. Even after (.) yes so you will work you have a chance ? (.) tell me how will (laughs))

44.LL: ((laughing)).

45.T: will take care

46.L1: will you take care

47.L6: you have to (think) a lot

48.L1: you are in a place where

49.LL: ((talking together))

50.T: Far from the family far from both husband family and your family.

51.L6: he has his family and I do have my family (.)

52.LL: I'll bring my sister ok (.) it's okey I'll bring my sister

53.LL: ((talking together))

54.T: can you trust your sister ?

55.L6: No she has her own life

56.L: ()

57.T: your sister has her own life ? what about her dreams, can you control her dreams just

58.L6: I mean I do have just a period

59.T: ((interrupts her)) so (.) a period for the first child a period for the second child and a periode for the third CHILD ?

60.L6: I'm not going to work far away

61.T: you don't know no body knows what the future holds for him

62.L5: there are associations that keep [

63.T: kindergarden ?]

64.L1: miss say this just because we are living a situation and an ::d but when you think
logically

65.T: logic ((calls L1's name)) and logic ?

66.L1: logically you are not going to change your mind ? I'm sure

67.T: right

In this classroom conversation, the teacher initiated the topic of discussion by asking a question, as it was seen in the transcripts, the question raised the learners' motivation to interact and express their opinions and because most of the learners in this classroom were girls, they found it as a chance to talk about their role in the society. Learner 1 volunteered and took the initiative to provide her answer. Then, in line 5, Learner 2 overlapped her and gave her opinion. Learner 1 took the turn again and agreed on what her classmate has said. Learner 2 again took the turn in line 7 and produced her output. In line 10 and 12 another learner (L3) took the floor to give her point of view. Moreover, in the moves of lines (13, 15, 17, 19...24), three learners build up interaction through taking turns, and generating different answers. This extract shows how turn taking system involves more learners in the interaction process and encourages them to participate and share ideas. Turn taking makes a completion and a continuity of talk so that whenever someone stops talking, the other one takes the turn to express her/ his idea or gives additional information. The extract also shows that the teacher gives the learners sufficient time to talk and does not interrupt them. This makes the flow of interaction occur in a continuous way.

All these excerpts show how the learners' turn taking system is taken inside an oral classroom and how it provides expression in a smooth way. They also show the different types of activities that teachers use in order to make learners express their ideas freely without any kind of fear or inhibition to talk.

Appendix 1-2 contains two other examples of turn taking system

2.4.Discussion of the Results

Based on the data gathered and analyzed from the conversations transcribed beforehand, some results were revealed concerning the different strategies teachers and learners depend on in classroom interaction to improve learners' communicative abilities and make the classroom a communicative and interactive context. The discussion of the findings is about teacher talk, and that both teachers made use of during the interactional process. That is to say, scrutinizes two components of teacher talk which are questioning with reference to feedback as a supportive strategy and turn allocation, moving to shed light on the learners' turn taking system. Conclusively, this discussion treats the three parameters used in talk-in-interaction as creators of communicative environment in EFL classes.

2.4.1. Teacher Talk

2.4.1.1. Teacher Questioning

Questions play a major role in the language classroom ; most of the talk is organized through teacher asking questions and learners answering them. It is through this strategy that the teachers engage the learners in the interaction process.

The recorded sessions gave insights about the questions the teachers ask and the different types of questions they use in oral classes. It is inferred from the data that referential questions outnumbered display questions and the other types of questions. This type of questions engenders more responses from learners, creates more opportunities for learners to express their feelings and perspectives and makes them willing to communicate. This leads to language development. Contrarily, display questions are used to check the learners' comprehension. Also, the learners generate their answers in small pieces of

information, this leads to little production. Moreover, the use of referential questions makes learners so communicative and interactant in comparison to display questions.

It can be noticed that whenever the teacher asks a close question which requires a "yes" or "no" answer, she addresses another referential or open question in order to involve the learners in the negotiation of meaning which increases the flow of teacher-learner and learner-learner interaction. Teacher-learner interaction is the most dominant one when questions are asked ; the learners rely on their teacher to take turns by raising their hands and wait for the teacher to select. The communication between the teacher and the learners is much natural and resembles the one that may occur outside the classroom.

Questioning strategy is widely used in EFL contexts. Teachers opt for the use of referential questions because they are efficient techniques in language classroom especially, in cases where the classroom is considered the only opportunity for foreign language production.

The teachers often provide comments on the learners' oral production. These comments are in the form of positive feedback. By doing so, the teachers either repeat, rephrase their utterances, accept their answers, give additional information, or simply acknowledge the learners. The teachers offer positive feedback in order to make the communication go on in the classroom. They make learners interact and decrease their fear to talk in front of others. It is also noticed that some learners hesitate or feel shy to express themselves. In those cases, the teachers rely on positive feedback in order to make them feel at ease and encourage them to talk. Sometimes, the teachers explicitly correct the learners' utterances, notably when the learners make grammatical mistakes or mispronounce a word.

2.4.1.2. Turn Allocation

When it comes to the analysis of turn allocation in oral classes, it is found that the teachers do not rely too much on this technique. They rather wait for their learners to take the turns and ask for the floor to talk. It is also noticed that when teacher B tends to allocate turns, the learners' production is short and limited. They are not engaged in the interaction with their peers. Hence, turn allocation provides the opportunity for teacher-learner interaction to occur but limits learner-learner interaction. It decreases the communicativeness of EFL classes and the chance for developing the learners' interactional skills is lost in the turn allocation technique.

2.4.2. Turn Taking System

The learners' turn taking is apparent in classroom discourse. The learners tend to take turns in order to generate and construct more output. This implies that the more learners take turns and interact with each other, the more their interactional competencies develop. This results in enhancing the learners' communicative skills. Taking turns helps the learners to speak spontaneously and reduces their anxiety when interacting with their peers.

The teachers used different activities in order to provide opportunities of indulging in communication and to encourage initiation and taking control of turn taking which is important to create a learner-oriented rather than a teacher-oriented classroom. This can be considered the basis of Communicative Language Teaching.

It is apparent that the teachers moved away from being the authority in the classroom to be just guides and controllers to show that they were aware of their roles in Communicative Language Teaching. By doing so, they create a better environment for learners to foster their communicative competence. In other words, when the teachers tend to shift and change their roles, they open the door for learners to discuss and negotiate with each other.

The learners were used to take the management of turns. Accordingly, as third year learners of English, they were active in taking turns, in a spontaneous way, and were willing to take the floor to express themselves. The teacher's role as feedback provider gave the learners more chances to talk and to volunteer to participate in the classroom.

Peer interaction is of a crucial value in foreign language learning. This type of interaction is the dominant in turn-taking system. The learners interact collaboratively in the classroom contexts, especially when they are asked to play a game or when they are engaged in a discussion. They exchanged turns and interact under the teachers' control of the activity. That is, they talked, generated more utterances, and developed their oral production.

What captivates one's attention through that observation is that learners were more stimulated and enthusiastic to speak further and narrate their experiences. They were willing to take part in classroom interaction to the point that they were competing to take the floor.

Research Implications and Suggestions

On the basis of the results obtained in this study, some recommendations can be set down :

- Teachers need to take into consideration the importance of Classroom Interaction while teaching foreign languages, since it fosters participation which is the first lead to increase interactions and communication, then, later to learners' language development.
- EFL teachers need to choose various and interesting interaction activities to engage their learners in the learning process and get motivated to speak and interact.
- Teachers need to avoid playing the role of the controller to shift from teacher-centredness to learner-centeredness.
- Learners need to interact, communicate and share the classroom time with their teachers and with their peers so, they can create a communicative context of teaching and learning.

- It is highly needed to conduct a research on turn-taking in order for learners to know how and when they should take turns.

Limitations of the Study

This study might be exposed to some limitations and this is for many reasons :

- Time constraints can be considered as the most limitation of the current piece of research. Having more time would be helpful in data analysis.
- It is worth mentioning that, the transcription of the videos and audios selected for the analysis was a very hard process that took a long period of time.
- Lack of references concerning the concept of " Communicativeness ".

Conclusion

The analysis of the data obtained revealed that both the teachers and the learners used a variety of strategies in classroom interaction that had a positive impact on advancing the communicativeness of EFL classes. By using different types of questions, especially referential ones, the teachers engaged the learners in oral discussions in which they constructed and generated more English language production. Additionally, providing feedback by the teachers opened the rooms for learners to communicate and overcome their anxiety and shyness. The results also showed that the teachers rarely depended on turn allocation technique rather, they preferred to give the learners the chances to take turns and compete to produce more output in the classroom.

General Conclusion

Classroom interaction is regarded as a central element in communicative language teaching. This approach seeks to develop communicative competencies of learners through engaging them in a teacher-learner and learner-learner interaction. Classroom interaction provides learners with more opportunities to talk, interact and exchange ideas. Hence, classroom interaction in CLT serves to enhance and strengthen the classroom discourse that includes both teacher talk and learner language in order to achieve a successful interaction and to reach the goals of learning a foreign language.

The concern of this research was based on analyzing what goes on in the classroom when the teacher and learners interact with each other to increase the communicativeness of EFL classes. The investigation started by examining the strategies used by the teacher to construct a teacher-learner interaction and their effects on the enhancement of the learners' oral performance. Then, it goes on to the learners

production which means the role of the learners' taking turns in their involvement in oral participations.

This piece of research attempted to analyze the components of both teacher talk and learners language. It answered the following questions :

- What are the interaction strategies used by EFL teachers to make learners communicate in an effective way ?
- Does interaction create opportunities for learners to negotiate and promote chances for the comprehension of the foreign language ?
- How can classroom interaction improve the communicative competence of EFL learners ?
- To what extent can classroom interaction advance the communicativeness of EFL classes ?

It was based on the hypothesis which stated that if EFL teachers made use of the strategies of questioning, turn allocation, and turn taking system in classroom interaction, learners would be able to interact and communicate successfully. The results of the study confirmed that the learners' contribution in oral interaction could be related to the types of questions that teachers addressed when a teacher-learner interaction occurred. In other words, when the teachers directed a referential question or sometimes an open one, they raised the interest of the learners to speak and produce more output. Also, they stimulated them more when they addressed positive feedback that motivated the learners to get rid of their hesitations and shyness. It was found out that when teachers chose to ask a display or a close question, the learners' performance was reduced and limited. With reference to the second strategy, it was seen that turn-allocation did not involve the learners in communicative interactions and became less spontaneous.

The analysis displayed that the learners collaborated in the construction of classroom discourse throughout the turn-taking strategy. That is, the learners performed better and took control of classroom interaction when they took turns and competed to overlap their peers to talk.

The results obtained came to the conclusion that the strategies employed promoted the flow of communication and fostered foreign language learning. Classroom interaction created more chances for the learners to communicate and interact in a meaningful contexts; in other words, it made them communicatively competent. The strategies used in classroom interaction by the participants in EFL classes contributed to the enhancement of the classroom communicativeness, and this confirmed the use of the strategies of questioning and turn taking system by the teachers in EFL classes and rejected their use of the turn allocation technique.

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Appendix 1

Transcription Conventions

[indicates the point of overlap onset
]	indicates the point of overlap termination
=	(a) turn continues below, at the next identical symbol (b) if inserted at the end of one speaker's turn and at the beginning of the next speaker's adjacent turn, it indicates that there is no gap at all between the two turns
(3.2)	an interval between utterances (3 seconds and 2 tenths in this case)
(.)	a very short untimed pause word underlining indicates speaker emphasis
<u>word</u>	underlining indicates speaker emphasis
e:r the:::	indicates lengthening of the preceding sound
-	a single dash indicates an abrupt cut-off
?	rising intonation, not necessarily a question
!	an animated or emphatic tone
,	a comma indicates low-rising intonation, suggesting continuation
.	a full stop (period) indicates falling (final) intonation
CAPITALS	especially loud sounds relative to surrounding talk

○ ○	utterances between degrees signs are noticeably quieter than surrounding talk
↑ ↓	indicate marked shifts into higher or lower pitch in the utterance following the arrow
> <	indicate that the talk they surround is produced more quickly than neighbouring talk
()	a stretch of unclear or unintelligible speech
(guess)	indicate transcriber doubt about a word
.hh	speaker in-breath
Hh	speaker out-breath
→	arrows in the left margin pick out features of especial interest
Additional Symbols	
(T shows picture)	non-verbal actions or editor's comments
<i>ja</i> ((tr: yes))	non-English words are italicised, and are followed by an English translation in double brackets
[gibee]	in the case of inaccurate pronunciation of an English word, an approximation of the sound is given in square brackets
[æ]	phonetic transcriptions of sounds are given in square brackets
< >	indicate that the talk they surround is produced slowly and deliberately (typical of teachers modelling forms)
X	the gaze of the speaker is marked above an utterance and that of the addressee below it. A line indicates that the party marked is gazing towards the other; absence indicates lack of

	gaze. Dots mark the transition fromnongaze to gaze and the point where the gaze reaches the otherismarked by X
T	Teacher
L	unidentifiedlearner
L1	identifiedlearner
LL	several or all learnerssimultaneously

Appendix 2: Example of turntaking system

1.L1: ((select L2)) do you think that (.) divorce can lead children (.) children are victims

°are they° (.) also do you think that (.) divorce can lead children to :: () I mean to affect their behaviours and ↑ manners and can be [

2.L2: I think (.) if they don't find (.) someone (.) who (1.0) help them in their lives it's of course the absence of the father needs (.) is very painful and harmful.yes, because in our ↑ courts (.) these days (.) the ((hesitation))

3.T: ((hesitation)) custody]

4.L2: the custody is for women and for ((hesitation)) for (.) the mother so this will affect the children [

5.T:negatively]

6.L2: they will lose (.) their (.) father and behave in ° a bad way ° (1) I think he (guess) because (.) sometimes (.) you ↑ find who support you (.) who takes care of you

7.T: of course.

8.L2: ↑ for example ↑ your uncles your (.) sisterand she express that she can helps you but if you don't find any one ()

9.T: yes thank you ((give the floor to another learner))

10.L3: I think that children (.) because of divorce can find themselves in psychological problems.

11.L1: ((to learner 04))

12.L1: is there a way to avoid divorce I mean when parents so ↓ do you think ↓ engaging are arguing for something serious. Is there something how they can overcome divorce (.) how they can get into a point without getting ()

13.L4: Nowadays we see (.) that the degree of divorce is higher and (.) because (.) of reasons that it's non sense

14.T: how can a couple [

15.L1: how can they [

16.L4: but if they are strike (.) may be they will agree [

17.L5: to listen to each other]

18.L4: yeah if they listen to each other (.) because of their children

19.T: okey

20.L4: to find solutions that problem.

21.T: and that children (.) not get distant (.) just to protect ? them

22. okey, thank you.

23.L6: ((to learner 7)) if do you think that women should work in all [fields] or just in some ()

24.T: fields

25.L7: No (2.0) ↑ there are some fields ↓ that I don't think that women should be a part of ↓

26.L6: for example.

27.L7: for example (2.0) ((hesitation)) (.) in our case (.) in the place where I live ? (.) there is a fac there is a ((hesitation)) (3.0)

28.L6: °afactory°]

29.L7: a factory yeah (.) ↓ it's firmly men (.) it's only men who work there ↓ (.) and there are like some few (.) few women (.) three or four (.) a::nd it's ((hesitation)) like I don't find it appropriate to (.) goand work (.) there (.) this is only a vailable (.) for men because it is based on (.) ((hesitation)) the effort and on buildings and those ()

30.T: ok thankyou

Appendix 3: example of turntaking system

1.L1:((selects L2)) will you ↑ allow your wife to work ↓

2.T: ((calling learner 2's name)) ↑ would you allow your future wife ? to work ↓

3.L2: I will be (contradictional) my wife will stay at home (.) because I'm I II I'm can afford all the thing that she need [

4.T:needs]

5.L2: () things that I give and if I am a normal [

6.T: () one]

7.L2: I leave her working women (.) because

8.LL: ((laughing))

9.L2: () betweentwo people

10.T: I respect you

11.L2: yes they are two friends (.) and two (.) brothers (.) and maybe (.) sisters not just ((hesitation)) not : just husband and a wife

12.T: I respect (hesitation) your (3.0) point (.) of defend

13.L2: yes they help each other just to (.) ease their life

14.T:okey [

15.L2: you know that things are very expensive]

16.T:Exactly.

17.L2: especially if they are () out

18.T: ((laughs)). okey. thank you so much.

19.L2: what are the reasons of ° illegal immigration°

20.T:what are the reasons

21.L2: of illegal immigration ()

22.T:Ahh ok.

23.L3: Reasons behind illegal immigration [

24.T: reasons that lead to [

25.L3:illegalimmigration]

26.T:what make a person immigration illegally ?

27.L3: lack of choice of (.) jobs.

28.T:Ahh being jobless (.) what else (1.0) ((calls out a student name))

29.L1: poverty and (.) bad conditions of life in the country here in Algeria there is poverty
and (guess) all fields of life

30.T:okey

31.L1: so people choose to immigrate only to (.) improve their life

32.L:okey to better conditions ok. thank you ((calls L3's names)) that's all (.) and to gain
money ((laughs))

33.L2: ↑and also the media ↑

34.T: what do you mean by the media?

35.L2: television and series they watching

36.T:ahuh ((laughs))

37.L2: we don't live the same with Ameican

38.L1: I think it's the same

39.T: thank you

40.L1: I want to ask ((L2)) about his situation if he is married and jobless and his working
tells him that he should do whatever she wants

41.LL: ((laugh))

42.L2: this depend on salary[

43.T: oh, you are jobless you are poor]

44.L2: I believe that before I got married, I was I had a job that's why I ()

45.T: yes

46.L2: and if I am jobless [

47.T: you 'll lose your job yes

48.L2: I believe there is no girl (.) or no woman that wants her husband to stay at home.

49.LL: of course

50.L2: he will be a loser? They want a fighter not a loser↓

51.T: ((laughs)) okay (.) so in case imagine the situation

52.L2: yes yes yes I don't expect that (.) my wife will tell me to stay at home

53.L1: maybe she will tell you for example when you marry her you have a job then you
lose your job you become jobless

54.T: mmm

55.L1: and you become jobless and your wife you are depending on her salary↓

56.L2: I depend on her salary, but if I won't have a job (.) ok I have to look

57.T: in case you didn't find and you stay at

Résumé

Cette étude examine le rôle de l'interaction en classe et l'amélioration de la communication des classes d'anglaise (comme langue étrangère)) par analyse du discours de l'enseignant et de l'étudiant. Son but est de faire participer les apprenants à la communication en classe en posant différents types de questions et en offrant des réactions pour que la communication continue. Comme il aura but pour la nécessité du système de prise de parole lorsque les apprenants sont assignés des activités ou des questions posées ou impliqués dans la négociation de sens. Aussi, l'interaction en classe maximise et améliore la production orale des apprenants. L'hypothèse retenue dans cette étude indique que si professeur et les apprenants de l'anglais comme langue étrangère utilisaient des stratégies efficaces dans l'interaction en classe, les apprenants seraient capable de communiquer et d'interagir avec succès. Cette pratique de terrain a touché un public constitué d'étudiants de cinq groupes suivis par deux enseignants différents. La méthode de recherche adopté pour ce travail est purement qualitatif pour le faire, nous avons travaillé sur certains caractéristique précise de la conversation des enseignants et du langage des apprenants. Les données requises ont été recueillies grâce à l'utilisation de la théorie de l'analyse du conversation. Les résultats obtenues ont contrés que l'interaction en classe est un outil pédagogique efficace pour améliorer les compétences communicative des apprenants il ont prouvé que les caractéristiques du discours de l'enseignant et de l'étudiant ont une relation très étroite avec la réussite de la communication quand les enseignants choisissent d'utiliser des questions référentielles plutôt que d'autres parce qu'ils sollicitent plus des réponses de la part des apprenants et les rendent plus disposés à exprimer leurs avis et décident à éviter la technique d'attribution des tournants et créer des opportunités pour les apprenants de prendre l'initiative de la parole, les chances de réussir la communication augmente.

ملخص

تهدف هذه الدراسة إلى معرفة دور التفاعل الصفّي في تطوير التواصل في أقسام الإنجليزية كلغة أجنبية من خلال تحليل خطاب الأستاذ وخطاب الطلاب أيضا. وللتفاعل الصفّي دور في إشراك الطلبة في التواصل داخل القسم من خلال أنواع الأسئلة المطروحة وتقويم ردود إجابية من أجل الإبقاء على التفاعل والاتصال، كما تسلط الضوء على ضرورة تداول الأدوار بين الطلاب عند إشراكهم في أنشطة قصد التواصل الصفّي على زيادة وتحسين الأداء الشفهي للطلبة (الخطاب الشفهي). تنقسم هذه الدراسة إلى فصلين، الفصل الأول هو الفصل النظري و يوضح التواصل و التفاعل الصفّي داخل الاقسام الانجليزية . اما الفصل الثاني فهو الفصل التطبيقي.

تتطلق الفرضية المطروحة في هذه الدراسة من أنه إذا استعمل الأساتذة استراتيجيات التساؤل، التخصيص، و تداول الادوار في التواصل الصفّي سيتمكن الطلبة من التواصل والتفاعل بنجاح داخل القسم. ولمعرفة ذلك اعتمدنا في هذه الدراسة على نظرية المحادثة البيداغوجية والتي تهدف إلى معرفة أهمية التفاعل الصفّي في تطوير المهارات الاتصالية للطلاب.

أثبتت النتائج التي توصلت إليها الدراسة من خلال استعمال هذه النظرية إلى أن التفاعل الصفّي هو أداة بيداغوجية (تعليمية) فعالة في تطوير المهارات الاتصالية لدى الطلبة، كما أكدت على أن الأساتذة يأخذون بعين الاعتبار نوعية الأسئلة الموجهة حيث يميلون لطرح الأسئلة الحيوية والتي تلمس العديد من الإجابات من طرف الطلبة حيث تخلق الرغبة لديهم للتعبير عن ما يجول في خاطرهم، كما يتجنب الأساتذة استخدام تقنية التخصيص لخلق فرص للطلبة للمبادرة بأخذ الأدوار تلقائيا للمشاركة التي تزيد من نجاعة التفاعل الصفّي وبذلك جعل أقسام اللغة الأجنبية اتصالية بامتياز.

