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The Role of Interactive Tasks in Fostering English as a Foreign Language Learners' Engagement:

The Case of Master Students of English at Biskra University

Dissertation submitted to the Department of Foreign Languages in partial fulfilment of the requirements for a **Master Degree in Sciences of Language**

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Declaration

I, Maroua HADI, hereby declare that this dissertation is my own work and has never been submitted to any institution or a university for a degree.

This work was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

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Dedication

In the Name of Allah, Most Gracious, Most Merciful

With love and eternal appreciation, I dedicate this work to my parents:

My beloved father, **Abdel-Rahman**

For supporting and encouraging me to believe in myself.

My dearest mother, **Rekia**

A strong soul who taught me to trust in Allah. My deepest love and thanks for her

prayers and sacrifices.

My brothers **Abdelkrim, Yacine** and **Mohamed Aouf** who have always been at my

disposal whenever I needed, and **Abdelhamid**

For his support from the beginning till the accomplishment of this work.

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Abstract

Fostering learners' engagement is considered to be as one of the challenges that EFL teachers can face in their classrooms. It has a great influence over the learner's quality of achievement and learning outcomes. Nevertheless, it was observed that countless EFL learners are still disengaged and demotivated to take part during their task performance and/ or learning process in general. Consequently, this study aimed to investigate the role of interactive tasks in fostering EFL learners' engagement. More precisely, the current study sought to identify the effectiveness of interaction and student-centered approach in promoting master students' motivation and active learning. The main hypothesis suggested that learners can be engaged through the implementation of learners-based interactive tasks. Accordingly, a mixed-method approach was adopted to collect qualitative and quantitative data. Moreover, to validate the hypothesis, we used three data collection tools, namely, teachers' questionnaire, students' questionnaire, and a classroom observation checklist. They were administered to 8 teachers and 40 EFL students at Biskra University. Therefore, the analysis and interpretation of the obtained data revealed that the implementation of student-centered approach and interactive tasks can result in fostering EFL learners' engagement. Thus, we can conclude that the study's suggested hypothesis was validated and confirmed because the results were in favor of the research assumptions. So, teachers, students and staff at Biskra university are recommended to integrate the student-centered approach and interactive tasks in their future curricula.

Keywords: student-centered approach, task-based instruction, interactive tasks, learner's engagement, active learning, involvement, motivation

List of Abbreviations and Acronyms

&: and

e.g.: exempli gratia (for example)

EFL: English as a Foreign Language

Et al.: et alia (and others)

Etc.: et cetera (and so on, and so forth)

RH: Research Hypothesis

RQ: Research Questions

i.e.: id est (in other words)

TBI: Task- Based Instruction

TL: Target Language

vs.: versus (in contrast to)

%: Percentage

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General Introduction

Introduction

One of the current issues in education is the pedagogy or the way of teaching. Teaching and/or learning English have become a dominant element in the world's educational curricula. Therefore, many countries, each time, try to better the English learning and/or teaching process as a second or a foreign language. In fact, classrooms are based on varied activities because of the methods are used in. To enable students to succeed in learning English as Foreign Language (EFL), language teaching and learning has witnessed a number of paradigms shifts in the areas of teaching methodology and pedagogic aims.

Since the goal of the educational process is to provide the best setting for instructors and learners to instruct and/or learn English, many strategies have been used. Indeed, college and/or university classes are extremely teacher-cantered and this situation works against students' success and development. Hence, many educators change directions towards student-centeredness just to adjust teaching activities in ways that can improve the learner's learning process.

Consequently, if best techniques and tasks are implemented in classrooms, students will be more engaged, motivated and active. So, educators must continue seeking to apply specific and well-considered approaches that support students' engagement in learning. These approaches may result in creating interactive lectures and/or lessons in which students are the most powerful element in the classroom.

1. Statement of the Problem

The traditional way of teaching and learning was based more on the teachers' roles and efforts. Teacher-centered is the predominant approach used in classrooms.

Moreover, most of the learning activities are carried out by the instructor; As a result, the students absorb and record the presented information. So, they do not function without structure and imposed control. Hence, students assume that learning English as a foreign language has no importance and they must be reluctant and hesitant towards English because it accommodates their failure due to their passiveness and disinterest during the lesson.

As many difficulties and problems observed in the field of education, disengagement is one major problem. Thus, much importance has gone to a new approach in which lessons are more based on students' centeredness. Accordingly, this study stems from the learners' remarkable uninterest, passive-participation and involvement to learn English in different lectures and/or lessons at the university level.

Eventually, educators had better apply effective approaches and applicable methods that lead to enhance EFL learners' engagement and involvement. Thus, the present research study suggested the integration of interactive tasks to foster EFL learners' engagement and active learning.

2. The Literature Review

Most of the recent research studies have tackled the importance of students' engagement. It has become a catch-all term that is commonly used in higher education to describe a compendium of behaviours characterising students (Krause, 2005). Therefore, students' engagement may include students' time on task and their willingness to participate in activities according to Stovall (2003). Thus, when students engage in their learning and academic achievement, it means that they are interested, motivated and doing efforts in their classrooms.

Both social cognitivism and constructivism espoused and advocated 'Interactive Learning '. This latter requires that students should be dynamically involved and engaged in their lesson activities. Also, interactive tasks are effective and intentionally planned format of instruction that lead to active learning. Furthermore, this type of tasks are teacher-to-student and student-to-student interactions. For instance, teacher questioning, Think-Pair-Share, and small group work are interactive tasks.

As many studies have been conducted in the field of students' engagement, Cavanagh (2011) conducted a research on students' experiences of active engagement through cooperative learning activities in lectures. He gave 113 students a questionnaire of five open-ended questions focusing on the extent on which students thought that the lecture activities helped them to learn and understand the course content and to maintain their interest and attention during the sessions. The results indicated that students valued the mix of traditional lecturing and cooperative learning tasks, particularly the use of varied activities, giving opportunities to small-group and whole-class discussions, the clear focus on one or two central ideas and the authenticity of the tasks.

As Baxter and Gray (2001) suggested that an effective learning ought to move toward a model in which students are actively engaged in the learning process. Many researches handled different research studies about students' active learning, motivation, participation, involvement and engagement mostly with multiple aspects. This study will explore the effect of interactive tasks on fostering students' engagement in the classroom.

3. Research Questions

This research sought to answer the following research questions:

RQ1: How would learners-based interactive tasks help in fostering EFL learners' engagement?

RQ2: What are teachers and learners' roles during interactive classrooms?

RQ3: Can the implementation of interactive tasks encourage learners' active learning and involvement?

4. Research Hypotheses

Based on aforementioned research questions, we proposed the following research hypotheses:

RH1: Students may be less engaged and involved in their learning because the instruction is teacher-cantered.

RH2: We hypothesised that learners can be engaged through the use of learners-based interactive tasks.

5. Aims of the Study

The general aim of this study was to see whether or not students' engagement can be fostered through the application of interactive tasks. As far as the specific aims, this study aimed to:

- ✓ Better EFL learning process.
- ✓ -Encourage EFL learners 'engagement.

- ✓ -Raise EFL teachers 'awareness of useful approaches and techniques to be implemented in their classrooms.
- ✓ -Know teachers' roles and learners' attitudes and performances during interactive tasks.

6. Research Methodology for this Study

6.1 The Research Approach

The present study sought to investigate the implementation of interactive tasks in order to foster EFL learners' engagement. Thus, we intended to adopt a mixed-method approach to get more valid results.

6.2 The Research Design

This research study was designed for a case of study.

6.3 Data Collection Methods

To gather data, we used three data collection tools. First, a questionnaire presented to English teachers to elicit their opinions on the use of interactive tasks and their students' engagement. Second, a questionnaire distributed to get students' point of views of their motivation and participation in the classroom through the implementation of interactive tasks. Finally, a classroom observation grid was used to collect deeper insights on the students' responses during the integration of interactive tasks in their learning process.

6.4 Data Collection Procedures

A semi-structured questionnaire was given to eight teachers to get a valuable data on the effectiveness of interactive tasks that may or may not lead to their students' engagement. The sampled students replied to distinct questions in a semi- structured questionnaire. Also, in the classroom observation we observed the students' reactions and engagement through the use of interactive tasks.

6.5 Data Analysis Procedures

Descriptive analysis methods were used to analyse the obtained data. A content-based approach was the main one.

6.6 Population and Sample

Population

Master students of English at Biskra University were selected as a population of our research because the sampled students were part from this level. Also, Biskra university teachers of English were another part of our population.

Sample

The sample used was a group of 40 students from the first year of the master level. Moreover, our current study dealt with eight teachers of English at Biskra University.

The Sampling Technique

A purposive sampling technique was utilised due to the fact that students of first year of master are introduced into the application of interactive tasks in their language

mastery lessons for the first time. So, they were the most appropriate choice to work with.

7. The Significance of the Study

Despite the fact that countless research studies have tackled the issue of students' engagement in the classroom, our study aimed to present a new contribution to this field. It will focus on the important effect of learners based interactive tasks. It is one of the most effective student centered approaches and/or methods needed to be applied in the recent learning and teaching processes. Accordingly, the integration of interactive tasks will lead to remarkable students' involvement, participation and engagement. So, this study will be much more contributive and conducive for future researches to search for new effective techniques and approaches that help in the learning and/or teaching processes and lead to students' success.

8. Structure of the Dissertation

This dissertation is composed of three chapters. The first two chapters provide a background of the tackled variables and a review of the literature. In other words, they present the theoretical part. Chapter one covers an overview of interactive tasks, and chapter two presents the concept of learners' engagement. However, the third chapter, that presents the practical part, analyses and interprets the data gathered from the used data collection tools

Chapter One

Chapter One: Interactive Tasks in student-centered classrooms

Introduction

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Conclusion

Introduction

The current learning/ teaching processes are calling for applying the most effective approaches in which learners are not reluctant to engage in their own learning process. This chapter deals with the idea of social constructivism that focuses on one of the recent effective methods, student-centered approach of learning. Its main parts cover definitions of classroom interaction, how to make it interactive and types of interaction. To create student's interaction, then, teachers follow some criteria of how to manage his/ her classroom and how to group students in pairs and groups or how to organize them depending on multiple factors. This is also present in the next pages. After, teachers can implement interactive tasks as a new method to incorporate their students in more practical involvement and engagement in their classrooms. So, this chapter deals with the concept of interactive tasks, its importance, as well as some interactive techniques and activities that any teacher can base his/ her lessons on.

1.1 Social Constructivism

Constructivism theory is the learning concept in which learners construct their own knowledge through their personal experience. Learners are encouraged to engage effectively in the organized learning activities. They will explore, discuss, negotiate, collaborate, cooperate, investigate, and solve real life problems in social learning environment (Al-Huneidi, Schreurs 2011). They will interact with the environment (physical and social world), to develop social and interpersonal skills and knowledge.

According to Loynes et all (2008), the concept of constructivist learning can be structured in four core features: knowledge construction, cooperative learning, self-regulated learning and using real world problems. Knowledge construction is the core element of the constructivism theory, in which learners interpret new information

using knowledge and experience they already have. Cooperative learning is essential for knowledge construction and sharing, in which learners, teachers, and external experts of the study-domain contribute to the construction of knowledge through social interactions.

Interaction is at the heart of the social constructivist theory of learning. This theory contends that human development is socially situated and knowledge is constructed through interaction with others. In addition, this dimension of interaction sheds light on the amount in which instructors provide interesting activities and tasks, projects, instructions and materials to facilitate those learning processes. As a result, learners are actively engaged via the use of these varied modalities. An agreement with the constructivist theories, formats for instruction ought to foster active participation in a specific learning opportunity (Bowman & Scott,1994). It means, students are not only showing their behaviors and participating, but they are cognitively engaged as well.

1.2 The Difference Between Teacher-centered and Student-centered Classes

Baxter and Gray (2001) stated that for effective learning it is desirable to move toward a model in which students are actively engaged in the learning process. No longer is the student expected to be a passive absorber of information. Also, it is claimed that a teacher's dominance in class makes the learning process dull and it kills the students' interests (Kundo & Tutto, 1989). Instead, the teacher must act as a facilitator and does not need to be an expert in the particular content (Tärnvik, 2007). So, the teacher's and/ or student's responsibility differs in each way.

It is worthwhile noting that these two principles, teacher- centered and student-centered classes, are diverse depending on the focus they put on. The following points will be considered as the main characteristics that differentiate each principle from the other.

1.2.1 Teacher-centered Classes

In teacher-centered learning, teachers play important roles in the learning process. Teachers are information providers or evaluator to monitor students to get the right answers, yet students are viewed as learners who passively receive information. In Teacher-Centered Instruction, students put all of their focus on the teacher. S/he talks, and the students exclusively listen.

- Focus is on the teaching process.

- They are lecture-focused.

- Students take less time talking during their classroom activities.

- Students have little to say on what is happening.

- Teachers have to listen, take notes and memorize what their students are being taught.

Consequently, teachers in these classes do not give the opportunity for interactions among their students. Then, most of the classroom interaction is teacher-student oriented.

1.2.2 Student-centered Classes

In contrast to traditional instruction, this student-centered approach focuses on meaning making, inquiry and authentic activity. The instructional goal in student–centered classrooms, based on constructivist principles of learning, is to create a

learning environment where knowledge is co-constructed by the teacher and students rather than transmitted directly by the teacher. Brophy (1999) explains that, in these classrooms, students are expected to "strive to make sense of what they are learning by relating it to prior knowledge and by discussing it with others" (p. 49). The class acts as "a learning community that constructs shared understanding" (Brophy, 1999, p. 49). Cannon and Newble (2000, p.16) defined student-centered learning (SCL) as:

> ways of thinking and learning that emphasize student responsibility and activity in learning rather than what the teachers are doing. Essentially SCL has student responsibility and activity at its heart, in contrast to a strong emphasis on teacher control and coverage of academic content in much conventional, didactic teaching.

- Focus is on the learning process.
- They focus more on tasks and not on lectures.
- Students' talking time is high.
- Students work collaboratively in small groups to answer their tasks.
- Students consider each other's ideas and thoughts.
- Critical thinking is promoted.

Over the last decade, however, views on good instruction have shifted. Educators are now encouraged to implement an instructional approach based on constructivist principles of learning (Brophy, 1999; Dollard and Christensen, 1996). Moreover, according to Mc Combs & Wisler (1997, p. 11).

> a focus on individual learner (their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) [and] a focus on learning (the best available knowledge about learning, how it occurs, and

what teaching practices are most effective in promoting the highest levels of motivation, learning, and achievement for all learners).

Here, the scholars direct their view on the importance of each individual's perspectives that are respected in this system. Then, learners are treated as co-creators of their own learning process. Unlike the teacher-centered classes, student- centered classes differ quite fundamentally from the other approach because it provides students with the opportunity to be engaged during their classroom activities and/or tasks. So, they are negotiating meaning, receiving feedback and producing outputs.

1.3 Definitions of Interaction

The term 'Interaction' is defined in multiple dictionaries as "reciprocal events that require at least two objects and two actions… [and] occur when these objects and events mutually influence one another" (Wagner, p.8). This definition attempts to clarify that interaction refers to all what happens during face-to-face actions. Consequently, all interactions involve the use of some kind of turn-taking organizations. So, each one in the classroom takes a position while receiving and/ or producing knowledge.

Therefore, different scholars and researchers try to define the concept of 'Classroom Interaction' regarding different perspectives. Celce-Murcia (1989, p.25) stated that classroom interaction is considered as a system of exchanging information through giving and receiving. It is receiving input and producing output. In addition, interaction is a result of a cooperative learning (Chafe,1998). This scholar argued that classroom interaction is an effective instructional method that encourages leaners to work collaboratively achieving the same goal. In fact, it is thinking critically and being communicatively competent.

Moreover, Allwright claims that the students' achievement of their communicative competence in the classroom, instruction has " relied heavily on the value of interaction of live, person-to-person encounters "(1984, p.156). He, also, believes on the significance of classroom interaction in which it is inherent in the very notion of classroom pedagogy itself. (p.158). So, depending on this statement, it is clear that a classroom interaction is a prominent element that leads to a successful pedagogy (as cited in Marguerite Louise Sibley, 1990, p.8).

1.4 How to Make Classroom Interaction Interactive

For many teachers, creating classroom interaction is more difficult. Gebhard (1998) says that there are, at least, five factors that any teacher should consider to make his/ her classroom interaction interactive. These factors are as follows:

- The central position of the teacher must be reduced. It means, the classroom will be student- centered.

- The appreciation of the uniqueness of individuals. Any student has his/ her own style of learning, so that the classroom is varied.

- Chances are provided for students to express themselves in meaningful ways. This will encourage their social skills and communicative competences.

- Opportunities must be given to students to negotiate with their classmates and teachers. In this way, students and teachers' relationships are close to acquire knowledge and receive feedback in a flexible manner.

- Students are free to say what they want to say, to whom they want to say it, and how they want to say it. In fact, this choice will take the student to be the most powerful element in the classroom.

1.5 Types of interaction

Teachers and students' relationships and interactions can either result in a production and / or an inhibition of a developmental change to the extent that they engage. In this way, teachers and students contacts and interactions will be the key of understanding and engagement. Henceforth, these interactions are varied in the classrooms depending on their occurrence. In this sense, as it is known that interaction is a process of sharing knowledge, it can be achieved throughout the relationship between learners and/ or learners with their teachers. In fact, Harmer (2001) asserted that this reciprocal action is divided into three main sorts. They are: content-learner interaction, learner-instructor interaction, and learner-learner interaction.

1.5.1 Content- Learner interaction

Learner content interaction is defined, according to Moore (1989), as" The process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind". In this type of interaction, the learner has the opportunity to acquire much understanding of a specific topic and/ or skill. The learner, here, is more related to the curricular or course materials and the content presented to him/ her.

1.5.2 Learner- instructor interaction

This type of instruction favors the good relationships between teachers and their students in which they come to an educational exchange. Also, when the instructor is present, the learner simultaneously gains access to all the content knowledge. Moreover, this interaction lends itself to increased student learning outcomes and

results due to the fact that the instructor is the one who designs the learning and/ or instruction object, builds assessment and finally confirms the educational attainment.

In contrast, many scholars stated that the teacher must not occupy the whole time with his/ her instructions that prevent students, at least, to ask questions. Because of that, students are disable to solve problems independently and bored to involve in with their teachers. Kundu (1993, p.13) reveals 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 on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive.

So, recent approaches of language teaching have seriously focused on the idea that the teacher's talking time must be reduced.

1.5.3 Learner- learner interaction

This type of interaction leads to the chance of the collaborative success of learners in reaching their course objectives due to the fact that it depicts the exchange among learners. One-on-one student interaction is crucial because it gives learners the real understanding of what it means to work with a partner. As a result, learners, themselves, obtain the responsibility to comprehend, analyze and evaluate content. Also, interaction between students can be done through class-wide and/ or small groups or pairs.

When working in smaller groups, it helps to emphasize individual accountability, positive interdependence and positive interaction in grading the group's work (Kirshner, Strijbos, Kreijns, &Beers,2004). In this way, motivation is much more

enhanced. This is realized by placing greater responsibility and ownership on the students, and by offering them truly engaging and often collaborative work (Schechty, 2002).

1.6.1 Grouping students

Working together is important as "pair and group work immediately increase the number of students talking time" (Harmer, 1991, p. 164). Forms of classes may differ from one to another. Indeed, there are no limitations to the way in which teachers can group their students in the classroom, though certain factors, such as over-crowding, fixed furniture, and others. For this reason, classroom teachers and researchers have developed various ways to structure and regulate the interaction within collaborating groups so that learners are required to interact in ways that induce the cognitive processes appropriate to the learning task.

1.6.1.1 Pair Work

In pair work, students can quickly be organized to practice language together, study a text and do activities, such as information- gap (Harmer, p.165). This way, also, allows them to interact independently without the intervention of their teacher. Thus, it promotes learner independence. Hence, introducing pair work is an effective strategy that could lead to success in language learning because it helps to increase students' interest in term of the oral tasks. According to Burges (1970, p. 19) there are several steps that any teacher must consider while applying the pair work technique. They are: students think individually, discuss in pair and, then, communicate.

1.6.1.2 Groupwork

Sometimes, students can not engage to some activities and tasks because they are grouped in pair works. Then, their teachers group them in a form of groups of more than just two students. In this case, learners are capable to prepare tasks, such as presentations or discuss an issue and then come to a group decision. This technique encourages broader skills of cooperation and negotiation. Also, small groups of around five students lead to a remarkable involvement and participation.

Group work is a teaching strategy at all levels of education and researchers have observed that group-based assignments and discussions are a common feature of tertiary education (All Wright & Bailey, 2004). Due to that, teachers almost use it to give their students an opportunity to endure practically their ideas and thoughts. This strategy asserts a number of advantages as Gower (1987) has claimed that it stimulates the learners' experience of various types of interaction and helps to generate a more relaxed and cooperative classroom atmosphere. (as cited in Raja, 2012). Consequently, group work makes students autonomous learners who work collaboratively for their own learning.

1.6.2 Organizing pair work and groupwork

Problems might occur in any classroom. One problem is that sometimes students may react to their teacher's decision of making them work in pairs and/ or groups. So, students have to be convinced that pair work and groupwork are worth doing. Then, instructors ought to follow the following steps:

1.6.2.1 Making it work

To solve teaching/ learning routines that result in problematic issues, teachers must know when and how to use different student groupings. Students may differ in their preferences of staying on their owns in classroom. Others, like to do their activities in groupworks. So, one way to discuss a pair work or groupwork is to do a group activity with students. Then ask them to say their opinions and their feelings towards this idea. After, the agreement and/ or disagreement they provide will be as a decision of the tasks will be chosen and the form of grouping in the classroom (Harmer, p.168).

1.6.2.2 Creating pairs and groups

According to Harmer, once students accept to work in pairs or groups, teachers must consider how to put them into those pairs or groups. It means, the teacher needs to ask him/ herself about the way his/her students must be grouped in light of the following principles:

o **Friendship**

A key consideration while putting students in pairs or groups is to be certain that friends are put with their friends. It makes the classroom atmosphere more flexible, rather than risking the possibility of letting them work in a difficult and/ or an unpleasant way. In a way, teachers may allow students to group themselves. The danger with this, however, is that friends will form pairs or groups and speak about personal things as opposed to doing the activity. So, the teacher should consider this factor.

o **Streaming**

The issue of streaming students in groups centers round whether or not students are streamed according to their ability. One suggestion says that pairs and/ or groups should be as a mixture of weaker and stronger students. Consequently, this process will result in that the knowledgeable students will help other weaker peers. Lynch (1996, p.115) mentioned that the more there are differences between learners, the more they need negotiation. Another point of view suggests that weaker students are grouped in the same group to receive special help. And stronger students, on the other hand, perform in more challenging tasks.

o **Chance**

In fact, reasons of friendship, ability or level of participation are not considered when students are grouped by chance. This is the easiest way of organizing students since it takes little pre-planning. To do so, for example, the teacher asks his/her students to be in pairs through the 'Wheels' scenario. Here, the chairs are divided into two circle halves facing each other. They are in a form of a or an anti-clockwise direction. When they are told to stop, each student works with the person facing him/ her. Also, groupwork can take multiple forms. The teacher arranges random groups by asking students to get out of their chairs and stand in the order of their birthdays. Otherwise, groups of people wearing red or blue, and people with glasses may be other forms of a groupwork.

o **The Task**

Sometimes, who works with whom is determined by the task itself. For instance, at the university level in some practices, we need to compare cultures, so students

from different countries will work together. However, if the task is focusing on a particular leisure activity as music, cooking, sport and others, students will make up their pairs and groups regarding the purpose of the task.

o **Changing groups**

It is not necessary for students to stay in the same groups from the beginning till the end of an activity. Activities may vary and members of the groups vary also. For example, students start doing their tasks in pairs, then continue in groups of four, six or even more. So, groups may change flexibly depending on the task.

o **Gender and status**

In some contexts, it is not appropriate to put boys and girls, or men and women working together in the same group. Similarly, we may pay attention to each individual's status outside the classroom. One activity needs a homogeneous class because they have the same level. Other activities, need students with different needs, so that they work on many aspects of language. So, pairing and/ or grouping students has to consider different factors to better the classroom atmosphere and the students' engagement.

1.7 Definitions of task-based approach/ instruction

Task- based instruction (TBI) is viewed as the core of communicative language use for many scholars. In this approach, learners are more language users and this is more appropriate for them because they see that communication is what they need in their classrooms as second/ foreign language learners. In contrast, they must not be mere capable to produce correct language forms or structures. This is the change from

the traditional approach of presentation, practice and production (PPP) to TBI pedagogy in which students are treated as ' language users ' (Ellis, 2003, p. 252).

Prabhu (1987) defines tasks as " an activity which requires a specific outcome where the learners have to arrive to the outcome from given information and through some processes of thought, and also allowed teachers to control and regulate that process" (p. 24). Besides, Branden, Bygate,& Norris state that TBLT is considered as a 'learner- centered approach to language teaching in which learners regulate the tasks provided to them in their own way after following the instructions. So, here, the method opposed to the traditional one where the teacher is the most dominant, and now he mostly plays the role of a facilitator in the classroom (as cited in Rubaiat,2018, p.15).

Additionally, Nunan (1989) stated that a task is " a piece of classroom work which involves learners in comprehending, manipulating, producing and interacting in the target language while their attention is principally focused on meaning rather than form" (p.10). Similarly, many scholars supported the idea that in a task, much priority is given to meaning. Also, tasks focus on their accomplishments and goals. All in all, any task has its proper content, specific objectives and varied outcomes.

1.8 What are interactive tasks

Classrooms must be more based on effective instructional strategies. Many instructors suppose that one important method is the interactive tasks. Teachers experience teaching with their students and notice during their classroom activities that some students are engaged, instead of others that feel like they are fidgeting. Thus, they look for other effective methods dealing with interaction between teachers and students and/or students with their classmates.

Sharon (n.d. p. 4) has defined interactive tasks as:

> An effective and intentionally planned format of instruction that makes learning a shared social experience. Students and teachers learn from one another as they work collaboratively and cooperatively-observing, discussing, questioning, sharing and transferring knowledge. Through these interactions, students learn content knowledge and how to work productively in a group, an important social skill for life.

Basically, interactive tasks are those actions that occur during teacher-to-student interactions and student-to-student interactions. So, these can create many types of activities in which they receive and produce knowledge and meaning. Activities differ from teacher questioning, think-pair-share, and small group work (see p.6) and others. They are examples of interactive tasks.

1.9 Interactive techniques

These techniques have numerous benefits. The instructor can easily and quickly assess if students have really mastered the material. The process of measuring student understanding in many cases is also practice for the material. Often students do not actually learn the material until asked to make use of it. Finally, the very nature of these assessments drives interactivity and presents several advantages. Students are revived from their passivity of merely listening to a lecture and instead become attentive and engaged; they are two prerequisites for effective learning. These techniques are often perceived as "fun", yet they are frequently more effective than lectures at enabling student learning. Nurul (2018, p.23) suggested some techniques that will initiate interaction in the classroom.

Teacher questioning: questioning is considered as an influential teaching act because it is the basic way that teachers use in their classes. It is used to stimulate participation, thinking and learning.

Choral Response: it is asking a one-word answer to the class at large. Volume of the answer will suggest how much the students' comprehension of the content is. It is useful to drill new vocabulary into students.

Think-Pair-Share: Students share and compare possible answers to a question with his/ her classmate before it will be addressed to the whole class.

Role-Playing: Assign roles for a concept, students research their parts at home, and they act it out in class. Observers critique and ask questions. Can be done with one student or more.

Pictionary: for important concepts and specific terms, students play Pictionary. One draws images, the rest must guess the term.

Wheel in a Wheel: ask half of the class form a circle facing outward. Then have the other half of the class form a circle around those students, facing inward. So that, they are facing one of the students in the inner circle. The inner circle remains seated throughout the exercise, while the outer circle rotates to the right, one person at a time. With each new pairing you provide a discussion topic/question that will help the students get to know one another. Make sure both partners have time to share.

Question and Answer Cards: Make index cards for every student in the class; half with questions about class content; half with the right answers. Shuffle the cards

and have students find their appropriate partner by comparing questions and answers on their own cards.

Snowball Discussions: Students form pairs and respond to a discussion question posed by the instructor. After a few moments, pairs join together to form groups of 4 and share their ideas. Groups of 4 then join to create groups of 8, and so forth until the entire class is engaged in discussion.

Pinwheel Discussions: Students are divided into groups. All but one of the groups are assigned to specific topics or positions, while the fourth group is designated as the "provocateur" group. Each group chooses a speaker, and speakers sit facing each other with their other group members seated fanned out behind them (the overhead view of this configuration looks like a pinwheel). The speakers discuss their assigned positions (or provoke further discussion, if in the "provocateur" group), and every few minutes, new speakers rotate in and continue the discussion.

Forced Debate: Students debate in pairs, defending either their preferred position or the opposite of their preferred position. Variation: Half the class takes one position, half the other. The two halves line up, face each other, and debate. Each student may only speak once, so that all students on both sides can engage the issue.

AlKandari (2012) stated that students positively acknowledged that discussions, debates, group work, and presentations were designed to enhance their learning and communication and resulted in increased engagement and motivation to learn. Consequently, the aforementioned techniques are supposed to be the main effective tools that lead to students' interaction in their classrooms. They are just examples, and there are many others.

1.10 Importance of Interactive Tasks

Sharon (n.d) stated that there are a variety of reasons that make interactive tasks important. They are paraphrased below :

❖ **Interactive tasks can support reading comprehension**

Reading is considered one of the central skills that any learner of a language must focus on. The same is for its comprehension. When teachers give students opportunities of reading and comprehending, or tackling the ideas of the text, they can create diverse interactions. Firstly, they will be much more connected to the material and/or content in which they reinforce their understanding. Besides, students will grasp and learn new concepts about the language of the text. Then, exchanging and interacting thoughts with their teachers and/ or classmates. So, via this process, learners will be able to receive input through reading and producing output. Accordingly, they improve their receptive and/ or productive skills.

❖ **Interactive tasks help to shift responsibility for learning from the teacher to the student**

In classrooms that are based on interactive tasks, students are the most powerful elements because they are more responsible for their learning. Many challenges may face students due to the fact that they are not used to replace their teachers in the class. Teachers, then, are mere guiders, facilitators and assessors for their student's performances and attitudes. For instance, an appropriately scaffolded lesson and well-thought out response activity will make students curious for learning more about a topic. Consequently, language skills are acquired in a challenging way. The

responsibility and opportunity of seeking and making meaning is shifted from the teacher to the student.

> ❖ **Interactive tasks provide opportunities for peers to support and learn from one another**

Students working with their peers are capable to make sense of a given thought or an idea that appears somehow difficult and struggling. Sometimes, student understand better when it is explained by a peer who may have newly figured it out himself/ herself. "Both mainstream and minority students show far greater increases in academic achievement when they participate in collaborative learning projects than when they remain in traditional teacher focused classrooms" (Sharon, p.5). Also, by working in groups, students learn from their shared discoveries and experiences together (Vygotsky, 1978, 1986; cited in Walker, 2005).

Furthermore, there are three commonly cited benefits of peer and cross-age tutoring; tutors and tutees may have or have not the same age. These three benefits are: the learning of academic skills, the development of social behaviors and classroom discipline, and the enhancement of peer relations (Greenwood, Carta, and Hall 1988). So, it is significant to note that all such benefits accrue to both tutor and tutee. (As cited in Sharon n.d).

> ❖ **Collaboration helps English language learners to engage in meaningful content work while acquiring English**

Many researchers of second language learning found that students did not develop native-like proficiency in English sentence construction and word choice until they had opportunities for extended output (speaking and writing) and collaborative

dialogue that demanded linguistic accuracy, Swain (1995). This statement gives much importance to language in use and practice. Moreover, students have to deal with the target language in its real contexts, especially with its native speakers in a flexible way that better their proficiency of different productive skills.

It means, learners will be able to speak and write their target language. Therefore, working with others requires English language learners to: notice the gap between what they want to say and are able to say, test what they want to say and modify output based on feedback from others, and reflect on language use to internalize language knowledge (Swain, 1995). Hence, an interactive task should consider English speakers mixed- language proficiency through giving students the opportunities of leadership and/ or control roles.

❖ **Interactive tasks aid to build life skills necessary for success in the 21st century**

Sometimes, students see themselves incompetent when dealing with activities that let them work in a competitive and/ or individualistic manner. One solution for this problem is that teachers group them to work collaboratively to better solve language or classroom problems. Recent research has shown that this learning process, as opposed to competitive or individualistic efforts, results in higher achievement, increased positive interpersonal relationships, and higher self-esteem (Gupta, 2004).

Cooperative opportunities help students prepare for the 21st century, where expectations to work and learn in a team-like environment are frequent (Uchida, Cetron, & McKenzie, 1996). As well, cooperative learning processes help students to share their own experiences. Then, students should acquire diversity, social skills while working in a diverse, heterogeneous cooperative learning teams.

❖ **Incorporating student interaction into a lesson can help teachers chunk language and content into manageable pieces**

When learners want to learn their foreign language, they are supposed to deal with different types of interaction in their classrooms. They help them to chunk their output with their prior knowledge, that is input. This opportunity, in fact, is given by their teachers. Consequently, it is infrequent for collaborating learners to engage spontaneously in effective interaction or match their type of interaction to the task at hand without some form of explicit prompting or other guidance by their teachers (Bell 2004; Britton et al. 1990; Cohen 1994; King 1994; King & Rosenshine 1993; Kuhn 1991, cited in Sharon, n.d). So, teachers, themselves, can help their students to grasp the content when given them the time to negotiate meaning or digest their understanding of the lesson. Here, students will interact with each other in a flexible way, and the teacher will be able to manage the content processing s/he provides.

Conclusion

To conclude, the current chapter tried to present an overview of the student-centered approach of learning/teaching differing from the traditional one, teacher-centered approach. At first, it provides different definitions of the classroom interaction that is essential in this approach, and how to make it interactive passing through varied steps. Alongside with the main types of interaction that may occur between learner-content, learner-instructor and learners with their classmates. Then, grouping and/ or organizing students in pairs or groups according to numerous factors. Finally, this chapter explained the concept of interactive tasks, its importance and some examples of interactive techniques. All in all, the implementation of interactive tasks gives students the opportunity to control their own learning by being

actively involved and engaged rather than simply passively receiving information from a lecture.

Chapter Two

Chapter Two: Learners' Engagement

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CHAPTER TWO: LEARNER ENGAGEMENT

Introduction

Dealing with second/ foreign language teaching/ learning is noteworthy and valuable for both teachers/ learners. They face several issues that may facilitate or impede this process. One of these issues is learners' engagement. Thus, this concept is more focused on this chapter. First, many definitions, varied components and typologies are discussed. Therefore, it clarifies the role of the teacher that impact each type of engagement on the learner him/ herself, teacher's practices that foster students' engagement, characteristics of engaging tasks and the difference between engaged and disengaged learners. Additionally, it highlights the benefits of engagement, its relation with active learning and motivation. Finally, the present chapter provides the effectiveness of interaction as a strategy to improve learners' engagement.

2.1 Definitions of Student Engagement

Student engagement is generally recognised as a central influence on learning achievement in higher education. It is being widely theorised and researched. This concept is usually deemed to be among the best predictors of learning and personal development. There are currently various definitions of student engagement. Hu and Kuh (2001) defined engagement as "the amount of effort dedicated to educational activities that bring out ideal performance" (p.555). Lewis et al (2011) defined engagement as "the extent to which learners' thoughts, feelings, and activities are actively involved in learning" (p. 251).

A major challenge for higher educational institutions is to maximise the engagement of their students (Biggs & Tang, 2011; Kift, Nelson, & Clarke, 2010).

Indeed, the comprehension of the term 'student engagement', based on definitions in the literature and the discussion of the character of engagement and its alternatives, is summarised as follows :

> Student engagement is concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimize the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution.

Krause and Coates argue that "student engagement concentrates on the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes…" (2008, p.493). Also, Hu and Kuh define engagement as "the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes" (2001; cited in Trowler, 2010, p. 07). So, the amount of engagement that the students may show whilst doing their different classroom activities is all associated with their desire to reach a given outcome.

Furthermore, Anderson, Christenson, Sinclair, & Lehr, (2004) assert that engagement can be demonstrated in learners' external behaviors. Their definition of the term exceeds the psychological patterns of learners' engagement. They rather believe that engagement can be measured by the degree to which learners are attentive, present, and participate in class. All this is the result of the psychological status learners develop from school environment (Anderson, et al., 2004). According to them:

 Engagement involves positive student behavior, such as attendance, paying

attention, and participation in class, as well as the psychological experience

of identification with school and feeling that one is cared for, respected, and

part of the school environment.

Additionally, Chen, Gonyea and Kuh (2008) say that engagement is the degree to

which learners are engaged with their educational activities. As well, student

engagement is positively linked to a host of desired outcomes, including high grades,

student satisfaction, and perseverance. Other studies, also, define engagement in terms

of interest, effort, motivation, time-on-task and suggest that there is a causal

relationship between engaged time, that is, the period of time in which students are

completely focused on and participating in the learning task, and academic

achievement (Bulger, et al., 2008). It means, students' academic achievement may

rely on the time given to the activity or the task in which students feel free to do so.

In the same vein, engagement is seen to comprise active and collaborative

learning, participation in challenging academic activities, formative communication

with academic staff, involvement in enriching educational experiences, and feeling

legitimated and supported by university learning communities (Coates, 2007). This

definition proposes that engagement is the unification of a number of distinct

elements including active learning, collaborative learning, participation,

communication among teachers and students and how students are feeling supported

while engaging in their lessons and/ or courses. At a fundamental level, these

elements are dependent on a range of interactions such as interactions between

teachers, students and content.

2.2 Component of Engagement

Like many scholars in the field of higher education achievement and students' engagement, (Connell et al,1995) give a clear explanation of engagement and its main dimensions. They categorized student engagement into three categories: the behavioral type, such as persistent learning, effort, and sustained concentration in learning; the emotional type, such as interest in learning and excitement; and, the psychological type, such as preference for challenges, independence, and involvement in tasks. These variations in the definition of student engagement indicate that it extends from the behavioral aspect to the psychological and cognitive aspects. However, the scope of engagement is extended from learning activities in curriculum (e.g., learning time, effort, and strategy) to extracurricular learning activities (e.g., club activities, external activities, and volunteer activities).

As shown in the above definitions, student engagement consists of both behavioral and emotional dimensions. Furthermore, there are other types of engagement like psychological, academic, and performance engagement. Psychological engagement is similar to emotional engagement. Academic engagement can be explained by activities, such as time that is invested in learning tasks, task performance, grades, etc. Finally, performance engagement is a related indicator to academic engagement. It reflects the level of learning performance, which is related to confidence in learning, grades, test scores, and so on.

Then, instructive scientists appear on consent that there would three dimensions from claiming engagement as behavioral, cognitive and emotional (Audas & Willms, 2001). These three concepts are clarified in the paragraphs below.

2.2.1 Behavioral Engagement

Marks and Newmann (1992, pp. 51-53) defined behavioral engagement as observable behavioral characteristics that any student may show during his/ her learning process in the classroom. These features appear in the level of effort that is dedicated to learning or the level of learning achievement. The behavior factor represents an active attitude toward learning, such as asking questions or submitting assignments, persistence, capability to focus, attentiveness.

Behavioral engagement typically refers to classroom participation; what is more invested alongside following class exercises. Other definitions from claiming behavioral engagement incorporate certain manner, for instance, compliance, obedience and additionally those nonattendances about troublesomeness' behaviors, such as, misbehaving or skipping class. (Bakker, Sanz Vergel, & Kuntze, 2014) .

2.2.2 Cognitive Engagement

In fact, cognitive engagement relates to learners' investment of thought, mental effort, or learning achievement strategies. Also, it includes more inner indicators, for example, such that self-regulation, the worth about education, objective orientation, self-sufficiency. For example, Connell and Wellborn (1991) view cognitive engagement as an individual's capability on problem solving, feeling to testing work, and showing about certain adapting aptitudes.

Therefore, a large number of the qualities from claiming cognitive engagement need aid comparable to variables recognized for investigations in regards to learner motivation. For example, craving on for learn, instructive goals, and unchallengeable inspiration (Fredricks et al., 2004). In spite of the fact that there are contrasts in the

lifestyle analysts need characterized cognitive engagement, the vast majority have included utilization of metacognitive strategies, for example, arranging and monitoring, also self-regulation aptitudes (Devito, 2016).

2.2.3 Emotional Engagement.

Emotional, or psychological, engagement introduces a feeling of having a place during class. Particularly, it is when incorporating emotions about interest, enjoyment, boredom, anxiety, happiness, enthusiasm, curiosity and many other internal feelings. Moreover, this type of engagement is more related to pleasant, agreeable and unpleasant, disagreeable feelings that the students link to their relations with classmates, peers, teachers, educators, and generally their schools rather than the emotions they have during their learning activities and/ or tasks (Davis et al, 2012, p.24).

In terms of this tri-dimensional understanding, student engagement can connect the act of doing, thinking and feeling together. So, it clarifies that when students are acting like this, they will be very engaged and motivated to learn, rather than being passive and reluctant. Fredricks, Blumenfeld and Paris (2004) explain that student engagement:

…has the potential to link areas of research about antecedents and consequences of how students behave, how they feel, and how they think. Ultimately, although engagement might begin with liking or participating, it can result in commitment or investment and thus may be a key to diminishing student apathy and enhancing learning (p. 83).

2.3 The Teacher's Pivotal Role in Student Engagement

Student engagement sits at the heart of the teaching and learning process, and as such the involvement of teachers is pivotal to student's engagement experiences (Skinner & Belmont, 1993). As Van Uden, Ritzen and Pieters (2013) assert, "teachers matter in fostering engagement" (p. 44). Similarly, Shernoff et al. (2016) state that the teacher's ability to shape students' immediate learning environment is the principle means by which to influence student engagement. Indeed, at this point, different scholars give much importance to the essential role that any teacher may play in his/ her classroom to create a very flexible learning atmosphere. It is s/he who fashions conditions within the classroom (Van Uden, et al., 2013). Likewise, the teacher has the most significant opportunity to engage students by shaping their learning and motivation (Collie et al., 2016), and who is able to generate a caring and stimulating educational environment (Shernoff et al., 2016).

Teachers have the most control over learning environments, content and pedagogy, and it therefore comes as no surprise that their choices in regard to these factors impact significantly on student engagement and outcomes (Goldspink et al., 2008). Another central element that determines engagement and motivation are the activities that students complete within the classroom environment (Skinner & Pitzer, 2012). These activities are set by the teacher, and therefore provide a further pedagogical means by which the teacher can promote engagement. Taylor and Parsons (2011) point out that these activities, the resources, the language, and the pedagogy used by the teacher, should prioritise engagement and learning over achievement. In this sense, students' engagement can be improved when teachers use effective pedagogy in the classroom. Finally, when students are engaged, they learn more and perform

better, aiming overall toward ongoing improvement as part of a positive learning cycle (CESE, 2017).

2.3.1 Teachers' Impact on Behavioural Engagement

Teacher expectations are one of the many ways in which a teacher can impact on the levels of students' behavioural engagement. Being calm, fair and consistent in expectations, and the enforcement of rules are also identified as important classroom practices (CCYP, 2018). Consequently, students' practices are really connected to the occasions provided by their teachers in which they will have more understanding about their subject matter and/ or materials. In fact, students are more likely to learn content if teachers allow them more opportunities to participate in class (Goss et al., 2017).

Indeed, research proposes that the majority of poor classroom behaviour would not arise if students' needs were successfully catered for in their learning environment (Newell & Yeigh, 2012). Furthermore, Goss et al. (2017) acknowledge the theoretical/practice divide when they note that the challenge for teachers is two-fold. Firstly, they must have knowledge of effective strategies to employ in their classes. Secondly, they are being able to implement them appropriately. Studies, still, indicates that a shift in focus to behavioural strategies that lead to student engagement, rather than a poor classroom behaviour, is required to improve student learning and classroom behaviour (Sullivan et al., 2014).

Moreover, the Grattan Report (Goss et al., 2017) spots light on the significance of teachers identifying their students' behavioural issues, including passive disengagement, are being able to identify triggers that may encourage these behaviours. Also, they will be prepared to consider how their own behaviour may, in

fact, be contributing to the problem, that is, consider their role in the situation. Certainly, this is important because it highlights how teachers respond makes a real difference in the classroom, with modelling and reinforcing appropriate behaviour can reduce behavioural issues and support a positive learning environment (Goss et al., 2017). In this respect, teachers should consider their understanding of their students' behavioural engagement, as well as establish whether their strategies are being implemented effectively or ineffectively.

2.3.2 Teachers' Impact on Emotional Engagement

The positive teacher-student relationships are very significant to create a supportive teaching/learning environment. Teachers, here, take an interest in individuals and their needs, that are crucial to develop positive attitudes for learning and maximise the ability to cope with challenges and adversity. Conversely, when students experience insecure relationships with their teachers or they feel unsafe, student engagement tends to decrease and they, consequently, experience anxiety or feel dejected in classroom tasks (Finn & Zimmer, 2012; Skinner & Belmont, 1993). In addition, high quality contacts with teachers have been shown to affect both academic and non-academic outcomes for students (Collie et al., 2016). Similarly, teachers will have an enthusiasm for teaching, and support of autonomy by respecting students' views and opinions (CCYP, 2018).

From this perspective, Hobbs (as cited in The Department of Education and Training, 2018) explains that "when students feel cared for and noticed at school, their confidence and motivation increases, they develop better learning strategies, are more cooperative in the classroom, have a greater sense of belonging, and more positive perceptions of school" (p. 26). Due to the fact that the learning environment

is crucial for students, they have to feel free, relaxed and motivated to learn, and reject any sense of depression from their teachers. Indeed, they must know and care about them (Klem & Connell, 2004). Accordingly, when teachers create a strong sense of belonging within the classroom, students are willing to take academic and emotional risks, and are more confident in engaging in the learning process (Ulmanen, Soini, Pietarinen, & Pyhalto, 2016; Watson, Miller, Davis, & Carter, 2010). There is, therefore, a corresponding need to establish if effective strategies to support students' emotional engagement are implemented in the classroom.

2.3.3 Teachers' Impact on Cognitive Engagement

Teachers' influence on student's cognitive engagement is just as pertinent as their influence on students' behavioural and emotional engagement in the classroom. Undoubtedly, Renninger & Bachrach declare that when something catches the attention of a student it can stimulate interest, that may in turn establish engagement (2015). From a cognitive viewpoint, the enthusiasm of the teacher can encourage students' interest and their readiness and willingness to learn (Watson, et al., 2010). Newmann, Wehlage and Lamborn (1992) claim that it is how topics are presented by the teacher, and not simply the topics themselves, that creates interest for the student. This identifies the instructional methods and resources that teachers select and use to promote student interest as being highly influential for cognitive engagement should not be neglected (Rotgans & Schmidt, 2011).

In the same sense, Newmann, et al. (1992) say that activities which include extrinsic rewards, satisfy students' intrinsic interests, provide a sense of ownership to students, authentically linked to the "real world" and include some fun are predictive of cognitive engagement. So, Instruction that provides support for student autonomy

(understanding, choice, and relevance), and effective use of participation structures seem to provide the most effective learning environment for cognitive engagement (Jang, Reeve & Deci, 2010; Skinner & Pitzer, 2012).

Thus, educator's responsibility of selecting the needed instructional methods and approaches are very helpful for learners. They pave the way for them to have clear expectations, set goals, engage in new technologies and collaboration, and experience learning autonomy and ownership for developing their critical thinking and improve their cognitive engagement. Further strategies shown to support cognitive engagement include catering for students' needs and interests, incorporating hands-on and practical teaching and learning, and allowing students choice in their own learning - which in turn develops a sense of responsibility, self-directed learning skills and self-efficacy (CCYP, 2018).

2.4 Teacher Practices That Foster Students' Engagement

A student's engagement or disengagement can be a consequence of his/her teacher's behaviours in the classroom. These behiours may differ from multiple teachers' roles, the way the teacher performs his/ her different teaching abilities or skills, to distinct methods that might be applied during the delivery of the lecture or the lesson. So, in this way, the learner demonstrates his/ her specific reaction towards the teacher's practice through being engaged or disengaged. There are likely a variety of practices that educators can implement to support student engagement. Lent has suggested these as examples (2014):

• Teachers create opportunities for active rather than passive learning.

• Teachers encourage autonomy and further independence through choice.

• Teachers create relevance in assignments and topics.

• Teachers value and use collaborative learning methods.

• Teachers use technology as a tool to increase learning opportunities and depth of study.

• Teachers employ multiple learning methods and texts.

• Teachers develop lessons and assignments that incorporate both challenge and success.

• Teachers differentiate and scaffold learning.

• Teachers create authentic assessments and offer timely and frequent feedback.

• Teachers develop a culture of inquiry within the classroom.

2.5 Characteristics of engaging tasks

In fact, the teacher's choice of the activity or task types and/ or features has a great influence on the student's focus or concentration on the lesson. Therefore, tasks differ from engaging to disengaging ones. Newmann, Wehlage, & Lamborn. (1992; cited in Fredricks, Blumenfeld, & Paris, 2004, p. 79), put some task characteristics that any teacher may follow to help his/ her students to pay more attention, or to be more engaged and motivated during their classroom activities. These engaging tasks:

- Are authentic.
- Provide opportunities for students to assume ownership of their conception, execution, and evaluation.
- Provide opportunities for collaboration.

- ▪ Permit diverse forms of talents.

- ▪ Provide opportunities for fun.

In other words. Educators should design tasks within the contexts where learners feel relevancy and authenticity with what they are really accustomed to work. Accordingly, opportunities for classroom engagement would be raised. (Newmann, et al., 1992; cited in Fredricks, et al., 2004). Besides, students must be seen as authoritative elements in which they are responsible for controlling their own performance and assessment whilst doing the tasks.

As well, learners have to be grouped in pairs and/or groups in order to work in a more flexible, collaborative and challenging way that would improve their understanding of the subject matter. Another point is that the task directs its purpose to different learners' types and multiple learning styles to create an enjoying and pleased atmosphere in which all students' talents, capacities and potentials are present. Finally, tasks with these qualities lead to positive outcomes of learner motivation, interest, attention, involvement and participation.

2.6 The Difference Between Engaged Learners and Disengaged Learners

Depending on various factors, students may or may not be engaged in their classes. Their engagement or disengagement can be shown in their deeds and attitudes that a teacher may observe while he/she is delivering the lecture and/or the lesson. According to the "E-learning Infographics"(2014), there are several facts that help in making difference between these two different types of students, engaged and disengaged ones. Hence, the table below recapitulates each student engagement or disengagement characteristics.

Engaged Learners	Disengaged Learners
o Show sustained behavioural involvement in learning activities	o Do not participate or only observe things passively.
o Display a positive emotional tone, and are enthusiastic about their learning endeavor.	o Are often off task, delay completion of tasks or they do not complete tasks at all.
o Seek out help, whether inside or outside the course, to achieve learning goals.	o Only do minimum work and are satisfied with average results.
o Are naturally more curious and interested than unengaged students.	o Avoid challenges.
o Exert their best effort and concentrate effectively when completing tasks.	o Openly or quietly resist learning.
o Energized, self- motivated and goal- driven.	o Are in a state of aversiveness. E.g. ' this task is boring' or ' there is nothing to do'.
o Enjoy and respond well to challenges.	o Unsure of the expectations for learning
o Take pride not only in good grades, but in understanding the material and incorporating it in their lives.	o Lack the ambition to authentically care about the content.

o Display a ' can do' mentality and thus take pride on completing the course.	o Are apathetic towards individual development and goal attainment.
o Show commitment to revisit work to improve it, or stick with a problem until it was solved.	o Believe the course is unimportant and does not relate to their job or personal interests.

Table 01: The Difference between Engaged Learners and Disengaged Learners.

2.7 Benefits of Engagement

Student engagement is a priority for higher education institutions seeking to improve retention and completion rates (Altbach, Reisberg, & Rumbley, 2009; Deakin-Crick, 2012). Indeed, recent research, increasingly, recommends that when learners are engaged in shaping and leading their own learning and education, this can result in benefits for all learners, educators, the institution and the education system as a whole (Davies et al 2007). It means, learners have to be responsible for their own learning to have more capacities that lead to their active involvement in their classrooms. In particular, the benefits for learners who are involved can include the following:

- o greater sense of ownership over their learning

- o increased motivation

- o improved self-esteem

- o greater achievement

- o improved relationships with peers and educators

- o increased self-efficacy

In fact, student engagement is frequently used to depict students' willingness to participate in routine school activities, such as attending class, submitting required work, and following teachers' directions in the classroom. The concept of student engagement may, also, refers to " students' willingness, need, desire and compulsion to participate in, and be successful in the learning process promoting higher level, thinking for enduring understanding."

Moreover, in a number of studies, student engagement has been identified as a required trait in schools and/ or other varied educational institutions. However, there is a little consensus among students and educators as to how to define it and differentiate it from other concepts that may be similar to the term engagement. So, student engagement, active learning and motivation are considered as the main overlapped concepts, but they are not the same.

2.8 Engagement: Active learning and Motivation

More precisely, engagement is supposed to refer to the result of joining motivation and active learning together. Barkley, (2010.p 07) clarifies that "motivation and active learning work together synergistically, and as they interact, they contribute incrementally to increase engagement". She further states that the interaction and combination between motivation and active learning may highly result in a more thorough term, which is 'engagement'. As a result, if either elements, motivation and active learning, is absent in the learning process, learner engagement will be absent as well (Barkley, 2010). The figure below shows the relation between these   three   concepts.

Venn Diagram Model of Student Engagement
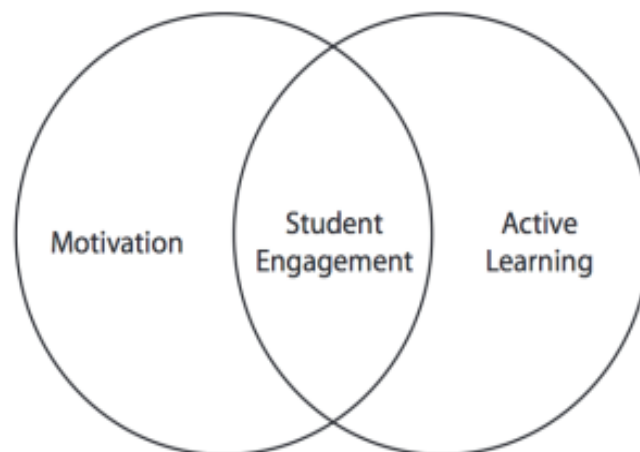
Figure 01: Venn Diagram Model of Student Engagement

Active learning, furthermore, can be defined as "the process of having students engage in some activity that forces them to reflect upon ideas and upon how they are using those ideas" (Collins & O'brien, 2011, p. 5). This approach gives students the main responsibility for their own learning. Above and beyond, in an educational context, motivation is used to explain the effort students invest in various activities. Research on motivation attempts to explain the motives by which students work to reach determined goals, as well as the intensity and the time of the effort and the emotions and feelings that are characterized in the teaching and/or learning process.

Moreover, Active learning is an instructional approach that "involves students in doing things and thinking about the things they are doing," (Bonwell & Eison, 1991, p.2). Active learning engages students in activities beyond reading, listening, or watching to deepen their learning and connection with the material. Nevertheless, active learners are dynamic and able to adjust their own learning, and can control their learning outcomes and results (Barkley, 2010).

In addition, student motivation is rooted in subjective experiences, particularly those connected to their willingness to engage in learning activities and their reasons

for doing so. Thus, student motivation is one of these two factors over which the teacher has more limited control. Attempts may be made to foster it, but it cannot be created by the teacher. This can only be done by students themselves because motivation is intrinsic in a great deal, rather than extrinsic. Biggs and Tang (2011), too, argue that there cannot be a total lack of motivation:

> There is no such thing as an unmotivated student: all students not in a coma want to do something. Our task is to maximize the chances that what they want to do is to achieve the intended learning outcomes. Unfortunately, there are many aspects of teaching that actually discourage them from doing that. We need to identify and minimize these as far as we can.

Besides, motivation to learn is not merely the students' responsibility, but it is, also, the result of the teaching provided to the students. Pozo and Crespo (2009, p 40) expressed this complexity by stating that "the students do not learn because they are not motivated, rather, they are not motivated because they do not learn [...]". Here, the idea shows that students' motivation is a result of the teachers' quality of teaching they provide and/ or the methods they implement in their classrooms.

The two terms, motivation and engagement, are used interchangeably by mistake. Although motivation creates task engagement, motivated learners might not engage with tasks due to the lack of balance between learners' skill and the task challenge (Wigfield & Guthrie, 2000). As a result, motivated learners focus on the outcome and the goal; whereas, engaged learners focus on what is happening in the classroom. So, according to Lee (2012, p. 11) motivated learners are related to their goals and teachers' rewards. The scholar said that:

Motivation will not be maintained if goals or rewards disappear because motivation is a goal-directed behavior and goals and rewards are key elements that sustain learners' voluntary action. However, task engagement can be maintained even when the rewards disappear if the task itself orients and maintains learners' task engagement.

Furthermore, Caulfield (2010) stated that engagement is different from motivation. Motivation is a physiological element by which a goal directed activity is achieved. Two subcomponents of motivation are extrinsic motivation which is doing the activity for achieving some external goals, and intrinsic motivation in which the primary goal is achieving a personal goal. Both types have facilitative effects on learning, whereas student engagement is narrower in context. This type of engagement is identified by affective, behavioral and cognitive factors according to Caulfield (2010). The study by Russell, Jane, and Mackay (2003) showed that although Australian learners were highly motivated in general, they did not perform well on tasks because of low task engagement. This suggests the importance of identifying the tasks with highest potential in engaging the learners with task performance.

2.9 Typologies of engagement

Countless authors have produced typologies of engagement that help in understanding types of engagement and knowing about student engagement styles.

2.9.1 Student engagement styles

Coates (2007) proposed a typology of student engagement styles that can be clarified along two axes, social and academic.

Intense: students that show an intense form of engagement are considered to be highly involved with their university study. They tend to realise that their teaching staff is approachable, and their learning environment is responsive, cooperative and challenging. (Coates, 2007, pp. 132-133).

Independent: an independent style of engagement is categorised by a more academically and less socially orientated approach to study. Students who are reporting an independent style of study see themselves as participants in a supportive learning community. However, they do not prefer to work collaboratively with other students within or beyond class, or to be involved in enriching events and activities around campus. Indeed, they are more likely to be autonomous. (Coates, 2007, pp.133-134).

Collaborative: students reporting a collaborative style of engagement, always, prefer the social aspects of university life and work, as opposed to the more purely cognitive or individualistic forms of interaction. (Coates, 2007, p. 134).

Passive: students whose response styles indicate passive styles of engagement rarely participate in the only or general activities and conditions linked to productive learning. (Coates, 2007, p. 134).

To sum up, Coates confesses that it is not supposed, for instance, that these are enduring qualities that are sustained within individuals over time or across contexts" (Coates, 2007, 132). So, these student engagement styles are not stable and may change due to many factors within different perspectives.

2.10 Interaction as a Strategy to Improve Learners' Engagement

Several theories and strategies are set for the improvement of the learning process. Especially for the refinement of students' behaviours and attitudes that can be noticed through the amount of their active learning, involvement participation and engagement as a whole. With roots in constructivist learning theory, the primary benefit of active learning is that it makes students active, rather than passive, participant in the process of assimilating new information (Bransford, et.al., 1999). It, also, forces the power of social interaction, especially when students work with their peers to solve problems or create artifacts (Vygotsky, 1978). The majority of literature on student engagement claimed that it is directly or indirectly related to improving student learning. For Coates (2005, p. 26), this is central:

> The concept of student engagement is based on the constructivist assumption that learning is influenced by how an individual participates in educationally purposeful activities ... In essence, therefore, student engagement is concerned with the extent to which students are engaging in a range of educational activities that research has shown as likely to lead to high quality learning.

Interactive lecturing, in fact, includes short activities that allow students to recall and enhance their knowledge. The benefits of interactive lecturing include greater in-class engagement and collaborative learning. Collaborative learning, by definition, means that students achieve their learning goals via a group-based approach (Dillenbourg et al., 1995). Some benefits of collaborative learning include enhancing learning satisfaction, promoting positive attitudes toward subject matter, improving students' teamwork skills, encouraging more in-class participation, promoting greater

in-class attention, creating more in-class interaction, and developing higher-order thinking (Srinivas, 2014).

It is clear that collaborative learning and engagement are very closed and can influence one another. Henceforth, collaborative learning is a shift from traditional instructor- oriented lecturing to interactive student-oriented lecturing (Kirschner, 2001). It improves test results and promotes students' interest and motivation in learning (Caldwell, 2007; Pollock, 2006; Sharan, 1980). In addition, one of the major goals of teachers is to create positive relations between his/ her students. This may be reached through using collaborative learning strategies and/ or interaction. So, Hake (2001) and Gabbert et al. (1986) note that group discussions help students learn better, understand subject matter more quickly, and become more engaged in the class.

Moreover, most scholars believe that social interaction is acknowledged as a key component in collaborative learning, and there is a large benefit to applying collaborative learning. Some of these scholars believe that students can develop cognition through social interaction (Vygotsky, 1980; Pascarella et al., 2005; Edgerton, 1997; Shulman, 2002). Similarly, Sills et al confess that learners can retain information longer through social interaction (1991). Other scholars consider that collaborative learning strengthens critical thinking and deep learning, as critical thinking encourages students' judgment and problem-solving skills (Gokhale, 1995; McLoughlin et al., 2000; Newman et al., 1995). All in all, some people believe that the overall learning performance is related to students' interaction with their peers (Barron, 2003; Bruffee, 1999).

As a result, it is hard to find out the difficulties that students might encounter in their classrooms. Thus, teachers' consciousness of their students' class difficulties will

be very helpful to provide a valuable knowledge that support their collaborative learning and promote greater engagement and achievement. To sum up, students must be actively engaged in the learning process in order to have a meaningful and long-lasting learning experience (Barkley et al., 2014; Pascarella et al., 2005; Edgerton, 1997; Shulman, 2002).

Conclusion

To conclude, engaging learners is considered to be one of the best qualities of learning and achievement in the classroom. This may be reached through implementing effective strategies and methods associated with a good classroom atmosphere. Henceforth, this chapter tries to present an overview about the students' engagement, its main types and the teacher's role that may impact each type of the learners' engagement. Moreover, it clarifies some of the teachers' practices that foster learners' engagement, characteristics of engaging tasks, engaged and disengaged learners and the benefits of engagement.

Chapter Three

CHAPTER THREE: FIELDWORK AND DATA ANALYSIS

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Introduction

The current chapter covers the fieldwork of this study. Initially, a mixed methods study has been adopted in order to collect and analyze data. Therefore, the data collection tools consist of the teachers' questionnaire, the students' questionnaire and a classroom observation checklist. These data collection tools are selected in compliance with the nature of our research study. This chapter, furthermore, is an attempt to gather data in order to answer the main research questions. In addition, it seeks to analyze and discuss the obtained results and use the findings to confirm the research hypotheses stating that the implementation of interactive tasks can help in fostering EFL learners' engagement.

3.1 Teachers' Questionnaire

The teachers' questionnaire is conducted for the sake of gathering data about the different views, interpretations and attitudes of English teachers at Biskra university about the implementation of interactive tasks and its effect on their students' engagement.

3.1.1 Description of Teachers' Questionnaire

This questionnaire is mainly designed for EFL teachers who teach speaking and apply interactive tasks in their classrooms. More precisely, it is administered to eight teachers who teach English at Biskra university. The questions are varied in this semi-structured questionnaire. They are either closed-ended or open-ended. First, in close-ended questions teachers are supposed to give a 'YES' or 'NO' answer, to choose

from among a list of options, or to show the frequency of using this technique in their classrooms.

Besides, open-ended questions consist of some clarification sub-questions such as "please, explain", "please, specify", "justify your answer please", and other questions that require teachers to answer an open-ended question or a statement giving their own views or interpretations. These questions, in fact, can help to obtain more insightful responses and diminish ambiguity. Finally, this questionnaire consists of (18) questions divided into three sections: General Information, Students' Engagement in Student-Centered Classes, and The Implementation of Interactive Tasks.

3.1.1.1 Section One: General Information

This section is about the teachers' personal information which contains three questions. It comprises data about their educational level, years of teaching at university and the years of teaching oral expression.

3.1.1.2 Section Two: Students' Engagement in Student-Centered Classes

In this section, five questions are asked targeting the teachers' evaluation of their students' communicative competence and engagement to learn English. Also, it shows the way teachers recognise their students' engagement via different aspects during tasks. Additionally, it aims at knowing the teachers' use of the main strategies that engage their learners and what factors may affect their engagement.

3.1.1.3 Section Three: The Implementation of Interactive Tasks.

The third section is concerned with the importance of interaction and the concept of task-based instruction. Furthermore, it focuses on the different roles of teachers and the way they group their students during various types of classroom tasks. It, also, sheds light on the teachers' objectives behind using interactive tasks. As far as aiming to identify their point of view on the integration of interactive tasks into their EFL classes.

3.1.2 Administration of Teachers' Questionnaire

The present questionnaire has been distributed to eight teachers of English at Biskra university. Indeed, all teachers demonstrated their collaboration by providing us with valuable responses. So, this will be very helpful to understand the teachers' views, insights, interpretations, and attitudes towards the implementation of TBI and interactive tasks and its effectiveness in fostering their students' engagement.

3.1.3 Analysis of Teachers' Questionnaire

3.1.3.1 Section One: General Information

Question 01: Would you specify your educational level?

The Teachers' Degree	Number	Percentage
MA (master/magister)	5	62 %
Doctorate	3	38 %

Table 02: The Teachers' Academic Degree(s)
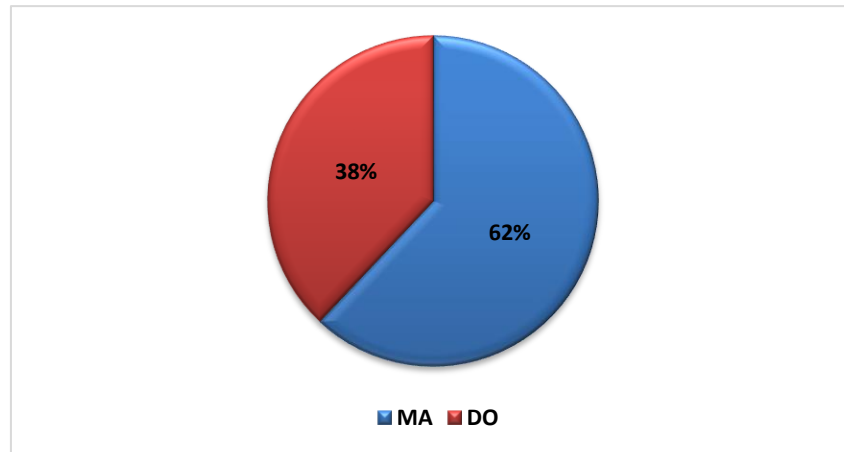
Graph 01: The Teachers' Academic Degree(s)

After asking each teacher about his/ her academic degree, we found that out of 8 respondents, 5 (62%) asserted that they hold the master/ magister degree (MA). However, the 3 (38%) other teachers are doctorate. Therefore, we can deduce that teachers holding the doctorate degree have a higher level than the ones who hold the master/ Magister degree(s).

Question 02: How long have you been teaching at university?

Years of Teaching	Number	Percentage
a- 1-5 years	3	37 %
b- 5-10 years	1	13 %
c- More than 10 years	4	50 %

Table 03: Years of Teaching
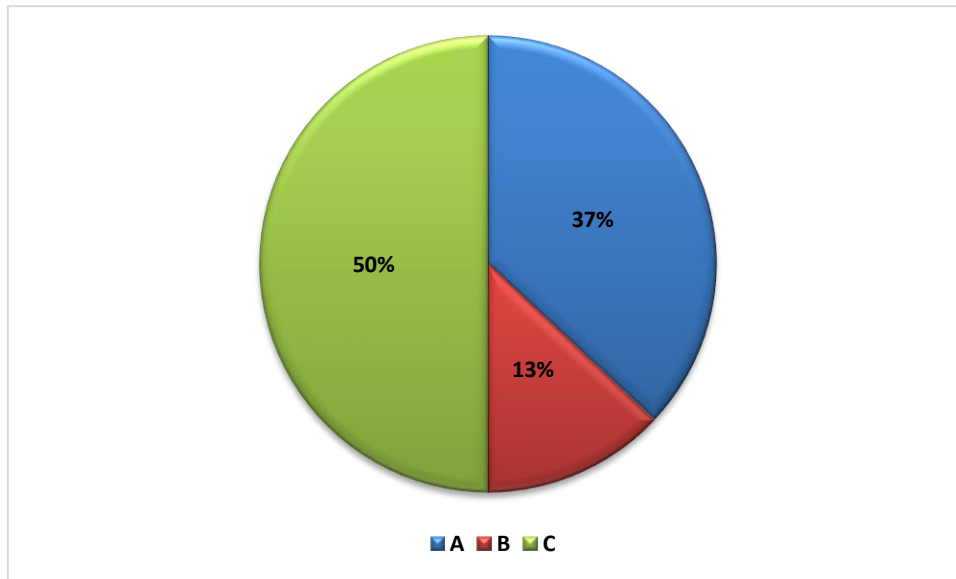
Graph 02: Years of Teaching

The teaching experience of our participants varies from 1 year to 10 years and more. In fact, the answers reported in this questionnaire showed that three teachers (37 %) have been teaching at university for one to five years. Whereas, the five last teachers (63 %) have an experience of five and more than ten years. Thus, we conclude that teachers with less than five years of teaching are still novice and new in the field of teaching; however, the others are considered to be expert and more professional.

Question 03: How long have you been teaching oral expression?

This open- ended question intends to reveal how long have the teachers been teaching oral expression. According to our teachers' answers, there are four who taught this course for just 1 and 2 years. Whilst, the other four teachers passed a long time teaching oral expression. So, they have an experience of five, six and seven years. Accordingly, we notice that teachers, certainly, have tried to use different

techniques and methods to make his/ her students more engaged to learn and comprehend this course.

3.1.3.2 Section Two: Students' Engagement in Student-Centered Classes

Question 01: How do you evaluate your students' communicative performance?

The answer	Number	Percentage
a- Excellent	0	0 %
b- Good	5	62 %
c- Average	3	38 %

Table 04: Teachers' evaluation of their students' communicative performance
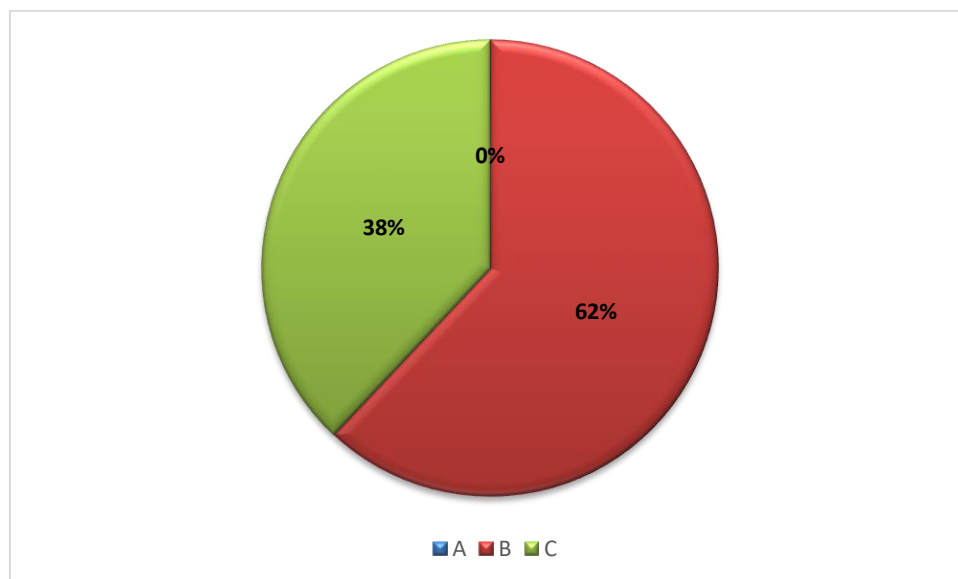
Graph 03: Teachers' evaluation of their students' communicative performance

Based on the prementioned results, the teachers' evaluation of their students' communicative performance is either average or good. Therefore, three of our participants (38 %) assumed that their students have a low level of performance, and

they are not sufficiently competent while communicating. However, five teachers (62%) declared that their students are good in their communicative performance. Henceforth, no one of their students is excellent. So, these results may further explain that students have to practise well and learn more to better their communicative competence.

Question 02: How can you evaluate your students' engagement to learn the English language?

The answer	Number	Percentage
a- Engaged	1	12 %
b- Not engaged	0	0 %
c- Depends on teachers' tasks	4	50 %
d- Depends on their mood and attitude	3	38 %

Table 05: Teachers' evaluation of their students' engagement to learn the English language
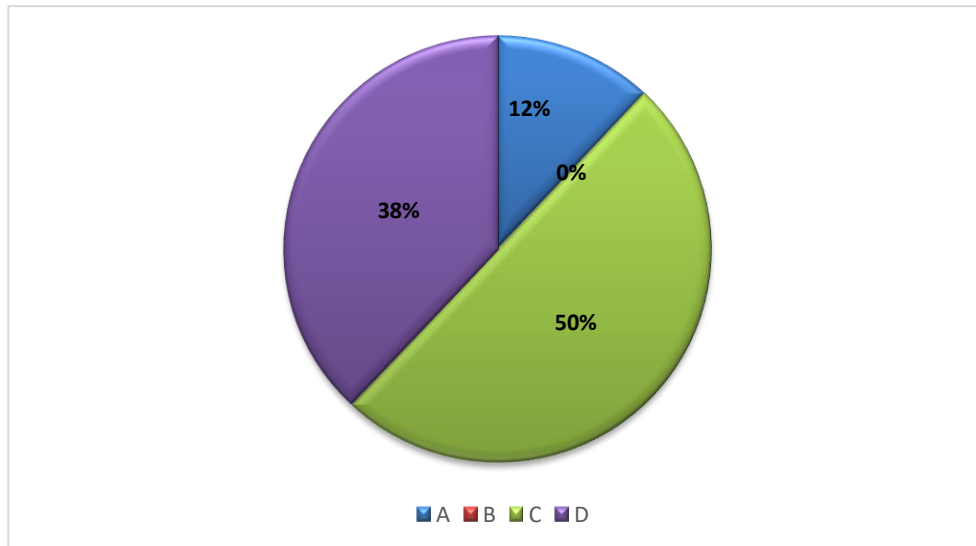
Graph 04: Teachers' evaluation of their students' engagement to learn the English language

Considering this question, we suggested four possibilities to know our teachers' evaluation and appreciation of their students' engagement to learn the English language. As shown in the table above, no one (i.e., 0%) declared that his/ her students are disengaged. On the contrary, one out of eight teachers (12 %) believed that his students are engaged to learn English. Indeed, three teachers (38 %) stated that the students' engagement depends on their chosen classroom tasks. Finally, the majority (50 %) confirmed that their students' engagement is highly related to their moods and attitudes in their classes. Consequently, we say that there are many factors that may or may not lead to the students' engagement of learning a foreign language, especially, English.

Question 03: Which of the following aspects can be a sign of students'

engagement?

The answer	Number	Percentage
a- students' attendance	0	0 %
b- students attention	0	0 %
c- students interaction and prticipation	1	12 %
d- students questions	0	0 %
e- All of them	7	88 %

Table 06 : Signs of students' engagement
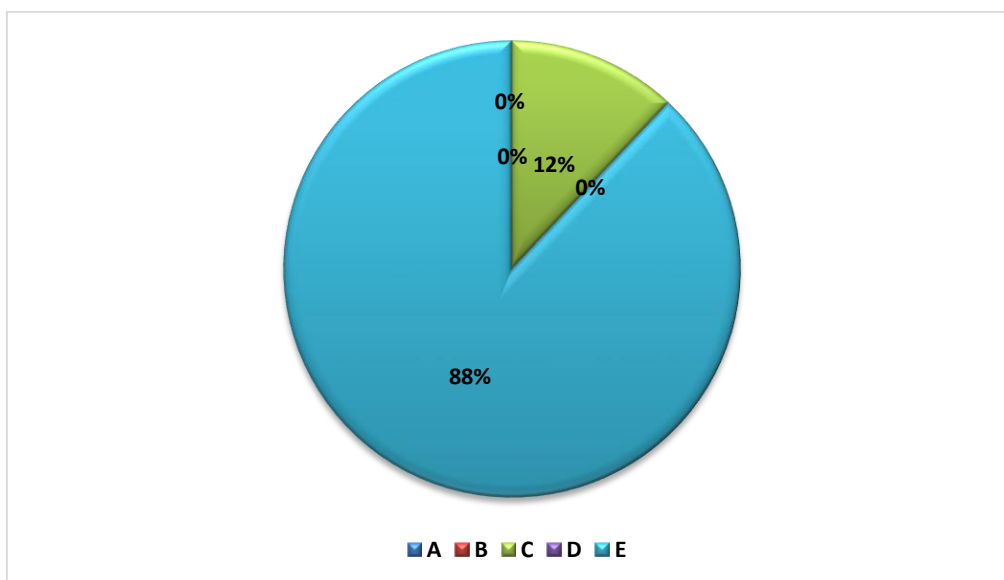
Graph05: Signs of students' engagement

This question proposed five options to recognise how do teachers notice their students' engagement during tasks. The choices include different aspects that can be like signs of students' engagement. They are students' attendance, attention, interaction and participation, questions or all of them. As the table illustrates, 12% of the participants looked upon their students' engagement by seeing their interaction and participation only. It means, they are actively involved to perform their classroom tasks.

Nevertheless, 88% of them considered their students to be engaged by observing all the prementioned signs. More precisely, teachers consider their students' engagement when they attend their classes, are attentive during courses, interact with each other and participate in the activities, and finally ask questions to get more information or understand better their lessons. Consequently, we can say that the majority of responses are focusing on the presence of all the aspects or signs that help teachers to notice their students' engagement during classroom tasks.

Question 04: What are the main strategies that you use to engage your students

in the classroom?

The answer	Number	Percentage
a- Interaction	4	50 %
b- Exploration	0	0 %
c- Relevancy	0	0 %
d- Multimedia and technology	2	25 %
e- Engaging and challenging instruction	2	25 %
f- Assessment for learning	0	0 %

Table 07: The main strategies used to engage students in the classroom
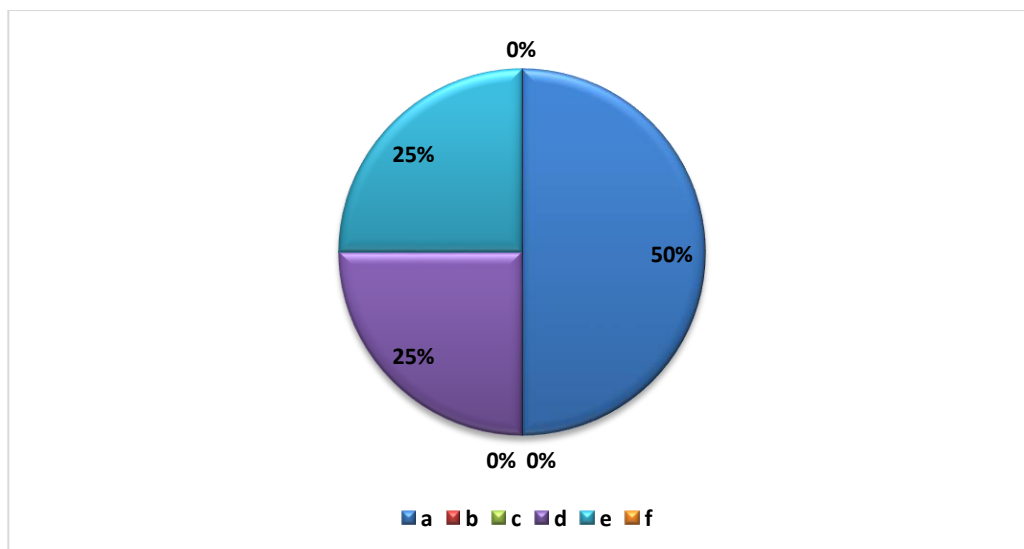
Graph 06: The main strategies used to engage students in the classroom

In order for a teacher to be successful, s/he must employ several approaches to facilitate more the learning process of his/ her students, especially to engage and motivate them. Therefore, this question tries to capture the main effective strategies that our participants base their lessons on to avoid disengagement. As the rates display, half of the participants (i.e., 50 %) proclaimed that they use interaction to engage their students during the classroom tasks. Moreover, only two participants (i.e., 25%) asserted that they try to provide engaging and challenging instruction. Furthermore, the two left teachers declared that when they integrate multimedia and technology in their tasks, their students are motivated and engaged to do their classroom activities. However, none of our respondents try to use exploration, relevancy and assessment for learning. Those percentages show that the majority of teachers see interaction as the main effective strategy to engage their students in the classroom.

Please, explain why

A follow up question required teachers to justify their choices of the main strategies they use to engage their students in the classroom. Principally, the four teachers (50 %), who believed that interaction engage their students, explained that interaction encourages students to participate, engage in tasks and improve their speaking skill. Moreover, anxiety, stress and shyness are overcome as students share ideas, help one another and communicate with each other. Also, it enhances motivation and positive attitude towards the activities, the sense of belonging, partnership and cooperation.

The other choice of engaging students through challenging tasks, assignments, asking them to do oral presentations and searching about some ambiguous parts of the

lecture was proved by stating that this will raise their sense of responsibility, motivation, learner efficacy and engagement of course. Still, the other participants demonstrated that using multimedia and technology make them involved as all of them possess a smart phone and enjoy using it even in interacting with their classmates. Now, this generation is particularly interested in technology. They would rather watch and listen.

Question 05: According to you, which of the following factor(s) affect(s) students' engagement? You may choose more than one option.

The answer	Number
a- The class environment	1
b- Students motivation and attitude towards learning English language	1
c- The teaching approaches	1
d- The content is being taught	1
e- Teacher strategies, tasks and activities	1
f- All of them	8

Table 08: factors affecting students' engagement
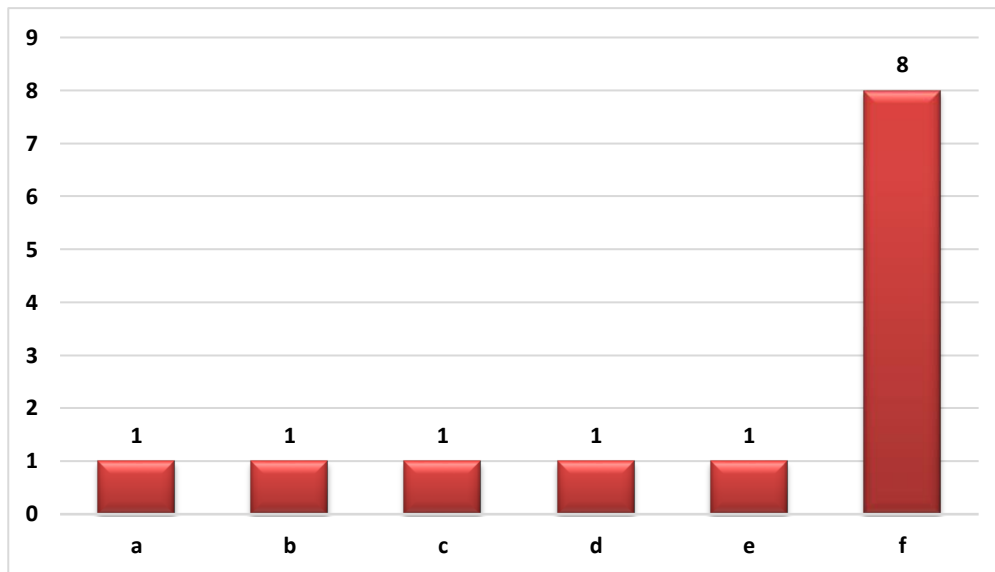
Graph 07: factors affecting students' engagement

Regarding this question, teachers were asked to specify those factors affecting their students' engagement during tasks. Here, the teachers have the right to choose more than one option. The options are: the class environment, student's motivation and attitude towards learning the English language, the teaching approaches, the content is being taught and the teacher strategies, tasks and activities. So, in this case, five teachers selected five responses. It means each teacher chose one answer. However, all our participants preferred to choose the option " all of them " to state that all the mentioned factors affect in a way or another their students' engagement.

Others, please specify

This sub-question is designed to obtain more details of the factors that may or may not affect students' engagement according to our participants' opinions. One teacher added that the teacher's personality is responsible for engaging and/ or disengaging the students through their learning process.

3.1.3.3 Section Three: The Implementation of Interactive Tasks

Question 01: Which language teaching approach you adopt to teach speaking?

The answer	Number	Percentage
a- CA	0	0 %
b- CBA	0	0 %
c- TBA	0	0 %
d- Eclicticims	8	100 %

Table 09: language teaching approaches that teachers adopt to teach speaking
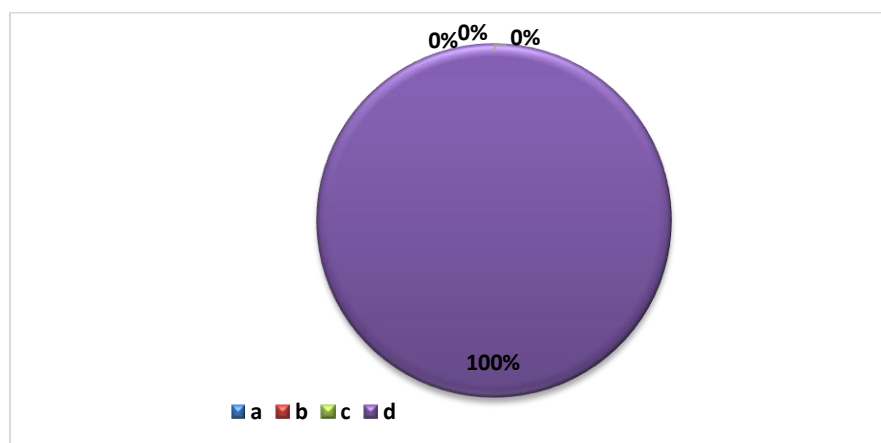
Graph 08: language teaching approaches that teachers adopt to teach speaking

Considering this question, four options were suggested to know which language teaching approach do teachers adopt to teach speaking. As indicated in the table and the graph above, none of the respondents (i.e., 0 %) affirmed that they use the communicative approach, the competency- based approach or the task- based approach alone. On the contrary, the eight teachers (i.e., 100 %) implement the eclectic approach which is a mixture of all the three teaching approaches.

Justify your answer please

Later in this question, teachers were asked to justify their answers. Since our participants favored to teach within the eclectic approach, each one of them gave an evidence by saying that being eclectic is the best way to teach any skill. One of them asserted that he uses eclecticism to mix between the task based and communicative approach mostly. Moreover, eclecticism helps combine between different methods to obtain varied activities and techniques to suit students' learning styles and strategies. One more reply revealed that it is always interesting for the students to do a variety of tasks using a variety of techniques. Otherwise. The other teachers' choice of eclecticism is based, in fact, on the kind of tasks at hand and the goals they seek to reach.

Question 02: According to you, task-based approach is:

The answer	Number	Percentage
a- A teacher-centered approach	0	0 %
b- A student-centered approach	8	100 %

Table 10: The nature task-based approach

0%

100%

■ a ■ b
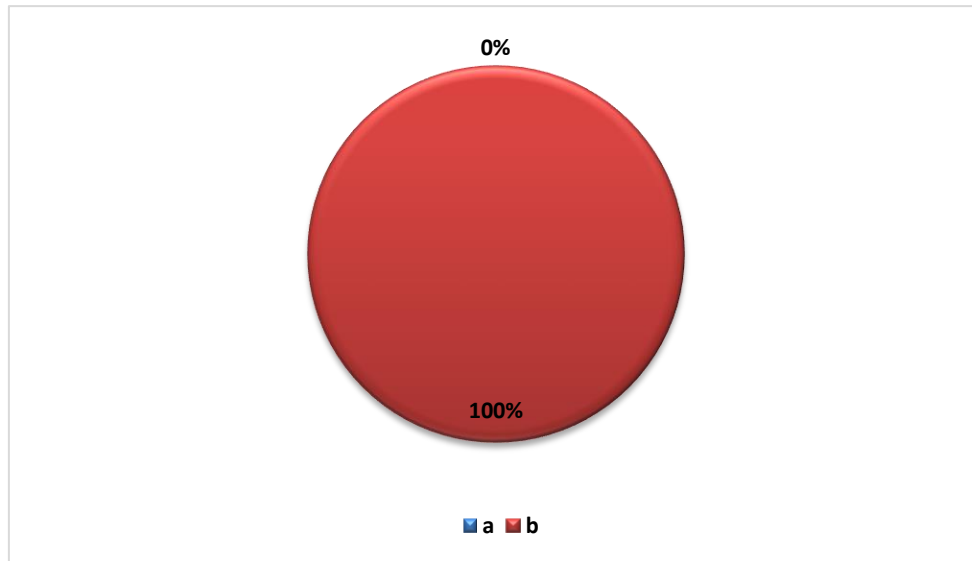
Graph 09: The nature task-based approach

As far as this question is concerned, it intends to identify the teachers' point of view on the nature of the task-based approach. Therefore, we suggested two options for them to choose if the task-based instruction is either a teacher-centered approach or a student-centered approach. According to the rates illustrated in the graph above, none of the teachers (0%) affirmed that it is a part from the teacher-centered approach. Nonetheless, all teachers (100%) acknowledged that they consider the task-based instruction to be a student-centered approach.

Question 03: Which of the following roles do you play when implementing the speaking, communicative or interactive tasks?

The answer	Number	Percentage
a-you act as a leader	0	0 %
b-you act as guide	1	12 %
c- you act as a facilitator	0	0 %
d- you act as a controller	1	12 %
e- you act as a feedback provider	1	12 %
f- All of them	5	64 %

Table 11: Teachers' roles during the implementation of interactive tasks
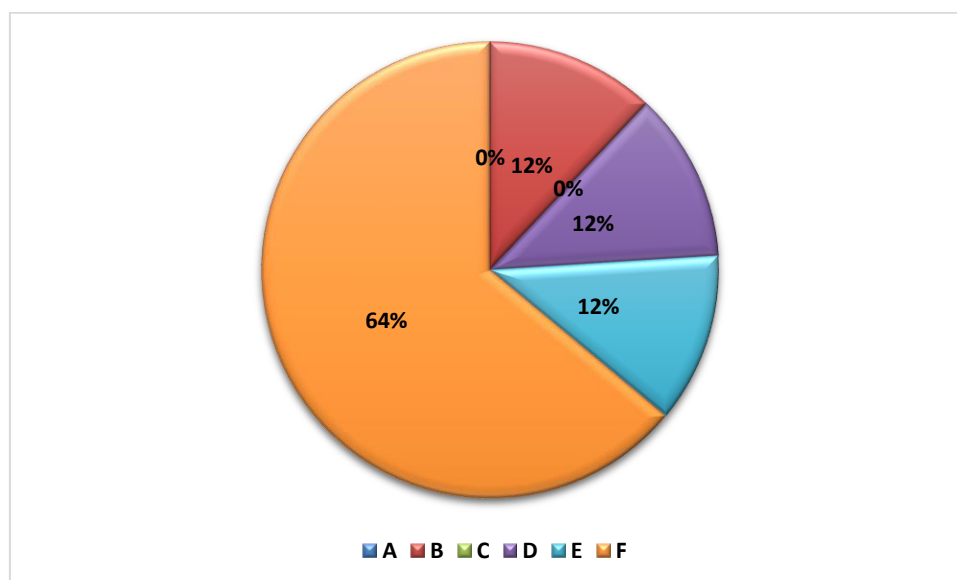
Graph 10: Teachers' roles during the implementation of interactive tasks

When enquired about the different roles our participants play when implementing the speaking, communicative or interactive tasks, we noticed that there are a variety of roles, and each teacher differ from the other in how to act in his/ her classroom. In fact, the first teacher (12 %) professed that he is a guide in the class. The second, unlike, (12 %) stated that she acts as a controller. The third one (12 %), dissimilar, stated that he acts as a feedback provider. However, the five last teachers (64 %) confessed that they play multiple roles at the same time while applying interactive tasks in their classrooms. So, they act as leader, guide, facilitator, controller, or a feedback provider.

Question 04: What are the main types of tasks that you use most?

The answer	Number	Percentage
a- Individual tasks	1	12 %
b- Peer tasks	2	25 %
c-Cooperative tasks	5	63 %

Table 12: types of tasks do teachers use most
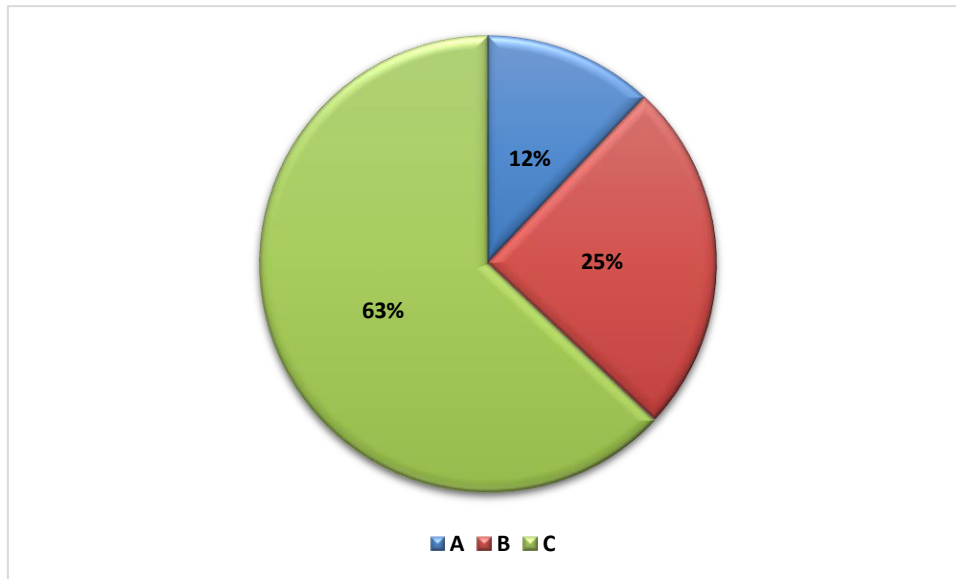
Graph 11: types of tasks do teachers use most

This question was asked in order to investigate what types of tasks do teachers use most. We proposed three main choices of the way students are organized to work when conducting interactive tasks. Regarding the first choice, only one teacher (i.e.,12%) proclaimed that he preferred his students to work in individual tasks. Unlike, 25% of our respondents regarded peer tasks to be the best choice. However, the majority of the participants (i.e., 63%) declared that they use more cooperative tasks in their classrooms. What can be concluded from the above percentages is that the majority of participants believed that the much they use collaborative activities and works, the much they prove interaction to occur between their students. Henceforth, collaborative work, including group and pair work, is considered to be a sign of maintaining interaction and communication among students, which is one of the principles of task- based instruction.

Question 05: Do you think that interaction is crucial for fostering EFL Learners' engagement?

The answer	Number	Percentage
Yes	8	100 %
No	0	0 %

Table 13: The importance of interaction in fostering EFL Learners' engagement
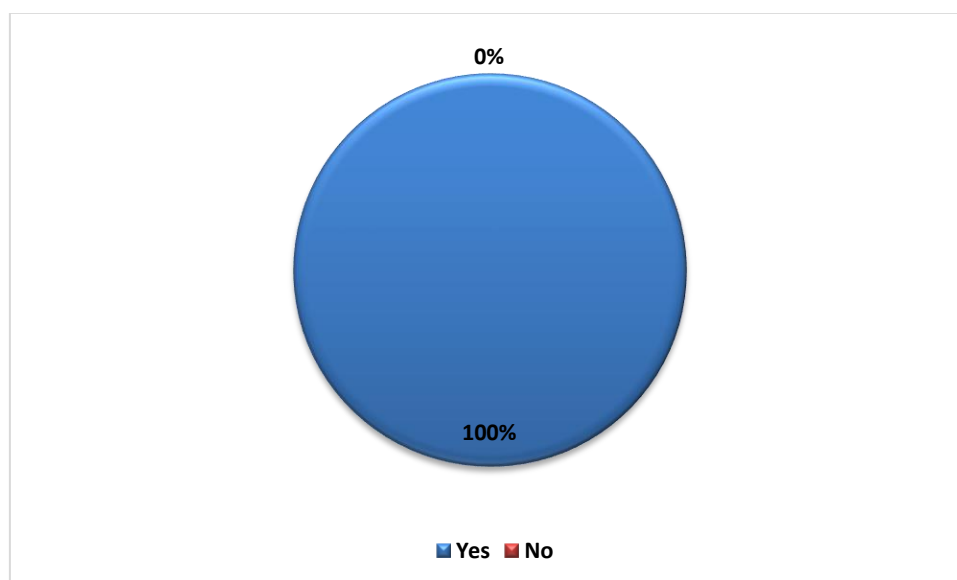
Graph 12: The importance of interaction in fostering EFL Learners' engagement

As far as this question is concerned, 100 % of the answers relatively confirmed that interaction is crucial for fostering EFL learners' engagement. It means that this question regarded the teachers' opinions of their students' engagement is highly related to the presence of interaction and its types in their classes. As it can be noticed from the graph above, none of the teachers (i.e., 0 %) disregard this opinion.

Justify your answer please

A follow up question required teachers to justify their answers. Since the respondents agreed upon one answer which says that interaction is responsible for fostering students' engagement, their justifications are all undistinguishable. So, they defended this idea by stating that the more their students interact the better input they acquire and therefore the better outcome they produce. Engagement in class is often seen when students show any sort of involvement and production.

Additionally, another explanation affirmed that interaction is important due to the fact that the ultimate goal of learning a particular language is to be good communicators and speakers of that language, and this is never possible without practicing communication inside and outside the classroom. Second, while students are interacting with their teachers and classmates, students feel authentically involved and responsible for their learning, so they become more active and productive. Accordingly, interactive tasks promote students' communicative competence.

Question 06: Do you use interactive tasks in your classrooms?

The answer	Number	Percentage
Yes	7	88 %
No	1	12 %

Table 14: The use of interactive tasks
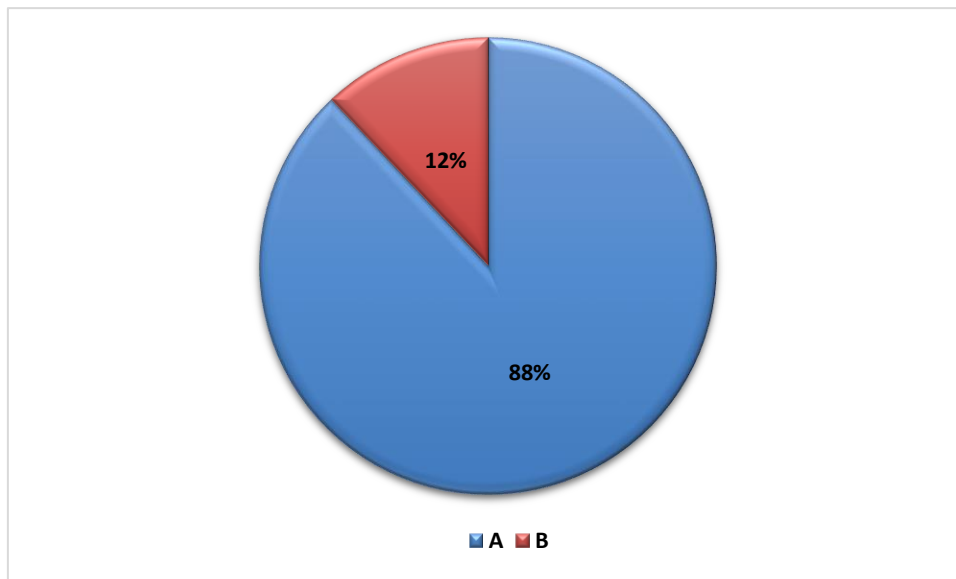
Graph 13: The use of interactive tasks

The present question attempts to identify whether or not the teachers use interactive tasks in their classrooms. The table shows two different responses. The first one demonstrates that seven out of eight from our respondents (i.e., 88%) indicated that they favor to use interactive tasks. In the other hand, the second answer indicates that one teacher (i.e., 12%) does not apply this type of tasks or activities in her classroom.

If yes, how often

This sub-question is designed to probe the degree of frequency that teachers of English at Biskra university integrate different types of interactive tasks in their classrooms. To begin, two teachers replied that they use them not too much, but sometimes in their classes depending on the lesson content and the objectives or aims they set for the courses they provide. However, five of our participants frequently use interactive tasks in their classrooms.

Question 07: What types of interactive tasks do you use the most?

The answer	Number	Percentage
a- Debates and interviews	0	0 %
b- Role plays	0	0 %
c- Group discussions	1	12 %
d-All of them	7	88 %

Table 15: types of interactive tasks do teachers use the most
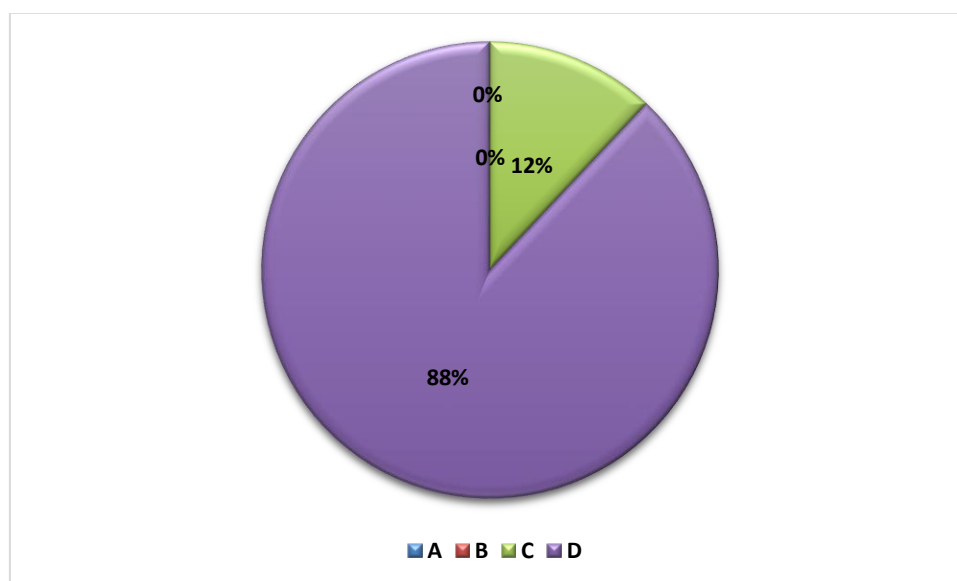
Graph 14: types of interactive tasks do teachers use the most

This question proposed four options to know what types of interactive tasks do our participants use the most. The choices include debates and interviews, role plays, group discussions or they use all of them. As the table illustrates, one teacher (12%) employ group discussions only. It means, she designs her courses on the basis of

letting her students work collaboratively and cooperatively. Nonetheless, 88% of the teachers use all of the prementioned tasks in their classrooms.

Others, please specify

Later in this question, teachers were asked to specify their answers if they, really, use other types of tasks. Accordingly, more than the types of tasks we proposed in the table above, oral presentations, pair works and tasks which invest in students' creativity and imagination are employed by three of our teachers in their classrooms.

Question 08: What are your objectives behind using interactive tasks?

This open-ended question was designed to identify the teachers' objectives and purposes behind using interactive tasks. In fact, their replies were distinct and each teacher has his/ her own aim or objective to implement this type of tasks in his/ her classroom. Therefore, the objectives are as follows: involve learners in the learning process and train them to be autonomous and able to undergo lifelong learning, develop their critical thinking, raise their awareness of the use of the target language in general and specific contexts, create a friendly classroom environment where students feel safe and supported, raise my students' sense of self-efficacy, self-motivation and engagement.

Furthermore, one more teacher emphasised on the idea of being capable in how to reach the maximum number of students in his class, so that he ensures that they take an active part in the lesson. Moreover, interactive tasks give energy and life to the lesson and hence the students learn better and enjoy the experience of learning.

Question 9: What do you observe most when implementing interactive tasks?

The answer	Number	Percentage
a-The class is more active	0	0 %
b-The students are more comfortable	0	0 %
c- The students are more involved / engaged	1	12 %
d- The students ask and answer questions	0	0 %
e- The class appears noisy and chaotic	0	0 %
f- All of them	7	88 %

Table 16: Some remarks during the implementation of interactive tasks
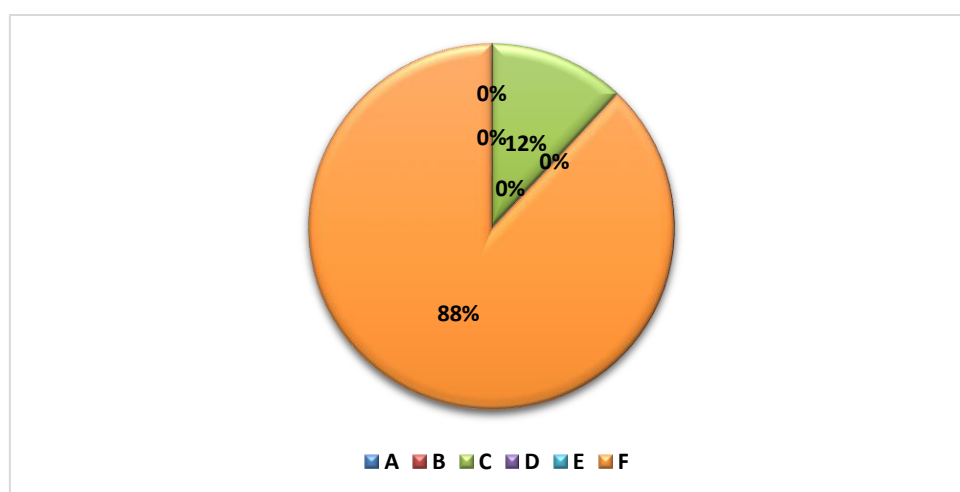
Graph 15: Some remarks during the implementation of interactive tasks

Considering this question, we intended to recognise what actions or behaviours can teachers observe whilst teaching interactive tasks. So, we suggested six options for them. As revealed in the table above, one out of eight teachers (12 %) noticed that his students are more engaged and involved when they learn through interactive tasks. Besides, the other seven teachers (88 %) confirmed that they observe different attitudes and all of the proposed deeds are present in their classrooms. Subsequently, they remark that the class is more active, the students are more comfortable, involved and engaged. Moreover, they ask and answer questions. Finally, as a result the class appears noisy and chaotic.

Others, please specify

This sub-question is designed to obtain more details about the remarks may be seen by our participants during their application of interactive tasks in their classes. Two teachers added that their students' results and outcomes are more concrete and effective, including more fun and enjoyment between classmates.

Question 10: Which of the following task stages do you find difficult?

The answer	Number	Percentage
a- The pre-task / the preparation stage	7	88 %
b- The during task stage	1	12 %
c- Post-task stage	0	0 %

Table 17 : Task stages difficulty
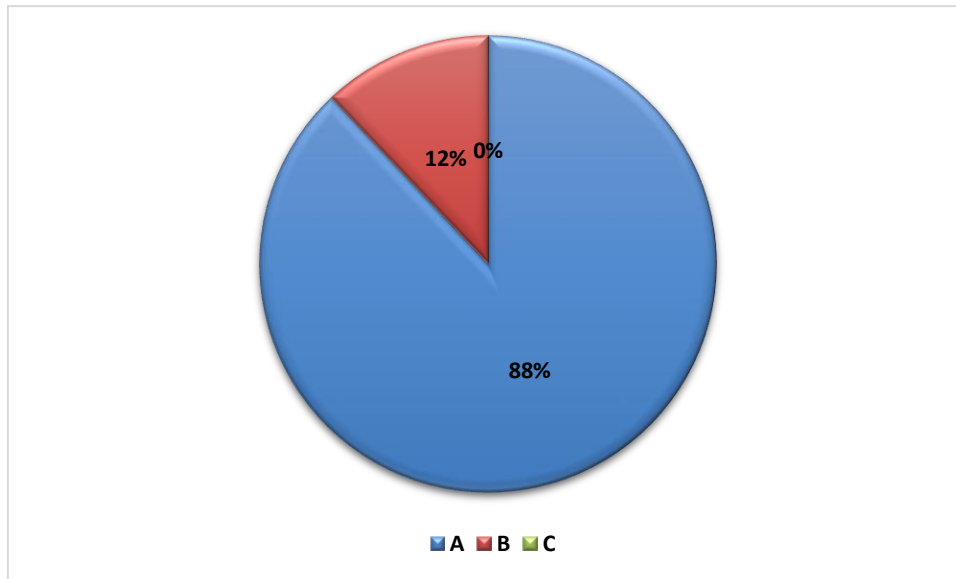
Graph 16: Task stages difficulty

This question aimed at revealing the most difficult task stage that teachers may face during their teaching process. The higher rate (88 %) displayed that our participants found hardship during the pre- task or the preparation stage. On the other hand, only one teacher (representing 12% of the respondents) admitted that she met complications throughout the during task stage. Accordingly, based on the results overhead, we can deduce that none of our respondents encountered problems in the post task stage.

Justify your answer please

A follow up question required teachers to justify their answers. The majority of teachers who faced difficulties during the preparation stage reported that the starting point is generally difficult; it is challenging to design a course or lessons that serve a specific educational need and meet learners' preferences and expectations at the same time. This is the most important stage because it sets the whole mood of the session.

However, the other teacher declared that the during task stage is difficult because it requires giving some instructions and managing the class not to obtain chaos and noise. Sometimes, it needs to organise groups generally depending on certain criteria of gender or level that not all students appreciate. Particularly, one teacher considered that the planning stage is the most difficult because it requires a lot of reflection and preparation, but even the other stages can be challenging sometimes. Well, this depends on the kind of the task.

3.1.4 Discussion of the Findings of Teachers' Questionnaire

The analysis of the findings obtained from the teachers' questionnaire have contributed in answering the main research questions. First of all, teachers consider their students' engagement to be highly associated to their choice of tasks they provide in their classrooms. Undoubtedly, the majority of teachers claimed that, during tasks, they evaluate their students' engagement through different signs. They are students' attendance, attention, focus, interaction, participation and questioning. So, students' attitudes and behaviours are considered to be outcomes to their teachers' pedagogy of teaching.

Likewise, many teachers acknowledged that the communicative competence of their students is good. This may be due to the fact that they implement a variety of tasks, mostly task- based and/ or communicative approach. They use them because they think that they are effective to improve their students' ability to communicate correctly and better their speaking skill using approaches that their students appreciate. Yet, teachers should make efforts to choose the most informative and effective approaches that foster their students' engagement during classroom tasks.

As far as the teaching methods that should be adopted to teach English students at Biskra university are concerned, all the questioned teachers asserted that interactive tasks are crucial and considered to be as the most important method needed to be applied in their EFL classes. Therefore, all our participants declared that they use interaction as one of the main strategies that lead to their students' active learning, engagement and involvement. Also, they believed that language is purely communicative especially when it comes to EFL classes. Thus, when students interact with their teachers or classmates, they feel they are not isolated; however, learners feel they are considered, so they become active parts of the teaching/learning process. Henceforth, this fosters their self-esteem and self- confidence and makes them participate and engage in class discussion or other tasks.

Moreover, they assumed that task- based approach that includes interactive tasks as a method is contained within the student- centered approach, rather than the traditional one, teacher- centered approach. Indeed, the recent pedagogy tries to insist on the use of the student- centered approach to pave the way for learners to control their own learning process, regarding to a limited presence of their teachers' guidance. So, students are given the opportunity to become the most powerful elements in their classrooms. Consequently, we can deduce that our participants are trying to incorporate the student-centered approach within their teaching curricula.

The respondents, in further details, confessed that they always use interactive tasks in their classrooms. In addition, they purposefully try to support cooperation and collaboration throughout the application of these tasks. They use pair and group works most of the time. Besides, teachers asserted that varied types of tasks are present when they deliver important information and teach new concepts in their EFL

classes. These types are debates and interviews, role plays, group discussions, and particularly oral presentations. Subsequently, to succeed in managing the classroom working on varied types of interactive tasks, teachers are playing multiple roles. In fact, they act as leaders, guides, facilitators, controllers, and feedback providers.

The last section of the teachers' questionnaire deals with their integration of interactive tasks in their teaching process. In fact, their implementation of these tasks is based on different aims and objectives. They all share common purposes to better their students' EFL learning process in general. However, specific aims are demonstrated as follows: encourage interaction and participation, improve students' communicative skills, develop problem solving skills and critical thinking, boost cooperative learning, reduce psychological factors like fear of participation, making mistakes, anxiety and shyness. Finally, they want to provide an interactive and friendly atmosphere to develop a good relationship between students, so that they will be engaged and involved during their classroom activities.

Eventually, the analysis of the obtained data discloses that the teachers' goals are achieved through the use of interactive tasks. Indeed, respondents declared that they observed distinct attitudes from their students towards this method. They remarked that the majority of students exert participation, feel interested during tasks, pay attention to their teachers' instructions and are more active, comfortable, involved and engaged. Also, students ask and answer questions and get valuable knowledge; as a result, their results and outcomes are improved and concrete. Accordingly, we can conclude that these students are behaviourally engaged within their teachers' teaching method and approach. In other words, the answers have contributed to answer this research's questions, confirm its hypotheses and reach its aims.

3.2 Students' Questionnaire

3.2.1 Description of Students' Questionnaire

The present questionnaire is a data collection tool designed for English master students of Biskra university. The questionnaire targets students' views and various attitudes towards the use of interactive tasks in their EFL classes. Furthermore, it aims at revealing the extent of their engagement and active learning. This data collection tool contains (19) questions divided into four sections: General Information, Students' Engagement to Learn English as a Foreign Language, Students' Views about Interactive Tasks, and Interactive Tasks and Students' Engagement.

Additionally, the questionnaire is administered to 40 master students purposefully selected. It is a semi-structured questionnaire including closed-ended questions which require students either to provide "YES" or "NO" responses, to choose the appropriate answer from amongst a list of distinct options, or to indicate the frequency of occurrence of some classroom behaviours and emotions during tasks. The questionnaire also consists of open-ended sub- questions, such as "please, explain", "justify your answer " which are designed to obtain deeper insights into the students' responses and choices.

3.2.1.1 Section One: General Information

This section targets some information about the students ' level of difficulty that they found during their English learning process at university, their application for the master degree, and their evaluation of the master level comparing to the license level.

3.2.1.2 Section Two: Students' Engagement to Learn English as a Foreign Language

This section was designed to capture the students' opinions and perceptions about their motivation and willingness to learn English at university. Also, it highlights the students' point of view on different factors that affect positively or negatively their engagement and involvement.

3.2.1.3 Section Three: Students' Views about Interactive Tasks

This section attempts to reveal the students' conception of the notion of the new used method " Interactive tasks ". Furthermore, it tries to show their satisfaction about their teachers' tasks, way of teaching and the content being taught.

3.2.1.4 Section Four: Interactive Tasks and Students' Engagement

The last section of this questionnaire relates the two variables together. It sheds light on the students' various attitudes towards their teachers' application of interactive tasks in their classrooms.

3.2.2 Administration of Pupils' Questionnaire

This questionnaire was administered to master students at Biskra university. More precisely, it was administered to (40) students representing our sample from a population of about (170) students. The selection of the population is based on the fact that master students were recently introduced into the use of task- based approach, in which their teacher integrate interactive tasks into their language teaching process. Hence, the selected sample from the given population can recognise the role of the implementation of interactive tasks in fostering their engagement.

3.2.3 Analysis of Students' Questionnaire

3.2.3.1 Section One: General Information

Question 01: How do you find English language learning at university?

The answer	Number	Percentage
a- Easy	19	48 %
b- Difficult	21	52 %
c- Very difficult	0	0 %

Table 18: English language learning at university
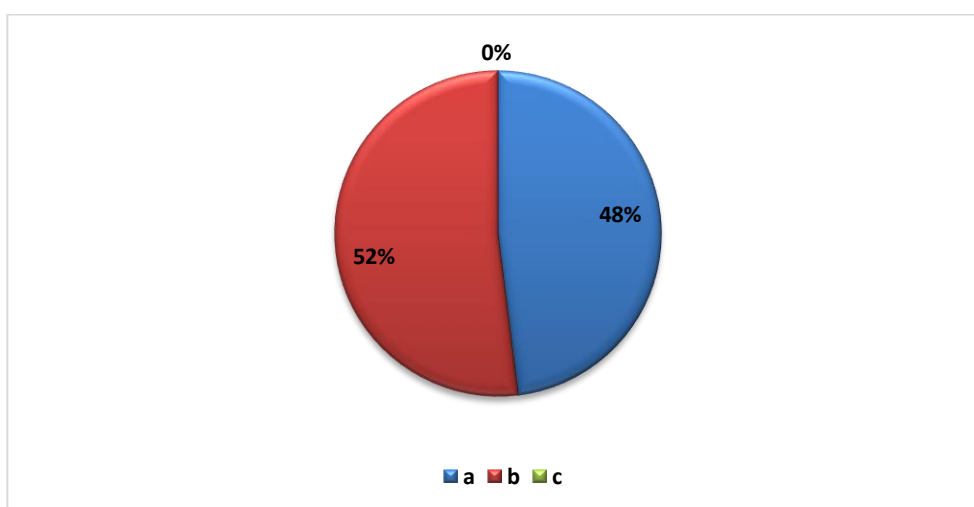
Graph 17: English language learning at university

As far as this question is concerned, its aim is to elicit the respondents' level of difficulty that they find in their EFL classes at university. The participants were offered three options. As the rates represent, the majority of respondents regarded their English learning at university as "difficult" with a percentage of 52%. However,

the other students (48%) claimed that English learning is "easy" at university. Finally, we deduce that none of them (0%) considered that it is "very difficult".

Justify your answer please

Later in this question, pupils were asked to justify their answers and explain why English learning is either easy or difficult at university. Some believed that learning English is difficult at university because they found it different than the secondary school level, it needs hard work, because of the variety of modules and ideas, because at university English should not be learnt only in terms of grammar and texts as before ,but also it needs to cover all what is connected to this language like vocabulary, four skills, essays, history...etc. So, it needs more effort to master and control English language. Others reported that English is easy at university due to the fact that the learning material is not challenging, adopting a rote-memorization style of teaching, it contains easy subjects, it just requires hard work and the desire for studying, and it is funny.

Question 02: Applying for the master degree was:

The answer	Number	Percentage
a- Your own choice	34	85 %
b- Your parents' choice	5	12 %
c- Someone's advice	1	3 %

Table 19: Master degree application
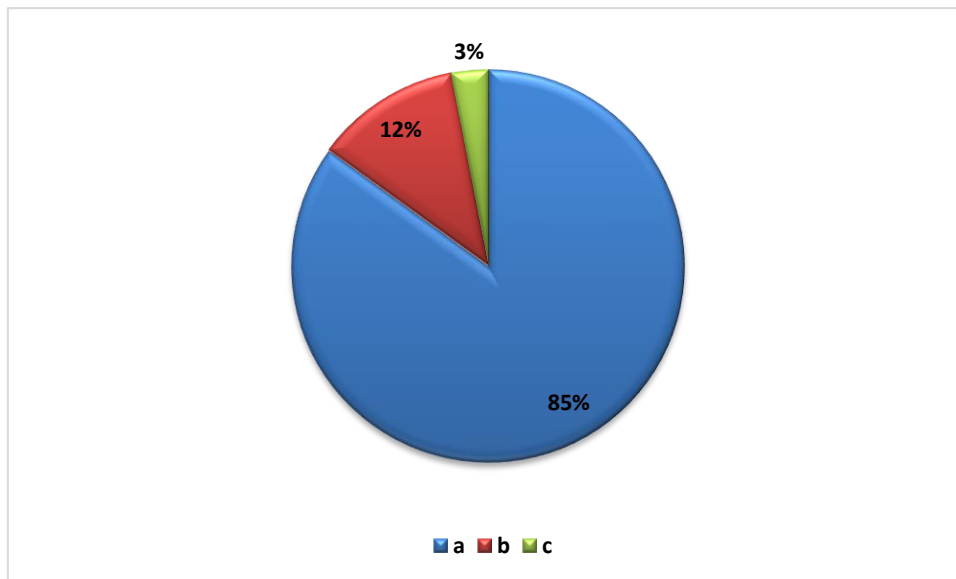
Graph 18: Master degree application

Regarding this question, the objective was to investigate the students' reasons for applying for the master degree. As the graph illustrates, the majority of respondents (85%) affirmed that it was their own choice to apply in master degree. On the other hand, 12% of respondents chose their parents' choice to study English in master level. Additionally, only one student (3%) took in consideration someone's advice to join EFL classes for the master degree.

If it was your own choice, please explain why

The following question necessitates a follow-up sub question were justifications from EFL students are needed in order to know the reasons behind their preferences to apply in master level. In fact, a great number of students reported that this is mainly because they would like to raise their level of education. Furthermore, other students claimed that applying for master degree was for the reason of getting more job opportunities. Finally, more than the prementioned reasons, the other respondents' reason clarifies that they chose to get the master degree because they would like to

have the opportunity to conduct an academic research and develop their research skills.

Question 03: How do you find English learning in master level?

The answer	Number	Percentage
a- the same as it was in license level	11	27 %
b- easier than it was in license level	7	18 %
c- more difficult than it was in license level	22	55 %

Table 20: English learning in master level
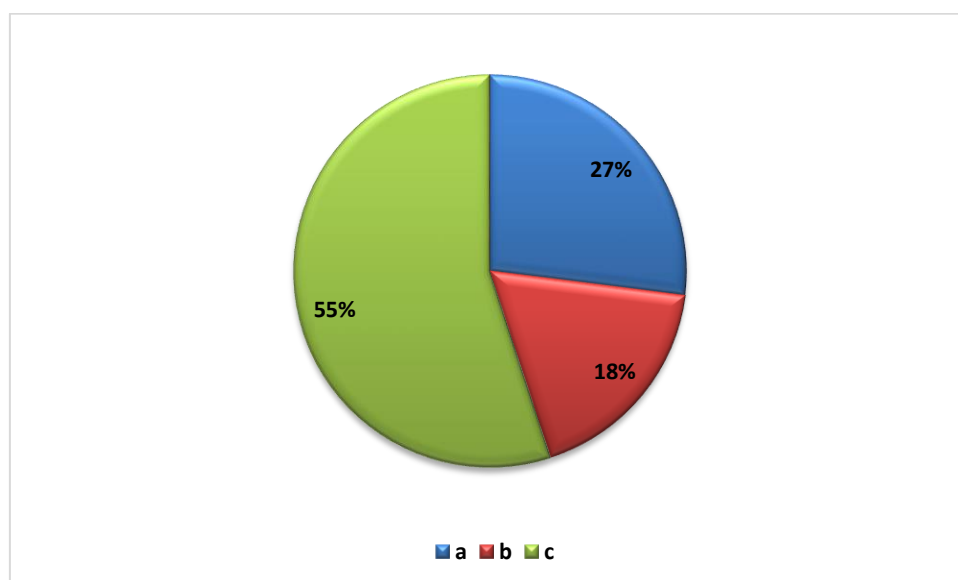
Graph 19: English learning in master level

The sum of yielded data in table 20, reflect multiple responses about the respondents' views towards the English learning process in master level. The highest percentage of 55% asserted that English learning is more difficult in the master level. The second percentage 27% of the whole participants demonstrated that learning English is the same in license or in master. Whereas, the easiness of English in the master level was defended by just 7 students representing a percentage of only 18 %. This divergence in responses reflects the mixture of levels the students possess; each of them according to the selected criteria that match with their capacities and aptitudes in dealing with English learning process in the master level.

Whatever your answer is, please justify

Later in this question, students were asked to justify their answers. The majority of participants who revealed that master level is harder than the license level elucidated that, in the license level, the English modules are taught as simple as possible unlike the master degree which is more complicated dealing with more advanced subjects which are difficult at the comprehension level. Also, because they became researchers, a lot of homework, research, presentations and many assignments are asked to be done at once. Moreover, the other students' clarification demonstrated that the master degree completes license degree. Mostly the same modules, teachers, staff, and there is nothing new, no specific practice. However, the last opinion which shows that the master level is easier than it was in license clarified that the number of students decreased, so they are learning in better conditions and advantages with more concentration.

3.2.3.2 Section Two: Students' Engagement to Learn English as a Foreign Language

Question 01: How do you consider the role of engagement in foreign language learning?

The answer	Number	Percentage
a- important	39	97 %
b- Not important	1	3 %

Table 21: The role of engagement in foreign language learning
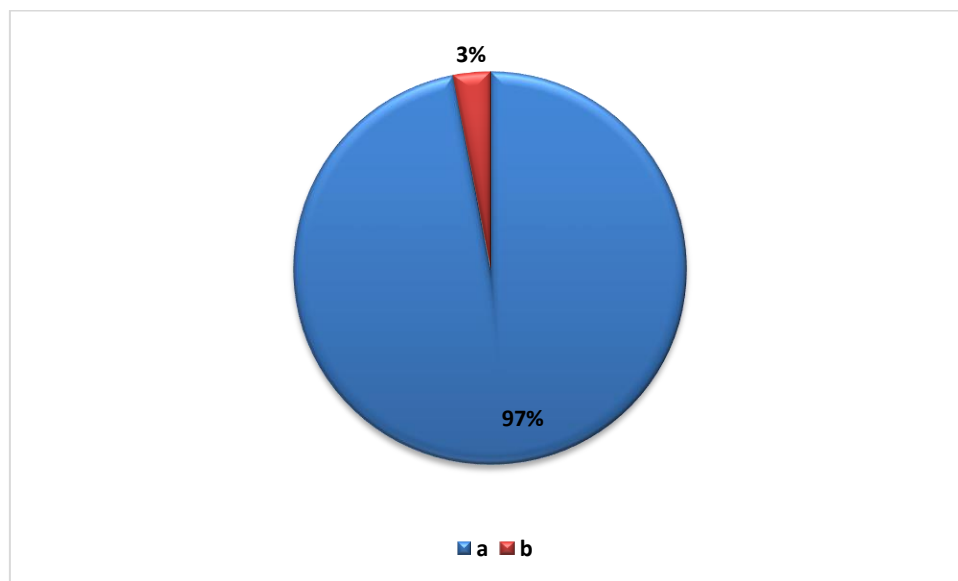
Graph 20: The role of engagement in foreign language learning

This question stressed the students' opinions on the role of engagement in foreign language learning. As it can be noticed from the graph above, thirty-nine students (i.e., 97%) assumed that they consider engagement as important in their English

learning process. On the other hand, only one student (i.e., 3%) regarded his engagement to be not important in his learning process.

Question 02: To what extent do you feel motivated to learn English at university?

The answer	Number	Percentage
a- Very motivated	9	22 %
b- Somehow motivated	26	65 %
c- Not motivated at all	5	13 %

Table 22: Students' motivated to learn English at university
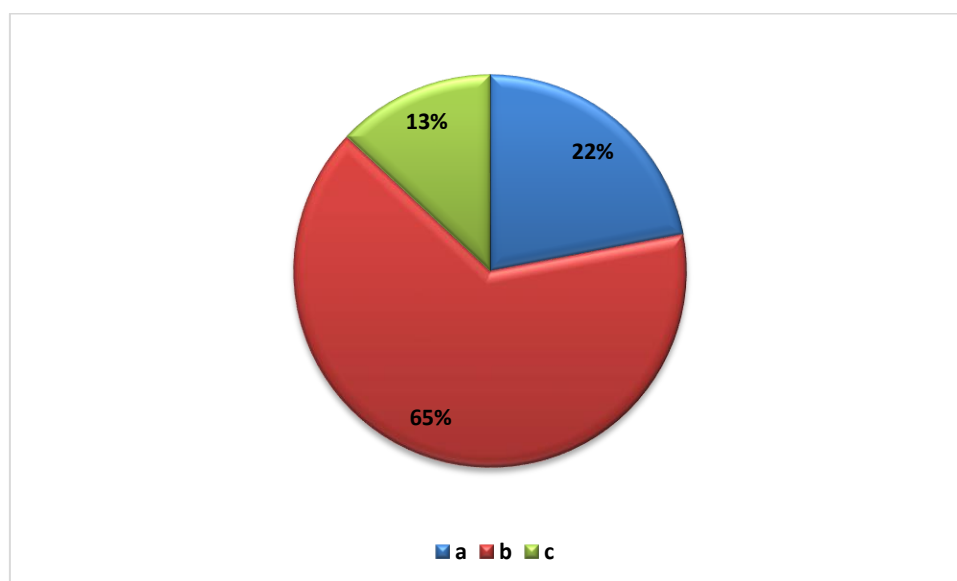
Graph 21: Students' motivated to learn English at university

As far as this question is concerned, it intended to know the respondents' extent of motivation to learn English at university. The participants were offered a scale containing three levels ranging from the "very motivated", "somehow motivated" to "not motivated at all". As the rates indicate, the majority of respondents regarded

themselves as somehow motivated to learn English at university. Furthermore, 22% of them believed that they are very motivated to be an essential part in their EFL classes. Though, some students (13%) claimed that they are not motivated at all.

Justify your answer please

Then, the respondents were asked to justify their answers. As for those who are somehow motivated justified that they study English just to be able to communicate with it. Their motivation depends on what they like, and the conditions play a major role whether they are positive or negative. Others who are very motivated claimed that it is due to the fact that English is a worldwide language, and they are interested in it as a foreign language. Besides, their level of motivation is high because they want to get the degree and enhance their level to be a good teacher or researcher. On the other hand, students who are not motivated at all to learn English at university declared that it is the environment that demotivates them because they still deal with the same teachers, methods of teaching and settings.

Question 03: According to you, which of the following factors affect your engagement to learn English at university?

The answer	Number	Percentage
a-The learning environment	7	17 %
b- Students' willingness	5	13 %
c- the way English is being taught	10	25 %
d- All of them	18	45 %

Table 23: Factors affecting students' engagement to learn English at university
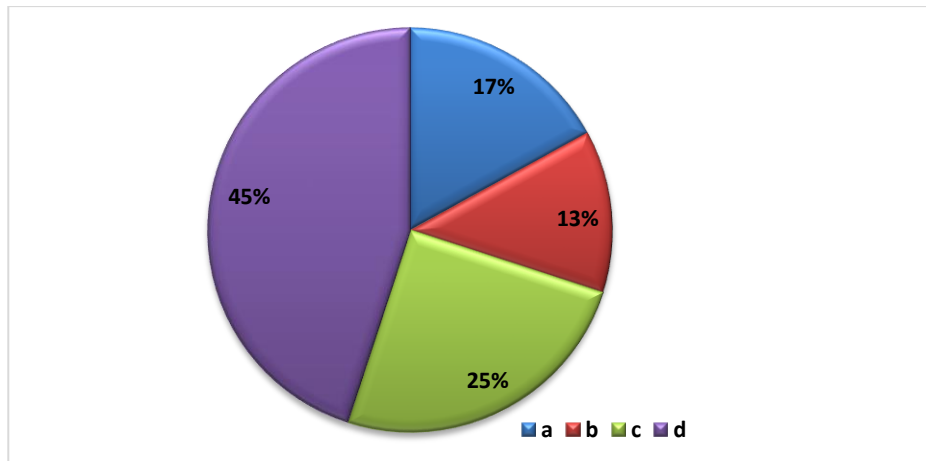
Graph 22: Factors affecting students' engagement to learn English at university

Regarding this question, students were asked to specify those factors affecting their engagement to learn English at university. Here, the students have been proposed to four options. The options are: the learning environment, student's willingness, the way English is being taught, or they chose the option that relates all the prementioned

choices, that is all of them. So, as it is shown in the table, seven students asserted that the learning environment is what affect their engagement. Another five students thought that their willingness is responsible to engage them during their learning process. Moreover, ten students deemed that the way their teachers teach English is what can engage or disengage them to learn. However, the last eighteen students related the factors together by choosing the option " all of them " to state that all the mentioned aspects affect in a way or another their engagement to learn at university.

Others, specify please

Further details in this question, students added other factors that may affect their engagement to learn English at university. They are teachers' personality and the subject matter.

Question 04: To what extent are you satisfied with the following:

The answer	Very satisfied	Somehow satisfied	Not satisfied at all
a- The learning environment	5	14	21
b- The content which is being taught	6	23	11
c- Teachers' tasks	2	24	14

Table 24: Students' satisfaction
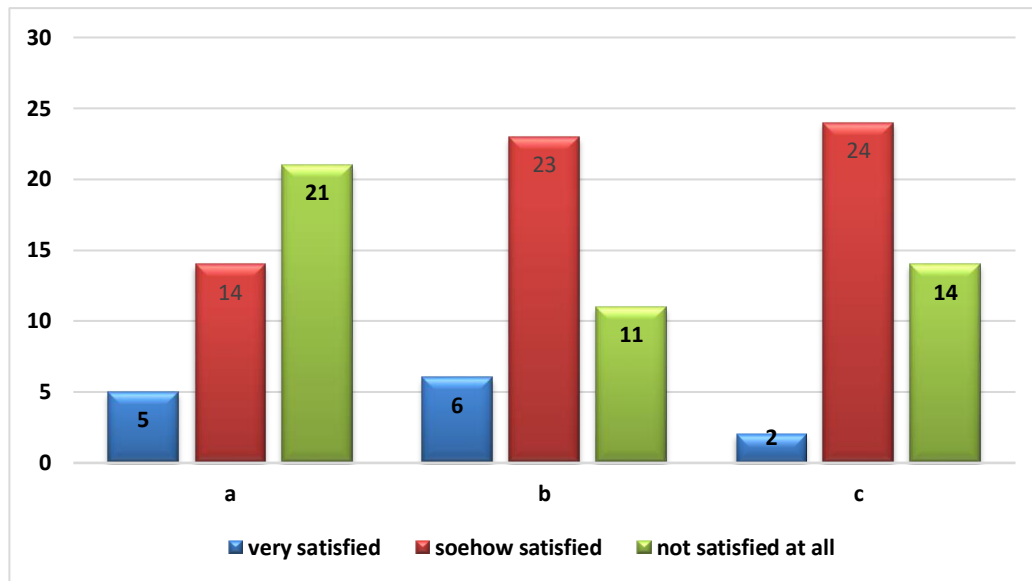
Graph 23: Students' satisfaction

The current question required the participants to confirm the degree of their satisfaction on the learning environment, the content being taught and their teachers' tasks or activities. This question intended to permit the respondents to assess these items regarding their engagement during their teachers' application of interactive tasks. The displayed statistics show that twenty-one student stated that the learning settings are not satisfying for them, so that they affect negatively their learning process by disengaging or demotivating them to be active learners. Conversely, around twenty-four students are somehow motivated with the content which is being taught and their teachers' tasks and approaches.

Question 05: Do you agree that teachers' tasks have a great impact on students' engagement?

The answer	Number	Percentage
a- Yes	37	92 %
b- No	3	8 %

Table 25: The impact of teachers' tasks on their students' engagement
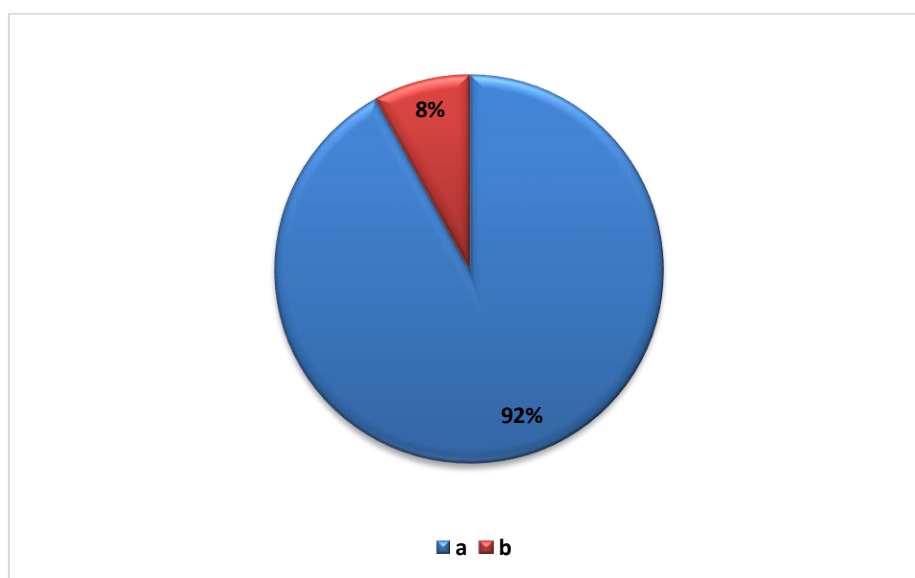
Graph 24: The impact of teachers' tasks on their students' engagement

The current question sought to probe the students' opinions on their teachers' choice of tasks they provide in their classrooms and their influence on their students' engagement. A rate of 92% of students affirmed that teachers' tasks are directly related to them and have a great impact on their engagement. Conversely, just three students (i.e., 8%) believed that there is no impact on their engagement because of their teachers' tasks. Therefore, we can deduce that most of the students believe that tasks can trigger their engagement to learn more during their classroom activities.

If yes, is that because:

The answer	Number
a- They stimulate students' attendance	3
b- They attract students' focus and attention	14
c- They make students more active	9
d- They increase students' participation, interaction and collaboration	14
e- They help students show their academic and cognitive skills	10
f- They help students overcome their psychological barriers	8
g- All of them	21

Table 26: Reasons of the impact of teachers' tasks on their students' engagement
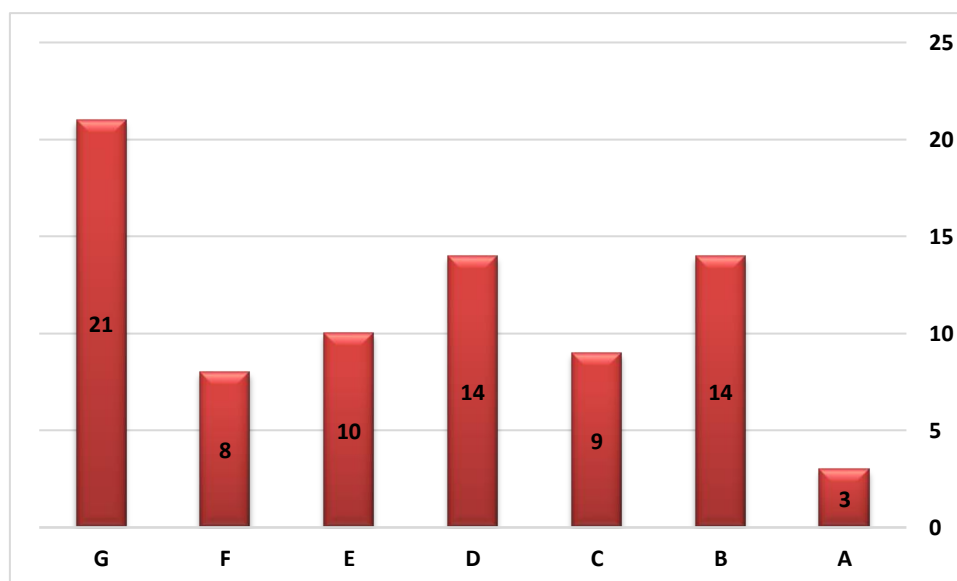
Graph25: Reasons of the impact of teachers' tasks on their students' engagement

Later in this question, students were asked to explain why teachers' tasks have a great impact on their engagement. Seven options were proposed. Three students from the sample (3) believed that tasks stimulate their attendance in the classroom. Others (8) reported that teachers' tasks help them to overcome their psychological barriers. Also, ten respondents (10) thought that their teachers' choice of classroom tasks influence their engagement because they help them to show their academic and cognitive skills, and nine others declared that they lead to students' active learning. Additionally, the number 14 is given to two different answers. Teachers' tasks attract students' focus, attention, and increase their participation, interaction and collaboration. Nevertheless, the majority of EFL students (21) considered the impact of their teachers' tasks on their engagement to effect on all the prementioned aspects of their learning process.

3.2.3.3 Section Three: Students' Views about Interactive Tasks

Question 01: are you satisfied with the way the course of mastery of the language is being taught?

The answer	Number	Percentage
a- Yes	20	50 %
b- No	20	50 %

Table 27: The students' satisfaction over the language mastery course
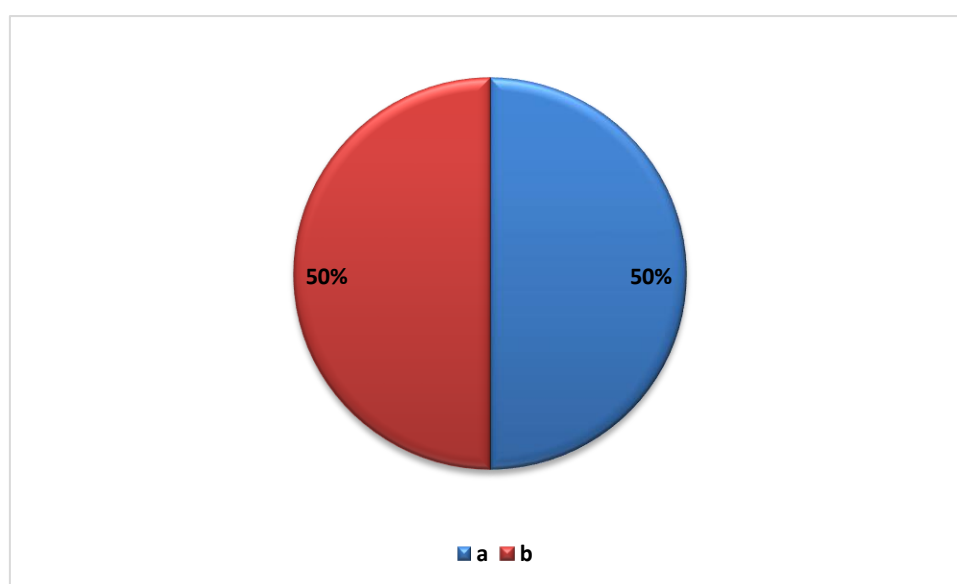
Graph 26: The students' satisfaction over the language mastery course

This question probed whether or not students are satisfied with their teaching method of mastery of the language course. The rates denote that half of the respondents (50%) confirmed that they are satisfied with the way the course is being taught. However, the other half of the students confessed that their teachers' way of teaching is not satisfying their needs. This percentage indicates that the teacher should

pay attention to his/ her students' needs to really receive the subject matter or the content in a very flexible way.

Question 02: How do you find the content being taught?

The answer	Number	Percentage
a- Very informative	14	35 %
b- somehow informative	24	60 %
c- not informative at all	2	5 %

Table 28: The benefit of the content being taught
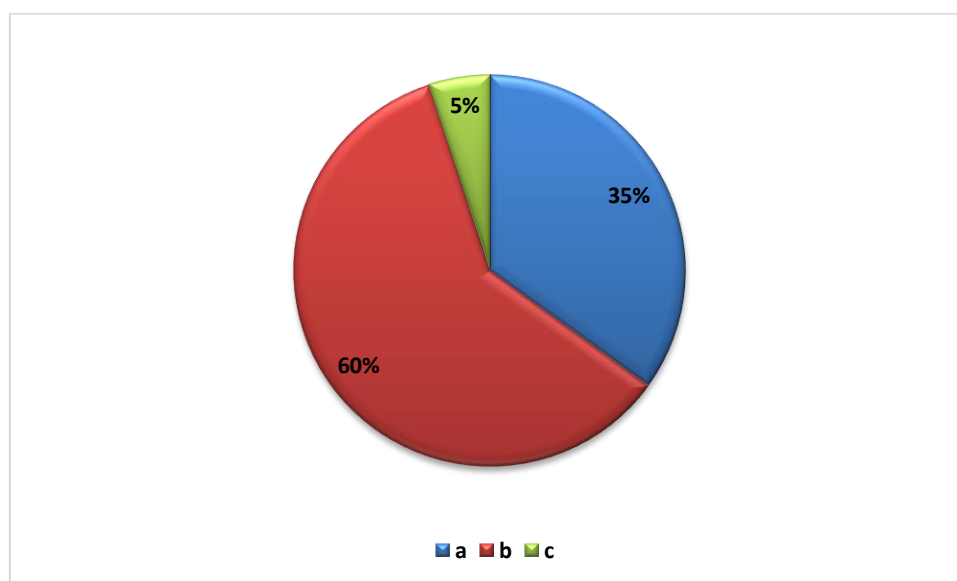
Graph 27: The benefit of the content being taught

This question considered the students' opinions regarding the value of information or the content being taught. A rate of 60% of respondents affirmed that the content is somehow informative. Another opinion was declared by 35% of students which says that the content is very informative. On the other hand, only 5%

of respondents do not perceive the uselessness of the information being provided by their teachers in their classrooms.

Question 03: Do you prefer to work?

The answer	Number	Percentage
a- Individually	19	47 %
b-In pairs	15	38 %
c- In groups	6	15 %

Table 29: Students' preference of the work
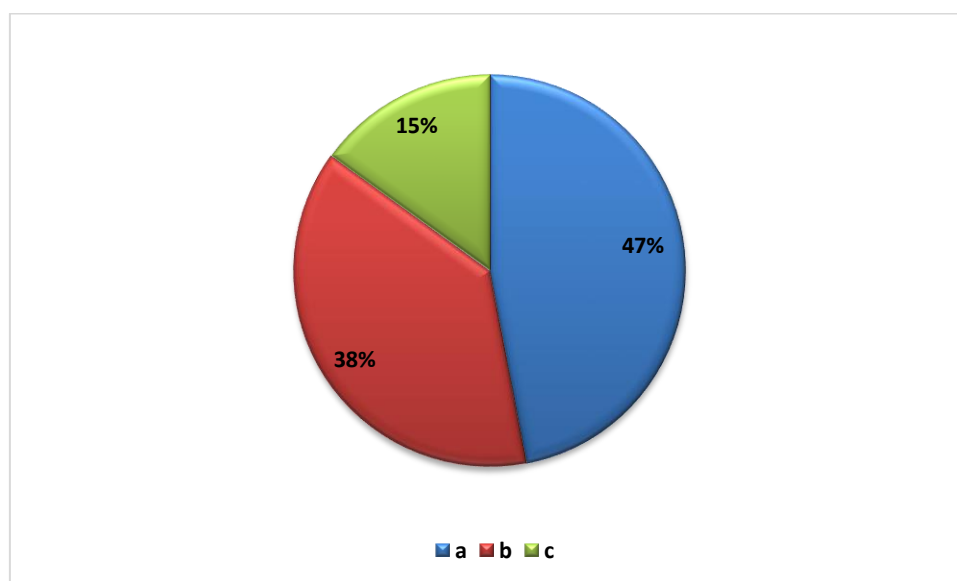
Graph 28: Students' preference of the work

This question was asked in order to investigate how do students prefer to work during their classroom tasks. Regarding the first choice, nineteen students (i.e., 47%) revealed that they preferred to work solely (i.e., individually). Unlike, 38% of respondents regarded pair work to be the best choice when doing their classroom

tasks. However, six students (i.e., 15%) indicated that they like to work collaboratively and group work is more effective.

Justify your answer please

Based on the students' justifications of the previous question, the majority of them consider individual work to be more helpful for them giving different explanations. They assumed that they feel at ease in working individually because it gives them the chance to think critically, working in pairs brings noise and unwanted distractions, or they are introvert. Besides, some students indicated that they are engaged because they are working in pairs, and working in pairs both keeps you involved and invested (compared to individual work) and makes it easier to advance in the actual activity; however, group work is hard to coordinate.

Similarly, during pair works, their partners can cover for the mistakes they might have overlooked; when I work with my peer, I get to interact with him, exchange ideas, get motivated to work more and see how we come up with a connection through our conversation. Finally, students who want to work in groups justified that it aids to overcome fear and stress, time is not enough to prepare the presentation by one student, and sharing knowledge with others is the best way to learn.

Question 04: How often does your teacher use interactive tasks?

The answer	Number	Percentage
a- Always	4	10 %
b-Sometimes	31	77 %
c- Never	5	13 %

Table 30: Teachers' use of interactive tasks frequency
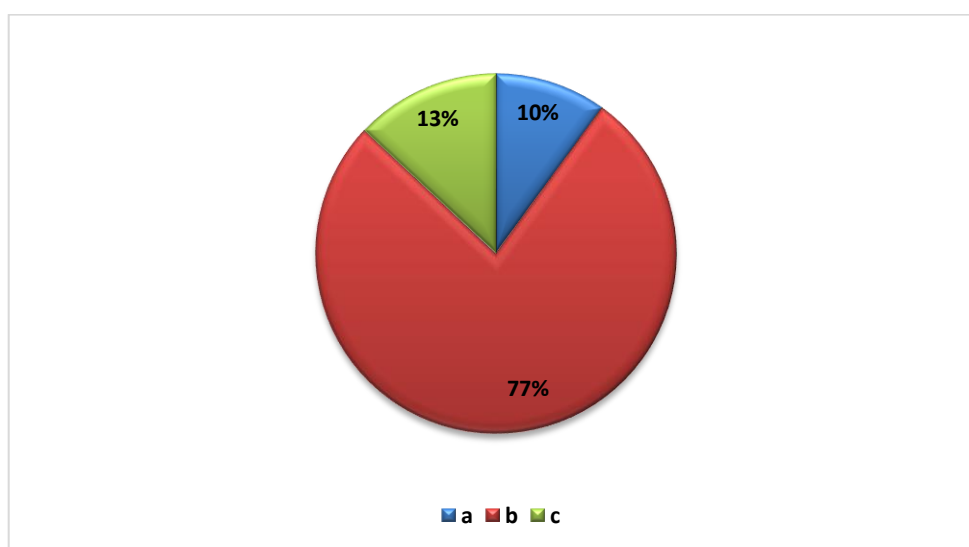
Graph 29: Teachers' use of interactive tasks frequency

The following question was designed to unveil the students' point of view on the extent to which their teachers employ interactive tasks in their classes. The rates display that 77% of respondents revealed that they are sometimes exposed to interactive tasks. Also, 10% argued that their teachers are always using interactive tasks during their delivery of the course. They use it as the most helpful solution to prompt their students' engagement and motivation to learn and comprehend better the

information provided. On the other hand, only 13% of respondents claimed that interactive tasks have never been used in their classes.

Question 05: is your class:

The answer	Number	Percentage
a- Teacher- centered	11	27 %
b-learner- centered	4	10 %
c- Teacher - to - individual students	2	5 %
d- teacher - to students	21	53 %
e-students-to- students	2	5 %

Table 31: The class type
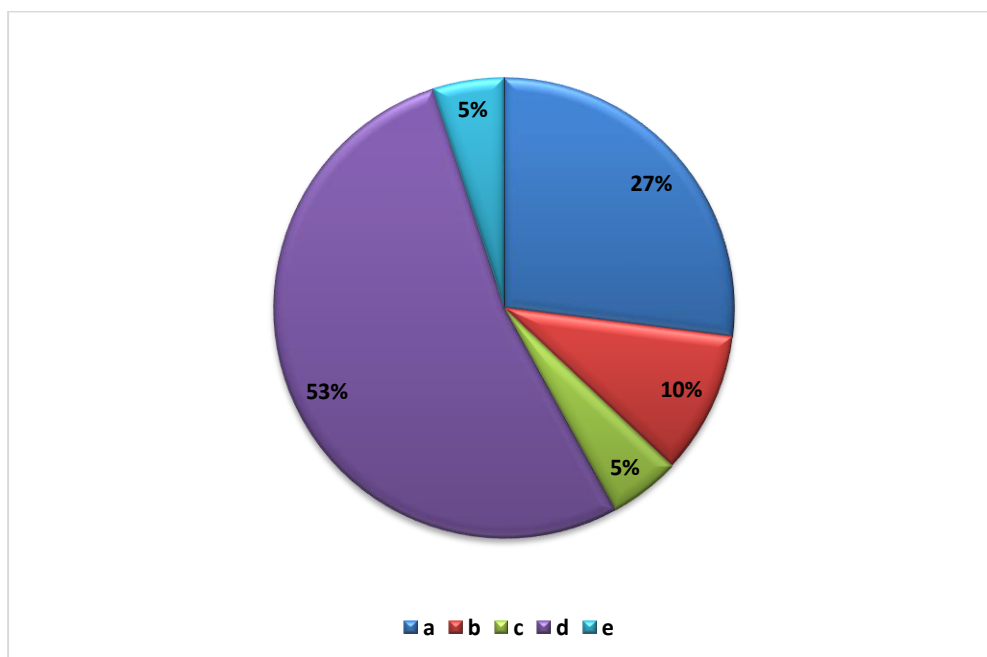
Graph 30: The class type

This question intends to reveal what type of classes are the students exposed to. As the table statistics demonstrate, the majority of respondents (53%) declared that their class is a teacher to students one. Furthermore, the second-high rated choice (27%) is the teacher- centered class. Additionally, 10 % of students asserted that their class is much more learner- centered. Finally, the same percentage (5%) was given to the teacher - to - individual students and students- to- students classes. Therefore, according to the respondents' responses, we remark that teachers are still insist on the use of traditional approaches of learning in which they are the most authoritative elements, and students are most of the time passive receiving the information.

3.2.3.4 Section Four: Interactive Tasks and Students' Engagement

Question 01: Do you like learning through interactive tasks?

The answer	Number	Percentage
a- Yes	31	77 %
b- No	9	23 %

Table 32: Students' preference to learn through interactive tasks
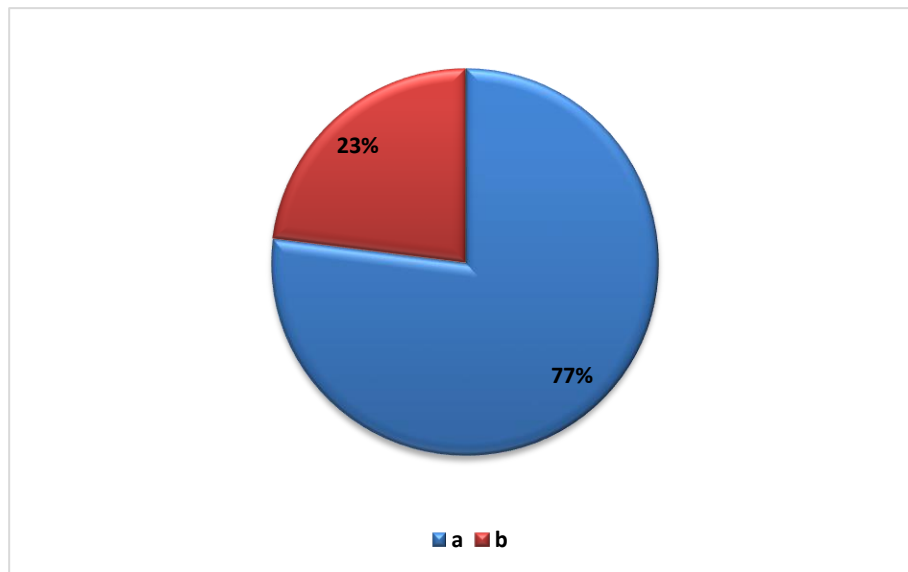
Graph 31: Students' preference to learn through interactive tasks

As far as this question is concerned, master students were asked to reveal whether or not they enjoy learning through interactive tasks. The results show that the majority of respondents (77%) like to learn through this method interacting with their classmates. The second rate reveals that 23% of respondents do not like to learn when their teachers adopt interactive tasks as an effective method to teach several subjects or themes. Accordingly, we can conclude that students want to rely on interactive tasks when doing their different classroom activities.

Explain please

This follow up question investigates the students' desire to learn through interactive tasks. Few students who rejected to learn via these tasks argued that there is much chaos and their teachers are not able to control and/ or manage the classroom; they prefer to work alone without noise and distractions, or they are introvert learners. So, they do not prefer interactive tasks to be used in their classes. On the other hand, the respondents who like to learn through interactive tasks clarified that they reinforce

the student engagement, help to boost the confident and interact with the teacher or classmates to learn more our language, given the opportunity to share knowledge, make learning more attractive, there is more fun, and when the task is interactive you will be motivated to solve it and get more knowledge. To sum up, the respondents assumed that through interaction they can gain different perspectives and widen the scope of their knowledge beyond the barriers of the brain.

Question 02: Which of the following interactive tasks does your teacher use most?

The answer	Number	Percentage
a- Oral presentations	19	48 %
b- Debates	7	17 %
c- Role plays and simulations	2	5 %
d- group discussions	5	13 %
e- All of them	7	17 %

Table 33: The most used interactive ta
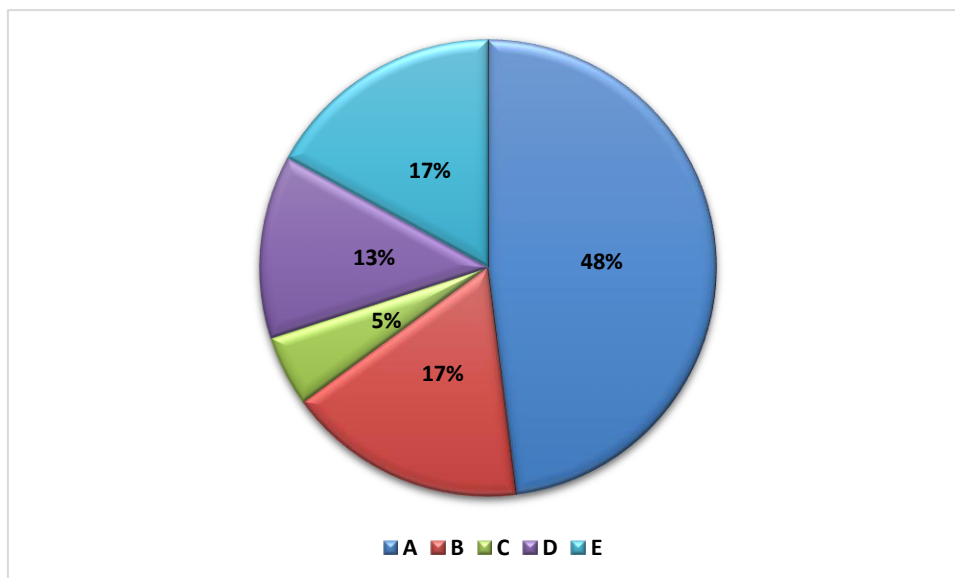
Graph 32: The most used interactive tasks

Regarding this question, it intends to recognise the type of interactive tasks that is used most in our participants' classrooms. As it is exposed in the graph above, the majority of respondents (48%) acknowledged that oral presentations are frequently used by their teachers. Nonetheless, the role plays and simulations are rarely used; they had a percentage of mere 5%. In addition, five students assumed that group discussions are the most utilized type of interactive tasks in their EFL classes. Finally, 17% is shown twice in the table. Seven students asserted that their teachers prefer to use debates more; however, the last seven students remarked that multiple interactive tasks are present, and teachers use all the prementioned tasks in their classrooms.

Question 03: Which of the interactive tasks mentioned above do you prefer most? And why?

This open-ended question was asked in order to identify what interactive tasks do our participants mostly prefer in their classes. Accordingly, many students like the use of oral presentations, group discussions and debates. They favor oral presentations

because they think that they are very significant to prepare the learners for teaching, and talking in another language is hard and thinking about something then tell it in another language is even harder. Thus, presentations give them the time to think, organise and then present the work in a good way.

Above and beyond, our respondents desire group discussions due to the fact that speaking is optional, they are more productive and less boring. They, further, can share different ideas and listen to each other's point of view and arguments closely to understand the idea presented, to have a clear vision about the topic and to formulate their own understanding. This, consequently, can both foster their speaking ability and help them to practice the language from all aspects. Besides, debates are also preferred to the students. They like them for the reason that they extract deep information and help to learn how to better articulate their thoughts in English and construct meaning out of complex topics.

Question 04: When learning through interactive tasks, how often do you:

The answer	Always	Sometimes	Never
a- Participate in the class discussion	7	24	9
b- Ask questions	2	24	14
c- Pay attention to your teacher's or students' explanations	30	8	2

Table 34: Students' attitudes towards interactive tasks
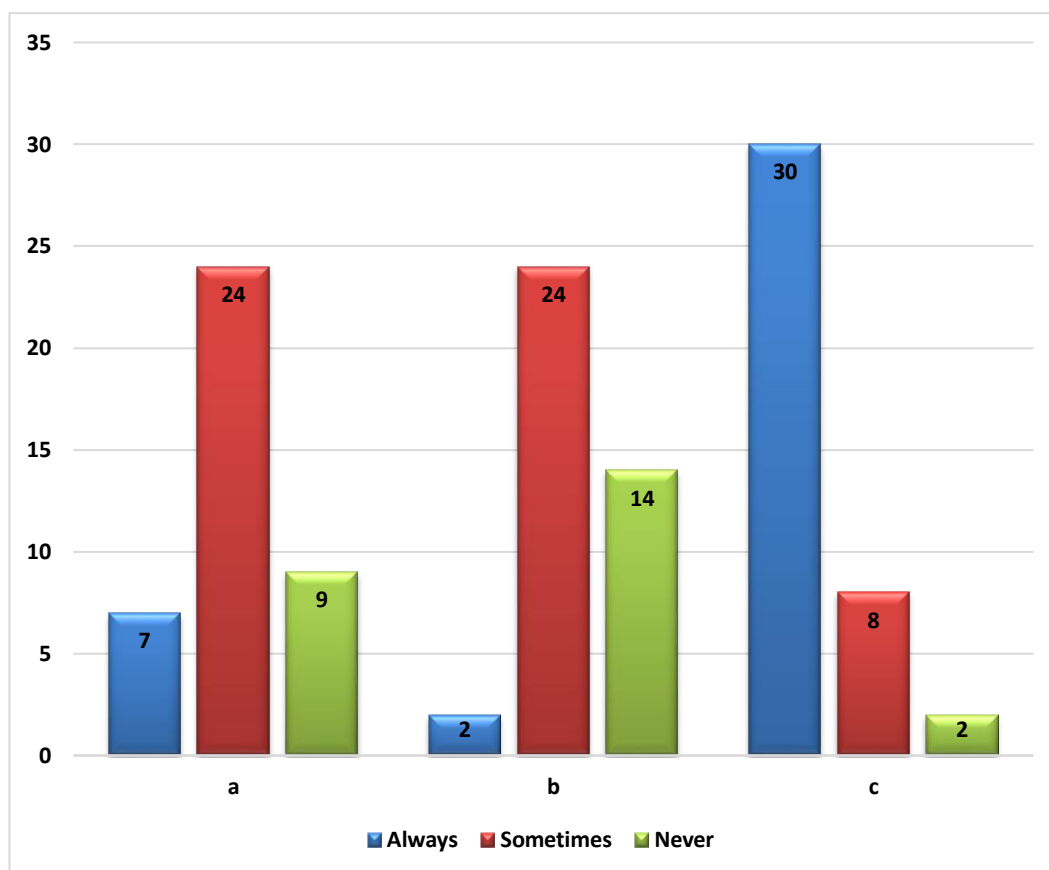
Graph 33: Students' attitudes towards interactive tasks

The current question required the participants to confirm the rate of recurrence of some behaviours that they may show in the classroom. This question intended to allow the respondents to self-report their attitudes and perceptions regarding their engagement during their teachers' application of interactive tasks. The table above shows that twenty-four students proclaimed that they sometimes participate in the class discussion and/ or ask questions. Conversely, thirty students announced that they always pay attention to their teachers' or students' explanations.

Question 05: How do you find what you learn through interactive tasks?

The answer	Number	Percentage
a- Very interesting	22	55 %
b- Somehow interesting	17	42 %
c- Not interesting at all	1	3 %

Table 35: Students' interest towards interactive tasks content
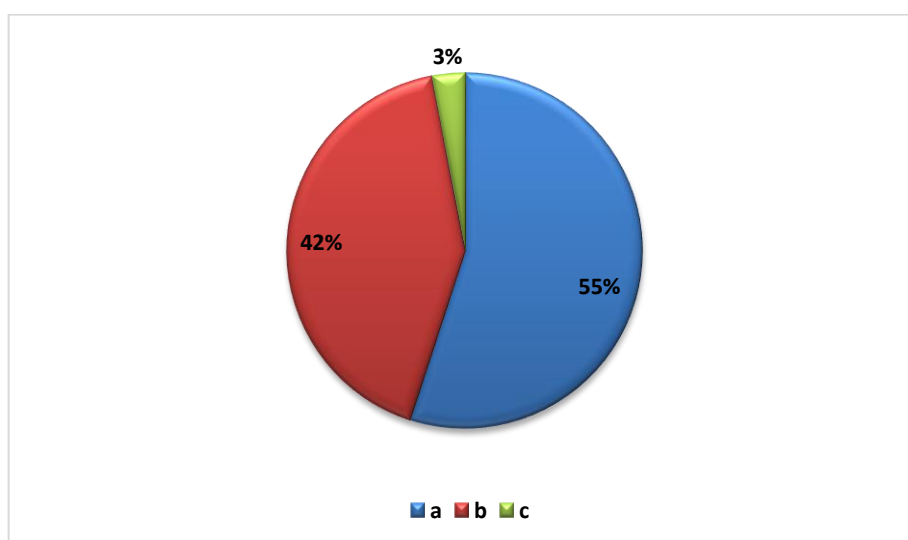
Graph 34: Students' interest towards interactive tasks content

This question considered the students' views regarding the value of information or the content being taught through interactive tasks. A rate of 55% of respondents emphasized that the content is very interesting. Another opinion was stated by 42% of participants which says that the content is somehow interesting. On the other hand, only one student (i.e., 3% of respondents) does not perceive the benefit or the utility of the information being provided via interactive tasks by his teachers in the classroom.

Question 06: To what extent do you feel engaged when learning through interactive tasks?

The answer	Number	Percentage
a- Very engaged	18	45 %
b- Somehow engaged	18	45 %
c- Not engaged	4	10 %

Table 36: Students' engagement during interactive tasks
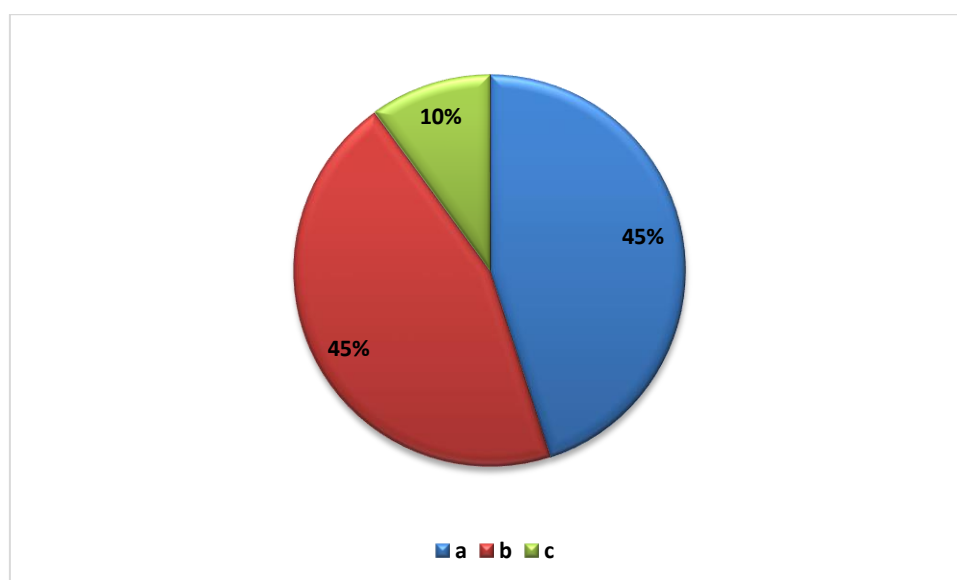
Graph 35: Students' engagement during interactive tasks

This question was asked in order to investigate the extent of engagement that our participants display when learning through interactive tasks. We proposed three main choices. Firstly, a few numbers of students representing a percentage of only 10% acknowledged that they are not engaged throughout interactive tasks. However, the great number of students (i.e., 45%) confessed that they are very engaged when

learning through this type of classroom tasks. Equally, the same percentage of students declared that they are somehow engaged when working on interactive tasks. What can be concluded from the above percentages is that the majority of participants believed that interaction during classroom tasks is crucial and foster their engagement.

Justify your answer please

This follow up question required students to justify their responses concerning the extent of their engagement during their teachers' application of interactive tasks. In fact, students who consider themselves as very engaged ones justified that interactive tasks make learning environment very funny in which it encourages the students to learn and discuss more, ask questions and exchange ideas easily. For instance, when they participate and include themselves in a discussion with the teacher or classmates about a certain topic, they become highly focused and mind-working. Moreover, they believe that the use of different tasks makes the student more engaged and motivated to learn foreign languages.

Nonetheless, the other students who are somehow engaged stated that it depends on the topic being discussed, some topics they find engaging, some dull and mundane. Their engagement is highly related to their cognitive skills. They never participate unless the task is written and the work is in pair. Furthermore, few students neglecting their engagement during interactive tasks explained that they are shy and autonomy is their basis since they are introvert learners. Still, overcrowded classrooms they studied in create a lot of distractions.

3.2.4 Discussion of the Findings of Students' Questionnaire

All over the analysis of the data gathered from the students' questionnaire, we have obtained valuable replies answering the questions, confirming the hypotheses and achieving the purposes in favor of this research study, as well as multiple opinions and viewpoints were raised in relation to the role of interaction and interactive tasks in fostering learners' engagement, motivation and active learning. To start, the results disclosed that the majority of students wanted to improve their English learning capacities as a foreign language when applying in master degree, and to have a good level in communication or other skills. Furthermore, they recognise that engagement is very important during their English learning process at university because, for them, being engaged is being able to deal with all aspects of the language.

Despite the fact that engagement is favored in the participants' EFL classes, there are many factors that affect it positively and/ or negatively. According to the students' responses, these factors are the learning environment or setting, their teachers' choice of tasks or activities, the approach or method of teaching, teachers' personality, and particularly the content being taught. For instance, they see that some subjects or topics are responsible to boost their motivation and engagement to learn. On the other hand, the learning environment they studied in is considered to be unsatisfying, so they sometimes get bored and demotivated to participate during classroom activities.

Correspondingly, the respondents confessed that teachers' choice of tasks have a great impact on their learning engagement. It is due to the fact that they affect several aspects. They can stimulate students' attendance, active learning and participation,

maintain their attention and concentration to be involved and able to respond to their teachers' varied instructions. Also, those chosen tasks help students to show their academic and cognitive skills. Henceforth, educators had better pay attention to the tasks or activities they provide in their classes.

Concerning the integration of task-based approach into our participants' EFL classes, the majority of students highlighted the effectiveness of interactive tasks and demonstrated their enjoyment towards learning through this method. Besides, a large number regarded its significance in supporting interaction within cooperative works, and creating a funny atmosphere that lead to good relations between classmates and their teachers. Thus, students show an interest to work in pairs and/ or group discussions to understand better, negotiate and tackle more the subject matter or the course content.

Additionally, in the last section of the questionnaire, results revealed that students acknowledged that they appreciate their teachers' use of distinct types of tasks. In other words, they prefer to conduct different tasks to learn English considering many aspects of the TL. In fact, teachers through the implementation of interactive tasks pave the way for their students to control their own learning process. They prefer oral presentations in which students are given the opportunity to prepare themselves for teaching. It means they support the student- centered approach. Accordingly, we can deduce that students are maintaining interest towards their teacher's tasks and way of teaching.

Ultimately, the vast majority of respondents declared that what is taught through interactive tasks is very interesting, so they are very engaged to learn more. Indeed, these results stressed the students' engagement by referring mainly to the extent of

interest they show to the content being taught in their EFL classes. To conclude, based on the students' explanations, they are considered to be behaviourally, emotionally and cognitively engaged learners because they are active and highly motivated when learning via interactive tasks.

3.3 Classroom Observation

A non-participant classroom observation was undertaken by the researcher in order to enrich the thoroughness of the obtained data. This data gathering tool aims at exploring how interactive tasks are implemented into EFL learners' master classes, identifying teacher's and determining students' attitudes and engagement in their classrooms. Therefore, we believe that the used checklist in the current fieldwork observation can reinforce and validate the information found in the previous collection tools by witnessing different behaviours and writing varied notes on the role of interactive tasks in fostering master students' active learning and engagement.

3.3.1 Classroom Observation Procedures

The classroom observation was undertaken during the first semester of the academic year (2019/2020), precisely from the period of November 5th till December 3rd, 2019, with the purpose of gathering the relevant data to the research study at hand. We assisted four sessions with master one students (group one) at Biskra university. The duration of each session was one hour and a half. The teacher whose class to be observed, was cooperative and open to welcome the researcher's presence at any time. As far as the classroom observation greed is concerned, it covers structured statements in addition to a part devoted for further comments.

3.3.2 Description of the Classroom Observation Checklist

The used observation checklist was generated owing to the type of tasks, attitudes and methods of teaching and learning sought to be observed. It enabled the researcher to depict both EFL learners' and teachers' behaviours within the classroom through the provided elements in each section. It is principally comprised of these headings. The title of the data collection instrument "a classroom observation checklist", the name of the observed teacher, the observer, the level, the specialty, the group number, the date, the allocated time, the session and the rating scales at the top of the page.

The classroom observation checklist includes six sections: General Classroom Environment, The Role of the Teacher before the Task, The Role of the Teacher during the task, Learners' Concentration on the Task, Learners' Enjoyment in the Task, and The Role of the Teacher and students after the task. The first section comprises a general description of the classroom mood, physical seating arrangement, and smoothness of the atmosphere. The next two sections are devoted to identify the role of the teacher before and during the task. The subsequent two other sections try to clarify the learners' attention, satisfaction and the various behaviours and emotions they display along the session(s) towards the use of interactive tasks in their classrooms. Finally, the last section covers the teacher and his students' role after the performance of the tasks.

3.3.3 Analysis of Classroom Observation

3.3.3.1 Section One: Classroom Environment

Statement One: The class is overcrowded.

It was observed that EFL classes at Biskra university include a great number of students. Sometimes lessons need more focus and concentration from the students, but the setting is not very satisfying to engage them and/ or motivate their willingness to learn. Unfortunately, the class observed was full enough, so the teacher cannot manage the classroom providing frequent instructions to his students to avoid the disorganization, noise and/or chaos.

Statement Two: The physical setting is suitable for students to undertake the tasks.

This statement intends to clarify the seating positions and table arrangements within the classroom, and confirm whether or not it is suitable for students to carry out the task in a very flexible way. In sessions whereby the teacher implemented interactive tasks, different arrangements were done depending on the task type or activity. Sometimes, students prepare oral presentations, so they are working individually and each one perceives the information in his/ her own seat. However, if their teacher recommends group discussions and/ or debates, they are organized in a form of groups including many seats and students. So, furniture arrangement was organised most of the time based on the task types or activities.

Statement Three: It encourages students' effective learning.

During the observation sessions, it was obvious that the learning environment is somehow demotivating for EFL learners. Therefore, it did not encourage students' effective learning in almost all of the sessions. However, it was observed when the teacher made and effort to manage and control the situation maintaining the needed equipements. This happens particularly when the classroom tasks or activities are undertaken in a group or pair works and open class discussions. The above element was reflected through the authentic and academic techniques presented by students during their task performance. Those needed such a change in the physical arrangement.

3.3.3.2 Section Two: The Role of the Teacher before the task

Statement One: The teacher is ready and eager to impart and transfer knowledge.

During the delivery of language mastery courses, it was observed that the teacher was very enthusiastic to provide new and valuable information. It was the first time that EFL learners learn this module. So, it was somehow challenging and surprising for students to realise and learn how to master the language knowing new subjects, topics and getting familiar with all the aspects of the language. On the other hand, the teacher was excited to impart this knowledge applying new methods to see his students' attitudes towards the integration of interactive tasks in their classroom. Indeed, it was an opportunity for students to communicate and interact with each other, rather to master the language properly.

Statement Two: The teacher creates a supportive and enthusiastic climate.

As it has been noted down, in the first sessions, the teacher supported and created a friendly atmosphere before starting the classroom instruction. In other words, it was observed that he made efforts to create a motivating and an inspiring learning environment for his students. Moreover, the teacher focused more on his listening skills by giving them the opportunity to led the class. Furthermore, he created a sense of community and belonging amongst students by maintaining a supportive environment. All these characteristics could successfully enable the majority of students to participate and involve throughout their tasks.

Statement Three: The teacher manages the class well and maintains a good discipline.

To achieve the objectives of interactive tasks that boost students to be active learners, it is crucial that the teacher must be aware of how to manage his/ her classroom. Through the observation sessions, we observed that the teacher attempted to present a good discipline to his students by showing distinct behaviours and trying to organise and facilitate the course procedures. Nevertheless, the great number of students in the classroom still difficult to deal with. It means that the learning environment or classroom surroundings may affect the teacher's way of teaching and the learners' learning process in general.

Statement Four: The teacher asks questions before starting the lesson to check students' prior knowledge about the topic.

Before starting the lesson, warming ups were extremely remarked. The teacher chose to begin the task by asking his students different questions about the previous

lesson to recognise to what extent is the information and/ or content understood. From that, we observed that much deduction was present rather than induction. In addition, there was fairly an attempt to connect the presented course content with students' prior knowledge. This actually occurred during debates and discussions where students' inference to the former topics or the learning experience took part.

3.3.3.3 Section Three: The Role of the Teacher during Interactive tasks

Statement One: The teacher assigns different types of interactive tasks (peer and/or group tasks).

It is presumed that teachers implementing interactive tasks during classroom instruction are supposed to organize group/pair work. They aimed to boost students' interaction and reinforce good relations between classmates. Accordingly, the observed sessions confirmed that most of the time tasks were undertaken through group discussions and oral presentations; however, pair work was not frequently used by the observed teacher in his classroom tasks. In addition, students maintained simple conversations when working in groups during classroom tasks. Moreover, the use of the target language was obvious in all interaction types, especially learner-learner interaction.

Statement Two: The teacher selects the members him/herself.

In fact, this element was not observed along the observation sessions. Whereas, the students were given the opportunity to choose with whom to work and/ or do the activity. They were free and relaxed without any constraints. Moreover, the teacher gave his students equal opportunities to participate spontaneously. Consequently, this

helped and motivated them a lot to involve and engage in the classroom activities considering their teacher's instructions.

Statement Three: The teacher is passive during the task.

To achieve student-centered approach objectives, much importance must be given to the learners. In this way, the role of the teacher turns in a way toward the students. Thus, as it was observed during the lessons, the teacher is somehow passive providing monotony chances and controlling his students' behaviours and actions. Additionally, the information was prepared by the students themselves to be delivered in a form of oral presentations or role plays.

Statement Four: The teacher is just a controller or facilitator.

Throughout to the observation procedures, distinct roles were played by the teacher. He sometimes tried to control his students, lead them to undertake the tasks, facilitate the task stages in which students will be capable to get the knowledge and/ or grasp the purpose of the provided content. He, furthermore, attempted to check all the groups and provide monitoring but without any interference in the students' task planning. Otherwise, he would be active from time to time participating in one of his students' groups. He, also, supported the learners to be responsible for their own learning process. As it has been noticed that the teacher provided effective guidance throughout the tasks.

Statement Five: The teacher supports shy students and those who show low self-confidence.

Reducing students' shyness, fear and other affective factors that impede their learning process will undoubtedly result in students' motivation and engagement. As it

has been noted down, in each observed session, the teacher made efforts to encourage and address all the learners' learning styles. In this way, the teacher's instructions were followed and the tasks were done by almost all the students. Indeed, we have observed that shy students effectively contributed in multiple tasks without the fear of making mistakes. Henceforth, the choice of classroom tasks and the teacher' personality provoked students' participation, decreased their anxiety and heightened their self-esteem.

3.3.3.4 Section Four: Learners' attitudes during interactive tasks

Statement One: Students are being in time and attending their classes.

We have remarked that the classroom was full of students. They were present in almost all the sessions observed. Therefore, they were excited to attend their language mastery course because it included interactive tasks into practice rather than it was considered to be a new learnt subject. Accordingly, they tried to be in time avoiding absentees to reach their teacher's planning of the course, aims and objectives.

Statement Two: Students demonstrate willingness to participate in the task.

Motivating students to participate during classroom activities is considered to be difficult for both, teachers and students themselves. Based on the attitudes observed throughout different sessions, we noticed that students were inclined to involve and conduct the tasks. As well, we have remarked that many of them reacted positively to group work, discussions, debates and so one. These patterns ingrained a sense of responsibility and competition amongst groups. It was, also, observed that learners were exchanging ideas and making contributions within the groups.

In addition, we have noticed that a few numbers of students displayed disruptions when working in groups for the reason that they were introvert. Otherwise, the others' willingness to work in groups was illustrated in their organization and distribution of roles. The leader of the group felt a sense of responsibility over his/her group, which urged him/her to keep the group work as smooth and organized as possible. However, shy students preferred group work in order to share their thoughts and contribute freely and comfortably. To complete the task successfully was each group's major aim.

Statement Three: Students concentrate on the activity, listen carefully and follow their teacher' instructions.

It is well known that keeping students' attention and concentration at the same time as delivering the course and/ or conducting the tasks is somehow challenging. However, it can be easier during interactive tasks whereby the students are considered to be centered in their classes. We have noted down that they were attentive and strenuous. Therefore, their focus could be due to the high curiosity they show along all the task stages. Inevitably, this was deduced through distinct forms of responses and behaviours. They were doing their assignments following the teacher's instructions, giving much focus to new and infrequent subjects. So, they were not neglecting their teacher's advice and/ or orders.

Statement Four: Students seem bored during the session.

In brief, this element was not observed during the sessions that the observer attended. Interactive tasks, indeed, got students tireless and inspired to learn. They were motivating each other even if the subject matter was somehow challenging and/

or difficult. Nevertheless, students' uninterest was slightly noticed because of the chaos or noise that disorganised group works presented in the classroom. So, it fits small groups better to avoid student's boredom and dissatisfaction.

Statement Five: Students are interested in the topics.

Since the course was new for master students, it had several topics to tackle and discuss. Subsequently, we observed that students were highly interested and curious about getting valuable knowledge. The task topics presented for students were attractive which invited their curiosity and interest to read the new material and explore the task content. Their interest was largely shown through their efforts and perseverance to think critically and solve problems that they found in their learning process.

Statement Six: Students show positive attitude in doing their tasks.

Through the application of interactive tasks, we noticed that master students' behavioural engagement is highly present in their class. They participated and involved to carry out the tasks and do the activities. In addition, all learning styles were active in the learning process. They were attentive to all details and teacher and/ or peers' reactions. They reacted positively towards their teacher's instructions and orders. For example, they competed to search for new concepts, thoughts and explanations for the course items that they perceived during the lesson or the lecture. Their teacher, in his turn, let them feel free to behave and perform throughout all the different task stages.

Statement Seven: Students volunteer to work with their classmates.

In fact, the observer observed that students were learning collaboratively. They were interacting with each other. They help one another especially when the task questions were somehow difficult and/ or challenging. For instance, each excellent student helped the other who has a low or a medium level. The class seemed like there are mere clever and brilliant students because the others were engaged as a result of their classmates' assistance and support. They were all pleased and preferred to work cooperatively. So, interaction was very helpful for students to engage and involve in their EFL classes.

Statement Eight: Students ask and answer questions, discuss, comment and give their opinions without any sign of fear or hesitation.

To support student's cognition is considered to be one of the main obstacles that any teacher may face in his/ her teaching process. Throughout the observed sessions, it was observed that students were able to activate their mental abilities to generate ideas to solve the raised problem; and innovate the way they are going to present the giving tasks. Thinking critically, asking and answering classmates and/ or teacher's questions were, too, done by the students when carrying out the classroom tasks. Moreover, some topics and subjects were discussed by means of debates and/ or small group discussions because it was the most effective technique to avoid disruption, disorganization or chaos. As far as the learning styles found in the classroom, there would be numerous comments and several points of view. Accordingly, this created a sense of competition between the students' groups.

Statement Nine: Students show high self-confidence.

Notably, students were emotionally engaged along almost the observed sessions. They were enjoying the courses because they include much excitement and fun. Also, they were satisfied with their teacher way of teaching, so that they exhibited their confidence and strength towards the task's complications and dilemmas. Besides, we observed that interactive tasks could have the responsibility to raise students' interest and enthusiasm to use the target language effectively considering its varied perspectives when performing the tasks. Therefore, we deduced that the task variation provided by the teacher helped the students to show their satisfaction and heighten their self-esteem to take part in the classroom activities.

3.3.3.5 Section Five: The Role of the Teacher and his students after the task

Statement One: The teacher asks some questions to check whether the students comprehend or not.

In this stage, we noted that the observed teacher tried to make conclusions and deductions for his students to facilitate the course comprehension for them. In fact, this phase was highly dedicated to students to show their cognitive potentials and skills in how to perceive and get the knowledge provided by their instructor. Accordingly, if the task were conducted easily and students realized its aims and goals, it would be better for the teacher to confirm that the content being taught was informative and useful.

Statement Two: The teacher asks some questions to check whether the students enjoy the task or not.

To confirm students' enjoyment towards the integration of interactive tasks, the observed teacher asked his students many questions at the end of the sessions. Those questions showed that students are interested to learn more through this method because it supports their presence and attendance in the classroom. Also, students' replies demonstrated that they are enjoying the courses due to the fact that interactive tasks incorporate much fun and excitement.

Statement Three: Students ask some questions about some points of the task.

At the end of the session, still we were dealing with interactive tasks, it was observed that students asked for more clarifications from their teacher. Particularly, language mastery courses were very challenging, so students encountered several difficulties and complications. These clarifications were mainly about the course content. This could be due to the fact that the time offered to the session was insufficient to cover and/ or grasp all the information planned to be delivered. In addition to the great number of students. Therefore, asking for teacher's clarification and further explanation means that students care about their understanding and comprehension of the course or tasks.

Statement Four: Students answer their mates who ask the questions.

Indeed, we observed that students demonstrated some source of collaboration between them. They were interacting with one another just to fulfill the task instructions and or answer their classmates' questions and inquiries. For instance, if a student prepared and oral presentation about a given topic, he would answer his/ her

peers instead of their teacher's intervention. Furthermore, they tried to help their classmates to better comprehend the lessons.

Statement Five: The teacher adds some clarifications.

We observed that, during the post-task phase, the teacher intervened for different purposes. First, he wanted to correct some errors and/ or mistakes made by his students during the tasks' performance. Also, the teacher preferred to give his students an immediate and effective feedback on their understanding and remarked progress. Consequently, students welcomed their teacher's advice and accepted his remarks and points of view to ameliorate their skills when conducting interactive tasks.

Statement Six: The teacher praises and shows his/her gratitude to his/her students for their efforts.

At the final stage, post-task phase, we noted down that both the teacher and his students were amusing the classroom atmosphere by sharing good feelings towards their behaviours and performances during all the three task stages. They, in fact, exchanged praises and gratitude. The teacher was satisfied with his students' reactions and attitudes when carrying out the activity and accepting its instructions and constraints. Likewise, the students were aware of their teacher's objectives from the integration of interactive tasks and its challenge and difficulty. As a result, the teacher wanted to provide more through his teaching process, and the students liked to work, persevere and compete with their classmates when learning through interactive tasks.

3.3.4 Discussion of the Findings of Classroom Observation

Like the previous analysis of the questionnaires, the analysis of classroom observation presented valuable data that shed light on the central classroom procedures when integrating interactive tasks and their impact over the students' engagement. Accordingly, the number of attended sessions and relevant remarks taken in relation to the observed elements of the various checklist sections led to a number of relevant conclusions related to our research work at hand.

To start, we have observed that the classroom was based on the students' roles that ascertain the application of the student- centered approach. Students, indeed, were responsible for their own learning process. On the other hand, the teacher played different roles throughout the three task stages. In other words, he displayed various actions in which he sometimes facilitates, guides, controls, monitors, and gives feedback concerning his students' reactions to the tasks' instructions and limitations. Moreover, much importance went to the student part because the classroom is somehow different from the traditional one, where the teacher is the predominant and the most powerful element during the course delivery and/ or task performance.

Furthermore, through the observation sessions, students demonstrated their positive attitudes towards the general classroom atmosphere achieved through the implementation of interactive tasks. We deduced that the three main types of engagement were present. Accordingly, students were emotionally, behaviourally and particularly cognitively engaged to conduct the tasks proposed by their teacher. For instance, due to the teacher efforts in the pre-task phase, learners were excited to realise the new method and its features that grabbed their attention and facilitated the

anticipation of the task topic and, therefore, enabled them to be attentive and very motivated to learn.

Additionally, students' behavioural engagement was shown in their active learning and participation during the tasks. It was observed that they were able to determine their own learning objectives by comprehending the task instructions and requirements. Also, their involvement was linked to their interactions with one another and their teacher, as a member of their groups. Certainly, the teacher's act of organising and incorporating diverse types of interactive tasks (oral presentations, pair work, group work and/ or discussions, debates and so one...) has reinforced students' engagement to learn. Finally, solving task problems and thinking critically were the major signs of students' cognitive engagement.

As a conclusion, the analysis of the classroom observation findings offered us with concrete results that presume that the majority of the observed students were interested in learning through interactive tasks. They were, correspondingly, motivated and actively involved to carry out and complete the activities throughout the three stages of task performance. Eventually, after the evaluation of the classroom observation results, we deduced that the findings support the research hypotheses, and confirm that implementing interactive tasks in EFL classes foster the students' engagement.

Conclusion

In conclusion to the above, the triangulated instrumentation enabled drawing relatively a considerable number of results related to the current variables under study. The current chapter is devoted to the discussion of the fieldwork of the present research study. To collect data, three tools were employed, teachers' questionnaire, students' questionnaire, and classroom observation checklist. The teachers' questionnaire was administered to teachers of English at Biskra university with the purpose of getting more insights into the application of interactive tasks and their perceptions and attitudes towards this teaching approach. Additionally, the students' questionnaire was administered to (40) master students of English at Biskra university. It was done in order to spot light on different behaviours and performances that students exhibit during tasks. Ultimately, a classroom observation checklist was carried out for the sake of deducing the way of teaching and/ or learning through interactive tasks, identifying the teacher's and learners' roles, and highlighting the significance of engagement characteristics that the students display.

General Conclusion

This research study was based on the remarked disengagement that the master students show throughout their learning process whilst their teachers are more centered on their classes. Henceforth, the present work tried to explore the significance of the student-centered approach and the role of implementing interactive tasks in fostering EFL learners' engagement. The present research investigation is made up of (03) chapters. The first (02) chapters are concerned with the theoretical part and literature review of the research study; whereas the last chapter is dedicated to the practical part of the study.

To precise more, the first chapter deals with the integration of the student-centered approach and interactive tasks to teach EFL learners in the master level. In this chapter, we attempted to describe the concept of interaction and/or task- based instruction and their major characteristics. Additionally, we highlighted the various types of classroom interaction, besides to the different techniques that the teacher may use to create an interactive atmosphere in his/ her own classroom.

Moreover, the second chapter is designed to gain more considerable understandings about the learner's engagement. It discloses the main components of engagement and the teacher's impact on each engagement type. It, further, clarifies the characteristics of engaged and disengaged learners. This chapter offered help to EFL teachers to determine whether or not their learners are engaged during classroom instruction, and provides them with the main strategies that can support their learners' engagement. Likewise, it tackles some features of engaging tasks so that teachers would be aware of the benefits that workable tasks can provide to his/ her students.

As far as the third chapter is concerned, it is dedicated to the fieldwork and data analysis. Particularly, we attempted to analyse, synthesise, discuss, and draw conclusions about the data obtained from the subsequent data collection tools: teachers' questionnaire, students' questionnaire, and classroom observation checklist. Accordingly, a mixed method research study was conducted in order to validate and confirm the raised hypotheses.

First, teachers' questionnaire was administered to 08 teachers of English at Biskra university to reveal the way they integrate interactive tasks in their EFL classes. It helps to apprehend their varied perceptions of their students' engagement during when using this type of tasks. Second, students' questionnaire was administered to 40 master students, who represent the sample of this study. This sample was purposefully selected from the whole population. This questionnaire is designed to capture their attitudes, behaviours and reactions towards the application of interactive tasks. In addition, this data collection tool enables us to catch the students' attentions of some indicators of engagement which cannot be identified mere via classroom observation.

Finally, the classroom observation was held in an EFL master class at Biskra university, with one teacher of English. It was carried out in (04) sessions. These numerous sessions were devoted to observe the way interactive tasks were integrated and their effective role on the students' engagement. Thus, the discussion interpreted the obtained results and emphasized on those directly linked to our research questions and hypotheses. The results obtained have provided us with deeper insights on how interactive tasks were implemented, and the main difference found between teacher-centered classes and student- centered classes.

To sum up, through the analysis and discussion of the data obtained, the findings confirmed the validity of the study's main hypothesis, which assumes that learners can be engaged through the use of learners-based interactive tasks.

General Recommendations

With regards to the analysis of the obtained data, a number of recommendations are put forward:

➢ Teacher centeredness must be lessened

➢ Student must be centered in his/ her classroom along his/ her own learning process

➢The classroom atmosphere should support student's active learning and motivation

➢ The huge number of students must be reduced in EFL classes

➢ EFL teachers had better recognise the effect of interaction and collaboration among their students

➢ Teachers ought to adopt new and effective approaches and methods that will result in a very effective teaching process, and that can meet the needs of all diverse learning styles

➢ Students must consider the role of engagement and involvement throughout their learning process and outcomes

Limitations

It was planned that a semi structured interview will be administered to teachers of English at Biskra university, but unfortunately this study used only questionnaires due to the constraints caused by covid 19 pandemic. Also, a quasi-experiment study would be better to assess, evaluate and see the difference that the treatment sessions may provide to students about the application of interactive tasks in their classroom. Still, the very occupied time table of teachers could not give us with the opportunity to do the experiment. Moreover, there was a lack of sources and previous research studies dealing with our first chapter that covers the concept of interactive tasks. However, this limitation is considered to be an important occasion to identify and search for new topics that are not tackled before. The results of the current study are not generalised since our research is a case study limited only to this purposefully selected sample.

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Appendices

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Kheider University – Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

A Questionnaire for Teachers at Biskra University

Dear teacher,

I am a second-year master student. I am preparing a dissertation about 'The Role of Interactive Tasks in Fostering English as a Foreign Language Learners' Engagement'. Therefore, you are kindly requested to answer this questionnaire, which is a tool to collect data for the accomplishment of my research work. Your contribution will be of great importance for the success of this study. Please tick the appropriate answer(s) and write full statement(s) whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, effort and collaboration

Researcher's name

HADI Maroua

Supervised by

Dr. BENIDIR Samira

2019-2020

Section One: Personal Information

Q1. Would you specify your educational level?

    a) MA (Master/Magister) ☐   b) Doctorate ☐

Q2. How long have you been teaching at university?

    a) 1-5 years ☐   b) 5-10 years ☐   c) More than 10 ☐
    years

Q3. How long have you been teaching oral expression?

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Section Two: Students' Engagement in Student-Centered Classes

Q4. How do you evaluate your students' communicative performance?

    a) Excellent ☐   b) Good ☐   c) Average ☐

Q5. How can you evaluate your students' engagement to learn the English language?

    a) Engaged ☐   b) Not engaged ☐

    c) Depends on teacher's tasks ☐   d) Depends on their mood and attitude ☐

Q6. Which of the following aspects can be a sign of students' engagement? Choose just one option please.

    a) Students' attendance ☐

    b) Students' attention and focus ☐

    c) Students' interaction and participation ☐

    d) Students' questions. ☐

    e) All of them ☐

Q7. What are the main strategies that you use to engage your students in the classroom?

    a) Interaction ☐

    b) Exploration ☐

c) Relevancy ☐

d) Multimedia and Technology ☐

e) Engaging and Challenging Instruction ☐

f) Assessment for Learning ☐

Please, explain why

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Q8. According to you, which of the following factors affect(s) students' engagement? You may choose more than one option.

a) The class environment ☐

b) students' motivation and attitude towards learning English language ☐

c) The teaching approaches ☐

d) The content is being taught ☐

e) Teacher' strategies, tasks and activities ☐

f) All of them ☐

Others, please specify

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Section Three: The Implementation of Interactive Tasks

Q9. Which language teaching approach you adopt to teach speaking?

a) The Communicative Approach (CA) ☐

b) The Competency-Based Approach (CBA) ☐

c) The Task-Based Approach (TBA) ☐

d) Eclectic Approach (Eclecticism) ☐

Justify your answer please

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Q10. According to you, task-based approach is:

   a) A teacher-centered approach ☐

   b) A student-centered approach ☐

Q11. Which of the following roles do you play when implementing the speaking, communicative or interactive tasks?

   a) You act as a leader ☐

   b) You act as guide ☐

   c) You act as a facilitator ☐

   d) You act as a controller ☐

   e) You act as a feedback provider ☐

   f) All of them ☐

Q12. What are the main types of tasks that you use most?

a) Individual tasks ☐   b) Peer tasks ☐   c) Cooperative tasks ☐

Q13. Do you think that interaction is crucial for fostering EFL Learners' Engagement?

   a) Yes ☐   b) No ☐

Justify your answer, please

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Q14. Do you use interactive tasks in your classrooms?

   a) Yes ☐   b) No ☐

If yes, how often ?

☐   ☐   ☐

a) Always   b) Sometimes   c) Rarely

Q15. What types of interactive tasks do you use the most?

    a) Debates and interviews ☐

    b) Role plays ☐

    c) Group discussions ☐

    d) All of them ☐

Others, please specify

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Q16. What are your objectives behind using interactive tasks?

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Q17. What do you observe most when implementing inteactive tasks?

    a) The class is more active ☐

    b) The students are more comfortable ☐

    c) The students are more involved/engaged ☐

    d) The students ask and answer questions ☐

    e) The class appear noisy and chaotic ☐

    f) All of them ☐

Others, please specify

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Q18. Which of the following task stages do you find difficult?

a) The pre-task/the preparation stage ☐

b) The during task stage ☐

c) Post-task stage ☐

Justify your answer please

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If you have any addition, comment or suggestion, please feel free

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Thank you for your time, effort and cooperation

A Questionnaire for First Year Master Students

Dear students,

I am a second-year master student. I am conducting a research about 'The Role of Interactive Tasks in Fostering English as a Foreign Language Learners 'Engagement'. This questionnaire is a tool to collect data for the accomplishment of my research work. Therefore, I would be so grateful if you could provide precise, clear, and complete responses. Please tick (✓) the appropriate answer(s) and write full statement(s) whenever it is necessary. Be sure that your answers will be anonymous and will be used for research purposes only.

Thank you for your time, effort, and collaboration

Researcher's name

HADI Maroua

Supervised by

Dr. BENIDIR Samira

2019-2020

Section One: General Information

Q1. How do you find English learning at university?

a) Easy ☐   b) Difficult ☐   c) Very difficult ☐

Justify your answer please

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Q2. Applying for the master degree was

a) Your own choice ☐

b) Your parents' choice ☐

c) c) Someone's advice ☐

If it was your own choice, please explain why

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Q3. How do you find English learning in master level?

a) The same as it was in license level ☐

b) Easier than it was in license level ☐

c) More difficult than it was in license level ☐

Whatever your answer is, please justify

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Section Two: Students' Engagement to Learn English as a Foreign Language

Q4. How do you consider the role of engagement in foreign language learning?

a) Important ☐   b) Not important ☐

Q5. To what extent do you feel motivated to learn English at university?

a) Very motivated ☐

b) Somehow motivated ☐

c) Not motivated at all ☐

Justify your answer please

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Q6. According to you, which of the following factors affect(s) your engagement to learn English at university?

a) The learning environment ☐

b) Students' willingness ☐

c) The way English is being taught ☐

d) All of them ☐

Others, specify please

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Q7. To what extent are you satisfied with the following:

Option	Very satisfied	Somehow satisfied	Not satisfied at all
a) The learning environment			
b) The content which is being taught			
c) Teachers 'tasks			

Q8. Do you agree that teachers' tasks have a great impact on students' engagement?

a) Yes ☐   b) No ☐

If yes, is that because:

a) They stimulate students' attendence ☐
b) They attract students' focus and attention ☐
c) They make students more active ☐
d) They increase students' participation, interaction and collaboration ☐
e) They help students show their academic and cognitive skills ☐
f) They help students overcome their psychological barriers ☐
g) All of them ☐

Section Three: Students' Views about Interactive Tasks

Q9. Are you satisfied with the way the course of mastery of the language is being taught?

a) Yes ☐   b) No ☐

Q10. How do you find the content being taught?

a) Very informative ☐
b) Somehow informative ☐
c) Not informative at all ☐

Q11. Do you prefer to work?

a) Individually ☐
b) In pairs ☐
c) In groups ☐

Justify your answer please

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Q12. How often does your teacher use interactive tasks?

a) Always ☐
b) Sometimes ☐
c) Never ☐

Q13. Is your class :

a) Teacher- centered ☐
b) Learner- centered ☐
c) Teacher-to- individual student ☐
d) Teacher-to students ☐
e) Students-to- students ☐

Section Four: Interactive Tasks and Students' Engagement

Q14. Do you like learning through interactive tasks?

a) Yes ☐   b) No ☐

Explain, please

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Q15. Which of the following interactive tasks does your teacher use most?

a) Oral presentations ☐
b) Debates ☐
c) Role plays and simulations ☐
d) Group discussions ☐
e) All of them ☐

Others, specify please

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Q16. Which of the interactive tasks mentioned above do you prefer most? And why?

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Q17. When learning through interactive tasks, how often do you

Option	Always	Sometimes	Never
a) Participate in the class discussion			
b) Ask questions			
c) Pay attention to your teacher's or students' explanations			

Q18. How do you find what you learn through interactive tasks?

a) Very interesting

b) Somehow interesting

c) Not interesting at all

Q19. To what extent do you feel engaged when learning through interactive tasks?

a) Very engaged   b) Somehow engaged   c) Not engaged

Justify your answer please

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Thank you for your time and cooperation

A Classroom Observation Checklist

Teacher: **Group n°:**

Observer: **Date:**

    Level: **Time:**

Specialty: **Session:**

Rating Scales: **Obs:** Observed   **N. Obs:** Not
Observed

Quality	Indicators	Obs	N. Obs
Classroom Environment	• The class is overcrowded.		
	• The physical setting is suitable for students to undertake the tasks.		
	• Classrooms are occupied by the needed equipements.		

Comments :

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Quality	Indicators	Obs	N. Obs
The Role of the Teacher before the task	• (T) is ready and desiring to impart and transfer knowledge.		
	• (T) creates a supportive and enthusiastic climate		
	• (T) manages the class well and maintains a good discipline.		
	• (T) asks questions before starting the lesson to check students' prior knowledge about the topic.		

Comments:

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The Role of the Teacher during Interactive tasks	• (T) assigns different types of interactive tasks (peer and/or group tasks).		
	• (T) selects the members him/herself.		
	• (T) is passive during the task.		
	• (T) is just a controller or facilitator.		
	• (T) supports shy students and those who show low self-confidence.		

Comments:

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Learners' attitudes during interactive tasks	• Students are being in time and attending their classes.		
	• Students demonstrate willingness to participate in the task.		
	• Students concentrate on the activity, listen carefully and follow their teacher' instructions.		
	• Students seem bored during the session.		
	• Students are interested in the topics.		
	• Students show positive attitude in doing their tasks.		
	• Students volunteer to work with their classmates.		
	• Students ask, answer questions, discuss, comment and give their opinions without any sign of fear or hesitation.		
	• Students show high self-		

	confidence.		

Comments:

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The Role of the Teacher and his students after the task	• (T) asks some questions to check whether the students comprehend or not.		
	• (T) asks some questions to check whether the students enjoy the task or not.		
	• Students ask some questions about some points of the task.		
	• Students answer their mates who ask the questions.		
	• (T) adds some clarifications.		
	• (T) praises and shows his/her gratitude to his/her students for their efforts.		

Comments:

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ملخص

يعتبر تعزيز مشاركة المتعلمين أحد التحديات التي يمكن أن يواجهها مدرسو اللغة الإنجليزية كلغة أجنبية في اقسامهم التعليمية. كما لا ننسى ان للمشاركة تأثير كبير على جودة إنجازات المتعلم ونتائج التعلم. ومع ذلك، فقد لوحظ أن عددًا لا يحصى من متعلمي اللغة الإنجليزية كلغة أجنبية ما زالوا غير متحمسين ومثبطين للمشاركة أثناء أداء مهامهم و / أو خلال عملية التعلم بشكل عام. وبالتالي، هدفت هذه الدراسة إلى معرفة دور المهام التفاعلية في تعزيز مشاركة متعلمي اللغة الإنجليزية كلغة أجنبية. بتعبير أدق، سعت الدراسة الحالية إلى تحديد فعالية التفاعل والنهج المتمحور حول الطالب في تعزيز تحفيز طلاب الماجستير وتعلمهم النشط. اقترحت الفرضية الرئيسية أنه يمكن إشراك المتعلمين من خلال تنفيذ المهام التفاعلية القائمة على المتعلمين. وفقًا لذلك، تم اعتماد نهج متعدد الأساليب لجمع البيانات النوعية والكمية. علاوة على ذلك، للتحقق من صحة الفرضية، استخدمنا ثلاث أدوات لجمع البيانات، وهي استبيان المعلمين، واستبيان الطلاب، وقائمة مراجعة الملاحظات الصفية. تم توزيعها على 8 اساتذة و40 طالبًا في جامعة بسكرة. لذلك، كشف تحليل وتفسير البيانات التي تم الحصول عليها أن تنفيذ النهج المتمحور حول الطالب والمهام التفاعلية يمكن أن يؤدي إلى تعزيز مشاركة متعلمي اللغة الإنجليزية كلغة أجنبية. وبالتالي، يمكننا أن نستنتج أنه تم التحقق من صحة الفرضية المقترحة للدراسة وتأكيدها لأن النتائج كانت لصالح افتراضات البحث. ولهذا، يُنصح المدرسون والطلاب والموظفون في جامعة بسكرة بدمج النهج المتمحور حول الطالب والمهام التفاعلية في مناهجهم المستقبلية.

الكلمات المفتاحية: النهج المتمحور حول الطالب، والتعليم القائم على المهام، والمهام التفاعلية، ومشاركة المتعلم، والتعلم النشط، والمشاركة، والتحفيز