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On: **THE ROLE OF COMMUNICATIVE TASKS IN DEVELOPING CLASSROOM INTERACTION**

The Case of Second Year Students of English at Biskra University

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Declaration

I, HAMDI Sara, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra. Algeria.

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Dedication

I dedicate this work to:

To my lovely mother who sacrificed for my happiness.

To my father who pushed me to do my best.

To my brothers.

To my all family.

To my dear supervisor.

To my best friend : LEKSOURI Asma who has always been a sister and a friend.

To all my friends.

I dedicate this work.

Acknowledgements

Abstract

This study examines the relationship between communicative tasks and the development of classroom interaction. The present work investigates the importance of communicative tasks in enhancing classroom interaction with both its types (teacher-student interaction and student-student interaction). Therefore, we hypothesized that the more EFL teachers apply communicative tasks, the more classroom interaction will be developed. To test the validity of our hypothesis, a descriptive study is conducted with a qualitative approach to collect analyze and interpret data. These latter were gathered through two different tools: a questionnaire administrated to thirty-five (35) second year students of English at University of Biskra and an interview administrated to three (3) oral teachers from the same University. As a result, the study findings proved that both teachers and students agreed upon the importance of communicative tasks in enhancing classroom interaction. At the end, it is highly recommended for teachers to apply different communicative tasks as a way to increase students' participation and involvement in the classroom.

List of Abbreviations and Acronyms

CLT: Communicative Language Teaching

EFL: English Foreign Language

CA: Communicative Activities

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التلخيص

General Introduction

Introduction

Classroom courses and subjects comprise students' participation. Students will not only participate by talking to their teacher and listening to him, but also they need to interact. Classroom interaction motivates students and helps them to see the relevance of the teacher's topic. It requires the students' involvement in the classroom. The interaction can be between the teachers and their students or the student with each other.

Researchers emphasized on classroom interaction because it creates a sense of belonging while working together in groups. Teachers though try to apply different tasks to enhance classroom interaction in order to involve all the students within the course. Thus the implementation of communicative tasks as a teaching strategy can be helpful to increase classroom interaction.

Hence, the major interest of this study focuses on investigating the role of communicative tasks as a teaching strategy to enhance students' participation and reinforce classroom interaction.

1. Statement of the Problem

Communicative tasks are various activities that require a learner to speak and listen to the teacher, in which they will create a classroom interaction. Most English foreign language students face problems and difficulties when interacting with each other or with their teachers because of different reasons such as: lack of vocabulary, the fear of making mistakes or anxiety, in addition to other factors that reduce participation and interaction inside the classroom. Therefore, the problem that the current research is dealing with is the lack of interaction between the students with each other and their teacher.

2. Significance of the Study

This research study emphasize on the importance of using communicative tasks by teachers to encourage students to interact inside the classroom. Teachers need to understand their role in managing classroom and creating a full interaction by reinforcing students to participate.

3. Aim of the Study

The study aims at investigating to what extent communicative tasks could help in creating a full interaction in classes of second year students of English at Biskra University to reinforce their participation inside the classroom. It also aims to explain how to use these activities as a method in classroom application.

4. Research Questions

This research attempts to answer the following questions:

1. Do communicative tasks enhance classroom interaction?
2. What kind of communicative tasks can be helpful to increase classroom interaction?
3. Could students' difficulties and problems in participation be solved if the teacher applies communicative tasks?

5. Research Hypothesis

Through this study we hypothesize that:

If teachers use communicative tasks while teaching, classroom interaction will be enhanced.

The use of communicative tasks has a positive effect on reinforcing classroom interaction.

6. Research Methodology

First, our methodology will rely on mixed method approach and, accordingly employ a descriptive research methodology. Based on our research approach the data will be collected through two methods. First, a questionnaire will be distributed to second year students of English at Biskra University through semi-structured questionnaire. The questions will be closed questions (answered by yes/no), in addition to open questions that require students to give a justification. Second, an interview will be held with teachers of oral expression.

7. Structure of the Dissertation

This dissertation has two parts, theoretical and practical part. The first part contains two chapters. Chapter one is devoted to the effectiveness of communicative tasks in which we have explained communicative language teaching, in addition to learning and teaching as a communicative process, moving to the communicative activities. While in the second chapter we discussed classroom interaction between the teachers and their students and the students with each other after stating some aspects of the communicative approach. The second part of our research is devoted to data analysis study to confirm our hypothesis.

Chapter One:

Communicative tasks

Introduction

In second language learning, students' motivation is derived from their desire to communicate. Communicative language teaching (CLT) depends on real life situations that students face in their life. The aim of CLT is to reinforce learners to better communicate and acquire communicative skills. So, teachers tend to use communicative activities (CA) in classrooms as a solution, whose major aim is developing their communicative competencies to create a full interaction.

This chapter attempts to shed light on communicative language and CA. Furthermore it displays communicative language teaching approach. Besides it deals with learning and teaching as a communicative process. The chapter addresses at the end the most important element which includes various activities that should be used in the classroom.

1. Communicative Language Teaching :
1.1.   What is CLT?

Communicative approach or CLT is concerned with language teaching in which the learners are supposed to learn and practice language to communicate. Richard(2006,p.2) stated that: " Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom''.

In the same vein, communicative language teaching is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as "communicative approach to the teaching of foreign languages" or simply the "communicative approach" (communicative language teaching, n.d, para.1).

Moreover, Zakime(2018) defines CLT as the learning that relies mainly on communication which is presented by the teaching approach. Furthermore, the writer regards that within the communicative approach, there is another objective beside communication and interaction which is the instrument through it takes place. In addition, the communicative approach pointed to create the learner's competence to communicate within the target language (Zakime, 2018).

A discernible focus was on speaking exercises in language classroom because CLT were regularly misconstrued as discussion. In spite of the fact that discussions are the shape of communication, communication is more than casual spoken language. Another common misconception of CLT is the non-importance of formal English grammar, so instructors and learners can afford to disregard grammatical competence, the sentence form and structure knowledge, as long as the learners can communicate. Koay persuaded that grammar is everything or grammar is nothing (koay, n.d). In contrast,

> Current understandings of CLT can be traced back to Hymes (1972), who proposed that knowing a language involved more than knowing a set of grammatical, lexical, and phonological rules. In order to use the language effectively learners need to develop communicative competence—the ability to use the language they are learning appropriately in a given social encounter. Hymes' notion of communicative competence was elaborated by a number of practice-oriented language educators, most notably by Canale and Swain (1980) who contended that communicative competence comprises grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.(As cited in Hoa Heip, 2007)

CLT can be understood as a broad communicative approach that comprises mainly communication in language teaching process, without ignoring the role of interaction within this process. The objectives of this approach can be traced in a different way, not limiting it only to communication but also considering other aspects that are related to it (the mean/instrument).

1.2. Background to CLT

CLT is an extension of previous methods that shares similar characteristics such as language aspects. According to Richard (2006, p.6): "Language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years, and CLT prompted a rethinking of approaches to syllabus design and methodology."

1.2.1. Traditional Approaches: (up to the late 1960s)

The major significance of the traditional approach is grammatical competence. Grammar could be learned through direct instructions and repetitive practice. This deductive approach present rules that allow using them practically, in contrary to the

inductive approach where it is supposed to find out the rule from a given example (Richard, 2006, p.6).

1.2.2. Classic Communicative Language Teaching (1970s to 1990s)

The reaction to the previous approach started in the 1970s. The involvement of language ability more than grammatical competence was the purpose that questioned grammar in language teaching and learning. In addition to that, oral and control practice, the introduction of the four skills has established the guidance of language. The used techniques were: Dialogue memorization, question and answers training, drills exchanging, speaking and writing forms. The assumption of making errors is a permanent part of learner's speech led to the focus on pronunciation accuracy and mastery of grammar by the first stages of language learning (Richard, 2006, p.6-7).

2. Teaching as a Communicative Process

Teachers and students have a specific goal in the classroom setting. Teachers' focus in classroom teaching depends on their understanding of the communication value in the instructional process. "Teachers have specific relational goals, or communicative goals associated with establishing specific types of relationships teachers want to have with their students'' (Mottet & Beebe, 2006) as cited in (Wrench, Richmond & Gorhan, 2009, p.1). When they begin their work in teaching, one question that was kept firmly at the centre of their thinking, how they could build a communicative contact between them and their students.

Constructing effective and affective communication is teaching. "Effective teachers are effective communicators". Affective and effective connection with students created by the teacher is known as the instructional process. The focus on what is communicated is the meaning of effective communication structure. The focus on the exchange of feelings between students and teachers is the sense of affective communication construction. (Wrench, et al, 2009, p.1-2).

2.1. Instructional Communicative Process

According to Wrench, Richmond & Gorhan (2009) choosing and organizing what the students are supposed to learn (the content), choosing what can be useful for them to learn (instructional strategy), limiting how success in learning will be and the way the

learners are enhanced, can be communicated by and to them (evaluation/feedback) by the instructor who present the instructional communication. And they demonstrated this process in the following plan:

Teacher /student ➔ Content/Message ➔ Instructional strategy/Channel ➔ Student/Receiver

Evaluation/Feedback

Learning Environment and Context
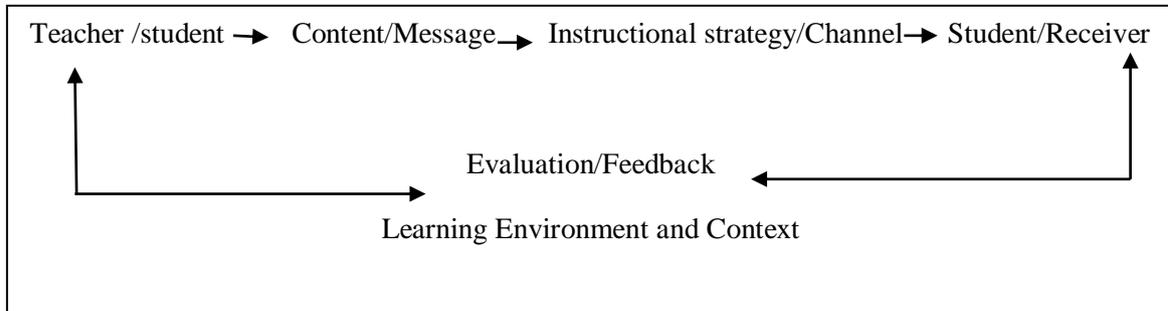
Figure 1.1: The Instructional Communicative Process

To sum up, teachers are supposed to determine the content, choose the suitable strategy and then evaluate students.

2.2. The Teacher

The teacher has the most important role in the instructional process in which he controls all the aspects of this process such as the content, strategy etc. Wrench,et al(2009, p.4) demonstrated that,

> The teacher directs the instructional communication process. Her or his affective orientation toward the content, the instructional strategies, the students, and simply being a teacher influences the effectiveness of the process -- and the effectiveness of the process, in turn, affects the teacher's affective orientation. Teachers will probably not be effective if they do not have sufficient knowledge of the subject areas in which they teach the appropriate methods for teaching those subjects; however, they also need to like what they are doing. Their ability to communicate effectively contributes to the frequency with which they see those light bulbs come on in students' eyes, which, in turn, contributes to job satisfaction. Teachers -- and the content, strategy, and evaluation/feedback decisions they make -- are a primary influence on students' affect toward a subject.

The way teachers clew the communicative process affect its progress, it is all about "teachers' orientation" and their own application of the content.

2.3. The Content

The testing of learning evaluation in university classrooms was illustrated in first volume of Bloom and other's books. "In this book, Bloom et al. discussed that there were three domains of learning important for educational researchers to understand: cognitive, affective, and psychomotor. In any content area, what the teacher teaches should be selected with attention to both cognitive and affective learning outcomes." (Wrench et al, 2009). Teachers have to take into consideration that their content should catch the students' interest to get better results, because students' motivation in learning depends on the degree to which they are interested in the content.

2.4. Feedback / Evaluation

After presenting the content by the teachers and selecting the appropriate strategy teachers move to the students' evaluation and teachers' feedback. Both feedback and evaluation deals with students' performance in the classroom in which they provide guidance to the students in order to help them in enhancing their performance during the academic year. Wrench et al (2009, p.8) provided the following definition: "Feedback is the response of teachers and students to messages from each other. It serves three primary functions." These functions are represented in assisting the teachers, assisting the students and increasing the likelihood of understanding (Wrench et al, 2009). Furthermore, Sackesten (2017, p.3) stated: "Feedback. It's the moment in the learning process when students get the most personalized instruction possible. Between acknowledgment of what has improved and strategies provided for further improvement, what educators say and how we say it deeply influences the progress of each student."

On the other hand, Sarosdy, Bencze, Poor & vandy (2006, p.131) provided this definition: "Evaluation is a broad term which involves the systematic way of gathering reliable and relevant information for the purpose of making decisions. Evaluation may focus on different components of a course: the achievement of the learners, the teachers, quality of the materials, the appropriateness of the objectives, the teaching methodology, the syllabus etc." So teachers' goal in evaluation is evaluating and measuring the effectiveness of learning materials and limited learning (Wrench et al, 2009).

After presenting communicative process from the teacher's aspect we move to the student's aspect.

3. Learning as a Communicative Process

3.1. Basic Academic Needs of Student

The first step that should be applied by teachers before presenting any content to their students is the specification of the students' needs "fulfill the needs". Nordlund (2003, p.2) illustrated that: "students need to be educated wherever is most appropriate and by whomever is best suited to meet the child's needs." Glasser (1990) suggests, "When disruption occurs in schools, it is usually with students who have had great difficulty satisfying their needs in school" (p. 135) as cited in (Wrench et al, 2009, p.42).

Academic needs of students presented by Wrench et al (2009) as the following:

1. Each student need to understand the instructional objectives.
2. Each teacher must have a goal for the lesson.
3. The instructions should match the student's cognitive development.
4. Students have the desire to become active participants in learning.
5. Having the need to see how the content is related to their lives and interest.
6. Need to experience success in classroom.

3.2. Outcomes of Meeting Students Needs

Teacher/student communication will be improved and teacher/student affect will be increased as a result of meeting students needs (Wrench et al, 2009).

The satisfaction of the students needs will result in a better way in which they will become more competent and responsible. Moreover, students' motivation will be increased and communication will become more effective.

3.3. Students' Learning Style

Marcy (2001, p.118) defines: "Learning styles is a term used to refer to the methods of gathering, processing, interpreting, organizing, and thinking about information." Each student has his own style in learning. Additionally, Fulton (2009, p.41) defined it as: "an individual's preferred or best manner(s) in which to think process information and demonstrate learning" also he stated that a learning style is: "a person's typical approach to learning activities and problem solving". So, learning styles can be understood as various ways and methods of learning which are used by learners to grasp information.

Reid (2005, p.52) demonstrated that learning styles could be grouped in the following ways – those that focus on:

■ Personality styles

■ Environmental influences in learning

■ Cognitive styles

■ Meta-cognitive influences.

According to him, over and above those factors, all styles of learning are mediated by:

■ The learner's culture

■ The classroom and school climate

■ Teaching style

■ Classroom dynamics and environment

■ The curriculum and school expectations.

These factors are highlighted as follows.

Learning Styles

Influences   **Mediating factors**

Personality   Culture

Environment   school climate

Thinking style   Expectation

Self awareness   teaching style

classroom practices
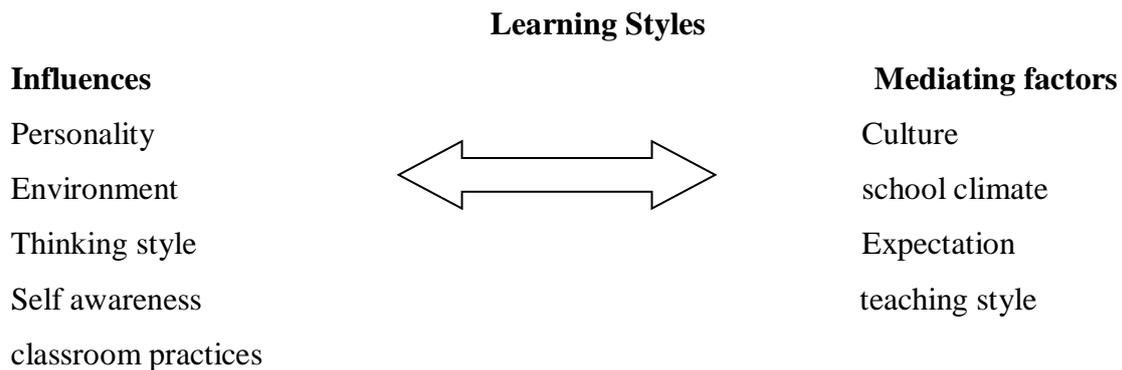
Figure1.2: Learning Styles

Students learn in different ways, these ways explain the idea of how students understand better in the classroom. All teachers should be familiar with students' learning styles in order to improve their learning by communication, as well encouraging them to interact.

4. Communicative Tasks for (English for Academic Purposes) EAP

Communicative tasks/activities are used to reinforce a language item or skill that encourages students to exchange their knowledge and communicate freely. Students need to get through practical activities aimed at their specific needs. These activities are designed to revitalize students' interest and motivation. Students have to understand the whole activity before teachers provide the CA. Folse (1996, p.4) stated that :"Teacher should give an overview of the exercise and explain how the task will work, divide class

into pair or groups as the exercise says, and then walk around the room to help any students who might still have some questions". CA can be characterized as follows:

4.1. The Four Skills : Speaking, Listening, Reading and Writing Activities

The four skills are called by "macro skills". Since that our interest is based on the CA that helps in increasing classroom interaction, our focus will be only on three of them "speaking, listening and reading activities". Guse (2001, p.6) stressed: "when addressing the four macro skills, teachers firstly prepare the class to speak, listen, read or write. For the productive skills of speaking and writing, students build the field by looking at new vocabulary and exploring the concepts to be discussed or written. These preparation lessons introduce new grammar and revise the structures and skills that will be needed in the larger task. For the receptive skills, teachers help students prepare by encouraging them to establish a purpose for listening or reading, creating expectations, predicting and exploring the concepts and vocabulary of the field". In the same vein, meeting students needs can be reached by the teacher's observation and their work with their students (Guse, 2001).

4.1.1. Speaking Activities:

Vocabulary development is one of the main goals of many students. Speaking exercise helps students to acquire new vocabulary. Folse (1996, p.4) noted that: "all exercises that are done in any language class are done either for accuracy, for fluency, or for a combination of the two. However, we teachers very often tend to one of the exclusion of the other, and much of what we do, especially what we have traditionally done, is heavily oriented toward accuracy. While this may be appropriate at lower levels of language proficiency, there is a need to balance accuracy exercises with fluency exercises".

An example of a speaking activity by Guse (1996, p.9):

Code user
As speakers, 'code users' draw on their knowledge of the sound system to communicate meanings through appropriate stress, intonation, pausing and chunking.

Table1.1: code user

1.1 Vocabulary rap

Skill	exploring correct stress and rhythm
Outline	Students use vocabulary to create and perform a 'rap'.
Level	*
Time	20 minutes
Background	A 'rap' is a type of rhythmical poem, made famous by African-American Youth culture.

Table1.2: vocabulary rap

Box 1.1: IT rap

Multimedia (Xx – Xxx)

Celleular phone (Xx – Xxx)

Icon, Interface (Xx – Xxx)

HTML (Xxx – X)

Table1.3: IT rap

Follow-up

- Students may be interested in a short video of a real rap performance. They could note the gestures which accompany the rap and incorporate these into their own raps.
- Groups teach their rap plus movements to the other groups.
- If you collect all the raps, these could be used in 'warm-up' activities.

     Without a doubt, the speaking opportunities for students evaluate their skills, it fulfills the gaps and it helps in solving students' difficulties in communicating with each other and even with the teacher.

4.1.2. Listening and Reading Activities:

Students need specialized skills to reinforce their communication. A teacher could use listening and reading activities to reach his goals. In the following Guse (1996, p.7) show an example of a reading activity that a teacher could use to reinforce "predicting skill".

Skill	Predicting
Outline	Students match the cover of a book and its table of contents to an extract
Level	*
Time	20-25 minutes
Preparation	Each group chooses an academic reference book and photocopies its cover, the contents page and a short extract from the book. They make a poster by pasting the copy of the cover and the contents page onto one piece of paper. See box $_3$ 6a. If students prefer, they could access the academic textbook from online bookstores.

Table1.4: Listening activity

In a reading activity students read aloud, work in pairs, listen and analyze, time is from 10-15 minutes, write the quote on board and choose another quote from an academic text. While speaking students may support a key point with the quote (Guse, 1996).

4.2. Vocabulary and Grammar Activities

Hinkel (2004, p.13) demonstrated that: "Instruction in L2 vocabulary and grammar improve learners' receptive and productive skills and provides important means of expanding NNS lexical and syntactic repertoires necessary in L2 reading, constructing academic text, listening and other fundamental facts of functioning in the academy". An example of vocabulary activity was provided Guse (1996) as follows:

Code user: draw speakers' knowledge of sound system to communicate meaning

Procedure:

1   Explain that correct stress and rhythm facilitate communication. Students brainstorm vocabulary and then use it to create rap.

2   Divide class to groups, each group will have a blank paper.

3   Writing words connected to the topic in one minute.

4   Pass papers to the neighboring group to read other vocabulary and rotating papers until they return to the original group.

5   Provide a sample rap to illustrate.

6   Ask groups to use stressed and unstressed syllables to create a rhythmic pattern.

7   If they are not sure how to pronounce words, refer them to an online source.

8   Ask groups to perform their raps.

4.3.   Communication in Classroom

4.3.1.   Group Work

"Levine and Moreland define a group as several people 'who interact on a regular basis, have affective ties with one another, share a common frame of reference, and are behaviorally interdependent"(Elwyn, Greenhalgh & Macfarlane, 2016, p.1).

In the same vein the writers illustrated that: "Small group methods have been introduced in universities in parallel with problem-based learning (PBL) (see Figure 11.3). PBL is an increasingly popular educational technique which aims (among other things) to achieve deep learning." (Elwyn et al, 2016, p.178)

Students are able to develop their skills through collaborations with their classmates, discussion and explanation through group work makes students interact with each other. So, group work is a method of using communicative tasks that promote the relationship between students. Teachers can apply tasks that involve interactive discourse and ask students to do them and work in groups. For example, they can ask them for making a role play or a dialogue about a specific topic in a period of time and then present it the next session.

A role play can be considered as a CT that helps students to interact bravely. Brown (2004, p.174) defined: "Role playing is a pedagogical activity in communicative language teaching classes. Within constrains set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves". An example of a role play activity that can be given by a teacher to his students can be as follows (Brown, 2004):

Question one: pretend that you're a tourist asking for direction.

Question two: you're buying a necklace from me in a flea market, and you want to get a lower price.

On the other hand, Bilbrough (2007, p.2) stated that: "Dictionaries define dialogue in three main ways:

1   The lines used by characters in drama of fiction.

2   A conversation between two or more people.

3   A process of negotiation through speech."

Moreover, he was more specific in his definition, he defined: "dialogue is (usually) spoken interaction between (typically) two people, and/or the record of that interaction. (Bilbrough, 2007, p.2). An example of a dialogue activity was presented by this writer (2007, p.8) as follows:

Burns_ contractor

You are the managing director of Collins and Sons, the civil engineering contractor. You believe the design of the bridge is superb and that the price is realistic. You have spent a lot of money doing research and preparing plan. So it is important that the bridge is built to repay this expenditure.

There has been a lot of opposition to the scheme in the press.

Persuade the members of public to support the plan.

Figure1.3: Dialogue

Role play and dialogue gives students the opportunity to practice their skills, also put them in a situation where they are obliged to show their creativity, and also teach them verbal communication, facilitate their interaction and overcome shyness and anxiety.

4.3.2.   Discussion

Most unconfident students usually avoid speaking in classes either with their teacher, or with classmates especially in oral classes. As a solution, teacher tends to use discussion activities in order to involve students with classes. Wollwork (n.d, p.7) defined: "The word 'discuss' originally meant to 'cut' with a similar origin as 'dissect'. This meaning, along with its current use of 'examining the pros and cons' gives a good idea of what a discussion is all about ,i.e. a dissection of an argument into various parts for

analysis, followed by a reassembling of all relevant elements to a draw a conclusion from the whole."

An example of a discussion activity was presented by Folse (1996, p.8) as follows:

Read this court case involving smoking, two divorced parents, and their child.

Susan Tanner and Steven Masone divorced seven years ago. The wife, Susan, got custody of their daughter, Elysa. Elysa suffers from asthma, a severe breathing condition. Because Steven was worried that Susan's chain smoking was aggravating Elysa's asthma five years ago, he got a court order that barred Susan from smoking in Elysa's presence. However, Susan did not stop smoking around Elysa. After Elysa had an asthma attack one month, a doctor said that Elysa would end up in the emergency room if the smoking did not stop. Steven went back to court.

Figure1.4: The case of smoking, the two parents and the child

If you were the judge, what would you do in this case? Give at least two reasons for your answer.

The teacher can ask his students to do this activity in a group work, pair work or individual work in a limited period of time. Then ask them after to present their answers in order to discuss it all together. Each student's answer will be discussed and each student will have the opportunity to give his opinion. Discussion activities give students the chance to make the first step toward overcoming their fears to speak.

4.3.3. Interactive Games

Another interesting type of CT which can be used in oral classes is interactive games. Games in classroom create a fun atmosphere for students in which they will be motivated and exited to learn. The focus here will be more on weak student, fun games will catch his interest to be involved and participate and be a winner. The sense of winning will encourage him to participate each time so that he can show himself and improve his efforts. In another way, students will be motivated to get more practice in the language, interpret meanings and learn vocabulary. An example of an interactive game by Long, Grout & Taylor (2011, p.13) as follows:

Crossfire

Learn key concepts

Think quickly under pressure

Equipment

A set of questions

Description

The pupils stand in a circle with the teacher in the middle of the circle. The teacher points to two pupils in the circle and asks a quick question. Once either pupil knows the answer to the question, she points to her opponent and then answers the question. If the answer is correct, the pupil beats her opponent, who is then out of the competition (the eliminated pupil sits down in the circle). If the answer is incorrect, the pupil has fired a blank, and her opponent has an opportunity to fire back with the correct answer. If neither pupil is correct, both remain in the game, but each must raise one finger to indicate a loss of one life. If a pupil loses three lives, she is eliminated from the game and sits down in the circle. The last pupil standing in the circle is the winner.

Variations

Easier: Speed up the game by using multiple-choice questions; the pupils then only have to choose the answer they think is correct. Harder: Pupils are eliminated if they answer incorrectly or if they are unable to provide an answer.

Conclusion

In summary, the use of CT in classrooms has a crucial importance. Developing students' communicative skills and competencies are closely associated with the students' involvement. Thus, research on students' interaction reveals different communicative activities. This chapter represents the concepts of communicative language teaching as a communicative process and learning as a communicative process. Furthermore, it provides an important view of different CT that involve students in classes.

Chapter two:

Classroom Interaction

Introduction

Teaching English as a foreign language requires certain practices to achieve a better and a successful language learning. Therefore, classroom interaction is an essential part in the learning process. Classroom interaction leads to a salient language development. It guides the learner to communicate easily with his classmates and teachers. Moreover, it helps students to enhance their language proficiency and fluency. This chapter deals with the notion of classroom interaction, starting by a short overview about interaction. Also, present different concepts of classroom interaction and its importance, moving to some aspects of classroom interaction. Moreover, discuss interaction through pairs and groups and whole class teaching. Finally, list teachers' roles and mention the characteristics of good learner.

1. Classroom Interaction

1.1. What is Interaction

"*Interaction* comes from Latin *inter* meaning "between," and *ago* meaning "to do" or "to act" — any "action between" is considered an interaction, like the interaction between a teacher and a student, two countries, or even baking soda and vinegar."(Vocabulary.com dictionaries online, n.d). Interaction is a kind of action that occurs as two or more objects have an effect upon one another. (Interaction, 2020). Interaction is when you interact with someone by talking or looking to him, or sharing any action with him.

Hall (2000, p.4) illustrated that: "In the early to mid-1980s the research on interaction had been focused primarily on the learner's input." Over the last 20 years or so, the role of interaction in second language learning has been examined from different angles, moving from foreign talk to non-native speakers' role in interaction and task-based talk. These studies have taken different roles in investigating language development. (Hall, 2002).

1.2. What is Classroom Interaction:

Teachers always try to increase students' engagement in classroom activities by motivating them to interact. Therefore, Classroom interaction is an important element in language learning. The concept of classroom interaction was defined from different angles and perspectives. Marshal (1998) in the online dictionary of sociology defines classroom interaction as "The relationship between teacher and students in the classroom" (as cited in Saifi ,2015, p.26). Moreover, Dee-Vill defined that: "classroom interaction is a practice

that enhances the development of the two very important language skills which are speaking and listening among the learner" (Dee_vil, 2012, p.1)

Classroom interaction show how the teacher and his students interact with each other and among themselves. Jack C. Richards, John Platt & Heidi Platt, (1992) define classroom interaction in these words: "The patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be a part of studies of Classroom Discourse, Teacher Talk and Second Language Acquisition."

Teaching and learning are interactive acts; communication between teacher and learners is simply interaction. Students exchange information and ideas among them and with their teacher, "Celce-Murcia (1989, p.25) claims that the concept classroom interaction is "A system of giving and receiving information" as cited in (Saifi, 2015, p.26).

To sum up, classroom interaction is the important concept that leads to a successful learning process; it is the link between the teacher and the students, where the teacher and the students create a good atmosphere full of actions.

2. The Importance of Classroom Interaction

Classroom interaction is the way of a successful learning process, it is considered as the key of foreign language teaching. Levine (1988, p.73) stated that: "Interaction is an extremely complex and difficult process, but it is also the part of teaching that many teachers say they enjoy and value the most". Therefore, classroom interaction encourages and motivates students and even teachers inside the classroom as well achieve the objectives of the course. Moreover, classroom interaction creates a joyful atmosphere in which both teachers and students are more relaxed.

In addition, Brown (2001, p.35) illustrated that: "In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about", this explains that Interaction gives opportunity to communicate and push the learner to participate in discussions and express his ideas freely, besides keeping him always involved within the classroom activities.

3. Types of Classroom Interaction

Interaction has an important role in developing students speaking and learning skills. Classroom interaction needs students' involvement in the classroom. Creating a good atmosphere full of motivation will encourage them to interact easily. Therefore, the

degree to which the teachers' interact with their students is very important, the reason why a good relationship is the way that help students to develop their communicative skills. The developed relationship between the teacher and his students and the students with each other makes the classroom safe and comfortable. Classroom interaction then has two main types: teacher-learner interaction, and learner- learner interaction.

3.1. Teacher-Learner Interaction

The teacher-learner interaction is one of the essential elements within the learning environment. This type of interaction occurs when a teacher asks his students to answer him directly, or even when the teacher role in the classroom is as a participant, especially in an interactive activity. This type of interaction affects students' development and achievement in their communicative performance.

Research in both L1 and L2 classroom interaction viewed that learning is socially constructed activity. It ascribes both teacher and student role in partnership where learning is facilitated and not controlled by the teacher (Cohen, 2011). Cohen (2011, p.273) declared that: "Teacher interaction opens up opportunities to take risks and make mistakes and learning becomes more collaborative effort with patterns who contribute different perspectives and understanding". This explains that interaction is social processes that facilitates learning, and make it a collaborative process to facilitate the learning process in itself.

Besides, Cohen (2011) illustrated that in classroom the teacher initiates the exchange by display questions requiring recitation and recall, also provide feedback which is evaluative. Teachers first pose their questions to start the discussion, in which they try to make students explore their ides and share them then he gives a feedback.

Pica, Young & Doughty (1987, p.754) stated that "teacher-student relationships and patterns of classroom interaction are required that radically different from the pattern of the teacher elicitation, students responses and teachers feedback that is typical for classroom discourse" (as cited in Sibley, 1990, p.9).

Wrench, Richmond & Gorhan (2009, p.134) illustrated that: "A well-managed classroom is one in which productive interaction is encouraged, students grant power to the teacher, immediacy and affect are high". The teacher in this type is t"he main part "the leader", teacher as a manager organizes the tasks and his students, by creating a good environment in order to encourage his students to interact with him. Moreover, Wrench et al (2009, p.68) stated that: "On some assignments, projects, or issues, we could negotiate and compromise with our students instead of always assuming control". Negotiation is one

of the most important skills that teachers need to support. Teachers start the negotiation with a positive language to help students to interact.

Teacher-learner interaction is a type of interaction that should be in classroom to enhance comprehension and participation. The good relationship between students and their teacher has an effective role in increasing students' motivation to speak and communicate as well get a better understanding.

3.2. Learner-Learner interaction

Less attention has been given to students-students interaction; however, it is very important to understand the nature of the relationship among students. This relationship is an important dimension in classroom interaction. The impact of students-students interaction facilitates students' communication and learning.

In the form of students-students interaction, the learner is the main participant. This type of interaction occurs when students exchange information and ideas. Interaction in pairs is called "peer-interaction". Mackey (2007) stated that interaction occurs in groups or in pairs to give the opportunities for speaking and practice , also receive feedback through correcting each other errors and ask questions (as cited in Batite, 2013, p.24). When the teacher assign an interactive activity and asks his students to do it in groups or in pairs, a collaborative work will be done by the students in which they will try to correct each other mistakes and benefit from each other. Working in collaboration is more helpful for shy students who need to improve themselves, as well be courageous to participate in classroom activities.

Students-students interaction provides a comfortable environment that increase students' opportunities to practice the language in classroom and develop their communicative skills.

4. Aspects of Classroom Interaction

4.1. Negotiation of Meaning

Negotiation of meaning in classroom interaction is a communicative technique that is used in classrooms. Tracy (2013, p.2) stated that: "Negotiation is an essential element of almost all of our interactions—personally and professionally. It's a part of how we establish relationships, work together". When students do not understand a part in the lesson, this kind of negotiation take a place in the course, in which they may ask their classmates or their teacher to get a better understanding of that part. Bygate see that Negotiation of meaning is an aspect of interaction as cited in (Saifi, 2013, p.29). Moreover,

"negotiation of meaning [...] may be an important aspect of the acquisition process because it allows non natives the opportunity to make input comprehensible" (Gass & Varonis 1985a: 38) (as cited in Boulima, 1999, p.3).

Negotiation of meaning is an essential part in the learning process which has an important role in classroom interaction and language development. In addition, Smart negotiation makes students more effective (Tracy, 2013). It encourages peer interaction and collaboration work, besides enhancing students' communicative skills to develop their language.

Boulima (1999, p.13) stressed that: "The teacher is the initiator par excellence of negotiated interaction in EFL classroom discourse". The teacher opens the opportunity for his students to negotiate with him or even with their classmates when he realizes that a missing point could not be understood. So negotiation of meaning here is a perfect solution in such situation.

Gates (2016, p.12) explains:

"In negotiation there are no rules. No set procedures, no cans or cannots. Negotiation is often likened to a game of chess – the diff erence being that in most negotiations you are not necessarily trying to beat an opponent, and are not restricted to alternate moves. Although there may be no absolute rules in negotiation, there are parameters within which we can operate."

Gates explains that negotiation is not restricted; it has no rules where the teacher is supposed to allow his students express their ideas and exchange the miss-understood meanings in a free way so they can carefully come to a conclusion which is willingly acceptable.

To sum up, negotiation is a communicative skill used by the teacher for the purpose of making students understand a difficult issues that are related to the course, as well involve students within a discussion to raise "students-students interaction".

4.2. The Role of Feedback

During the learning process, students go through making some mistakes. Yet, not all their mistakes are the same; sometimes they seem to be errors. There are some mistakes that students can correct by themselves, but errors require teachers' correction "feedback". Providing feedback on students' performance can be explicit or implicit.

Harmer (2007, p.142) stated that: "Decisions about how to react to performance will depend upon the stage of the lesson, the activity, the type of the mistake and the particular student who is making the mistake". Harmer explains that when giving feedback

it is important to decide the right time to do that. More explanation provided by him as follows:

Teachers before providing feedback during oral work need to check whether the given activity is "communicative or non-communicative" activity, and then they intend to ensure the correctness of the language. On the other hand, feedback during written work depends on responding rather than correcting. Responses are vital in the writing process. Correcting may be used by putting correction codes to show that students made a mistake. (Harmer, 2007, p.142-148). What is more important is to understand the process of the feedback in oral work when interaction occurs. The reactions of the teachers on Students performance help the students to make more efforts for developing their speaking skills.

Feedback can be explicit or implicit. The explicit one deals with correcting the forms of the learners' responses when they make linguistic mistakes in their speech, which means that the focus here is on the form. But, the implicit focus on the content of the learner responses and how they speak in a successful way (saifi, 2013).

Negotiation and feedback are the main aspects of classroom interaction that helps in developing students' performance in speaking the language and their communicative skills with their teachers and classmates.

5. Interaction Through Pair and Group work

Using a variety of arrangements inside the classrooms and grouping students allow the learners to interact in an easy way; it encourages cooperation that engages students through the designed activities by the teacher. Teachers arrange students by two ways: pair works and group work. We will discuss the perfect balance between the two as follows:

5.1. Pair Work

Pair work is an effective classroom technique for classroom interaction. Working in pairs is helpful for the students; they will be more motivated and confident. Working in pairs give students enough time to speak and discuss. Students can benefit from each other and help each other. They can practice the language together, do the activity and answer the questions together, write an essay together and share their knowledge etc.

Teacher arranges his students in pairs. For pairs that work together and sits in the same seats for the entire year, it is better to make them work together in a given activity. But, not everyone can have the same partner for a year. So, it is better for them to change their seating place so that everyone can benefit and have the opportunity to work with different students. Pair work is harder to monitor than group work. Sometimes teachers

find a problem while arranging students in pairs, the problem is when the classroom is consisted of a large number of students. Jones (1984) explained how teachers can arrange pairs when there are an odd number of students as follows:

When there is a problem of an odd number of students in the class, here are some possible solutions:

1. Choosing an extra partner.
2. The "odd" student monitors another pair.
3. Three students work together instead of two.
4. Patterns should be changed frequently to get sure that everyone has the opportunity to work.

Jones (1984) stated that the work by students on the activity should start at the same time, and the teacher moves between pairs to control and observe their work. Through pair work students are likely to practice a dialogue, games, vocabulary checks and filling the gaps. Pair work is a perfect technique to enhance students' communicative skills, and create a good relationship among students.

5.2. Group Work

Group work is another effective technique for classroom interaction development. The teacher can form groups or teams of 4-5 students, and give them the opportunity to discuss something related to the course and come up with summary of their understanding or simply ask them to do a communicative activity. Speaking time is limited when working in groups.

Chappell (2014, p.70) stated that: "By using group work to build social relations between the learners, an important step is made towards ensuring the success of fluency activities." Students develop their fluency through group work activities, working in collaboration with classmates is helpful. Chappell (2014, p.71) said that: "They demand that the students are comfortable working with each other, that they share some common understandings and experiences so that the stage is in place for what is at the heart of language learning: using language as part of social activity and learning to creatively enact the whole activity." This explains that students share some knowledge and experience that makes their working together more comfortable and effective.

Group work interaction is considered as a motivational technique that increases the amount of the learners' talk. This idea was mentioned by Ur (2000, p.121) when he said: "Group work increases the sheer amount of learner talk going on in a limited period of

time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class"(as cited in Saifi, 2013, p.41).

Students can work in form of groups for role plays, games, dialogue and discussions. Discussions can be in a wider range of their thoughts and opinions. They may correct each other mistakes and motivate the one who does not participate to be involved within the activity.

Creating groups of students is easy for the teacher, especially if the class size is not huge. It is better to make groups at the beginning of the class, if the course contains several activities, in order to avoid the mess during the course. The variation of the activities will keep students interested and motivated.

Pair works and group work promotes motivation, and creates a sense of collaboration among the learners. It helps in improving learning outcomes. Some teachers lose control over classes when using them, because of the noise of the students. But when a teacher is a good controller, it would be more effective for reinforcing communication in the classroom.

6. Whole Class Teaching

Whole class teaching is considered as the best way for teaching, where the teacher teaches all the students in the same time. In whole class teaching, the teacher is supposed to face his students and present the lecture, Tyk (2014, p.5) declared that: "the teacher who stands at the front of the class, the teacher whose every gesture and every word places him centre-stage and places his pupils in the position of a responsive and attentive audience is a very good teacher".

The good teacher is aware of how to arrange his classroom, how to present the lecture and to range his ideas to achieve the objectives of the course. The good teacher chooses the best way to promote understanding in his students' mind and involve them within the course. Teachers' responsibility inside the classroom is creating a good relationship among students. Harmer (2007, p.107) stated that: "One of our principal responsibilities, in other words, is to foster good relationships with the groups in front of us so that they work together cooperatively in a spirit of friendliness and harmonious creativity".

Harmer (2007) illustrated that people have that idea of: students face the teacher listening to him when they think of teaching meaning; this still the familiar teacher-students interaction in many cultures. Teaching in classrooms requires students'

involvement and participation so it can be a successful teaching process. The teacher is the leader of the course and the students are the main participants.

Whole class grouping has many advantages. Harmer (2007) classed whole class grouping features as it follows:

- It reinforces a sense of belonging among the group members, something which we as teachers need to foster (Williams and Burden 1997:79).
- It is suitable for activities where the teacher is acting as a controller.
- It is a good way for us to get a general understanding of student progress.
- It is the preferred class style in many educational settings where students feel secure when the whole class is working in lockstep and under the direct authority of the teacher.

Whole class teaching is the best way for teachers to transfer knowledge for the students, create a good relation with them and among them, in addition to provide a good environment for interaction.

7. Teachers' Roles

Teachers play vital roles during the classroom courses. Teachers tend to play a variety of roles within the classroom to facilitate students' learning. Some of the roles are naturally in the teacher, while others have to be played by them in order to have a successful learning and teaching process. The roles of teachers' are:

7.1. Teacher as a Person

Greenberg (1969, pp. 20-21) stated that:"Within the teacher's emotional life are the forces that most powerfully affect the entire teaching process. The human, emotional qualities of the teacher are at the very heart of teaching." as cited in (Shirley & Williams, 1984, p.1). The personal qualities of the teacher serve an inspiration to the students; the teacher is required to possess certain personal qualities to carry on the teaching process. Among these qualities: intelligence, self-control, patience, friendliness, kindness, tolerance etc. the effective teacher is the one who has these qualities that help him in creating a good relationship with his students.

It is not easy to become a teacher. A person had to go through certain changes to develop himself to be a teacher. Shirley & William (1984, p.1) explained that: "An individual does not suddenly become a teacher; rather, becoming a teacher is a process that continues throughout one's professional career". Teachers try to develop themselves through experience, experiences about the ways of teaching.

The same writers added that teachers encounter themselves by sharing experience with other teachers. Teachers can benefit from each other, by listening to personal experiences of other teachers without judging. Teachers learn best from other teachers in a deep level of respect, they share the same struggles and hope. But, this does not mean that teachers cannot learn from other settings.

To sum up, people are not born to be teachers; a person can be an effective teacher if he works on developing himself and his personal qualities. The teacher's interpersonal skills create a strong relationship within the students; those relationships are the way to motivate learning.

7.2. The Teacher as Controller

The teacher as a controller controls everything inside his classroom. He controls the students, time and himself. Harmer (2007, p.109) explained that:

> there are times when acting as a controller makes sense, for example when giving explanations, organizing question and answer work, lecturing, making announcements or bringing a class to order. Indeed, such leadership may have a highly beneficial effect on a group, especially in the early stages. In many educational contexts it is the most common teacher role, and many teachers fail to go beyond it since controlling is the role they are used to and are most comfortable with. Yet this is a pity because by sticking to one mode of behavior, we deny ourselves and the students many other possibilities and modes of learning which are good not only for learning itself, but also for our students' enjoyment of that learning.

The teacher as a controller is important; he controls not only what students do but also the language they use. Controlling affects the teaching process positively, and learning outcomes will be achieved in a controlled circumstances.

7.3. The Teacher as a Participant:

In a given activity by the teacher, it is needed to participate not like a teacher. Students will be involved through an enjoyable environment where they are more comfortable and having their teacher with them. Harmer (2007) stated in his book that there are many reasons why it is good to take part in the discussion, one reason is that living things inside instead organizing from the outside. Another reason is that participating as a student is more enjoyable than acting like a resource.

Whereas, when acting like a participant; teachers may dominate the proceeding (Harmer, 2007). Teachers are supposed to participate only when it is needed. In addition,

teachers are successful participants when they are able to participate in problem handling and decision making. A clear picture of the teacher role as a participant is drown when the teacher apply the activity letting the students get in and intervene later to correct their mistakes.

7.4. The Teacher as a Resource

The teacher as a resource aims to guide students. Harmer (2007) suggested that if students involved in an activity (presentation); taking a part in that activity by the teacher would not be welcomed by them, but they may need him as a resource. Harmer (2007, p.110) added that: "when we are acting as a resource, we will want to be helpful and available, but at the same time we have to resist the urge to spoonfeed our students so that they become over-reliant on us".

The teacher as a resource is supposed to understand the individual needs of his students. In addition, help them to overcome their writing and reading difficulties. Teachers do not give direct answers for students in a given activity but they assist them with any problem they face. The mission of a resource teacher depends on his presence when students find a difficulty to understand the course.

Resource teachers are responsible for monitoring students' progress. They are responsible for developing their social and academic skills. Moreover, help them to interact effectively inside the classroom.

7.5. The Teacher as an Organizer

The teacher as an organizer is responsible for organizing his students, the teaching materials, time, the teaching environment and himself. Shirley & William (1984, p.127) stated that: "Organization! Learning centers had to be made, bulletin boards changed, seating arrangements altered to best suit everyone".

The organizer teacher is the one, who set a plan for his course. This idea was confirmed by Shirley & William (1984, p.137) when they illustrated that: "teachers are in a better position to adapt the plan to the situation than people who have no guiding framework for instruction". Designing a plan of the course has a vital role in engaging students through learning and achieving their success. A course plan will encourage the teacher to consider his goals very early in the teaching process.

Within a course plan, it is needed to design classroom activities. This involves explaining how to do the activity, putting students in groups or pairs and finally ending the course when the time is up to finish. This shows how much the teacher can be effective in doing all these things in an organized way.

Harmer (2007) stated that teachers have to take into consideration the way they organize feedback. So he summarized the role of an organizer as follows:

Engage ⟶ Instruct (demonstrate) ⟶ Initiate ⟶ Organize Feedback
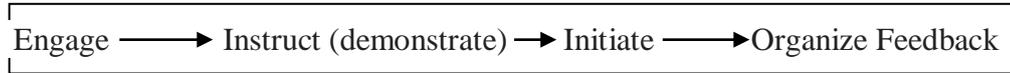
Figure2.1: Organizing Feedback p.112

In addition, he explained that: "when organizing feedback, we need to do what we say we are going to do whether this concerns the prompt return of homework or our responses at the end of an oral activity. Students will judge us by the way we fulfill the criteria we offer them". (Harmer, 2007, p.112). Feedback organization create a positive classroom environment, students will be motivated to succeed.

7.6.   The Teacher as a Facilitator

The teacher as a facilitator simply becomes a facilitator of the learning environment and the learning in itself. Rogers (1967, p. 2) stated that: "The goal of education, if we are to survive, is the facilitation of change and learning" as cited in (Shirley & William, 1984, p.72). Facilitating by the teacher should be active and interesting. Teachers have to change their attitude about the learning process. In daily classrooms they do daily routine courses and activities which decrease students' motivation.

Teachers have to create an active learning environment to facilitate students' learning. Shirley & William (1984, p.73) illustrated that: "A creative learning environment is not designed to teach students what to think but rather to show them how to think". It is very important to make students exited about learning by preparing certain conditions that encourage them to learn

7.7.   Teacher as an Assessor

Teachers use assessment during the learning process. The goal of assessing students is grading them. In other words teacher as an assessor provide the learners with feedback about their performance and correct their mistakes. The teacher is supposed to determine the reason of his assessment, and set the objectives of the assigned activity.

Francisco (2014, para, n.2) stated that: "Assessing students and interpreting the data allows the teacher to drive instruction that is tailored to the students in the classroom. Teachers should know where the students are, where they need to be, and how to get them

there". Assessment gives the teacher a clear understanding of the way students learn and the way they use different skills to develop their learning.

There are three types of assessment that teachers use during the teaching process, the first type is the pre-assessment, the second is the formative assessment and the last one is summative assessment. Each one is used to achieve a specific objective. Assessment guides the teacher in planning his course; it provides the teacher with needed information about his students to discover their needs and finally get to a successful learning process.

To sum up, an effective teacher is the one who is capable to perform all of the previous mentioned roles together. The function of these roles is to make the teacher be able to know his students needs.

8. A good Learner Characteristics

Not all students learn in the same way. Each learner has different skills and personal needs. These differences determine how students respond to different teaching styles. A good learner is characterized by different qualities:

According to Harmer (2007), the characteristics that all good learners share are:

1. Tolerance of ambiguity is a feature of a good learner. (Naimen et al, 1978).
2. Rubin and Thompson (1982) stated that Good learners are the students who can find their own way, creative, make intelligent guesses, make opportunities for practice, work for their errors and use contextual clues.
3. Patsy Lightbown and Nina spade (2006) declared that good learner characteristics are classified in several categories which are motivation, intellectual abilities, and learning preferences, in addition to willing to make mistakes (p.54).

Expert learners are always motivated to learn and communicate; they look for patterns in language and try to find the meaning. They are confident and courageous. They use body language in speaking and try to develop their fluency by practice.

Teachers have to know their students characteristics, and the way their students grasp information. They should know how to deal with weak students and develop their learning skills. Meeting different students' needs will be helpful to facilitate their learning no matter what their level is. Teachers will be able to facilitate students' communication and interaction if they realize their students' qualities, difficulties and their learning gaps.

Conclusion

To conclude, classroom interaction is the essential factor that leads to a successful communication. Therefore, teachers tend to use different techniques to allow their students

to develop their interaction. These techniques are in forms of various communicative tasks used by teachers to involve students in the learning process. In addition, students' participation is always needed to allow students to share their ideas, exchange knowledge and develop their relationships with each other. This chapter dealt with different aspects of classroom interaction, besides mentioning different roles of the teacher and the good students' characteristics. This chapter has reviewed the relationship between classroom interaction and communicative tasks. Consequently, developing classroom interaction will be through the use of classroom interaction.

Chapter three:

Fieldwork and Data Analysis

Introduction

The current chapter presents the fieldwork of this study. To begin, a descriptive study has been adopted in order to collect and analyze data. Accordingly, the data collection tools consist of the students' questionnaire and teachers' interview. The present chapter is an attempt to gather data in order to investigate the main research question. Additionally, it seeks to analyze and discuss the obtained results and use the findings to validate the research hypothesis stating that the implementation of communicative tasks can help in developing classroom interaction.

1. Students' Questionnaire

1.1. Description of Student's Questionnaire

The current questionnaire is a data collection tool designed for second year students of English at Biskra University. The questionnaire targets students' various attitudes towards the use of communicative tasks to develop their interaction inside the classroom.

This data collection tool includes (13) questions divided into three sections: The students' profile, classroom interaction and communicative tasks. Furthermore, the questionnaire is administered to second year students of English randomly. The questionnaire contains closed-ended questions requiring 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 choices. The questionnaire also consists of open-ended questions, such as "if yes, how", which are designed to obtain deeper insights into the students' responses and choices.

Section One: Students' Profile

This section targets personal information about the students' gender and their age.

Section Two: Classroom Interaction

This section was designed to check their speaking ability and difficulties, and determine their participation and their involvement inside the classroom. Additionally, check if their teachers are using oral activities to enhance their interaction

Section Three: Communicative Tasks

The last section of students' questionnaire is devoted to capture teachers' roles and the types of communicative activities that teachers implement inside the classrooms. In addition, investigating the degree to which second year English student are involved when teachers use CT to interact.

1.2. Administrating Students' Questionnaire

This questionnaire was administrated to second year students of English at Biskra University. More specifically, it was administrated and explained to (60) student representing our sample from a population of about (336) student of second year students of English classes. The selection of the population is based on the fact that second year students were familiar with communicative tasks and they have been involved in some of them. Therefore, the selected sample from the given population can recognize the types of CT and how they work.

1.3. Analysis of Students' Questionnaire

1.3.1. Section One: Students' Profile

Item 1. Specify your gender:

Table3.1: Students' Gender

Option	Participants	Percentage
a. Male	8	23%
b. Female	27	77%
Total	**35**	**100%**
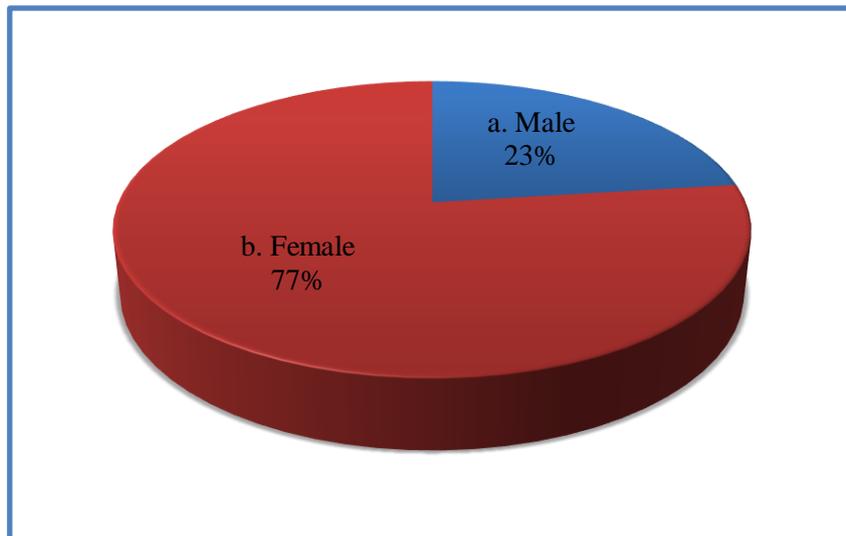
This question is meant to determine the participants' dominant gender during the English class. As the table displays, the questioned participants represent more females (77%) than males (23%). This indicates that in Biskra University, female Students usually attend classes regularly and with larger number, while male students rarely attend classes. This may draw our attention to an important conclusion. Indeed, girls are more dominant in education than boys are.

Item 2. Specify your age:

Table3.2: Students' Age

Option	Participants	Percentage
a. 17-19	4	11%
b. 20-22	24	69%
c. 23-25	5	14%
d. More	2	6%
Total	**35**	**100%**
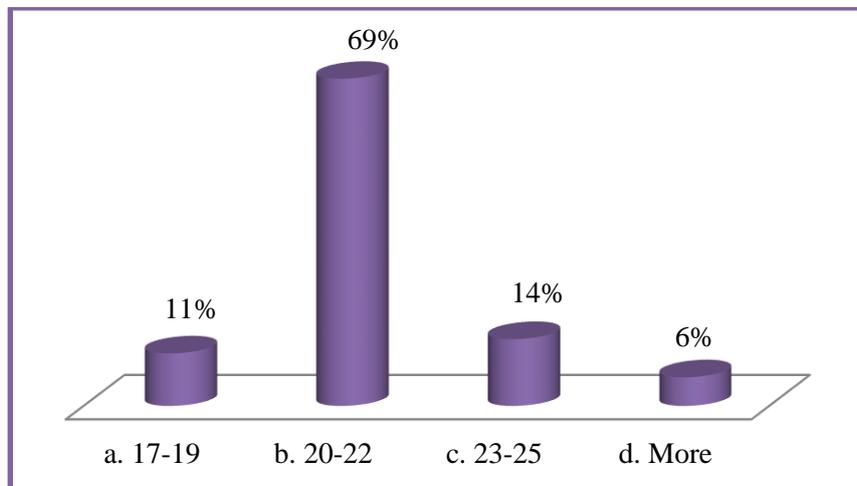
Graph 1: Students' Age

Based on the data obtained from the students' responses, the graph above shows that the great majority of students (69%) are 20-22 years old, which is the normal age of second year English students. Moreover, the graph shows that 14% of the respondents are 23-25 years old, 11% are 17-19 years old, while only 6% are more than 25 years old. These rates indicate that the largest number of the participants have the same age, which is a necessary factor that may keep the classroom atmosphere as cohesive and smooth as possible.

Item 3. How do you find speaking English?

Table3.3: Students' attitudes towards speaking in English

Option	Participants	Percentage
a. Very easy	3	9%
b. Easy	24	69%
c. Difficult	8	22%
d. Very difficult	0	0%
Total	**35**	**100%**
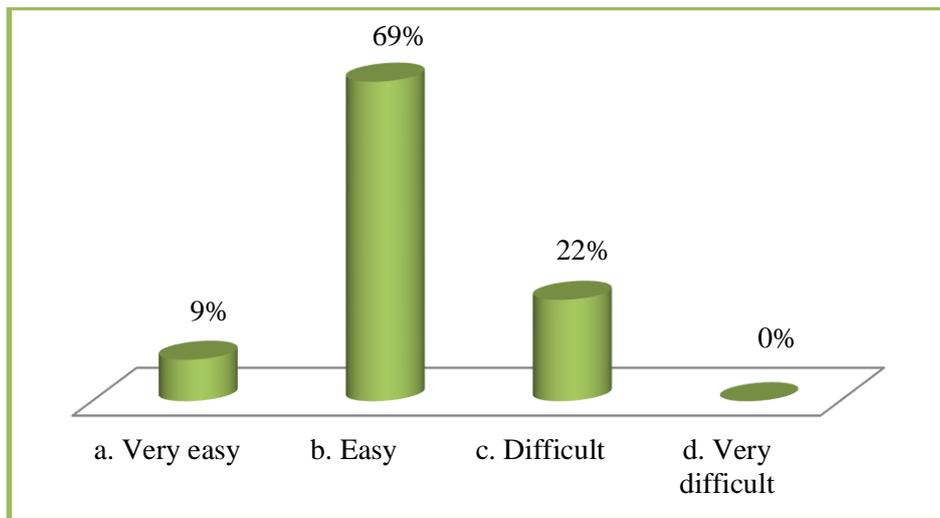
Graph 2: Students' Attitudes towards Speaking in English

The current question aims to consider University students opinion on speaking English. As the graph above displays, the majority of respondents (69%) argued that speaking English is easy. Also, (22%) of students agreed that it is difficult to speak it. While (9%) said that it is very easy to speak English. No one (0%) pointed that speaking English is very difficult.

Item 4.Does your teacher encourage you to speak English?

Table3.4: students' responses about whether their teachers encourage them to speak English

Option	Participants	Percentage
a. Yes	31	89%
b. No	4	11%
Total	**35**	**100%**
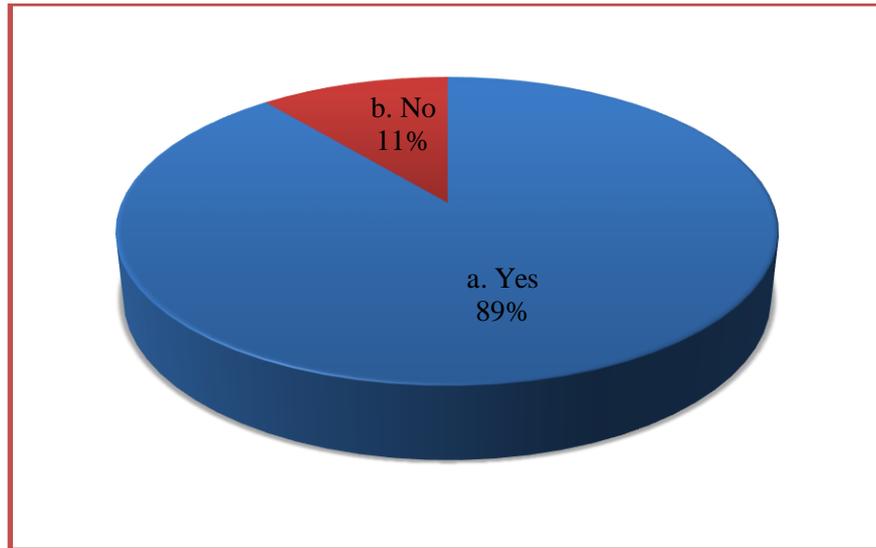
Graph 3: Students' responses about whether their teachers encourage them to speak English

This question is meant to illustrate whether teachers encourage their students to speak English or not. As the graph shows, the majority of respondent (89%) argued that their teachers encourage them to speak the language. Only a minority percentage (11%) of respondents said that their teachers do not encourage them to speak English.

Item 5. When you do not interact is it because you have some speaking difficulties?

Table3.5: The main cause that hinders students' interaction

Option	Participants	Percentage
a. Yes	26	74%
b. No	9	26%
Total	**35**	**100%**
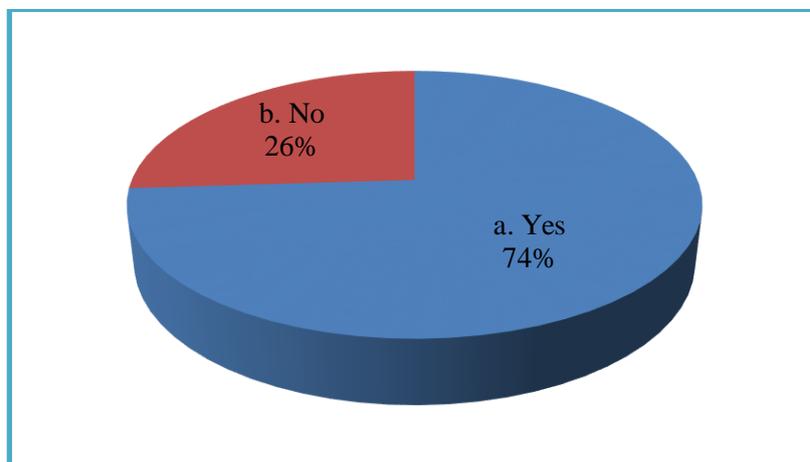
Graph 4: The Main Cause that Hinders Students' Interaction

As far as this question is concerned, its major aim is to elicit the main cause that hinders students to interact. As the rates denote, the majority of respondents regarded that the main cause is having speaking difficulties with a percentage of (74%). However, some students (26%) argued that other factors are the cause.

If, yes mention them

Then, the respondents were asked to mention the other causes. Some said Lack of vocabulary and fear of making mistakes, some said because of the fear of criticism and making mistakes. Others added that the causes are Pronunciation, shyness and anxiety.

Item 6. Have you ever tried to overcome these difficulties?

Table3.6: Students' Attempt to Overcome these Difficulties

Option	Participants	Percentage
a. Yes	22	63%
b. No	13	37%
Total	**35**	**100%**
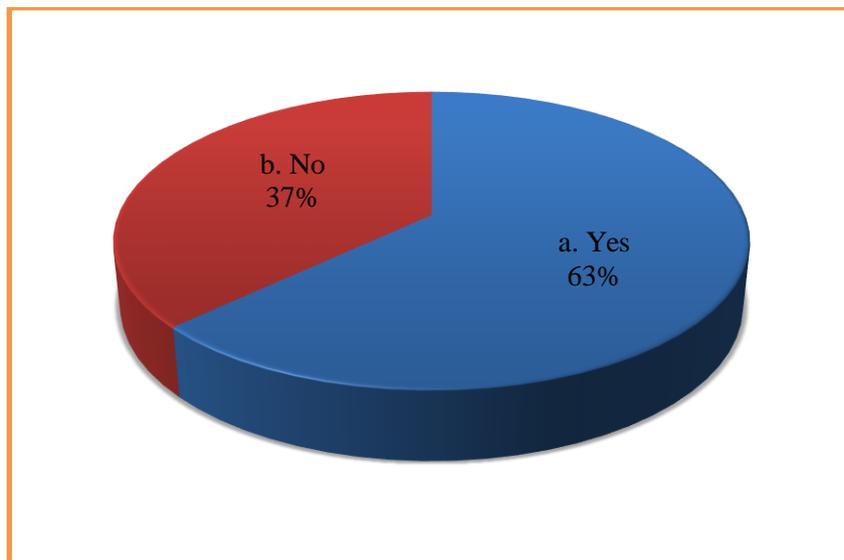
Graph 5: Students' Attempt to overcome these Difficulties

This question considered students' attempts to overcome interaction difficulties. A rate of (63%) of respondent affirmed that they tried to overcome the difficulties. On the other hand, only (37%) of respondent did not try to overcome them.

If yes, how?

Respondent were asked how they overcome these interaction difficulties. Some said: through speaking, reading, practicing and listening more. While others said: through watching films, movies and taking private lessons.

Item 7. How is the relationship between you and your teacher?

Students were asked to describe the relationship between them and their teacher. The majority of them said that it is good and normal. Some said that it is an awesome relationship. The minority said that it is not really good.

Item 8. How often do you participate in communicative tasks that are assigned by the teacher in oral classes?

Table3.7: Frequency of Students' Participation

Option	Participants	Percentage
a. Always	7	20%
b. Often	5	14%
c. Sometimes	19	55%
d. Rarely	4	11%
e. Never	0	0%
Total	**35**	**100%**
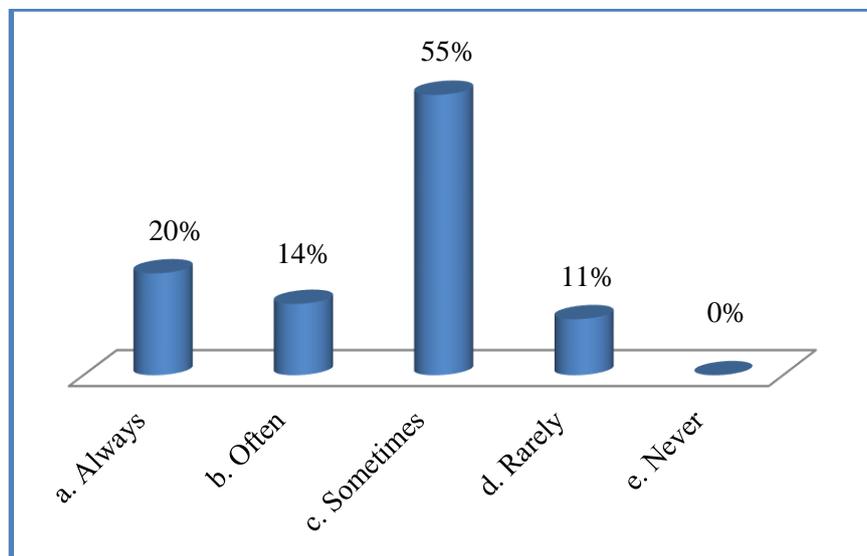
Graph 6: Frequency of students' Participation

The table above captures the degree of students' participation. It is observable that (55%) participate sometimes, (20%) stated that they participate always, (14%) revealed that they often participate, (11%) said that they rarely participate.

Item 9. How often does the teacher assign to you oral activities where you have to interact with your classmates?

Table3.8: The Frequency of Assigning Oral Activities

Option	Participants	Percentage
a. Always	6	17%
b. Often	10	29%
c. Sometimes	14	40%
d. Rarely	5	14%
e. Never	0	0%
Total	**35**	**100%**
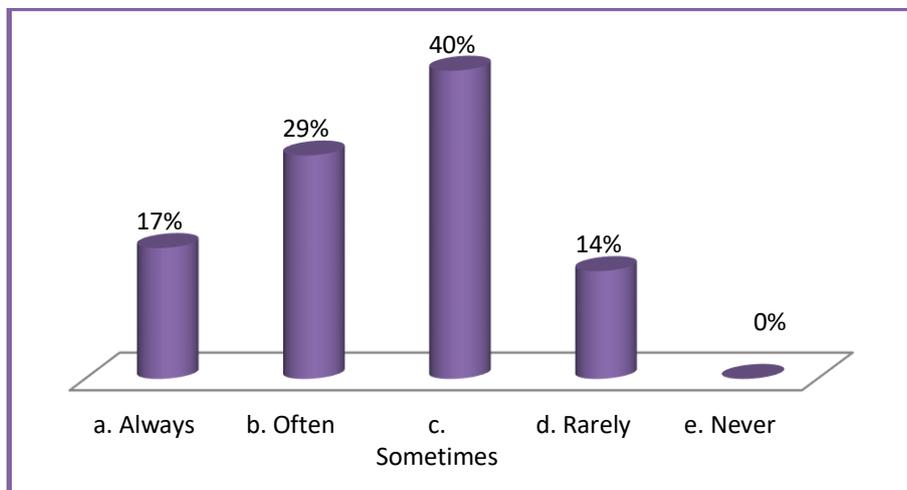
Figure 5: The Frequency of Assigning Oral Activities

This question shows the frequency of assigning interactive oral activities. The graph above reveal that the majority of students (40%) said that teachers sometimes apply interactive oral activities, (29%) said that the teacher often assign them, some said always he applies them with a percentage of (17%), others said he rarely applies them (14%).

Item 10. What are the roles played by your teacher in the speaking tasks?

Table3.9: Teachers' Roles in the Speaking Tasks

Option	Participants	Percentage
a. Controller	8	23%
b. Assessor	2	6%
c. Corrector	6	17%
d. Organizer	7	20%
e. Prompter	0	0%
f. Resource	0	0%
g. Participant	2	6%

h. Observer	3	8%
i. Moderator	0	0%
j. More than one role	7	20%
Total	**35**	**100%**
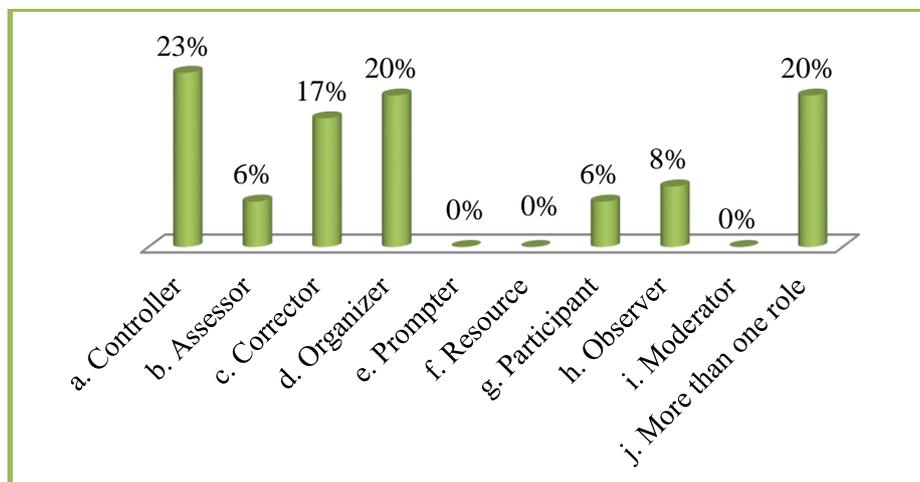
Graph7: Teachers' Roles in the Speaking Tasks

This question shows the role of teachers in speaking task. As the rates above show, the majority (23%) rated for controller, (20%) rated for organizer and more than one role, (17%) rated for corrector, (8%) rated for observer and (6%) rated for participant0

Item 11. What are the oral activities that your teacher implements the most in the classroom?

Table3.10: The Oral activities that the Teacher Implements the most in the Classroom

Option	Participants	Percentage
a. Debate	2	6%
b. Dialogue	1	3%
c. Discussion	23	65%
d. Roleplay	5	14%
e. All of them	2	6%
f. More than one answer	2	6%
Total	**35**	**100%**
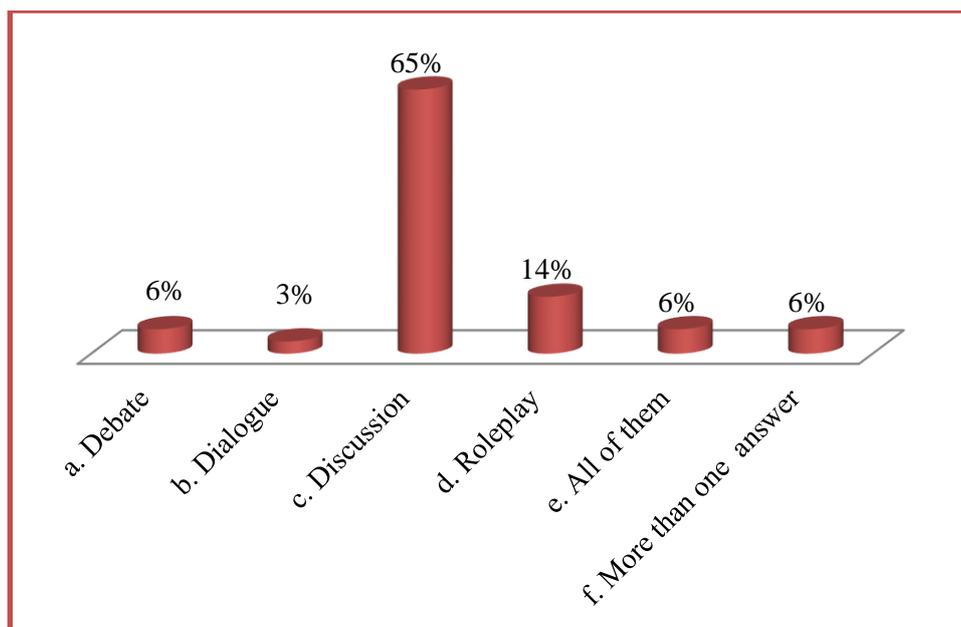
Graph 8:The Oral Activities that the Teacher Implements the most in the Classroom

As far as this question is concerned, second year students were asked to highlight the oral activities that the teacher implement the most in the classroom. The result show that the majority of respondents (65%) voted for discussions, others said role play with a percentage of (14%), (6%) rated for debates, all of them and for more than one answer, the minority rated for dialogue with a percentage of (3%).

If others, please specify:

Students were asked to specify other possible activities, one said presentation of books and another one said games.

Item 12.Do these activities help you to interact?

Table3.11: Students' Opinion about whether the Oral Activities Facilitate their Interaction or not

Option	Participants	Percentage
a. Yes	31	89%
b. No	4	11%
Total	**35**	**100%**
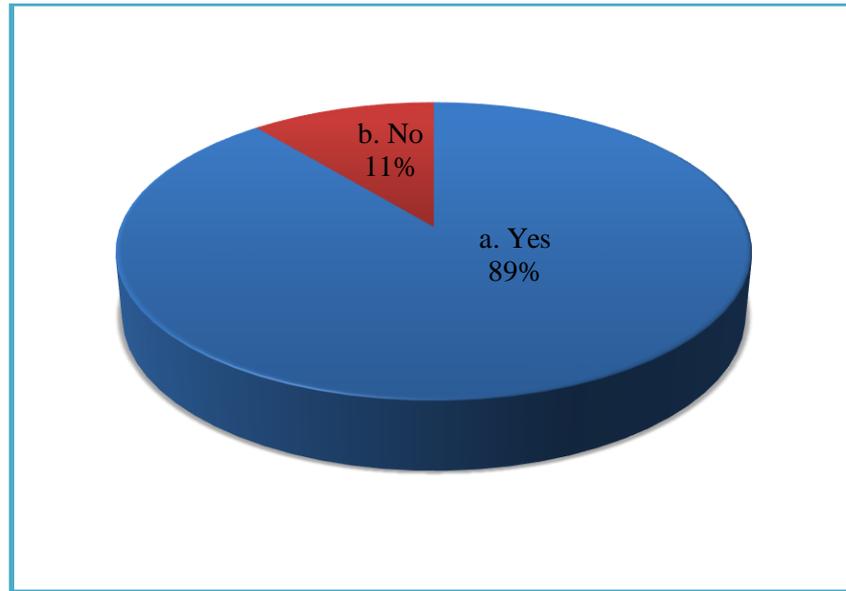
Figure 6: Students' Opinion about whether the Oral Activities Facilitate their Interaction or not

This question attempted to unveil students' opinion about whether the oral activities facilitate their interaction or not. The majority of respondents rated for "yes" with a percentage of (89%) and the minority rated for "no" with a percentage of (11%).

Item 13. Which one do you prefer?

Table3.12: students preferable speaking activities

Option	Participants	Percentage
a. Debate	7	20%
b. Dialogue	6	17%
c. Discussion	11	31%
d. Roleplay	10	29%
e. None of them	1	3%
Total	**35**	**100%**
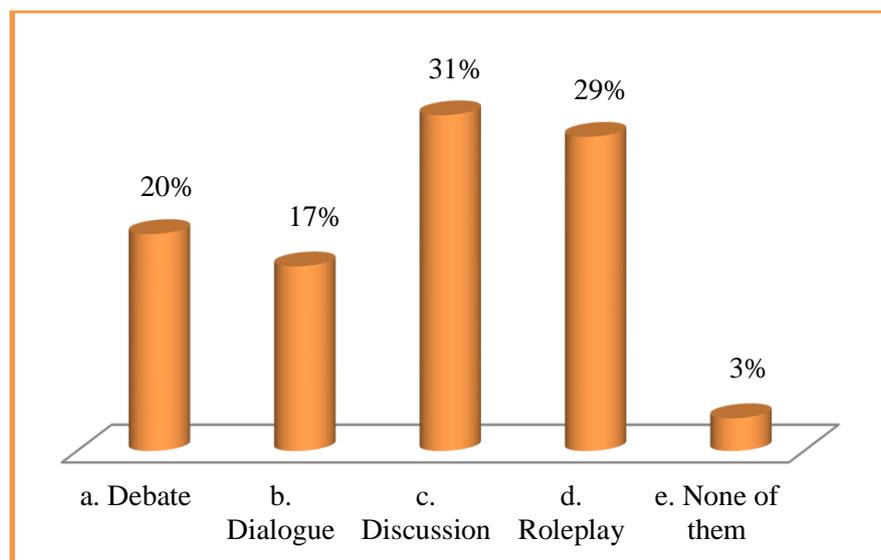
Graph 9: Students' preferable speaking activities

The table captures Students' preferable speaking activities. The majority of students (31%) prefer discussion, some of them (29%) prefer role play, (20%) prefer debate, (17%) prefer dialogue. The minority (3%) prefer none of them.

1.4. Discussion of the findings of the students' questionnaire

Through the analysis of the data gathered from the students' questionnaire, we have obtained precious responses about the role of using communicative tasks to enhance interaction in the classroom. Based on this analysis a final view may be drawn:

1. The student's questionnaire begins with the student's profile where the majority was females, which indicate that girls are more interested in learning English than boys.

2. The respondents' age though ranged from 19 to more than 25 years old, all of them are University students.

3. In section two which was basically about the student's speaking skill, most of the participants therefore said that they find speaking in English easy, but they still have some speaking difficulties.

4. In the next question most of the respondents said that teachers do really encourage them to speak English, and what makes their interaction difficult is having some speaking difficulties such as: lack of vocabulary, the fear of making mistakes and shyness, etc. Despite the speaking difficulties that students face, the majority of them said that they have tried to overcome these difficulties by: by speaking,

reading, practicing more, etc. few of them said that they never tried to overcome them.

5. The relationship between the teacher and his students is important. Students who have a good relationship with their teacher are always motivated to learn. Consequently, most of second year students of English said that they have an awesome and a good relationship with their teachers while, few said that they do not have a good relationship with their teachers. Therefore, interaction in the classroom requires certain friendly relationship between teachers and students.

6. Furthermore, students were asked if they participate in oral activities that are assigned by the teachers and how often does he assign them, the majority of the responses were "sometimes" for both questions. Speaking difficulties are the major cause that hinders their interaction.

7. The learning environment requires teachers to play various roles to fulfill the student's needs. Most of students said that their teachers play two major roles: controller and organizer. Which explains that teachers focus more on organizing the classroom (organize: time, lesson, activities and students, etc) and control his students and the atmosphere of the lessons. The respondents though mentioned the oral activities mostly implemented by their teachers in the class, and most of all "Discussions", this reveals that teachers know that students enjoy discussions where they exchange ideas, interact, and share views. In addition, most students said that they prefer discussions in oral classes.

2. The teachers' Interview

2.1. Description of teachers' interview

The study interview is designed to collect data from EFL teachers at Biskra University. It is a semi-structured interview encompasses eleven (11) questions (open-ended and close- ended questions) to limit teachers to researcher's theme boundaries and make them free in giving much more details about our theme. From the designed interview, we aimed to check whether teachers use communicative tasks. In addition, our intention was to gather teachers' opinions about the efficiency of these tasks in enhancing classroom interaction. Besides, the purpose of the interview was to check if teachers think that students will be motivated to participate and exchange their ideas with them and their classmates freely.

2.2. Administrating the teachers' interview

For the administration phase, the interview was designed as a semi-structured interview administrated to teachers of the division of English at Mohamed Kheider University of Biskra. The interview was administrated to three (n=3) teachers. One interview was face to face and recorded. Due to the circumstances (quarantine) the last two interviews were online. Additionally, the interview was administrated only to three teachers for these reasons: teachers were not all time available before the quarantine. In addition, during the quarantine it was needed to replace it with the online interview and send it to teachers by email, but most teachers did not answer it so we used only the answers that we have received.

2.3. The analysis of teachers' interview

Item1. As a teacher of oral expression, do all students interact with you and with their classmates inside the classroom?

Table3.13: Students' interaction

Participants	Responses
Teacher 01	No, the majority
Teacher 02	Yes
Teacher 03	It depends on the task and activity. Interaction is a relative dimension.

From teachers' responses, it is observed that one teacher confirmed that all of his students interact inside the classroom, while another teacher answered that not all of students' interact but the majority do, the last teacher stated that students interaction occur depending on the type of the activity.

Item2. Through your experience what are the difficulties that students face while interacting?

Table3.14: Students' difficulties while interacting

Participants	Responses
Teacher 01	"Lack of vocabulary, first language interference (code switching), respect of exchange (between students) and the understanding of teachers' point of view"
Teacher 02	Psychological impediments, lack of vocabulary to express specific ideas.

Teacher 03	In general terms shyness is the first obstacles; then inappropriateness of the topics dealt with, lack of cultural knowledge, inhibitions due to the class learning conditions.

Teachers' responses indicates that students difficulties are: for teacher (T: 1) the difficulties are lack of vocabulary, language interference, respect of change and the understanding of teachers' point of view. For teacher (T: 2) psychological impediments and the lack of vocabulary to express specific ideas are the main interaction difficulties. For teacher (T: 3) in general the difficulties are shyness, lack of cultural knowledge, also the inhibitions due to the class learning conditions.

Item3. How do you deal with students in order to facilitate their interaction?

Table3.15: Facilitating interaction

Participants	Responses
Teacher 01	Motivate and encourage them, tolerating mistakes, choosing interesting topic, having a good relationship…
Teacher 02	I generally start by decreasing the level of inhibitions and create good conditions for learning; I do encourage students to participate in choosing their content of/for learning, among other measures.
Teacher 03	More practice, group work, subjects of their interest...

According to teachers' response, there are many ways to facilitate students' interaction. Yet, teacher (T: 1) pointed that motivating and encouraging students, besides tolerating mistakes and choosing interesting topic will facilitate students' interaction. In addition to that, having a good relationship will be helpful as well. Teacher (T: 2) illustrated that decreasing the level of inhibition, provide good conditions for learners and choosing the content of learning will encourage them to interact. The last one (T: 3) stated that more practice, group work and choosing subjects of their interest facilitate interaction.

Item4. How do you encourage your students to interact with each other?

Table3.16: facilitating students' interaction with each other

Participants	Responses

Teacher 01	Rewards, verbal encourage, neglecting minor mistakes or slips
Teacher 02	Make the class a natural setting, a real-life stage.
Teacher 03	Depends on the type of tasks that require interaction

All teachers answered how they facilitate interaction between students each one from his point of view. The fist one (T: 1) answered: by rewards, verbal encourage and neglecting minor mistakes or slips. Teacher (T: 2) said that making the class a natural setting and a real- life stage will be helpful. Teacher (T: 3) illustrated that facilitating interaction among students depends on the type of the tasks that require interaction.

Item5. How do you encourage your students to interact with you?

Table3.17: Encouraging students' interaction with teachers

Participants	Responses
Teacher 01	By accepting different types of questions and initiating conversations in different areas
Teacher 02	Get rid of the equivocal image of a punisher.
Teacher 03	The atmosphere (save and friendly) Asking about their opinion Setting arrangement

Teachers explained how they encourage their students to interact with them; each one provided his way to enrich that. Teacher (T: 1) motivate his students by accepting different types of the questions. Teacher (T: 2) said that omitting the equivocal image of punisher is a good way to encourage his students to interact with him. Teacher (T: 3) said that the good atmosphere, asking about their opinion and setting arrangement is helpful.

Item6. Do you use communicative tasks?

Table3.18: Using communicative tasks

Participants	Responses
Teacher 01	Yes
Teacher 02	Yes
Teacher 03	Yes

All teachers agreed that they use communicative tasks.

Item7 How often do you apply them?

Table3.19: Using communicative tasks

Participants	Responses
Teacher 01	Often
Teacher 02	Often
Teacher 03	Depending on the activity or task in the class.

The above responses show that two teachers agreed on the use communicative tasks often while teaching. One teacher illustrated that he use them depending on the activity or task in the class.

Item8. Which kind of communicative activities do you think could be better in developing classroom interaction?

Table3.20: Communicative activities tasks that develop classroom interaction

Participants	Responses
Teacher 01	Open conversation and argumentation
Teacher 02	Discussions, role play, brainstorming, storytelling, presentations, games.
Teacher 03	Classroom discussion/ debates

As it is illustrated above, teachers use different types of communicative tasks in order to enhance classroom interaction. Teacher (T: 1) suggested the use of open conversation and arguments. Moreover, teacher (T: 2) suggested the use of discussions, role play, brainstorming, storytelling, presentations and games. While teacher (T: 3) suggested the use of classroom discussion and debates.

Item9. As a teacher of oral expression, which roles do you think are important in the classroom?

Table3.21: Teachers' roles

Participants	Responses
Teacher 01	Guide and facilitator
Teacher 02	Teachers should change roles in relation to the task; they can be learning mediators, Interpreters and designers of learning programmes and materials, leaders, scholars, researchers, assessors, guides, or practitioners.
Teacher 03	Participant, prompter, motivator, guide, organizer.

According to teacher (T: 1), the most important roles are: a guider and a facilitator. Teacher (T: 2) explained that teachers should change roles in relation to the task that can be learning mediators, Interpreters and designers of learning programme and materials, leaders, scholars, researchers, assessors, guides, or practitioners. On the other hand, teacher (T: 3) clarify that Participant, prompter, motivator, guide, organizer are the most important one.

Item10. How efficient are communicative tasks in improving students' speaking level?

Tableau3.22: communicative tasks efficiency

Participants	Responses
Teacher 01	Very efficient
Teacher 02	They actually enhance the speaking skill by the quality of the task and mastery of the language. They create an overall positive experience.
Teacher 03	Very efficient. Communicative tasks oblige them to speak

All of teachers agreed that communicative tasks very efficient in improving students' speaking level. Teacher (T: 2) added that communicative tasks enhance the speaking skill by the quality of the task and mastery of the language in which they create an overall positive experience.

Item11. How efficient are communicative tasks in improving the objectives of the oral session?

Table3.23: communicative tasks efficiency

Participants	Responses

Teacher 01	Helpful
Teacher 02	When communication is effective, both the student and the teacher benefit. Communication makes learning easier, helps students reach objectives, increases opportunities for expanded learning, strengthens the connection between student and teacher.
Teacher 03	Very efficient because the main objective is to make students speak.

All teachers agreed that communicative tasks very efficient in improving the objectives of the oral session. Teacher (T: 1) said that they are very helpful. Teacher (T: 2) confirmed that effective communication makes learning easier to achieve the opportunities for expanded learning and strong connection, it makes both teachers and students benefit.

2.4. Discussion of the Findings of teachers' interview

The obtained data from teachers' interview have provided us with wide range of rich information that is beneficial to answer some of our research questions that are intended to be investigated. From teachers' responses, we have deduced that communicative tasks have a vital role in enhancing classroom interaction because they are related directly to the success of this operation. More importantly, all the interviewed teachers agreed that they apply communicative tasks in which they consider it as a motivational tool for students to interact.

However, teachers have complained from the weak level of EFL students in speaking and interacting, which they are related to the lack of vocabulary and shyness, therefore they have suggested a number of strategies they use to make students participate, exchange their ideas and interact. According to them, the preparation of a good setting "good atmosphere" and the encouragement of student without having the image of punisher will be helpful to facilitate their interaction.

Moreover, the types of communicative tasks suggested by the teachers are conversations and discussions, role plays and presentations and also games and debates. When we asked teachers for pointing the most important roles of a teacher, they suggest different roles such as a facilitator, prompter, motivator, a guide and assessor etc. furthermore, teachers have pointed that communicative tasks are helpful and efficient in improving speaking and the objectives of the oral session.

To sum up, from data analysis and interpretations, it was observable that communicative tasks are highly recommended for successful classroom interaction. Whereas EFL students have a weak level in speaking and lack participating, so teachers insisted to the use of these tasks.

The obtained results from both tools lead to the progress of this synthesis. Both methods provided approximately similar results that help answering the research questions and validate the hypothesis concerning the role of communicative tasks in developing classroom interaction. Both teachers and students know what communicative tasks are and aware of its importance in learning. The study results answered all the research questions and achieved all the study aims. Furthermore, all research hypotheses have been confirmed; initially, both teachers and students highlighted the great contribution of these tasks in having a full interaction inside the classroom.

Conclusion

This chapter was devoted to the field work of the study that consisted of one part that aimed to check whether the use of communicative tasks develop classroom interaction. It dealt with detailed description of the study, the analysis of the data, and the discussion of the findings.

Limitations of the Study

In conducting any research, the researcher faces some obstacles that obstruct the research process progress. In our study, we have faced some difficulties. Initially, the unavailability of teachers for the online interview hampered the progress of the research data collection. Furthermore, due to the quarantine some students did not answer the online questionnaire while others did not answer some questions. Consequently, even the study has been affected by the aforementioned limitations; the researcher has collected the feedback which helped her to confirm the validity of her hypotheses.

General Conclusion

The present study aimed to shed light on developing classroom interaction through suggesting communicative tasks as a strategy. Thus, this research attempted to answer all

the research questions and validate the hypotheses as well, which stated that if teachers use communicative tasks classroom interaction will be developed.

The study comprises three chapters, the two initial chapters was devoted to the theoretical part of the study; whereas, the third chapter shed light on the study framework. Firstly, the first chapters were devoted to highlight all the basics of communicative language teaching. To be precise, it dealt with a general overview of communicative language teaching. Moreover, it presented teaching and learning as a communicative process. Furthermore, it shed light on different types of communicative tasks.

Secondly, the second chapter consisted of the concept of interaction and classroom interaction and the importance of classroom interaction, in addition to types of classroom interaction. Also this chapter discussed the aspects of classroom interaction. Moreover, it explains interaction through pairs and groups, in addition to whole class teaching. Also, demonstrate the different roles of teacher. Last, this chapter examines the good learner characteristics.

Thirdly, the third chapter highlights the study framework. This chapter dealt with practical part of the study that presented data description in addition to the analysis of the results.

To achieve the study aim, the researcher adopts a mixed-method approach. To collect data the researcher based her study on two data collection methods; an interview, which has been administrated to EFL teachers, and a questionnaire, which has been administrated to EFL students. Both teachers and students were from the University of Biskra. The sample of the study included three teachers and thirty-five students.

Accordingly, the obtained results gathered from the interview and the questionnaire proved that teachers and students have positive attitudes towards the use of communicative tasks to develop classroom interaction. In other words, both believe that the more students deal with these tasks the more they interact with their teachers and their classmates. Teachers suggested that the use of communicative tasks is helpful. In addition, they struggle due to their students' weak   level of speaking. Furthermore, the obtained results showed that EFL learners have speaking problems because of some difficulties.

Finally, on the basis of discussing and interpreting the results of the present investigation, it is asserted that the research hypothesis are logically and practically

confirmed. Consequently, it can be proved that using communicative tasks as a strategy is very effective. It can be used to motivate and encourage students to participate and interact inside the classroom. Also, it helps in avoiding being shy to speak. Moreover, it helps students to develop their communicative skills.

Pedagogical Implication

Communicative tasks are considered as one of the pillars of successful classroom interaction. Classroom interaction can be affected by many factors such as: shyness, lack of vocabulary and the fear of making mistakes. Therefore, to raise students' interaction the researcher proposed a series of activities, which may help EFL students to develop their communicative skills and interact.

Suggestions for the teachers and Syllabus designers

From the obtained data, the following recommendations seem to be helpful for our teachers:

- It is highly recommended to change the ways of teaching and assigning methods and base them on all students' mental capacities.
- It is highly recommended to use various communicative tasks to encourage students to interact and participate.
- It is highly recommended for teachers to develop their relationship with their students.
- It is highly recommended for teachers to develop the relationship between students.

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Appendices

Appendix 1: Students' Questionnaire

Dear students,

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. We address this questionnaire in order to probe your views about the efficiency of communicative tasks in developing classroom interaction. We would be utterly grateful if you answer these questions to help us accomplishing this research. Please, use a tick (✓) to indicate your chosen option, and justify your answer wherever it is needed.

Communicative tasks are: discussions, role plays, debate, dialogue etc.

Section one: The student's profile

Q 1: Specify your gender:

    a. Female ☐

    b. Male ☐

Q 2: Age distribution:

    a. 17-19 ☐

    b. 20-22 ☐

    c. 23-25 ☐

    d. More ☐

Section Two: Classroom interaction

Q 3: Do you find speaking in English:

    a. Very easy ☐

    b. Easy ☐

    ☐

c. Difficult

d. Very difficult ☐

Q 4: Does your teacher encourage you to speak English?

a. Yes ☐

b. No ☐

Q 5: When you do not interact is it because you have some speaking difficulties?

a. Yes ☐

b. No ☐

If, yes mention them.

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Q 6: Have you ever tried to overcome these difficulties?

a. Yes ☐

b. No ☐

If yes, how?

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Q 7: how is the relationship between you and your teacher?

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Q 8: How often do you participate in communicative tasks that are assigned by the teacher in oral classes?

    a.   Always   ☐

    b.   Often   ☐

    c.   Sometimes   ☐

    d.   Rarely   ☐

    e.   Never   ☐

Q 9: How often does the teacher assign to you oral activities where you have to interact with your classmates?

    a.   Always   ☐

    b.   Often   ☐

    c.   Sometimes   ☐

    d.   Rarely   ☐

    e.   Never   ☐

Section Three: Communicative Tasks

Q 10: what are the roles played by your teacher in the speaking tasks?

    a.   Controller.   ☐

    b.   Assessor.   ☐

    c.   Corrector.   ☐

                      ☐

d.   Organizer.

e.   Prompter. ☐

f.   Resource. ☐

g.   Participant. ☐

h.   Observer. ☐

i.   Moderator. ☐

Q 11: What are the oral activities that your teacher implements the most in the classroom? ☐

a.   Debate.

b.   Dialogue. ☐

c.   Discussion. ☐

d.   Role play. ☐

If others, please specify

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Q 12: Do these activities help you to interact?

a.   Yes ☐

b.   No ☐

Q 13: which one do you prefer?

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Appendix 2: Teachers' Interview

Dear teacher,

The main aim of this interview is to gather information for the accomplishment of a master dissertation about "The role of Communicative Tasks in developing Classroom Interaction". Therefore, we would be so grateful if you could answer the following questions; your responses will be of a great help for the success of this research study. Thank you for your time and collaboration.

1. As a teacher of oral expression, do all students interact with you and with their classmates inside the classroom?

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2. Through your experience what are the difficulties that students face while interacting?

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3. How do you deal with students in order to facilitate their interaction?

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4. How do you encourage your students to interact with each other?

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5. How do you encourage your students to interact with you?

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6. Do you use communicative tasks?

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7. How often do you apply them?

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8. Which kind of communicative activities do you think could be better in developing classroom interaction?

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9. As a teacher of oral expression, which roles do you think are important in the classroom?

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10. How efficient are communicative tasks in improving students' speaking level?

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11. How efficient are communicative tasks in improving the objectives of the oral session?

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Thank you for your time.

التلخيص

هاته الدراسة تفحص العلاقة بين نشاطات التواصل و تطور التفاعل في الصف. هذا العمل يهدف إلى فحص أهمية نشاطات التواصل في تحسين التفاعل في القسم بنوعيه:(التفاعل بين الأستاذ و الطالب و التفاعل بين الطالب و الطالب). لذلك نفترض أنه كلما طبق الأستاذ نشاطات التواصل كلما تطور التفاعل في الصف. من أجل اختبار صلاحية فرضيتنا تم إجراء دراسة وصفية إلى جانب المنهج الوصفي لتحليل و ترجمة البيانات. هذا الأخير جمع عبر أداتين مختلفتين: استبيان لخمسة و ثلاثون طالب جامعي في السنة الثانية تخصص لغة انجليزية بجامعة بسكرة و مقابلة لثلاثة أساتذة لغة انجليزية من نفس الجامعة. نتائج الدراسة أثبتت أن كلا من الأساتذة و الطلاب اتفقوا على أهمية نشاطات التواصل في تحسين التفاعل في الصف. الأساتذة مطالبون باستعمال نشاطات التواصل كطريقة لزيادة مشاركة الطلاب ودمجهم في الصف.