Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages

MASTER THESIS

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
SEKKAI Kaouthar

Exploring the Use of Interactive Tasks in Enhancing Students' Oral Interaction

The Case of First-Year LMD Students of English at Biskra University

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of

the Requirements for the Degree of Master in Sciences of Language

Board of Examiners

Dr.	Wafa NOUARI	MCA	Biskra	President
Dr.	Tarek Assassi	MCA	Biskra	Supervisor
Mrs.	Bentahahar Lamia	MAA	Biskra	Examiner
Dr.	Moustafa AMRATE	MCA	Biskra	Examiner

Academic Year: 2023-2024

Declaration

I **Kaouthar SEKKAI**, 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.

Author's name: Miss. **Kaouthar SEKKAI**

Signature:

Date:

Dedication

In the Name of Allah, theMost Gracious, the Most Merciful

I dedicate this work to my parents :

My dearest father , **Abdel Madjid**

My dearest mother, **Fadhila**

For my beloved brothers **Mohammed** and **Haithem**

For all my teachers who taught me from the primary school to my teachers at University

Thank you all without exception.

Acknowledgements

Profound gratitude to Allah who give me the strength, patience to do the research

I would to thank profoundly my supervisor Dr. **Tarek Assassi** for his guidance in this work.

I want to thank the members of jury: **Dr. Amrat, Mrs. Bentaher, and Dr. Nouari**

Special thanks for all the teachers of English departement for their efforts, They Are very generous teachers may God bless them.

Abstract

Enhancing students' oral interaction is considered to be as one of the challenges that EFL teachers face in their classrooms. Most of EFL learners are still face difficulties in integrating oral interaction, teacher and learner are two central parts in interaction. Teacher method in the implementation of task affects learners' ability to interact. Additionally, the learners' lack of preparation, and lack of confidence lead the learner to be only quite, and s/he does not interact in the classroom. This study aimed to explore the use of interactive tasks in enhancing students' oral interaction, the current research focus on the kinds of interactive tasks that teachers use to enhancing learners' oral interaction in speaking course. Also the study highlighted teachers' perspectives on the use of interactive task; they underline it as effective method to increase learners' oral interaction. The method adopted is qualitative, we used two data collection tools namely, teachers' questionnaire, students' questionnaire. The questionnaire was given for two English teachers of speaking module at Biskra University, and the second questionnaire was given for twenty four students of English first year at Biskra University. We can conclude that using interactive tasks can enhance learners' oral interaction. Acoording teachers' views, interactive tasks are effective method for increasing oral interaction. From the obtained results, teachers should integate the interactive task in their courses; however, students must be part from the oral interaction in their classrooms.

List of Abbreviation and Acronyms

EFL: English as a foreign language

Et al.: Et alia and) others)

&: And

IRF: Initiation – response- feedback

FL: Foreign language

List of Appendices

Appendix A: Teachers' Questionnaire

Appendix B: Students'Questionnaire

List of Tables

X

List of Figures

Table of Contents

General Introduction

Chapter One: Interactive Task Student – centered Classroom

Chapter Two: Classroom Oral Interaction

Chapter Three: Fieldwork and Data Analysis

الملخص

General Introduction

1. Study Background

Learning English as a foreign language EFL has become a crucial component of the world's Educational curricula, approximately 470 million people around the world currently speak English, and that number is growing. Many countries focus on developing teaching English as a foreign language in order to grow students' proficiency in the four language skills: listening speaking ,reading and writing to enable them communicate English effectively in classroom. Interaction in classroom is mostly initiated by teacher through oral interaction. Classroom interaction is important for the success of foreign language learning. It is the process of exchanging information between the teacher, and learners as a productive act.

The verb 'to interact' means to communicate. According to Noman and Carter, 2001),

> Classroom interaction refers to the interaction between the teacher and learners and amongst the learners in the classroom. The teacher has central role in interaction. The teacher should provide problem- solving tasks for the learners as these types of tasks aim to engage students in the class discussion and develop their accountability for learning and help students become autonomous and problem solvers.

The teacher acts as controller resource, and tutor in the learner counted interaction in addition the syllabus designers should design class activities in a way that activates the teacher and student interaction, since it was policy for them to share knowledge with peers, and their teacher that promote their engagement (Zi and Attarm, 2016).

Interactive tasks aim to provide opportunities for learners to share what they learn by enhancing the personal engagement. Interactive tasks in EFL classroom have been shown to have positive impact on oral interaction among students. Research has indicated that procedural repetition, where students repeat the same task type with different content, can lead to improvements in oral interactions. Interactive avtivities can activiate students in interaction promoting real – life communication and language, production. Overall, interactive tasks play a crucial role in promoting oral Interaction Engagement, and motivation among (EFL) students.

2. Statement of the Problem

The process of teaching foreign language (FL) relies on classroom interaction, which gives learners chances to practice what they learn, and therefore to advance their progress. Many of first – year students at Biskra University find difficulties when communicating in English. Some do not know what to say and how to say it. Others know what to say, but they do not know how to say it, and some know what, how to speak, however, they find interacting with others challenging. Those latter will encounter difficulties whenever they are asked to perform a peer or cooperative tasks. This may be due to their familiarity with the classical way of learning the English language through grammar and drilling in secondary schools learners need to be exposed to different types of tasks, especially, interactive tasks through which will learn how to use English in different contexts and they will overcome their communication barriers.

Through this study, the researcher will discuss the role of teachers' use of interactive task, and will explore their effectiveness in enhancing first – year EFL students' interaction in oral expression classes from teachers and students' views.

3. Literature Review

Learning English as a foreign language (EFL) become the objective of several countries, because the spread of English language around the world. Research studies have shown that interactive tasks play a crucial role in increasing student interaction and engagement in educational settings. For example, a study by Vuopala et al., (2016) explored student Interaction in successful collaborative learning environments and found that group– Related interactions were more common than task – related interactions. Similarly, Huang et al., (2022) investigated the impact of a busness simulation game on higher- order thinking skills and student engagement, Highlighting the positive effects of interactive learning environments on student outcomes .

Additionally, DiGregorio et al. (2010) conducted a literature review on interactive white boards and their effects on student performance, learning and achievement, emphasizing the importance of interaction in enhancing student motivation and learning. These studies collectively suggest that interactive tasks, such as collaborative learning activities And educational games, can significantly improve student interaction, engagement, and learning outcomes in various educational contexts. Both the teacher and the learner have central role in interaction. The roles of teacher and learner are interactive

and inseparable. Regarding the role of teachers, Murphy (2003) (as cited in Baxter and Gray, 2001) suggested that an effective learning ought to move toward a model in which students are actively engaged in the learning process .

Many researchers handled different research studies about students' active learning motivation participation involevement and engagement mostly with multiple aspects. The study by Kim et. al. (2013) examined the impact of task repetation on performance developement emphasizing the significance of repeated Tasks– based interactions in enhancing oral production skills. Moreover, Gan (2010) explored group oral assessment as a means to evaluate students' interactive communication skills, highliting the authentic reflection of students' interactional abilities through group interactions.

Robinson (2007) delved into the effects of task complexity on speech production, interaction and perceptions of task difficulty, shedding light on the intricate relationship between task characteristics and oral proficieny. The literature riviewed the significance of interactive tasks in enhancing second language learners' oral production skills highliting the effectiveness of interactive tasks in increasing oral interaction. This research will explore the effect of implementation interactive tasks in enhancing Students oral interaction.

4. Research Questions

This research seeks to answer the following questions:

RQ1. What are the interactive tasks used by teachers to enhace student oral interaction?

RQ2. Are these tasks effective for increasing student' oral interaction?

5. Aims of Research

This research aims to:

1. Explore the different kinds of interavtive tasks teachers use to enhance students' interaction.
2. To know teachers perspectives on the use of interactive tasks related to student oral Interaction.

6. Research Methodology

This research is to explore the achievement of interactive tasks to increase learner ability, enhancing teacher – student interaction. In order to get logical findings, we adopt a qualitative research.

Data Collection Tools

To gather data we adopt two data collection tools, first is questionnaire for EFL teachers to know the degree of effectiveness of interactive tasks on students oral interaction, the second questionnaire for first- year student at biskra university if the implementation of interactive tasks enhances their motivation and their engagement to express their opinions about their participation through interactive tasks.

7. Population & Sample

Population

The population of this study is first- year EFL stdents and teachers of Oral Expression course in Biskra University.

Sample

The sample used in the study was twenty four (24) students of English first – year at Biskra University, and only two English teachers of oral expressin course.

Chapter One: Interactive Task Student – centered Classroom

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Introduction

In today's educational landscape, fostering active engagement and meaningful interaction among students is not just a pedagogical ideal but a practical necessity. The concept of an Interactive, student-centered classroom has gained prominence as educators strive to create environments where learning is collaborative, dynamic, and tailored to individual needs (Johnson, 2020; Smith & Brown, 2021). This chapter explores various strategies and principles essential for cultivating such a classroom environment. From designing Interactive tasks that promote critical thinking and peer collaboration to leveraging technology for enhanced learning experiences, educators play a pivotal role in shaping the educational journey of their students (Jones, 2019; Lee et al., 2022). By examining theoretical frameworks alongside practical applications, this chapter aims to equip educators with the tools and insights needed to transform traditional classroom settings into vibrant hubs of interactive learning and discovery.

1.1 Teacher-Centered Classes

A teacher-centered classroom, commonly known as a traditional classroom, is one where the teacher holds the central authority and students primarily receive information passively. In this setting, the teacher controls the learning environment, dictating the flow of information, the pace of learning, and the methods of content delivery. The primary teaching strategies include lectures, demonstrations, and direct instruction (Adams, 2019).

In such classrooms, the emphasis is on transferring knowledge from teacher to student. The teacher presents material in an organized manner, ensuring student comprehension, and evaluates learning through tests and assignments. This approach relies on the teacher's expertise to effectively guide the learning process, with the belief that students benefit most from receiving structured and systematic information (Moore, 2020).

The teacher-centered approach offers the advantage of efficiently covering a substantial amount of content in a short time, making it particularly effective for subjects requiring a strong factual foundation, such as mathematics and science. Additionally, it provides a clear structure and consistency, helping students understand expectations and how to achieve academic success (Brown, 2018).

However, this model faces significant criticism. Detractors argue that it can lead to passive learning, where students are not actively engaged or encouraged to think critically

and independently. It may not accommodate diverse learning needs and styles, potentially leaving some students behind. Moreover, an overreliance on rote memorization and standardized testing can limit opportunities for creative and higher-Order thinking (Johnson & Johnson, 2017).

In recent years, there has been a shift towards student-centered learning, which contrasts with the traditional teacher-centered approach. Student-centered methods emphasize active learning, collaboration, and the development of critical thinking skills. These approaches aim to engage students more deeply in the learning process and promote a more holistic and individualized educational experience (Smith, 2021).

Despite these philosophical shifts, the teacher-centered classroom remains prevalent in many educational systems globally. It continues to be used in contexts where structured, Authoritative instruction is seen as necessary or beneficial. Understanding the strengths and limitations of this approach is essential for educators striving to create effective and inclusive learning environments for all students.

1.2 Student – Centered Classes

Student-centered learning has been defined most simply as an approach to learning in Which learners choose not only what to study but also how and why that topic might be of interest (Rogers, 1983). In other words, the learning environment has learner responsibility and activity at its heart, in contrast to the emphasis on instructor control and the coverage of academic content found in much conventional, didactic teaching (Cannon, 2000). Additionally, learners find the learning process more meaningful when topics are relevant to their lives, needs, and interests, and when they are actively engaged in creating, understanding, and connecting to knowledge (McCombs & Whistler, 1997).

The paradigm shift away from teaching to an emphasis on learning has encouraged power to be moved from the teacher to the student (Barr and Tagg 1995). The teacher–focused/transmission of information formats, such as lecturing, have begun to be increasingly criticized and this has paved the way for a widespread growth of 'student–centered learning' as an alternative approach. However, despite widespread use of the Term, Lea et al. (2003) maintain that one of the issues with student–centered learning is the fact that "many institutions or educators claim to be putting student–centered Learning into practice, but in reality they are not" (2003, p. 322).

The student-centered approach in teaching and learning, often referred to as student-centered instruction, has become increasingly popular in the education sector, marking a significant shift from traditional teacher-centered methods. Traditional education typically focuses on knowledge transmission from teacher to student, adhering strictly to Syllabus requirements (Degago & Kaino, 2015). In this model, information flows one way with minimal student interaction, treating students as passive recipients of knowledge (Tang, 2023). Teachers hold the knowledge, and students' participation is limited, which hinders their ability to direct their own learning (Lojdová, 2019).

To better engage students, the student-centered approach has been introduced and is often favored over teacher-centered methods. This approach is grounded in constructivism, where learners create meaning by connecting new information to their Existing knowledge (Emaliana, 2017). Unlike teacher-centered learning, student-centered Learning shifts the responsibility of acquiring and understanding information to the Students, with teachers acting as facilitators (Kang & Keinonen, 2018). Ideally, students Take control of their learning, designing their content and learning paths (Murphy, Eduljee, & Croteau, 2021).

However, in practice, teacher-centered and student-centered methods are not mutually exclusive but exist on a continuum. Achieving fully student-centered learning requires teachers to gradually facilitate and guide students in changing their learning conceptions (Chen & Tsai, 2021). This is particularly challenging in regions where deference to teachers remains a cultural norm (Tang, 2023). Transitional forms of knowledge transmission expand beyond the syllabus, presenting coherent information to students before guiding them to learn, apply, and synthesize knowledge (Tang, 2022).

For instance, content in a teacher-centered approach is curriculum-defined, whereas in a Student-centered approach, it evolves to include more teacher and student input, ultimately being constructed by the students themselves. Similarly, the ownership of knowledge shifts from lecturers to a more socially constructed form (Chen & Tsai, 2021). Despite its advantages, the student-centered approach has drawbacks. Teachers must clearly understand their roles and responsibilities to avoid classroom chaos when students are left to explore independently (Muganga & Ssenkusu, 2019). Without proper intervention and monitoring, self-learning activities can lead to disorganization (Nuñez Enriquez & Oliver, 2021). Moreover, the effectiveness of a student-centered classroom varies with students' maturity levels. It can be challenging for younger students who need

more guidance, while older students in secondary and tertiary education may adapt more easily. Teamwork and collaboration are essential in student-centered learning, although not all students prefer working in groups (Tang, 2020).

Interest in the student-centered approach has led to various studies examining student and teacher perceptions across different contexts. For example, a study on translator training in Jordan found positive perceptions of the approach but highlighted challenges in teamwork and time management, noting its effectiveness depended on student maturity (Khoury, 2022). Another study on a middle school summer service-learning program explored teachers' views on the roles of teachers and students and the support needed for a student-centered approach.

Similarly, education experts in Afghanistan viewed student-centered outcome-based learning positively, but implementation was hindered by policies and infrastructure limitations. Research has also explored the effectiveness of different student-centered learning dimensions. For instance, a study comparing unregulated and co-regulated learning in undergraduate mathematics found that co-regulation provided better support for self-directed learning. Another study showed that self-directed learning positively impacted resilience among Chinese nursing students.

Despite its popularity, there is a lack of clear frameworks for implementing the student-centered approach, which often still relies on teachers to guide the learning experience toward desired outcomes. The principles of constructivism, which underlie the student-centered approach, can also be ambiguous. This paper aims to enhance the effectiveness of student-centered learning by reviewing literature on its implementation in teaching and learning.

1 .3 Definition of Interaction

Before providing a specific definition for interaction, it is important to recognize that interaction plays a crucial role in the learning process. Interaction shapes and directs learning by showcasing various skills that stimulate discussions conducive to learning. The focus of interaction is on the dynamics between participants and how communication is handled. Despite numerous researchers exploring interaction, a concrete definition remains elusive. Commonly, interaction is described as the capacity of educators and students to

engage in dialogue to facilitate and support learning. In the forthcoming sections, we will examine various definitions to select the most appropriate one for our research.

For Young (2008), interaction involves how participants utilize language and communication resources within specific contexts. Likewise, Wagner (1994) views interaction as a series of exchanges between at least two entities expected to carry out Specific actions. Similarly, Hadfield (2008) perceives interaction as more than just composing messages; it also encompasses responding to others. Essentially, it entails choosing suitable language based on the recipient. Therefore, interaction revolves around the interactions between individuals and their management of communication.

Within educational settings, interaction is a fundamental concept defined as the ability of teachers and learners to leverage interaction for facilitating and supporting learning (Walsh, 2011). Larsen-Freeman (2010) contends that enhancing classroom interaction leads to improved learning opportunities. The author suggests that classroom discussions should involve participation, engagement, and activity, where learning is viewed as an active process. Hence, Brown (1984) asserts that interaction is a core element of teaching practices, with successful teaching involving effective management of classroom interactions.

With the emergence of communicative language teaching, interaction has become firmly established as the core of communication. Essentially, communication revolves around this concept. River (1987) suggests that through interaction, students can enhance their language proficiency by engaging with authentic language through listening and reading. Consequently, it has been revealed that interaction itself is the most effective method of learning. Nunan (1991) contends that interaction plays a pivotal role in language acquisition and that developing speaking skills in a second or foreign language is facilitated by learners' efforts to communicate. Similarly, Allwright (1984, as cited in Ellis, 1997) views interaction as a fundamental aspect of teaching. He further asserts that effective teaching involves skillfully managing classroom interactions.

Considering the above definitions we may say that interaction is central to any teaching learning process as it provides opportunities to improve learning. The figure below illustrates well it components:
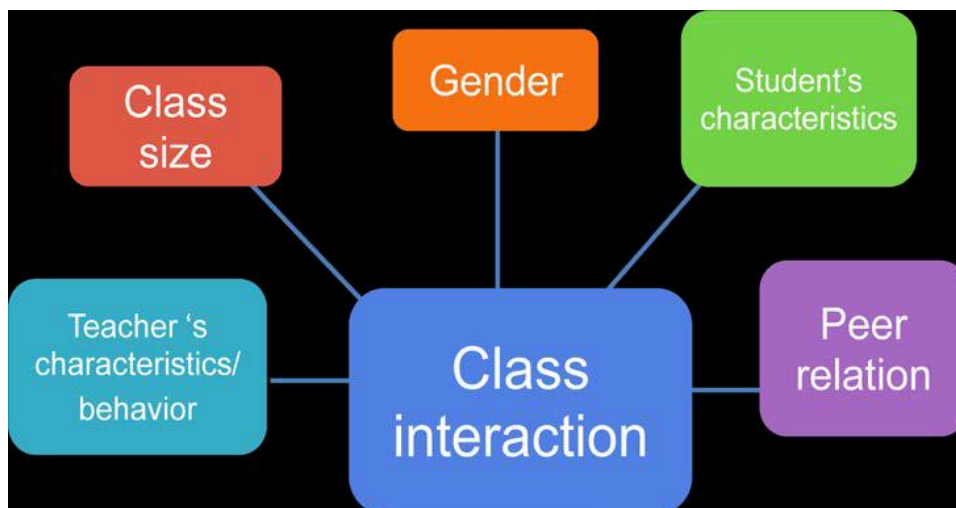
Figure 1.1 *Factors that govern classroom interaction (Adapted from Shomoosi et.al, 2008)*

As can be seen in the diagram above classroom interaction encompasses many elements that interact positively. Interaction then, includes two pivotal elements, the teacher and the learner(s). Each of them bears special features that are interrelated.

1.4 Types of Interaction

In the classroom setting interaction is seen as a crucial element since it occurs during any classroom encounter. It can occur between the teacher and the student or between students themselves. Therefore, in the coming sections we will discuss these types of Interactions.

1.4.1 Teacher-Learner Interaction

This type of interaction is what essentially happens between the instructor and the learner. This can take different aspect, ranging from instruction, and clarification to providing feedback. For Harmer (1998), the instructional activities give students opportunities to interact with their instructor, receive information and provide feedback. That is to say, that interaction is a skill that is shared between the teacher and the student. In that case, the teacher relies on the learners' amount of understanding of the input that is suitable for classroom interaction.

Taking into consideration the above facts, we can say that interaction is meant to facilitate students' understanding and mastery of the learning objectives. Consequently, Teachers focus on the type of input he should provide his learners with. Put simply, meaningful and understandable input leads to better response and interaction with the

learners. In the classroom both teacher and learners are involved in some kind of interaction. Teacher-learner talk is an essential part of classroom interaction. Moreover, the amount of talk either by the teacher or learner is imposed by the nature of the lesson or even the method adopted. In addition to this, classroom interaction can be verbal or non-verbal novice teachers very often concentrate on learner comprehension while skilled and experienced teachers use a mixture of both techniques. They can use gestures, mime body language and eye-contact. In fact, teacher talk and learner talk should be balanced and controlled by the teacher himself.

1.4.2   Learner-Learner Interaction

This type of interaction occurs among the learners themselves during pair, group and class work. This type of interaction is really motivating for students since it allows them to take part in classroom activities. It also enables them to practice the language by negotiating meaning through different tasks. During pair and group interaction learners are given a chance to practice the language to receive feedback in the teacher language by correcting their own errors or by correcting each other. Therefore, Lynch (1996) argues that their sort of interaction is highly effective as it is designed with small groups or peers rather than this way, learners can receive feedback and practice the language freely through exchanging ideas, vocabulary and assessing each others' performances.

1.4.3   Content-learner Interaction

In addition to the interaction that occurs between the teacher and the learners and the Learners themselves, learners also interact with the content of the course material. According to Thurmand (2003), the most important factors for successful learning are the learners' appreciation and involvement with the material being used for language learning. Learners' comprehension of the materials whether textbooks or any other materials and its presentation encourage students to engage with it. A type amount of language learning may take place if learners really interact with the content being presented. This of course will largely depend on the kind of the material as well as the way it is presented to the learners.

1.5 Grouping Students

Collaboration is deemed essential as it results in an immediate increase in the amount of time students spend communicating with one another through pair and group work (Harmer, 1991, p. 164). The organization of classes can vary significantly. Teachers

have the freedom to group students in various ways in the classroom, taking into consideration Factors such as overcrowding and fixed furniture. Consequently, educators and scholars have devised diverse methods to organize and oversee interactions within collaborative groups, ensuring that learners engage in cognitive processes that align with the learning objectives.

1.5.1 Pair-work

Pair work activity, is one of the effective strategies for classroom interaction, where two students (i.e., pair) practice a language together, study a written passage, fill in the blanks of information gap activities, and write script of play or dialogues. Pair work activity increases the amount of talking time of students. So, they can have more chance to share their knowledge with others and feel independent and autonomous. It is then, seen as quick and easy to organize. However, pair work activity is highly considered as a noisy process since, it Increases the student's talking time, the fact that led many teachers to avoid pair work Activity simply because most of them lose control over their classes.

1.5.2 Group Work

In group work, learners perform a learning task through small-group interaction. It is a form of learner activation that is of particular value in the practice of oral fluency (Ur, 2000, p. 32). Group work interaction is seen as an activity that increases the amount of learner's talk as it was mentioned by Ur (2000) in her book 'A course in language teaching' saying that: "Group work increases the sheer amount of learner talk going on in a limited Period of time and also lowers the inhibitions of learners who are unwilling to speak in Front of the full class" (p.121).

Group work therefore, can reduce learners' inhibition, and fosters learner's responsibility and independence. It can also promote motivation, and contribute a feeling of cooperation and warmth in the class, and it improves learning outcomes. Whereas, some teachers fear to lose control over their classes since there will be too much noise, and students may over-use their mother tongue. But, it also depends, more on the effectiveness and carefulness of classroom organization as well as management.

Another kind of interaction activities is discussion, which is based mainly on a particular chosen topic to be discussed by students or even debated. It can be also referred to as "whole class interaction" where all students participate and interact with each other

and with their teacher as well. But, sometimes students feel inhibited to give an opinion in Front of the whole class. Harmer (2001, p. 272) proposed a solution for teachers that allows them to avoid such difficulties which is the buzz group: where students have a chance for quick discussions in small groups before any of them is asked to speak in Public. In addition, discussion in foreign language classrooms fosters learners to interact to develop their speaking fluency, and overcome their inhibitions.

1.6 Definition of Interactive Task

Classrooms must be more based on effective instructional strategies. Many instructors suppose that one important method is the interactive tasks. Teachers experience teaching with their students and notice during their classroom activities that some students are engaged, instead of others that feel like they are fidgeting. Thus, they look for other effective methods dealing with interaction between teachers and students and/or students with their classmates. Sharon (n.d. p. 4) defined interactive tasks as: an effective and intentionally planned format of instruction that makes learning a shared social experience.

Students and teachers learn from one another as they work collaboratively and cooperatively-observing, discussing, questioning, sharing and transferring knowledge. Through these interactions, students learn content knowledge and how to work productively in a group, an important social skill for life: Interactions and student-to-student interactions. So, these can create many types of Activities in which they receive and produce knowledge and meaning. Activities differ from teacher questioning, think-pair-share, and small group work (see p.6) and others. They are examples of interactive tasks.

1.7 Interactive Methods

These techniques offer numerous benefits. They allow instructors to quickly and easily determine if students have truly grasped the material. In many cases, the process of assessing student understanding also serves as practice for the content. Often, students do not fully learn the material until they're asked to apply it. Additionally, these assessments naturally encourage interaction, providing several advantages. Instead of passively listening to a lecture, students become active and engaged—both essential for effective learning. These techniques are often seen as 'fun'; yet, they tend to be more effective than

traditional lectures in facilitating student learning. Nurul (2018, p.23) suggested several techniques to promote interaction in the classroom:

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

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

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

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

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

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

Question and Answer Cards: Make index cards for every student in the class; half with questions about class content; half with the right answers. Shuffle the cards and have students find their appropriate partner by comparing questions and answers on their own cards.

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

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

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

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

1.8 Benefits of Interactive Tasks

Interactive tasks play a crucial role in contemporary education, professional training, and personal growth, offering a range of advantages compared to traditional passive learning methods. This study delves into the diverse benefits of interactive tasks, highlighting their effects on learning, motivation, collaboration, and skill enhancement.

One key benefit of interactive tasks is their significant enhancement of learning outcomes and retention rates. Actively engaging with the material leads to a deeper understanding and better memory retention. According to Chi and Wylie (2014), strategies like Interactive tasks promote more profound cognitive processing, enabling learners to construct their knowledge and apply it in various contexts.

Moreover, interactive tasks are inherently engaging, maintaining learners' interest and motivation. Ryan' and Decis' (2000) self-determination theory emphasizes the role of intrinsic motivation in learning. Interactive tasks providing immediate feedback and a

sense of accomplishment can boost intrinsic motivation, keeping learners committed to the Task.

Interactive tasks also foster critical thinking and problem-solving skills by requiring participants to think analytically and solve problems actively. This engagement helps cultivate essential skills valuable in academic and real-world settings. For example, Hake (1998) discovered that students participating in interactive learning activities showed greater improvement in problem-solving abilities compared to those taught through traditional lectures.

Furthermore, many interactive tasks promote collaboration and effective communication among participants. This collaborative approach not only enhances learning but also nurtures teamwork and communication skills. Research by Johnson and Johnson (1989) revealed that cooperative learning strategies involving interactive tasks result in improved achievement and stronger interpersonal relationships among participants.

Additionally, interactive tasks cater to diverse learning styles, ensuring inclusivity and Effectiveness in education. Fleming and Mills (1992) identified various learning preferences, such as visual, auditory, reading/writing, and kinesthetic. By incorporating elements that address these diverse styles, interactive tasks offer all learners the opportunity to engage with the material in a way that suits them best.

Furthermore, interactive tasks often mirror real-world scenarios, enabling participants to apply their knowledge practically. This connection to real-life contexts helps learners grasp the practical value of their studies and how it relates to the world beyond the classroom. Herrington and Oliver (2000) emphasized that authentic learning environments, including interactive tasks, facilitate the transfer of knowledge to real-world applications.

Lastly, interactive tasks can foster a growth mindset, as proposed by Dweck (2006). Participants engaging in challenging activities with feedback and reflection opportunities learn to perceive challenges as growth opportunities rather than obstacles. This mindset promotes resilience and a lifelong enthusiasm for learning.

1.9 Challenges of Interactive Tasks

While interactive tasks offer numerous benefits in educational and professional settings, they also come with several challenges that can affect their effectiveness. It is crucial for Educators, trainers, and organizations to understand these challenges to successfully implement interactive tasks. This research explores the main obstacles associated with Interactive tasks, focusing on technology, accessibility, assessment, and participant engagement issues.

One of the big challenges with interactive tasks is relying on technology. While tech can really enhance these experiences, it can also cause problems. Selwyn (2016) mentioned that issues like software bugs, hardware failures, and bad internet connections can mess up interactive tasks, causing frustration and disrupting learning, especially where tech support is lacking.

Another major hurdle is making sure everyone can participate in interactive tasks. These tasks often need specific tools or platforms that might not be accessible to people with disabilities. Burgstahler (2015) highlighted the need to design inclusive tasks that work with screen readers and offer alternative input methods. Ignoring these needs can exclude some people and make the tasks less effective.

Evaluating interactive tasks is trickier than traditional methods. Standard tests and quizzes might not fully capture what participants learn through these tasks. Nicol and Macfarlane-Dick (2006) suggested using rubrics, peer assessments, and reflective journals for a more accurate and fair assessment, though these methods take more time and careful planning.

Keeping participants engaged and motivated in interactive tasks can be tough, even though they are interactive. Task complexity, relevance, and perceived value are key factors here. Deci and Ryan (2000) noted that intrinsic motivation is crucial for sustained engagement. If participants do not see the task's relevance or value, their motivation can drop, leading to less participation and effectiveness.

For interactive tasks to work well, both facilitators and participants need proper training. facilitators should be skilled in leading activities, managing group dynamics, and giving feedback. Participants need to know how to use the tools and follow procedures.

Kember and Gow (1994) warned that without enough training, there can be misunderstandings, Frustration, and ineffective learning.

Interactive tasks also require more time and resources compared to traditional methods. Designing, implementing, and evaluating these tasks can be resource-intensive, needing extra planning, materials, and personnel. Laurillard (2012) pointed out that balancing interactive learning needs with time and budget constraints is a big challenge for educational institutions and organizations.

In summary, while interactive tasks have many benefits, they also come with challenges that need to be tackled to ensure they work well. Technological issues, accessibility, Assessment complexities, engagement and motivation, training, and resource constraints are all important factors that can impact the success of interactive tasks. By understanding and addressing these challenges, educators and organizations can create more effective and Inclusive learning experiences.

1.10 Importance of Interactive Tasks

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

- **Interactive tasks can support reading comprehension:** Reading is considered one of the most crucial skills for any language learner. Understanding what is read is equally important. When teachers give students opportunities to read, comprehend, and engage with the ideas in a text, they foster diverse interactions. This process helps students connect more deeply with the material, reinforcing their understanding. Additionally, students will learn new concepts related to the language of the text. By exchanging thoughts and interacting with their teachers and classmates, learners receive input through reading and produce output by discussing it. Consequently, this process enhances both their receptive and productive language skills.

- **Interactive tasks help to shift responsibility for learning from the teacher to the student:** In classrooms that focus on interactive tasks, students become the most influential elements as they take greater responsibility for their learning. This shift can be challenging for students

who are not accustomed to taking on the teacher's role in the class. In this setting, teachers act primarily as guides, facilitators, and assessors of student performance and attitudes. For example, a well-structured lesson with a thoughtfully designed response activity can spark students' curiosity, motivating them to learn more about a topic. As a Result, language skills are acquired in a more engaging and challenging manner, with the Responsibility and opportunity for seeking and making meaning shifting from the teacher to the student.

- **Interactive tasks provide opportunities for peers to support and learn from one another:** When students work together, they often find it easier to understand challenging concepts. Sometimes, a peer who has recently mastered a concept can explain it in a way that makes Sense to others. Research shows that collaborative learning significantly boosts academic Progress for both mainstream and minority students compared to traditional teacher-Focused classrooms. Working in groups allows students to learn from each other's Discoveries and experiences, as emphasized by Vygotsky (1978, 1986; cited in Walker, 2005). Peer and cross-age tutoring also offer benefits such as improving academic skills, developing social behaviors, and enhancing peer relationships (Greenwood, Carta, and Hall 1988). Importantly, these benefits apply to both the tutor and the tutee (Sharon, n.d.).

- **Collaboration helps English language learners engage in meaningful content work while acquiring English:** Many researchers in second language learning have found that students achieve native-like proficiency in English sentence construction and word choice only when they engage in extended output (speaking and writing) and collaborative dialogue that demands linguistic accuracy (Swain, 1995). This highlights the importance of using language in practice and in real contexts, particularly with native speakers, to improve productive skills. Learners improve their ability to speak and write in their target language through activities that require them to notice gaps in their language use, test their language abilities, and reflect on their language use to internalize knowledge (Swain, 1995). Therefore, interactive tasks should allow English language learners to take on leadership or control roles to enhance their proficiency.

- **Interactive tasks aid in building life skills necessary for success in the 21st century:** Some students may feel inadequate when faced with competitive or individualistic activities. Grouping students to work collaboratively on language or classroom problems can address this issue. Research indicates that cooperative learning processes result in higher achievement, improved interpersonal relationships, and higher self-esteem compared to competitive or individualistic efforts (Gupta, 2004). Cooperative opportunities also prepare students for the collaborative environments frequently encountered in the 21st century (Uchida, Cetron, & McKenzie, 1996), helping them develop social skills and learn from diverse experiences within heterogeneous learning teams.

- **Incorporating student interaction into a lesson can help teachers chunk language and content into manageable pieces:** When learners aim to master a foreign language, different types of interaction in the classroom help them connect their prior knowledge (input) with their output. Teachers play a crucial role in facilitating this process by prompting effective interaction and guiding Students to match their interaction style with the task at hand. Research underscores the Importance of teachers providing opportunities for students to negotiate meaning and deepen their understanding of lessons (Bell, 2004; Britton et al., 1990; Cohen, 1994; King, 1994; King & Rosenshine, 1993; Kuhn, 1991; cited in Sharon, n.d.). Flexible student Interaction allows for effective content processing managed by the Teacher.

Conclusion

To conclude, this chapter presented the explanation of Interactive task student centered classroom. It gave the difference between teacher centeerd classroom, and student centered classroom, providing definition of interaction. This chapter defined the interactive task, but it explained some related concepts to interaction such as, types of interaction to facilitate the understanding of interaction. The second part of the chapter was about the Interactive task. What are the interactive techniques used by the teacher to enhance students' oral interaction, benefits of using interactive task in EFL classroom. It presented the importance of interactive task to increasing students' oral interaction, and engagement

to participate, integrating discussion during thr course. Teachers use interactive tichniques to make classroom dynamic and more interactive by providing opportunuty to students for participation. The implementation of interactive task is to avoid passive learning by following new dynamic methods, which make students control their learning actively, how to create motivated environment.

Chapter Two: Classroom Oral Interaction

Chapter Two: Classroom Oral Interaction

Introduction

Teaching English as a foreign language encompasses basic elements, which are considered as His artery of successful language learning. Classroom interaction has a crucial role in the learning process. The concept of interaction within EFL classes considered as an effective tool for language developement, and also helps the EFL Students' language proficiency.

Oral interaction in EFL oral courses is crucial for learners to develop fluency. Research has shown that effective input and output are essential for non- native oral fluency in EFL contexts. A study conducted at the university highlighted the importance of oral participation in EFL classrooms, emphasizing the need for improved oral language skills. Additionally, the use of interactive methods in stragic interaction– based experiential learning has been found to enhance oral communication skills of EFL learners. This chapter deals with the concept of interaction within EFL classes, starting by definition of oral interaction, the management of classroom interaction to some elements related to the concept of oral interaction. Finally it mentions factors influencing oral interaction, and its importance.

2.1 Definition of Classroom Oral Interaction

Classroom oral interaction is a crucial element in the educational process, playing a key role in enhancing students' cognitive and social skills. It pertains to the spoken exchanges between teachers and students, as well as among students themselves, in the classroom. These interactions can take on various forms including teacher-led discussions, student Presentations, group work, and informal conversations.

At its essence, classroom oral interaction entails active student involvement in the learning process through speaking and listening. It goes beyond mere knowledge dissemination from teacher to student, aiming to engage students in meaningful discussions that stimulate critical thinking and deeper comprehension. Effective classroom interaction, as described by Walsh (2011), involves a mutual exchange where both teachers and students contribute to conversations, resulting in a lively and interactive learning atmosphere.

A critical aspect of classroom oral interaction is the teacher's role in guiding and facilitating discussions. Educators employ different techniques to promote student engagement, such as posing open-ended questions, encouraging students to elaborate on their responses, and fostering a supportive environment conducive to sharing ideas (Mercer & Howe, 2012). These interactions assist students in articulating their thoughts, honing their reasoning skills, and boosting their confidence in public speaking.

Furthermore, classroom oral interaction is vital for language development, especially in language learning settings. According to lightbown and Spada (2013), interaction offers students opportunities to practice new language structures, receive feedback, and refine their linguistic abilities. This is particularly beneficial for second language learners, enabling them to utilize the target language in a meaningful context and enhance their communicative skills. Another significant aspect of classroom oral interaction is peer-to-peer communication. Engaging in discussions with peers helps students not only enhance their oral communication abilities but also learn to cooperate, negotiate meaning, and appreciate diverse viewpoints (Gillies, 2016). Collaborative tasks and group activities serve as effective methods to encourage peer interaction, fostering teamwork, idea sharing, and mutual learning.

In conclusion, classroom oral interaction is a complex concept encompassing various forms of verbal communication within the educational setting. It involves active participation of teachers and students in meaningful conversations that promote learning, critical thinking, and language growth. By cultivating a classroom environment that values and supports oral interaction, educators can enrich students' educational journeys and contribute to their holistic development.

2.2 Managing Classroom Interaction

Effective management of classroom interaction is heavily reliant on the teacher's ability to structure and control the learning environment. In EFL settings, educators often prompt students to participate in oral discussions, yet some individuals may experience apprehension or timidity when speaking in front of their peers. To alleviate such discomfort, instructors should strive to establish a relaxed and supportive ambiance. If this strategy proves ineffective, instructors could contemplate utilizing the student's mother tongue.

The primary objective of overseeing student interaction is to afford each learner the chance to practice utilizing the language (Black, 2005, p. 51). Fundamentally, all actions undertaken by teachers in the classroom serve as a roadmap for students, offering them

Insight into the knowledge they can acquire (Brown, 2001, p. 13). Interactive language Instruction entails teachers and students engaging in diverse activities that promote enhanced language proficiency, ultimately enhancing their spoken language abilities.

As per Brown (2001, p. 15), for interaction to be substantial and efficient, instructors must possess a profound understanding of their students. This encompasses identifying students who collaborate effectively, pinpointing any potential discomfort among certain Student pairs, and comprehending the objectives, interests, and anticipations of each Learner. Recognizing students' aspirations for the course is paramount.

Positive classroom interaction flourishes in an environment characterized by trust and camaraderie among students. Educators can cultivate these affirmative connections by demonstrating genuine curiosity in their students, encouraging the sharing of thoughts and emotions, appreciating their contributions, and offering constructive feedback. A comprehensive grasp of learners' psychological well-being is imperative for effectively overseeing classroom interactions. Teachers who exhibit attentiveness and empathy towards their students are better positioned to facilitate productive interactions. As underscored by Brown (2001), familiarity with students enhances comprehension of their requirements, which is central to proficient classroom management.

2.3 The Aspects of Classroom Interaction

Classroom interaction has two key components: negotiating meaning and providing feedback, both crucial for effective language learning. According to Yu in the Asian Social Science Journal (2008, p. 28), classroom interaction allows both teachers and students to create learning opportunities. This interaction not only sparks students' interest but also enhances their potential to communicate with others.

2.3.1 Negotiation of meaning

Negotiation of meaning in classroom interaction involves clearly communicating ideas and ensuring understanding during exchanges, as described by Bygate (1987, p. 67). It is an essential part of spoken interaction where students seek clarification when they do not fully understand aspects of the lesson in a foreign language. Chaudron (1998, p. 131) highlights this process, explaining that when either learners or teachers do not grasp something, they can request clarification through comprehension checks, confirmation checks, or clarification requests.

This negotiation of meaning is crucial in classroom dynamics as it promotes peer interaction, often referred to as student-student interaction. Additionally, it plays several roles in supporting language development, as outlined by Long (1996, p. 445–454):

- **Making input understandable:** It helps learners grasp language features without oversimplifying them.
- **Breaking down input:** Complex information is broken into smaller, more manageable parts.
- **Raising awareness:** It helps learners notice formal aspects of language input.
- **Direct learning opportunities:** Learners directly encounter new language forms.
- **Providing a scaffold:** It supports learners in producing more complex language structures.
- **Encouraging pushed output:** Learners are motivated to express themselves clearly and precisely.
- **Sensitivity to comprehensibility:** It makes learners aware of the need to be understood clearly.

Long, in his discussion about classroom interaction, gives a strong emphasis on the aspect of negotiation of meaning by showing its importance on the learner's language development, and its influence on the learner's input and output. Gass (1997) on the other side sums up the value of negotiation in the following quotation saying that:

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

Gass relates negotiation of meaning to the learning process, and the notion of comprehensible input claiming that negotiation can promote input to become more comprehensible to learners. Other scholars shed the light on the importance of negotiation of meaning in classroom interaction by seeing it from different angles. Pica (1994) for example, supports the importance of interaction in language learning, and she focuses on a specific aspect of interaction which is negotiation of meaning, and she defines it as:

The modification and restructuring of interaction that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility. As they negotiate, they work linguistically to achieve the needed comprehensibility, whether repeating a message verbatim, adjusting its syntax, changing its words, or modifying its form and meaning in a host of other ways (p. 494**).**

She refers to the cause of negotiation to difficulty of comprehensibility of a message, that can be deciphered and decoded through a quite linguistic modification by changing vocabulary, and structure.

2.3.2 Feedback

Feedback is the second critical aspect of classroom interaction in foreign language Classes. Various researchers in applied linguistics define feedback differently. UR (2000, p. 53) describes it as the responses teachers give to learners to assess their performance. Similarly, Sàrosdy, Farczàdibencze, Poor, and Vadnay (2006, p. 253) define feedback as information provided by teachers to help learners improve their performance through self-Correction.

During classroom interaction, students are attentive to their performance and strive to avoid errors to receive positive feedback from their teachers. Mackey (2007, p. 30) supports this notion, stating that interaction involving feedback directs learners' attention to errors and motivates them to make adjustments in their output.

Moreover, feedback plays a crucial role in enhancing the learning process. Voerman, Meijer, Korthagen, and Simons (2012, p. 45) assert that the primary aim of feedback is to improve learning outcomes. It is highly recommended in foreign language classes because it motivates students and helps them gauge their progress. Positive feedback, such as 'good' or 'excellent' reinforces desired behaviors, while negative feedback, like 'that's incorrect" guides students towards correction. Educational websites, such as Academia, emphasize feedback as a powerful tool for developing classroom interaction and enhancing learning. Feedback is not only provided by teachers but also sought by learners through clarification requests or questions seeking more explanation.

Furthermore, feedback is closely associated with assessment as it evaluates learners' performance. Harmer (2001, p. 99) notes that feedback not only corrects students

but also assesses their performance. Teachers use feedback to assess participation and provide corrections during classroom interaction. Brophy (1981, p. 18) underscores the importance of feedback in language learning, stating that it helps students understand classroom expectations and language principles.

Effective feedback in classroom interaction is essential for guiding language learners, encouraging self-correction, and assessing performance, thereby promoting a supportive and productive learning environment.
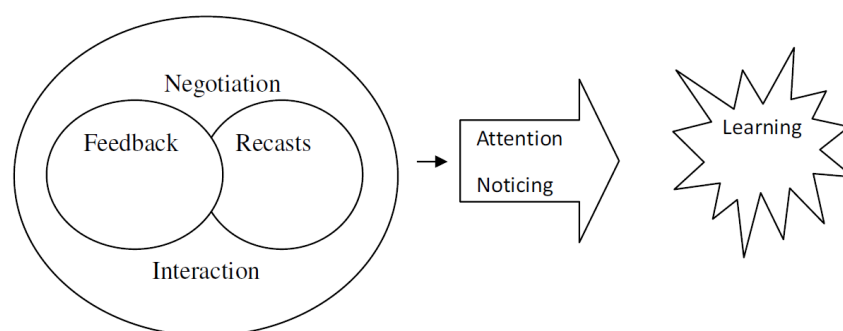
Figure 2.1 *A model of interaction (Mackey, 2007, p. 79)*

This diagram summarizes the relationship between interaction and feedback through negotiation and recasts (changing roles) which may then influence the learning process. The learner therefore, negotiates for meaning, interacts with classmates or teacher, and then gets a feedback.

Explicit Feedback

The first type of feedback is the explicit one, which deals mainly with correcting the form of the learner's responses when they make linguistic mistakes in their speech. Teachers therefore, focus on providing constructive advice and guidance to learners in their effort to raise their performance level. Harmer (2001) describes explicit feedback as form feedback by saying: "Form feedback deals with the linguistic accuracy of the students' performance. The teacher will record the errors the students are making during the activity and will give a feedback on their successful achievement as well as discuss their errors and mistakes" (p. 246). In explicit feedback, the primary concern is on the form of the language because the teacher draws the learner's attention directly to the error To avoid repeating them again.

Implicit Feedback

Unlike explicit feedback, implicit feedback focuses on the content of the learner's responses and how successful is the student's utterance, and teachers reformulate their students' responses by changing only one or more utterance to say it correctly. Harmer (2001) writes about implicit feedback by describing it as content feedback, he says: "Content feedback involves the assessment of how good the student's performance was in the communicative activity, focusing on their ability to perform the task rather than dealing with the correctness of their language used in the activity" (p. 246). Hence, in implicit feedback the teacher's focus shifts from form to content; this is called corrective feedback.

2.4 Patterns of Interaction

The dynamics of interaction within educational settings are crucial for promoting effective Communication and learning among students, teachers, and educational content. Such interaction may manifest in various forms, depending on the nature of the lesson and the activities involved. Educators employ a range of strategies to cultivate mutual understanding and negotiate meaning, which are essential for processing input and generating output, thereby fostering efficient learning methodologies among students.

2.4.1 Group Work

The process of grouping students together presents a significant challenge yet offers substantial benefits for educators, particularly in classrooms with diverse abilities and proficiency levels. When creating groups, teachers must take into account factors like common interests, existing friendships, and language competencies to ensure productive collaboration. Through working in smaller groups, students can engage in cooperative idea exchange, thereby improving their skills in paraphrasing, explaining, seeking clarification, and discussing various topics. According to Freiberg and Driscoll (1992), group activities provide ample opportunities for learners to elaborate on and clarify class interactions, thus cultivating a lively and interactive learning environment.

2.4.2 Independent Learning

Defined by Philip Candy (1991), independent learning involves students acquiring knowledge through their individual efforts, which promotes the development of inquiry and critical evaluation capabilities. This approach empowers students to take charge of

their educational objectives, utilizing their own ideas and language skills to enhance learning outcomes and personal growth.

2.4.3 Choral Response

Choral response entails all students collectively answering questions posed by the instructor. This strategy, as emphasized by Heward (1994), boosts student engagement during group instruction without incurring additional expenses. It necessitates educators to utilize approaches that promote unity and equal involvement, ensuring that every student has the opportunity to contribute actively and engage in classroom proceedings.

2.4.4 Teacher Talk

Classroom discourse often heavily features teacher-led conversations, which, according to Sinclain and Brazil (1982), encompass crucial instructions and guidance necessary for steering students and evaluating their understanding. In controlling the communication flow, teachers play a pivotal role in balancing their authority while empowering students to participate actively and partake in discussions.

2.4.5 Open-ended Teacher Questioning

Educators frequently pose a variety of questions to students, aiming for specific responses. Open-ended questions, as elaborated by Barnes (1976), permit a range of valid answers, encouraging students to articulate their viewpoints and ideas. Such questioning techniques foster critical thinking and diverse discourse, enriching classroom interactions and improving learning experiences.

These various interaction patterns exemplify the diverse strategies educators employ to Facilitate effective communication, collaboration, and learning among students. Each approach contributes uniquely to establishing a supportive and engaging classroom environment conducive to educational progress and advancement.

2.5 Developing Interaction among Learners

The primary goal of EFL students is often to effectively, fluently, and accurately use English in order to be communicatively competent and express their thoughts. However, expressing ideas in a foreign language is challenging without sufficient practice. One effective method to gain this experience is by taking ownership of the learning

process, including deciding what to learn and how to learn it. This responsibility can be cultivated through interactive activities such as group work, pair work, and assessing the success of tasks. Fostering interaction among learners is complex, requiring the development of interdependence among students and independence from teachers. Gower & Walters (1983, p. 154-155) provided guidance to educators on how to enhance interaction among their students. Some of the recommendations put forth by Gower & Walters include:

- Learners should be given a chance to get things right.
- Learners should not wait their turn in order to say something.
- Learners should be encouraged to by-pass the teacher and do things by themselves.
- Learners should be encouraged to help each other by correcting each other's errors.
- Learners should be provided by sessions in which they discuss the difficulties and the good
- Things that face them in the classroom without being interrupted by the teacher.
- Allowing learners to play the teacher's role in the classroom.
- Finally, another important issue that can be added is involving learners in communicative
- Activities since they are the core of classroom interaction. Developing interaction then, comes from the teacher's part and the student's part as well.

2.6 Components of Classroom Interaction

The classroom interaction becomes efficient when the educator systematically facilitates the engagement of students in the lesson by emphasizing the key elements:

2.6.1. Collaborative Dialogue

Collaborative learning is broadly characterized as "a scenario where two or more individuals engage in learning together, and more specifically as cooperative problem-solving" (Dillenbourg, 1999, p. 1). This implies that it involves multiple individuals rather than solo learning, striving to grasp new concepts collectively during discussions. Collaboration, as defined by Roschelle and Teasley (1995, p 70), is described as

"coordinated, synchronous activity that emerges from an ongoing effort to establish and sustain a mutual understanding of a problem". This indicates that it involves a group of students engaging in a structured and coordinated manner to construct and resolve specific issues in a beneficial manner.

Tudge (1992) examined the performance of student pairs in a science task and concluded that collaboration could either hinder or enhance performance. This suggests that when Students engage in activities, especially when working in pairs, it is preferable for them to assist each other, ultimately improving their interaction level during the session.

2.6.2   Negotiation of Meaning

According to Gass and Selinker (2006), the negotiation of meaning by non-native speakers Leads to interactions resulting in L2 development. Consequently, non-native learners Engaging in conversations and proposing synonyms for words can enhance the proficiency and utility of a second language, facilitating interaction in the classroom. Researchers studying modified interaction in SLA findings suggest that classrooms should foster an environment where learners engage in negotiating meaning (Pica et al, 1993, p. 11).

Moreover, Long (1996, p. 454) points out that theorists and educators are interested in the Impact of negotiation for meaning on comprehension and language acquisition. This implies that teachers should aim to simplify concepts for students by suggesting different interpretations of words, encouraging each student to express their opinions. This approach contributes to creating an interactive classroom environment.

2.6.3.   Co-construction

This mediation of learning-- assisting students' performance--requires teachers to adapt to the level of the student, provide help when needed, and to help students to work with one another and the teacher to co-construct meaning (Tharp & Gallimore, 1988). It means that,in order to have an interactional classroom should the learners seems more participative by their efforts ,also for the teachers to work in with the level of the learners and helping them when they need and to work togather in a collective way to build meanings of words that are not undertood.

2.1.7 The Role of Teacher and Student in Creating Interactive Classroom

Creating an interactive classroom involves both teachers and students playing active roles. Here is how each contributes to fostering an engaging learning environment:

2.7.1. The Teacher's Roles

In English teaching, the teacher performs different functions. One of the teacher's main skills is to play different roles according to the nature of the lesson and what the learners are expected to do. It is difficult to give general descriptions of teachers simply because different teachers can be successful in different manners. According to Harmer (2007), Good teachers are born not made. In the sections below, we will deals with the roles of the teacher should play for effective teaching to take place.

As a Facilitator

One main roles of the teacher is to facilitate learning and make it emjoyable. This role of the broader as facilitator in the clinical setting has been referred to as the supervisor's role, with the teacher providing students with opportunities for working in the clinical context, observing students and giving feedback (Ullian et al., 1994).This is true since the teacher may clarify learners'tasks by using the easy words and expressions. Teachers' behavior in the classroom should be directed towards boosting the students in order to enhance their level and their motivation to learn.

As an Assessor

Another important of the teacher is to provide feedback to his learners' performances by evaluating their progress in learning. As an assessor he has achieved his/her objectives. Assessing here simply means observing and measuring learners' advancement in terms of Using and understanding one target language. In order to be an efficient assessor the teacher should also be conscious and alert to students' possible reactions. In other hands, he pays attention to the learners 'bad as well as good performances. In this ways, he can help students improve by evaluating their performances (Harmer, 2007).

The Curriculum Assessor

According to Coles & Grant (1985, p. 405), curriculum evaluation is "a deliberate act of enquiry which sets out with the intention of allowing people concerned with an educational event to make rigorous informed judgments and decisions about it so that Appropriate development may be facilitated''. In the educational process, professional teachers should be given opportunities to suggest some ideas to the curriculum in order to have formal tasks to teach and to become known and clear for the learner and can understand it. In other words, practitioners should issue their own opinions about the content of the syllabus and means to implement it appropriately.

As a Planner

The Curriculum Planner

Teachers employed by the different institutions may be expected to make a contribution to curriculum planning. Teachers can undertake few activities to bring their positive contributions, Diamond (1998) suggests that teachers who work at universities or study in a higher schools can make decision about what can you add or omit to the curriculum Such as activities, texts, pictures etc …

The Resource Developer

The Resource Material

One of the roles teachers play is adopting and creating teaching materials that best meet their learners' needs and contribute to learning. Teachers bring different sorts of materials into the classroom. Therefore, selecting any materials is done by the teacher following certain criteria, such as the students' level, the nature of the lesson and most importantly the objectives to be attained. According to Ravet and Layte (1997), "teachers are activity builders, creators of new learning environments". Environment here includes the most appropriate materials and activity type that efficiently boost classroom Interaction.

The Study Guide Producer

As a Study guide the teacher tells the students what they should learn the expected learning outcomes for the course, how they might acquire the competences necessary of

the learning opportunities available, and whether they have learned it the students assessing their own competence (Laidlaw & Harden, 1990, p. 7-12). In other words, it means that, study with someone who helps you or guides you is an important and rare way in our community. This allows the learners to know how and what he should learn, acquiring Some skills that give them a chance to work or to improve thier thoughts or what they have know from this study.This role is batter illustrated in the diagram below:
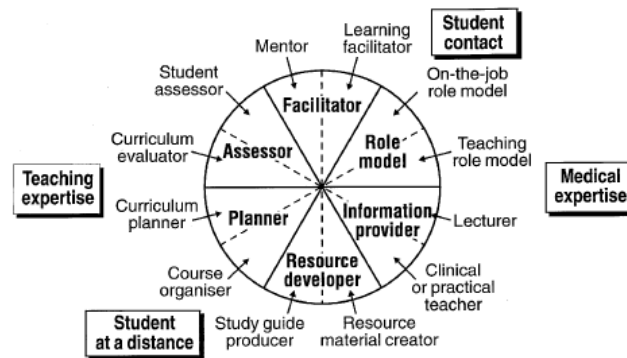
Figure 1
The twelve roles of the teacher

Figure 2.2 *The Twelve Roles of the Teacher (Harden and Crosby, 2000)*

According to harden and Crosby there are six major roles of the teacher and each one of them comprises two sub-roles. By being conscious about his roles and by practically playing those roles, the teacher will provide a healthy teaching environment in his classroom. By doing so, the chances that motivation will be promoted become stonger.

2.7.2. Student's Role

Active Engagement: Students actively participate in class discussions, group activities, and projects, contributing their ideas and perspectives.

Critical Thinking: Students engage critically with the material and with each other's viewpoints, challenging ideas and synthesizing information.

Collaboration: Students collaborate with peers through group projects and activities, fostering teamwork and communication skills.

Responsibility for Learning: Students take responsibility for their learning by preparing for class, completing assignments on time, and seeking clarification when needed.

Feedback and Reflection: Students provide feedback to their peers and the teacher, reflecting on their own learning process and suggesting ways to improve interaction and engagement in the classroom.

2.7.3 Collaborative Effort

Mutual Respect: Both teachers and students respect each other's ideas and contributions, creating a supportive and inclusive learning environment.

- Adaptability: Flexibility is key as both teachers and students adapt to each other's learning styles and needs, ensuring that interactive methods cater to diverse preferences.
- Continuous Improvement: Both parties continually assess and adjust interactive Strategies to optimize learning outcomes and foster a dynamic classroom atmosphere.
- By understanding and embracing their respective roles, teachers and students can Together create an interactive classroom that promotes active learning, critical thinking, And collaboration, preparing students for success in an increasingly interconnected world.

2.8 Factors Influencing Oral Interaction

There are many factors that may influence classroom oral interaction. Researchers divide the factors influencing oral interaction each according to his/her perspective. For Example, Al-Seyabi (2002) divides these factors into three categories: student factors, social factors, and educational factors. Student factors include students' perceptions, attitudes, language factors, learning styles, background of students, and personal affective factors.

Then, social factors include the gender of students in class and the nature of community feelings in a group whereas, the lecturer, the course, and the topic are all related to Pedagogical factors or educational factors. Thus, in Tatar's (2005) study on classroom interaction, the latter is influenced by: "Learners' lack of language skills as well

as Inadequate content knowledge, avoiding making mistakes in front of the teacher as well As their friends, and avoiding any embarrassing situations that can make them lose their Face" (p. 152). Therefore, learner silence is an effective face-saving strategy. Tatar's study can be seen as closely related to psychological factors since he focused on the learner's psychological state by mentioning the concepts of losing face, embarrassment, and fear Of making mistakes.

On one hand, Fassinger (1995) states that there are three main factors influencing oral Interaction which are: class traits, student traits, and teacher traits. Class traits include interaction norms and emotional climate; they are pressures from other students in class such as discouragement, attention, and supportiveness. Student traits come from themselves such as lack of confidence, pre-preparation, organization skills, as well as communication apprehension and fear of offending. The last trait is the teacher's traits which are the supportiveness, the attention, and evaluation from the teacher (p. 281).

On the other hand, many researchers have proved that classroom interaction is influenced by gender, academic dominance, and teacher's communication style. A study was carried out in EFL classes to investigate the influence of students' gender, academic composition, and teacher's communication style on teacher-learner interaction. Consequently, results showed differences in teachers' behaviors as an important factor in teacher-learner interaction. Besides, females' academic dominance influences classroom interaction in both directions: from the teacher to learner and from the learner to the teacher. The teacher influences learners as well as being influenced in return. The degree of this influence varies by teacher and class. The style of communication pertains to the teacher's ability to control classroom interactions, and to reach all learners regardless of gender. Therefore, the academic composition of a class, teachers' communication styles, and attitudes toward gender are important factors in teacher-learner interaction.

Researchers such as Walsh (2002) found teachers' choice of language and their capacity to control the language use to be crucial to facilitate or hinder learners' participation in face-to-face exchanges (p. 93). Teacher verbal behaviors increase the level of learners' participation such as applying open and direct approaches to error correction, using real-Life conversational language appropriately when giving feedback, allowing extended wait-Time for learners' responses, and scaffolding by providing needed language to prevent communication breakdowns, and offering communication strategies to maintain

and Enlarge learners' turns. By contrast, teacher verbal behaviors interrupt learners' language Use such as latching or completing a learner's turn, reflecting or repeating all or part of What the learner has said, and making learners lose the string of their utterances.

Conclusion

Classroom interaction plays a vital role in the effectiveness of language instruction. Instructors are advised to reduce the amount of time they spend speaking in class in order to provide students with ample opportunities to actively engage in the educational process. Contemporary pedagogical approaches strongly endorse the promotion of dynamic classroom interaction in the acquisition of a new language, as it has a significant positive impact on students' verbal proficiency and overall academic performance. Moreover, the encouragement of student involvement is highly advocated as it nurtures interaction, enabling learners to exchange their perspectives and opinions. Ultimately, cultivating interaction within EFL classrooms can considerably improve students' spoken fluency and lead to observable advancements.

Chapter Three

Fieldwork and Data Analysis

Chapter Three: Fieldwork and Data Analysis

Introduction

The current chapter covers the practical part of this research. To collect data, the qualitative method has been adopted, the data collection tools contains on teacher' questionnaire, and student' questionnaire. These tools are selected in correspondence with the research. In this chapter there is an attempt to gather data, in order to answer the research questions, then to analyse, and discuss the results of the findings. In addition, it seeks to know teachers' Perceptions on the use of interactive task related to Students' oral interaction .

3.1 Research Methodology

3.1.1 Research Approach

A qualitative research approach was implemented and, adopted as a suitable method for this study, which mainly explore the different views perspectives about the interactive task.

3.1.2 Research Designs

In order to accomplish the objective of this research the study designed for specific sample, which helps to know teachers' perspectives on the interactive task and students' views about the interactive task.

3.1.3 Population & Sampling

The population of this study is English first year students of Biskra Universty, and two English teachers of speaking module at Biskra University.

For students: Twenty four students were selected through purposive sampling techniques.

For teachers: From 50 teachers at Biskra University only two teachers were selected purposively, because they taught speaking module for many years, they had experience.

3.1.4 Teacher' Questionnaire

The teachers' questionnaire is conducted for gathering data, about different views of English teachers at Biskra University on what kinds of interactive task use, and their perspectives on the use of interactive task related to student' oral interaction .

3.1.4.1 Description of Teachers' Questionnaire

This questionnaire disigned for EFL teachers who teach speaking module at Biskra University, it includes three sections: personal information, interactive tasks, teachers' perspectives on the use of interactive task related to students' oral interaction. The questionnaire includes close-ended questions, 'Yes or No' questions, to choose among options.

Section One: General Information

This section is about teachers' general information; it contains the educational level, years of teaching at university, and the years of teaching speaking course.

Section two: Interactive Task

This section is about what kinds of interactive task teachers use to enhance students oral Interaction.

Section Three: Teachers' Perspectives on the Use of Interactive Task Related to Student' Oral Interaction

The main focus of this section is to know teachers' perspectives on the use of interactive task related to students' oral interaction, if the implementation of interactive methods is effective or not. Moreover is about teachers' views on the use of interactive task in enhancing students' oral interaction.

3.1.4.2 Analysis of Teachers' Questionnaire

Results of teachers' Questionnare

Question 1. Would you specify your educational level?

Table 3.1 *Teachers' educational level*

Option	Frequency	Percentage
a) Master	0	0%
b) Magister	1	50%
c) Doctorate	1	50%
Total	**2**	**100%**
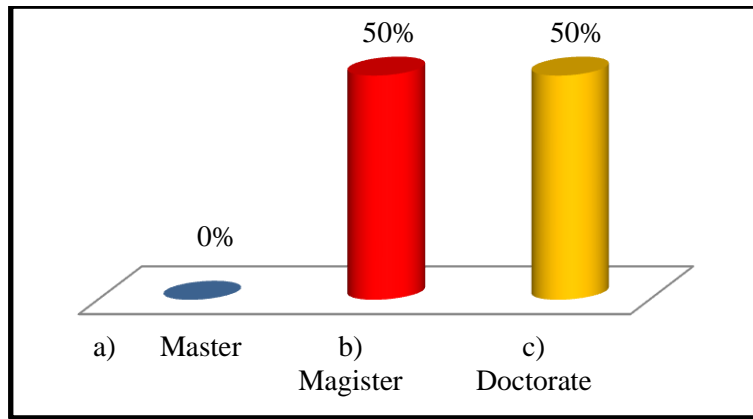
Figure 3.1 *Teachers' educational level*

The table and the figure above show that the variation between doctorate holders and Magister holders is equal.

Question 2. How long have you been teaching at university?

Table 3.2 *Teachers' experience in teaching at university*

Option	Frequency	Percentage
a) 1 – 3 years	0	0%
b) 3 – 7 years	2	100%
c) More than 7 years	0	0%
Total	**2**	**100%**
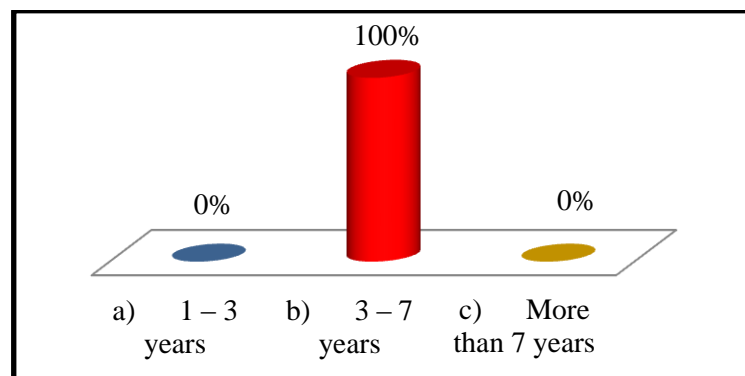
Figure 3.2 *Teachers' experience in teaching at university*

The figure and table above display that the teachers' sample answering the questionnaire comprises teachers who only have an experience that varies from three years up to seven years.

Question 3. What are the main techniques that you use to engage your students in the classroom?

Table 3.3 *Teachers' techniques to engage their students in the classroom*

Option	Frequency	Percentage
a) Interaction	1	50%
b) Multimedia and technology	0	0%
c) Engaging and challenging instruction.	0	0%
a+c	1	50%
Total	**2**	**100%**
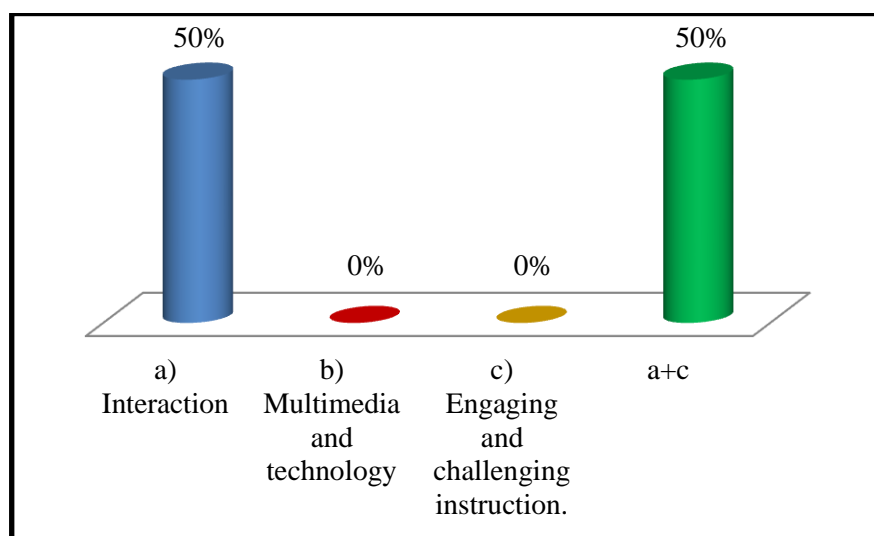
Figure 3.3 Teachers' techniques to engage their students in the classroom

The figure and table above show that the techniques used by teachers do not include multimedia and technology or engaging and challenging instruction alone. The variance of the techniques is only between A (Interaction) or A+C (interaction+ Engaging and challenging instruction. This can be due to several limitations.

Question 4. What kind of interactive tasks use?

- Asking questions and answering them

- MCQ, Gap- filling, Direct questions

Question 5. Which role do you play when implementing the interactive tasks?

Table 3.4 *Teachers' role(s) when implementing the interactive tasks*

Option	Frequency	Percentage
a) As a leader	0	0%
b) As guide	0	0%
c) As a facilitator	0	0%
d) As a feedback provider	0	0%
e) All of them	1	50%
b+c+d	1	50%
Total	**2**	**100%**
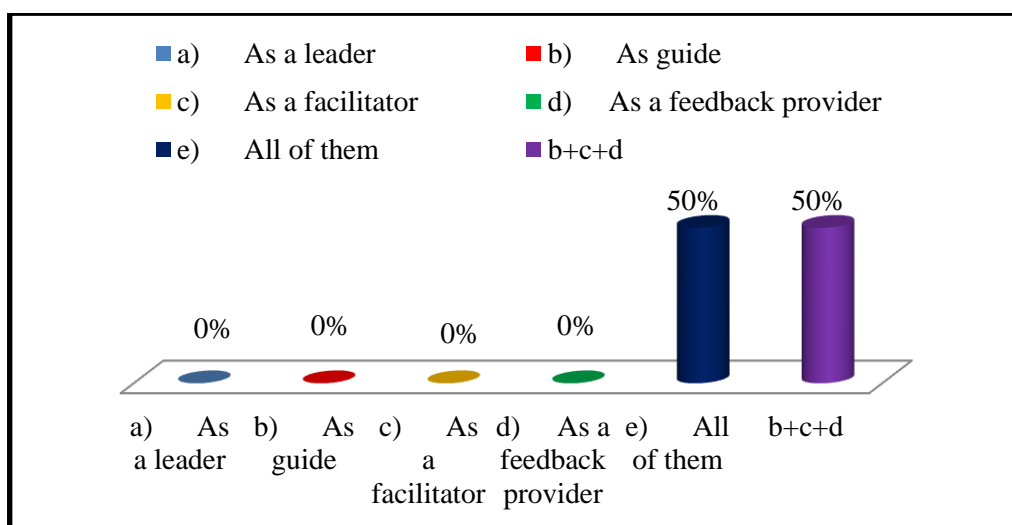
Figure 3.4 *Teachers' role(s) when implementing the interactive tasks*

The table and the figure above show that 50 % of the teachers believe that their roles include a guide, a leader, a facilitator and a feedback provider. On the other hand the other 50 % excluded the role of a leader, which goes in line with the learner centered approach principles for more interaction on the students' end.

Question 6. Do you think interactive tasks are effective method to increase students' oral interaction? Justify.

Table 3.5 *Teachers' views about the effectiveness of interactive tasks as a method to increase students' oral interaction*

Option	Frequency	Percentage
a) Yes	1	50%
b) No	0	0%
c) Sometimes	1	50%
Total	**2**	**100%**
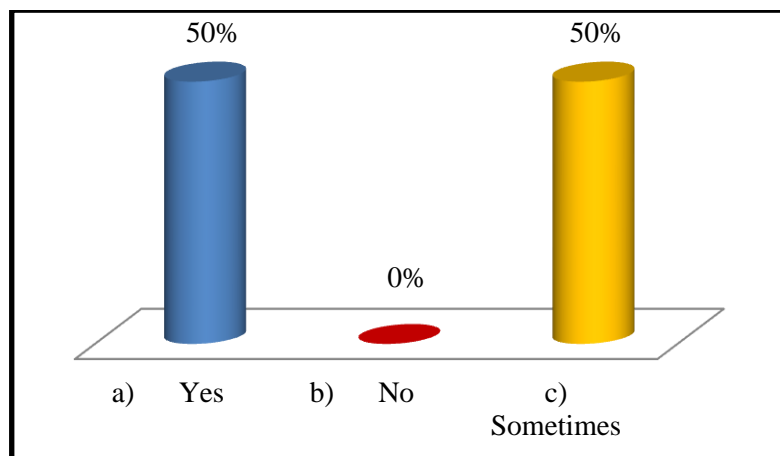
Figure 3.5 *Teachers' views about the effectiveness of interactive tasks as a method to increase students' oral interaction*

The table and the figure above show that 50 % of the teachers believe that interactive tasks do not improve students' oral interaction. Thus, the other half believes that it does improve the oral interactive skills of the students. Thus, this shows that learner's style and level and several factors can be a major role in whether interactive tasks are effective or not.

Teachers' Justifications

For 'Yes'

It helps the students discover their weaknesses and improves their oral skills/ they communicate well.

For 'Sometimes'

This depends on the task itself. If the tasks are engaging, students tend to interact.

Question 7. What do you observe when implementing interactive tasks?

Table 3.6 *Teachers' observations when implementing interactive tasks*

Option	Frequency	Percentage
a) The class is active	0	0%
b) The students are more engaged	0	0%
c) Both of them	2	100%
Total	**2**	**100%**
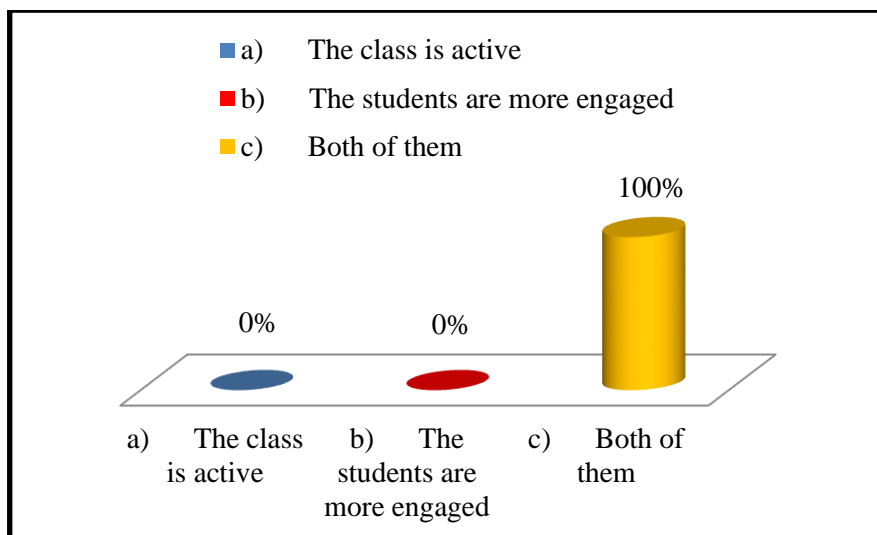
Figure 3.6 *Teachers' observations when implementing interactive tasks*

The table and the figure above show that 100 per cent of the teachers within the sample believe that the interactive tasks both make the class active and the students more engaged.

Question 8. How often do you correct your learners speaking mistakes?

Table 3.7 *Frequency of Teachers' correction of their learners' speaking mistakes*

Option	Frequency	Percentage
a) Always	1	50%
b) Sometimes	1	50%
c) Rarely	0	0%
d) Never	0	0%
Total	**2**	**100%**
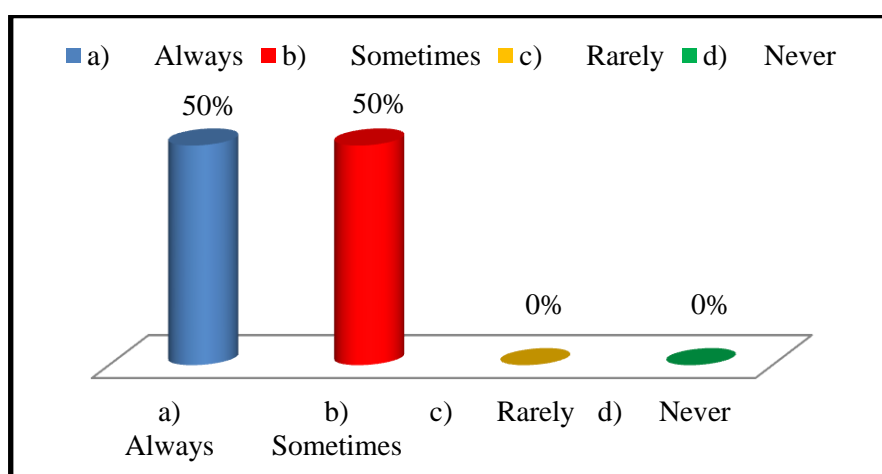
Figure 3.7 *Frequency of Teachers' correction of their learners' speaking mistakes*

The table and the graph show that (50%) of the sample teachers correct their students' mistakes always, while the other (50%) corrects them sometimes. This goes to show the importance of feedback and error correction as mentioned in many teaching theories such as behaviorism.

Question 9. Do you think that listening to the foreign language improves the student's speaking skill?

Table 3.8 Teachers' responses about whether listening to the foreign language improves the student's speaking skill or not

Option	Frequency	Percentage
a) Yes	2	100%
b) No	0	0%
Total	**2**	**100%**
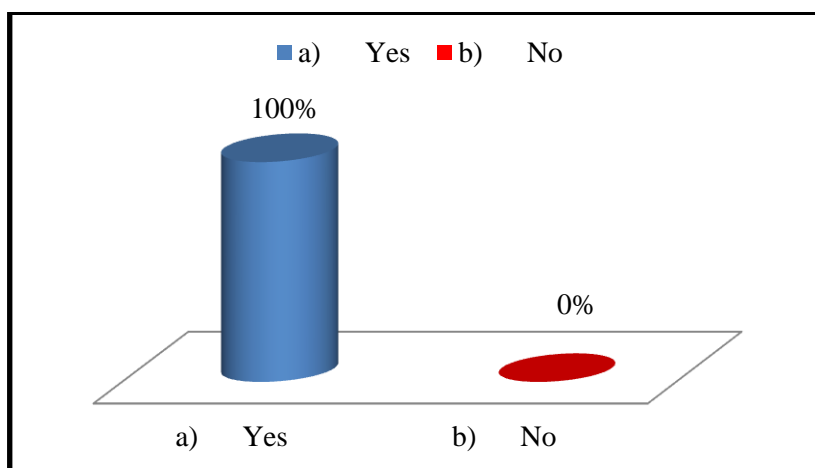
Figure 3.8 *Teachers' responses about whether listening to the foreign language improves the student's speaking skill or not*

The table and the figure above show that 100% of the sample teachers believe that listening to the foreign language improves the student's speaking skill. This goes in line with many theories that validate the importance of language input through listening such as language aquisistion.

Question 10. How do you rate the amount of your talking time in the classroom?

Table 3.9 *Teachers' evaluation of the amount of their talking time in the classroom*

Option	Frequency	Percentage
a) High	0	0%
b) Above average	2	100%
c) Average	0	0%
d) Low	0	0%
Total	**2**	**100%**
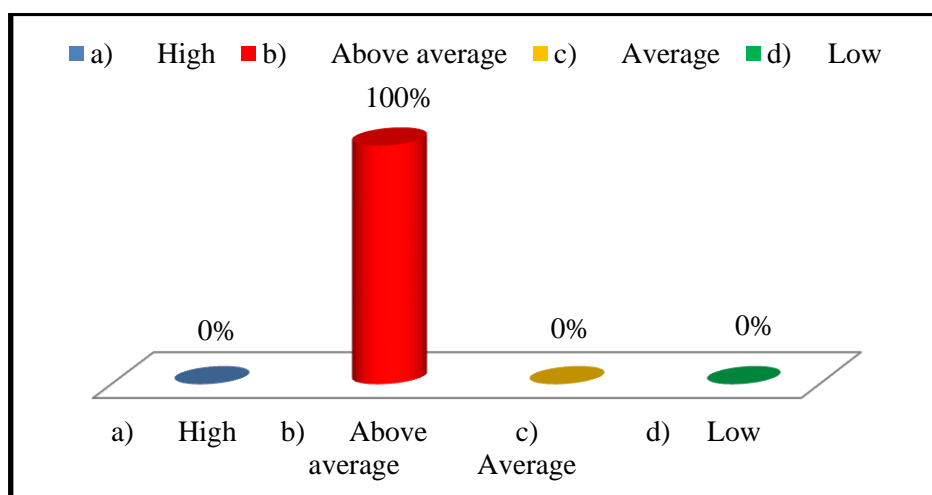
Figure 3.9 *Teachers' evaluation of the amount of their talking time in the classroom*

The table and the figure above demonstrate that 100 % of the sample teachers believe that their talking time in the classroom is above average. This proves that they play a major role in a teacher centered approach where they guide and inform students and even perform other roles since they take most of the time.

Question 11. Do you think classroom interaction is important? Justify.

Table 3.10 *The importance of classroom interaction*

Option	Frequency	Percentage
a) Yes	2	100%
b) No	0	0%
Total	**2**	**100%**
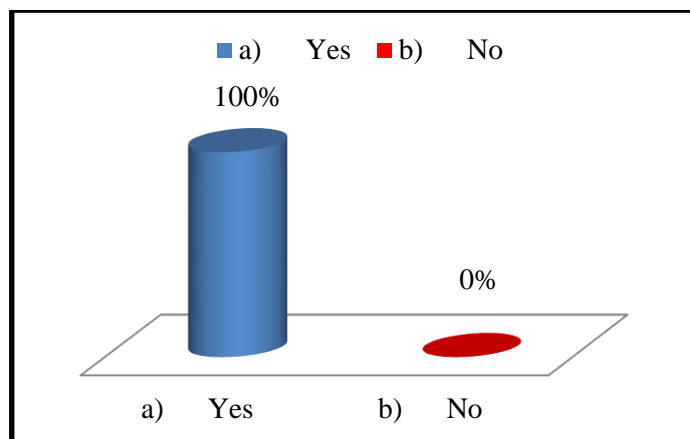
Figure 3.10 *The importance of classroom interaction*

The total sample disclosed that classroom interaction is vital for learning. That adheres to several methods in language teaching, where the learner is no longer a mere passive recipient of input.

Teachers Justifications

- Students learn from one another's mistakes.

- This simplifies the learned items. When students interact, they may make mistakes that will be corrected by the teacher or classmates.

This demonstrates that teachers view interaction as an opportunity to feedback or positive reinforcement.

Question 12. How do you make learners interact in the classroom?

Table 3.11 *Teachers' ways to make learners interact in the classroom*

Option	Frequency	Percentage
a) Design group and pairs	0	0%
b) Choose interesting topics	1	50%
c) Use simulation and role plays	0	0%
a+b	1	50%
Total	**2**	**100%**
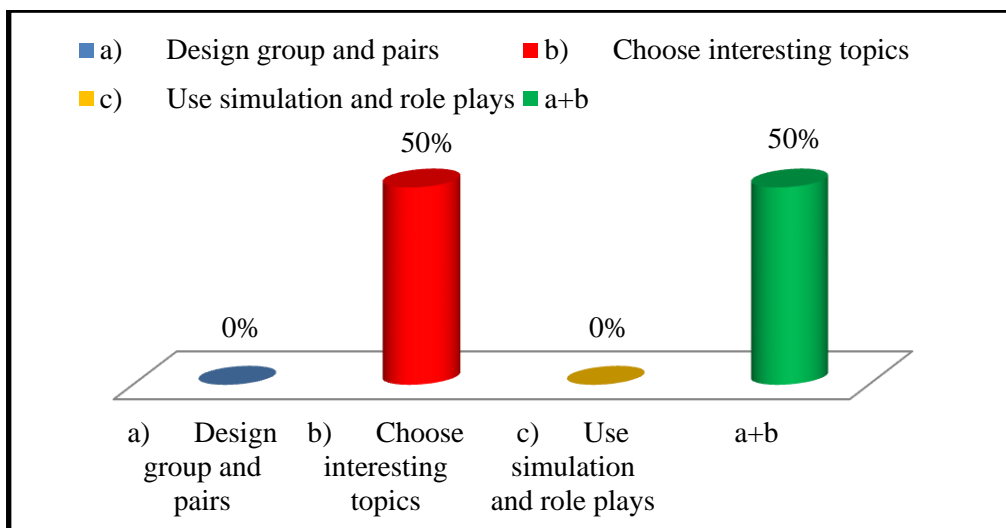
Figure 3.11 *Teachers' ways to make learners interact in the classroom*

The table and the figure above show that 50 % of the sample teachers answered B (choose interesting topics) while the other 50 % choose A+B (Design group and pairs + Choose interesting topics.)

Question 13. Which type of interaction learners enjoy the most?

Table 3.12 *The type of interaction learners enjoy the most*

Option	Frequency	Percentage
a) Teacher – student interaction	1	50%
b) Student – student interaction	1	50%
Total	**2**	**100%**
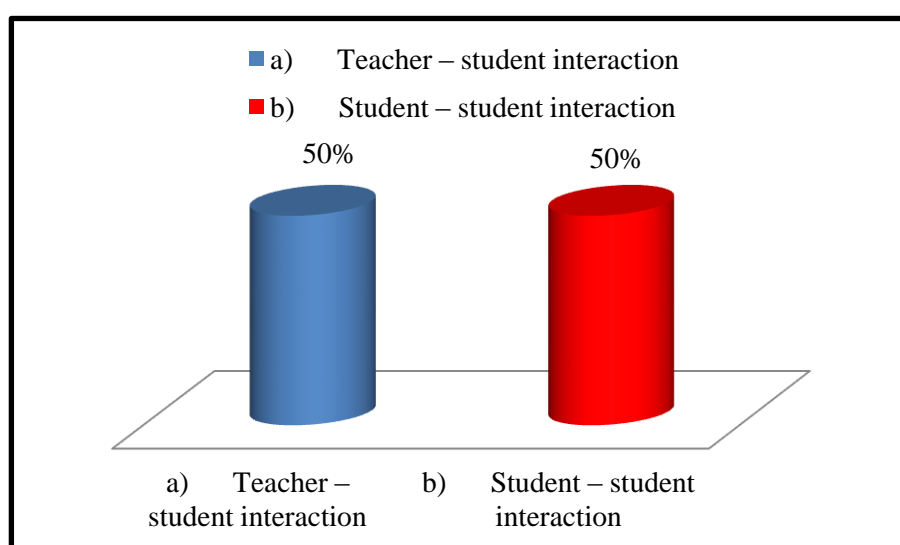
Figure 3.12 *The type of interaction learners enjoy the most*

The table and the figure above demonstrate that there is an equal distribution about which interaction learners enjoy the most, hence 50 percent opted that teachers' interaction was enjoyable while the other 50 percent believe that the students' interaction was enjoyed more.

Question 14. Do you think interactive tasks develop students' oral interaction?

Table 3.13 *Teachers' responses about whether interactive tasks develop students' oral interaction or not*

Option	Frequency	Percentage
a) Yes	2	100%
b) No	0	0%
Total	**2**	**100%**
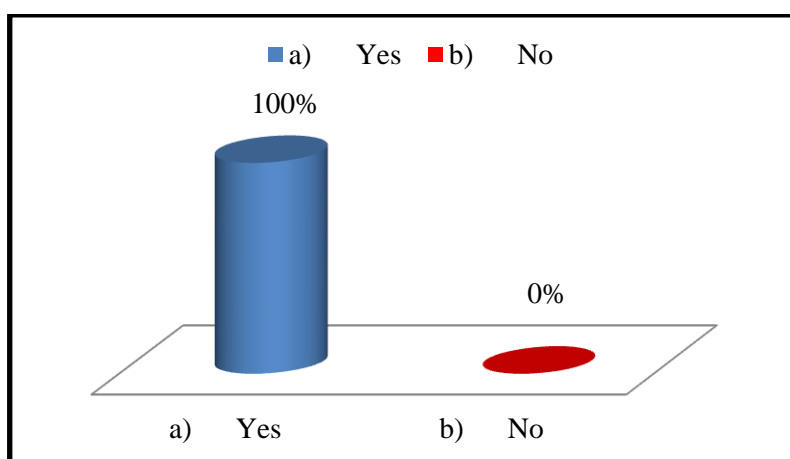
Figure 3.13 *Teachers' responses about whether interactive tasks develop students' oral interaction or not*

The total sample agreed that whether interactive tasks develop students' oral interaction, which goes in line with the theoretical approaches of language learning.

Teachers' responses for 'How'

- By expanding their range of language
- Through conversations and performance, they learn the foreign language.

Teachers' responses for 'Why'

- At university, students need to communicate well in English. They need to listen and speak, to ask questions and to respond to questions.
- Students learn from the teacher and also from their classmates. Interactive tasks help them enhance the learned items.

3.1.4.3 Discussion of Findings

Teachers acknowledged the importance of communicative tasks in language teaching. They even mentioned benefits such as increased student engagement, improved language skills, and the promotion of collaborative learning environments. Despite this recognition, the frequency of implementing these tasks varied significantly among teachers. Some teachers reported regular use of communicative tasks, while others cited constraints such as curriculum demands, time limitations, and class size as barriers to their frequent implementation.

When comparing the responses of students and teachers, it becomes evident that while both groups value communicative tasks. There is a notable gap in their actual usage in classrooms. Students desire more interactive activities whereas teachers face practical challenges that limit their application. This alignment in valuing communicative tasks but misalignment in practice points to a need for systemic changes in how language curricula are designed and delivered.

3.1.5 Students' Questionnaire

3.1.5.1 Description of Students' Questionnaire

The current questionnaire is a data collection tool designed for English first year students of Biskra University; the questionnaire aims to know students' views and attitudes towards the use of interactive tasks in EFL classes. This data collection tool contains (13) questions divides Into three sections: Personal information , students' perceptions on teacher method, students' views on the implementation of interactive tasks. Additionally the questionnaire designed to twenty four students purposefully selected, it is semi-structured questionnaire. The questionnaire includes closed – ended questions, Yes or No questions, and multiple choices quetions.

Section One: General Information

This section aims to know some general information such as students' gender, English level. It focuses on the diffuculties that the sudents faced during speaking course.

Section Two: Students' Perspectives on Teacher Method

This part designed to know students' views about teaching method of their teacher; also it highlights their perspectives on the main factors that can be affecting their interaction.

Section Three: Students' Views on the Implementation of Interactive Task Related to Their Oral Interaction

The last section of this questionnaire relates the implementation of interactive tasks with Students'oral interaction, It aims to highlighting different students' opinions about the Implementation of interactive tasks, if it enhances their interaction or not.

3.1.5.2 Analysis of Students' Questionnaire

Question 1. Specify your gender:

Table 3.14 *Students' gender distribution*

Option	Frequency	Percentage
a) Male	8	33%
b) Female	16	67%
Total	**24**	**100%**
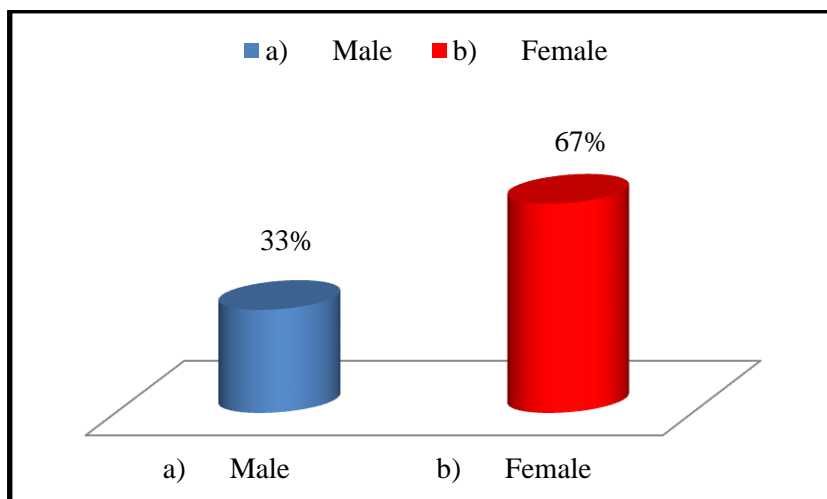
Figure 3.14 *Students' gender distribution*

The statistics above show that the gender variation of the student is 33 % males and 76 % females. This tends to be logical since there is always a tendency towards languages from the females more than the males.

Question 2. Why did you choose English?

Table 3.15 *Students' reasons behind choosing English*

Option	Frequency	Percentage
a) Academic reasons	5	21%
b) Personal reasons	19	79%
Total	**24**	**100%**
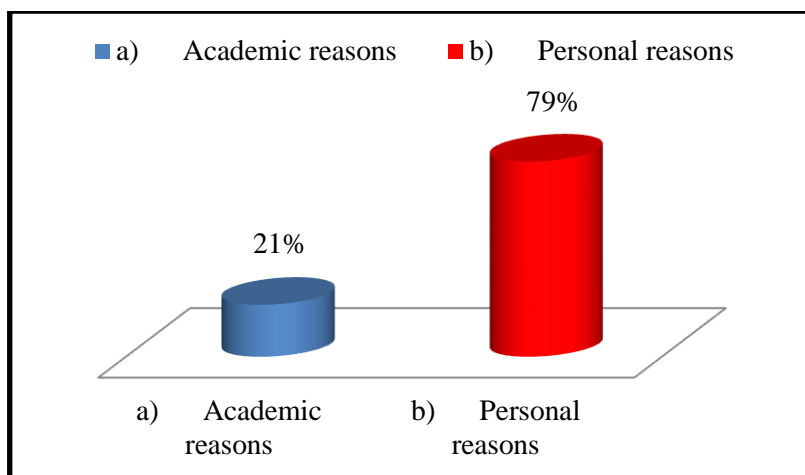
Figure 3.15 Students' reasons behind choosing English

The statistics demonstrate that a majority of students chose their major in English based on personal reasons rather than the academic ones, this is an important factor as learners' motivation plays an important role in learning.

Question 3. How do you find your English level?

Table 3.16 Students' evaluation of their level

Option	Frequency	Percentage
a) High	6	25%
b) Medium	16	67%
c) Poor	2	8%
Total	**24**	**100%**

The table and figure above display a satisfaction from the students' part over their level as 25% believe that they have a high level of English while 67 % believe that their level is high. As for the students who believe they have a poor level, they represent 8 % of the sample.

Question 4. What is your important skill that you find yourself good in?

Table 3.17 The important skill that students find themselves good in

Option	Frequency	Percentage
a) Listening	3	13%
b) Speaking	1	4%
c) Reading	5	21%
d) Writing	2	8%
e) More than one	10	41%
f) All of them	3	13%
Total	**24**	**100%**
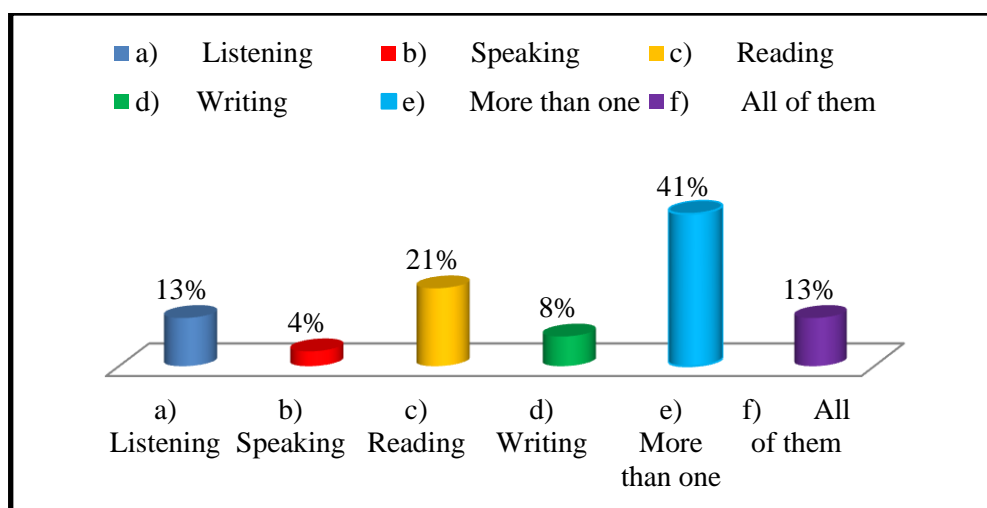
Figure 3.17 *The important skill that students find themselves good in*

As for the skills that students believe that they excel at, a fair percentage of 41% state that they are good at more than one skill, while 21% believe that they have good reading skills, 13% state that they are good at all of the four skills. Another 13% proportion believes that they are good at listening. As for writing, 8% believe that they are good at it. Finally, for speaking, a very low percentage of 4% believe that they are good at it.

Question 5. Do you find oral interaction?

Table 3.18 *Students' attitudes towards oral interaction*

Option	Frequency	Percentage

a) Easy	9	38%
b) Difficult	14	58%
c) Very difficult	1	4%
Total	**24**	**100%**
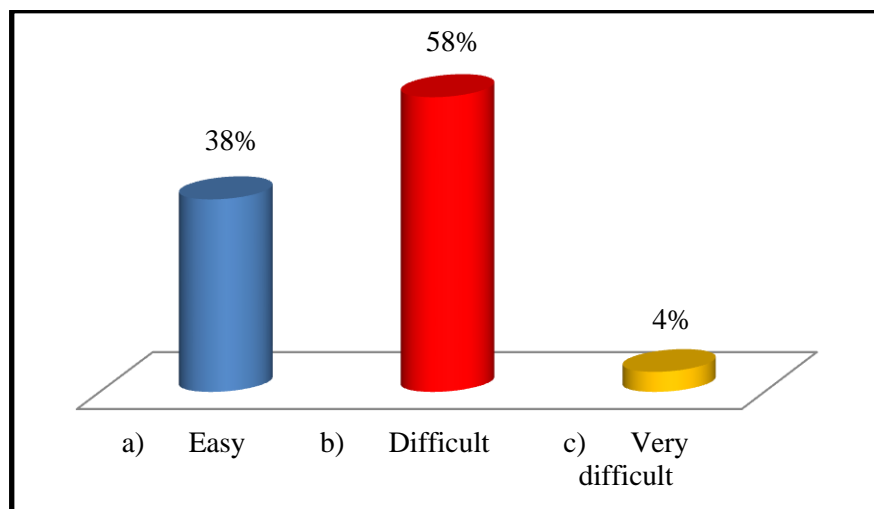
Figure 3.18 *Students' attitudes towards oral interaction*

The statistics above demonstrate that a considerable proportion 58% believes that speaking is difficult. On the other hand, a fairly low proportion of 38% believes that it is easy. Finally, a very low number of the student s believe that it is very hard (4%).

Question 6. Do you prefer to take oral expression course through interactive tasks? Justify.

Table 3.19 *Students' responses about whether they prefer to take oral expression course through interactive tasks or not*

Option	Frequency	Percentage
a) Yes	17	71%
b) No	7	29%
Total	**24**	**100%**
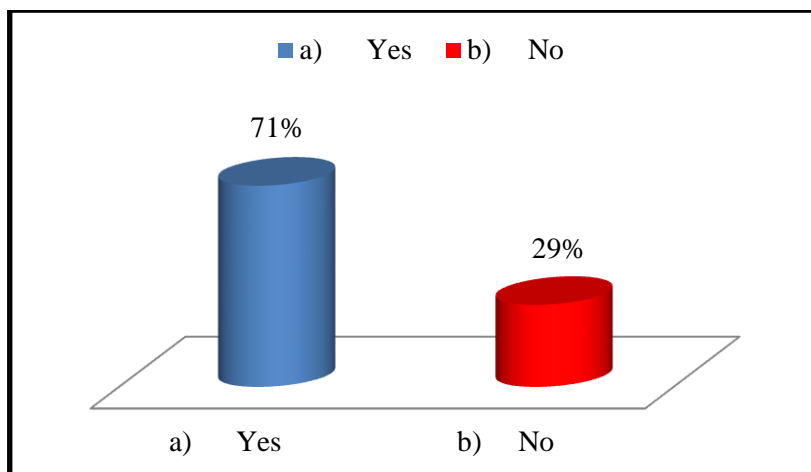
Figure 3.19 *Students' responses about whether they prefer to take oral expression course through interactive tasks or not*

A majority of the student sample (71%) prefers to take oral expression course through interactive tasks. This goes to show how motivating it is and how it would benefit learning quality.

Students' justifications

For 'yes'

- Because the interactive tasks can be helpful to improve our levels in English
- Because it is more fun and it is better than the old way
- Because it makes me express my ideas, learn more information and helps me avoid stress
- Because interactive tasks help you practice your speaking and listening skills and improve them
- Because it is easy
- Because it gives me the opportunity to communicate with the professor and with the rest of the students and develop speaking skills
- Because it gives us the chance to exchange ideas and correct our mistakes
- Because it enables interaction between the teacher and the students
- Yes, because it helps me understand more
- Because I like the old teaching way

The justifications of the students who consolidate the decision of studying oral expression course through interactive tasks vary, but mainly, they circle around being comfortable and having the opportunity to speak in the classroom and practice it.

For 'no'

- Not confortable to talk in front of people

Question 7. Does your teacher encourage you to interact?

Table 3.20 *Students' responses about teachers' encouragement to interact*

Option	Frequency	Percentage
a) Yes	21	87%
b) No	3	13%
Total	**24**	**100%**
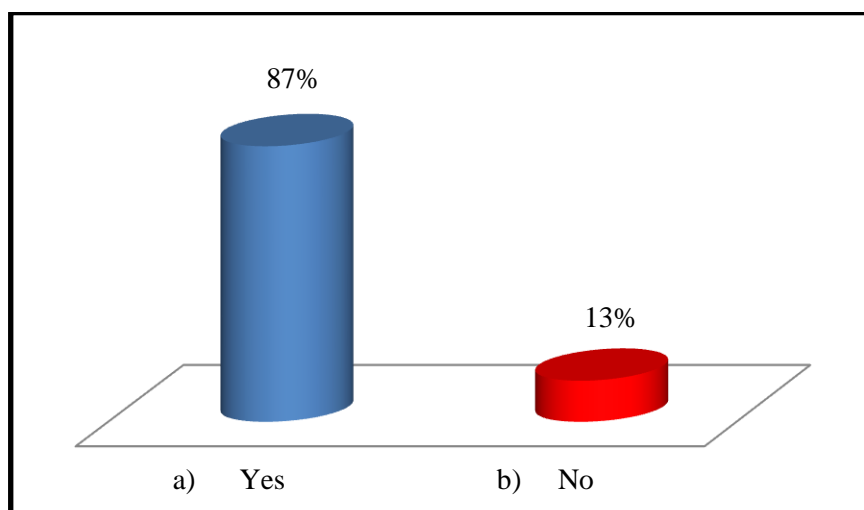
Figure 3.20 *Students' responses about teachers' encouragement to interact*

A vast majority (87%) believes that the teachers do encourage learners to interact within the classroom. This goes in line with the studies that consolidate interactive tasks.

Question 8. Does your teacher provide you interactive tasks?

Table 3.21 *Students' responses about whether their teacher provides them interactive tasks or not*

Option	Frequency	Percentage
a) Yes	20	83%
b) No	4	17%
Total	**24**	**100%**
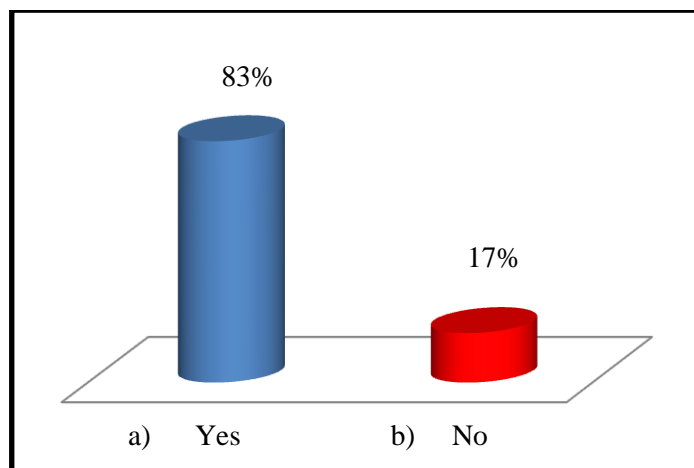
Figure 3.21 *Students' responses about whether their teacher provides them interactive tasks or not*

A vast majority of the students (83%) confirms that teachers use interactive tasks. As the studies demonstrate, it increases learners' attention and engagement in the classroom.

Question 9. Do you find interactive tasks helpful to make interaction? Justify your answer.

Table 3.22 *Students' responses about whether they find interactive tasks helpful to make interaction or not*

Option	Frequency	Percentage
a) Yes	19	79%
b) No	2	8%
c) No anser	3	13%
Total	**24**	**100%**
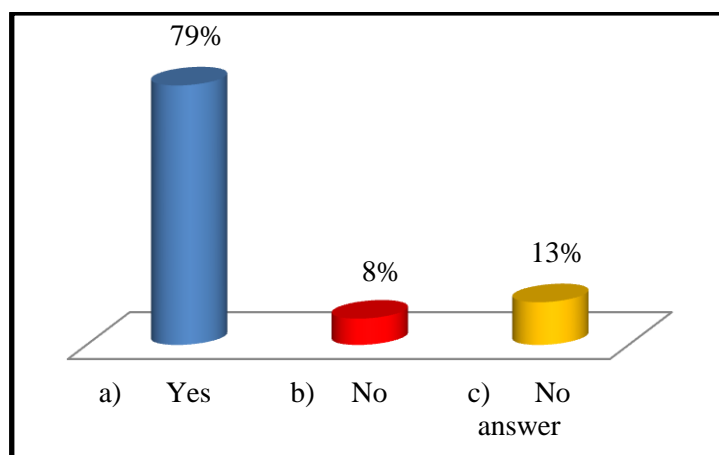
Figure 3.22 *Students' responses about whether they find interactive tasks helpful to make interaction or not*

A majority of students (79%) believes that interactive tasks are helpful, on the other hand 8% states that it is not helpful. Meanwhile, 13% did not answer.

Question 10. How often does your teacher use interactive tasks?

Table 3.23 *The frequency of teachers' use of interactive tasks*

Option	Frequency	Percentage
a) Always	8	33%
b) Sometimes	15	63%
c) Never	1	4%
Total	24	100%
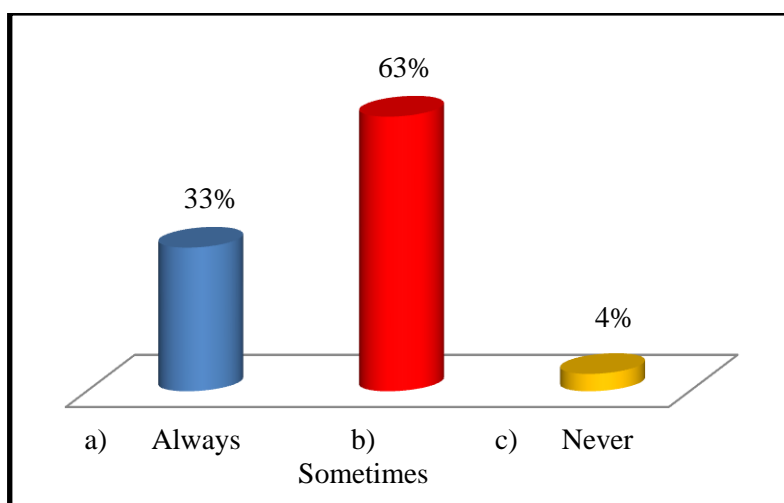
Figure 3.23 *The frequency of teachers' use of interactive tasks*

According to the students' answers, the biggest proportion of the teachers (63%) stated that they use interactive tasks sometimes. While a less than average (33%) percentage stated that they always use it. However, a very low percentage of the sample student (4%) stated that the teachers never use interaction.

Question 11. When you learn through interactive tasks, do you participate by?

Table 3.24 *Students' learning strategies when using through interactive tasks*

Option	Frequency	Percentage
a) Asking questions	11	46%
b) Making oral discussion	12	50%

c) None of them	1	4%
Total	**24**	**100%**
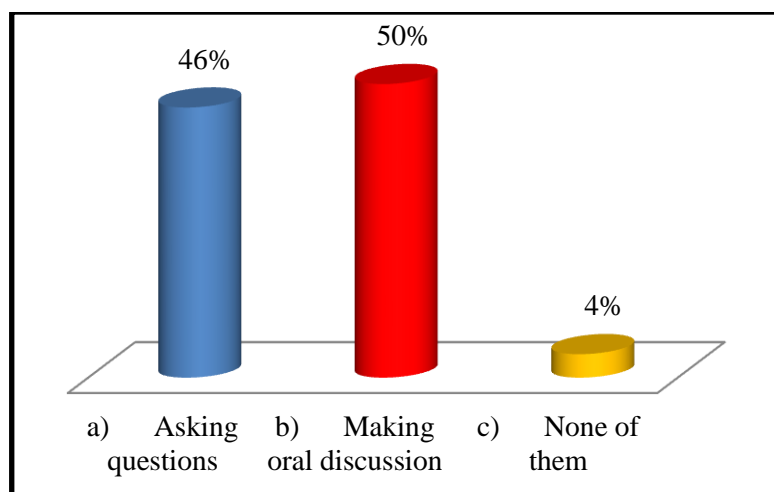
Figure 3.24 *Students' learning strategies when using through interactive tasks*

Half of the population (50%) states that when learning, they resort to making oral discussion, while a slightly lower percentage (46%) stated that the ask questions in order to understand and learn.

Question 12. Who does the most talk in the class room?

Table 3.25 *Students' responses about who does most of the talk in the class room*

Option	Frequency	Percentage
a) Teacher	22	92%
b) Student	1	4%
c) Both of them	1	4%
Total	**24**	**100%**
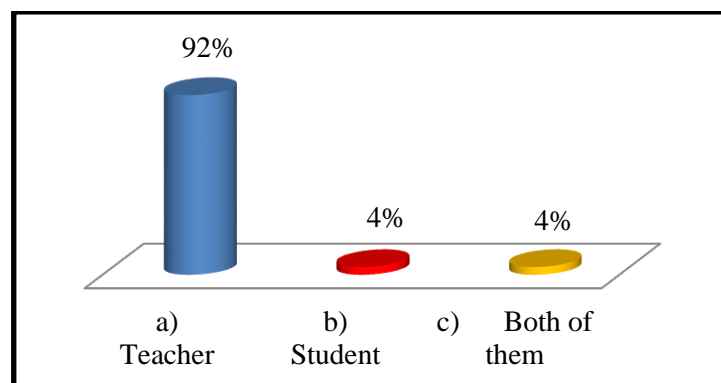
Figure 3.25 *Students' responses about who does most of the talk in the classroom*

A vast majority (92%) stated that teachers take most of the time in the class room, thus, this shows that most of the teachers would go for a teacher center approach as they are the main providers of information and guidance in the class room. While (4 %) states that students occupy most of the time. Meanwhile, the other (4%) states that both of them take most of the time.

Question 13. Which of the following interactive tasks do you prefer?

Table 3.26 *Students' preferable interactive tasks*

Option	Frequency	Percentage
a) Pair interaction	2	8%
b) Group work	14	59%
c) Discussion	6	25%
d) Simulation and role plays	0	0%
b+c	2	8%
Total	**24**	**100%**
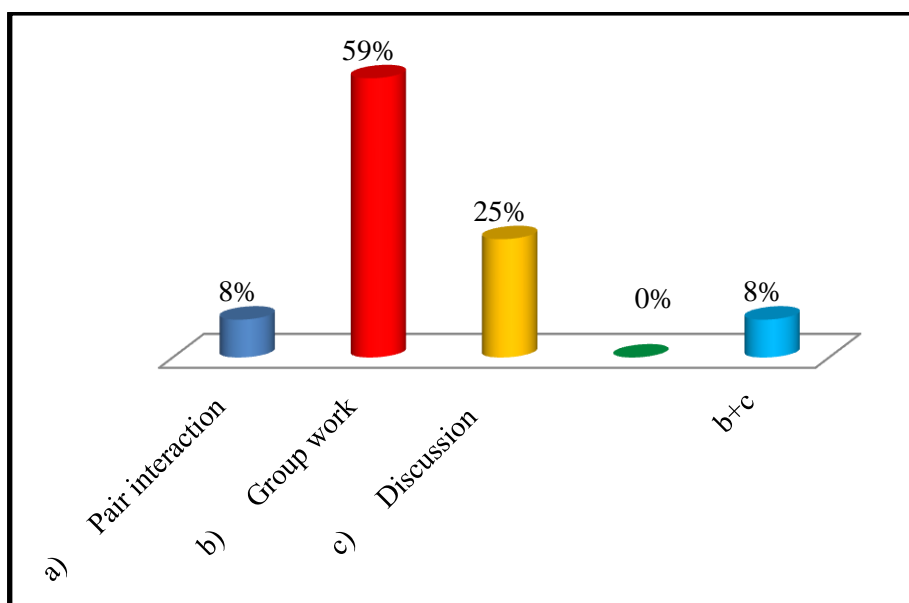
Figure 3.26 *Students' preferable interactive tasks*

An above average proportion of the students believes that group work is the most preferable task. In addition, (25 %) stated that discussion is more preferable. Further, (8%) believes that pair interaction is better. Another (8%) prefers both group work and discussion.

Question 14. To integrate interaction you prefer:

Table 3.27 *Students' preferable roles of the teacher*

Option	Frequency	Percentage
a) Motivator teacher	9	38%
b) Guider teacher	3	13%
c) Corrector teacher	6	29%
d) Assessor teacher	2	8%
a+b	1	4%
b+c	2	8%
Total	**24**	**100%**
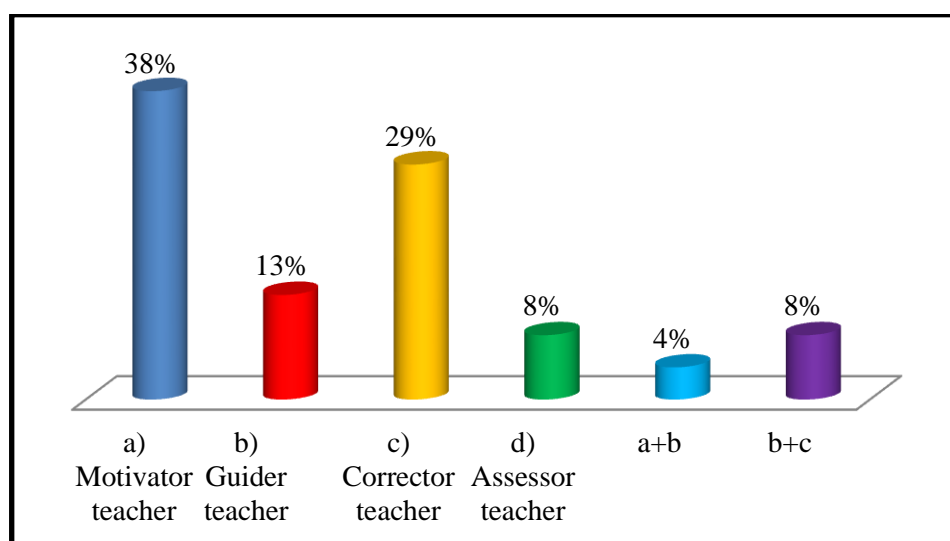
Figure 3.27 *Students' preferable roles of the teacher*

A majority (38%) prefer that teachers play the role of motivators. Additionally, 29% of students value the teachers function as a corrector, highlighting the significance placed on precision and feedback. Furthermore, (13%) of respondents prefer the teacher to act as a guide, underscoring the need of direction. Further, (8%) of students prioritize the teacher's role as an assessor, emphasizing the importance of evaluation. meanwhile, (8%) of the respondents prefer that teachers should be both guiders and correctors in the classroom. Finally, another (8%) discloses that teachers should be guiders and assessors.

3.1.5.3 Discussion of the Findings of Students' Questionnaire

The students' questionnaire revealed that the majority of students recognize the importance of interactive tasks in enhancing their language proficiency. Most students reported that interactive tasks, such as group discussions and role-plays, make the learning process more engaging and facilitate better understanding of the language. However, a

significant number of students indicated that such tasks are not frequently employed in their classrooms. This discrepancy suggests a potential gap between students' preferences for interactive learning and the current teaching practices.

Conclusion

This chapter analyzed data from students' and teachers' questionnaires on interactive tasks in university language learning. Students find these tasks highly beneficial, yet they are not used frequently enough in classrooms. Teachers recognize their value but face barriers like curriculum constraints, time limits, and large class sizes. The findings align with language learning theories Such as Vygotsky's sociocultural theory, which emphasizes the importance of social interaction, and communicative language teaching, which advocates for real-life interactive tasks. To better integrate interactive tasks, universities should offer professional development, adjust curriculums for flexibility, and address practical barriers. These changes would align teaching methods with both student needs and theoretical best practices, leading to more effective and engaging language learning experiences.

General Conclusion

This research was from a noticeable problem happened with first – year students. The current study attempted to explore the use of interactive tasks, in order to enhance students' oral interaction. Also, it highlits the importance of teachers' implmentation of tasks on learners' participation by showing the great impact of teachers's method on learners' motivation. Furthermore, the research confirmed that teaches and learners are two essential parts from the successfulness of the course. The research included 3 chapters; the two first chapters were theoratical parts, which focussed on defining the two varriables explining some elements related to the two varriables. Interactive task student- centered classroom take place in chapter one, this part provided definitions clarifications of significance components connected with the varriable.

Likewise, the second chapter was about classroom oral interaction, and the main key sections, which had connection with second varriable. The last chapter was a field work practical part it included two data tools were teachers' questionnaire, and students' questionnaire both of the questionnaires contained the research questions, and contributed in reaching the aims of research. The analysis of quesionnaires confirmed the purpose of this research, by providing real percentages, exact calculations of results. To conclude, the analysis and the discussion of findings asserted the aim of this study, which is knowing the different perspectives of teachers about the effectiveness of interactive task in enhancing learner' oral interaction.

General Recommendations

The main recommendations obtained from the findings of this research are:

1. Interactive task is essential part in enhancing students' oral interaction.

2. Interactive tasks should include more in the curriculum.

3. Teachers should vary the way of implementation interactive task.

4. Teachers must give place to oral interaction in their courses.

5. Teacher must play the role of motivator, guider more than controller

6. Student should build self confidence.

7. Student must be aware for the significance of classroom interaction in learning.

Implications for Teaching Practice

The results suggest that there is an opportunity to bridge this gap by providing teachers with additional support and resources. Professional development programs focusing on effective integration of communicative tasks could be beneficial. Additionally, revising curriculum guidelines to allow for more flexibility in incorporating interactive activities could help teachers meet students' needs and preferences more effectively.

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Appendices

Appendix A: Teachers' Questionnaire

Teachers' Questionnaire
Questions :

Tick the right answer

1 . would you specify your educational level? .

A . Master …..   **B .** Magister …..   **C.** Doctorate …..

2 . How long have you been teaching at university?

A . 1 – 3 years …..   **B .** 3 – 7 years …..   **C .** more than 7 years …..

3 . what are the main techniques that you use to engage your students in the classroom ?

A . Interaction …..   **B .** Multimedia and technology …..

C . Engaging and challenging instruction …. .

4 . What kind of interactive tasks use?

…………………………………………………………………………………………………

…………………………………………………………………………………………………...

5 . which role do you play when implementing the interactive tasks?

A . As a leader …..   **B .** As guider …..   **C .** As a facilitator …..

 D . As a feed back provider …..   **E .** All of them …..

6 . Do you think interactive tasks is effective method to increase students' oral Interaction? Justify.

A . Yes …..   **No …..**

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………… .

7 . What do you observe when implementing interactive tasks?

A . The class is active …..   **B** . The students are more engaged ….. **C .** All of them …..

8. How often do you correct your learners speaking mistakes?

A. Always …..   **B .** Sometimes ….   **C .** Rarely …..   **D .** Never …..

9 . Do you think that listening to the foreing language improves the student's speaking skill?

A . yes **….**   **B.** No **…..**

10 . How do you rate the amount of your talking time in the classroom?

A . High …..   **B .** Above average …..

 C . Average …..   **D .** Low …..

11 . Do you think classroom interaction is important? Justify.

A . Yes …..   **B.** No …..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

12 . What do you make learners interact in the classroom?

A . Design group and pairs …..   **B .** Choose interasting topics …..
C . Use simulation and role plays …..   .

13 . Which type of interaction learners enjoy the most ?

A . Teacher – student interaction …..   **B .** Student – student interaction …..
.
14. Do you think interactive tasks develop students oral interaction?

   A. Yes …..   **B.** No …..

How………………………………………………………………………………………….
……………………………………………………………………………………………………
……………………………………………………………………………………………………
Why…………………………………………………………………………………………
……………………………………………………………………………………………………
………………………………………………………………………………………………..

Appendix B: Students' Questionnaire

Students' Questionnaire

Tick the correct answer

Questions:

1 . Would you specify your gender?

A . Male …..
B . Female …..

2.Why do you choosing English ? .

A. Academic reasons …..

B. Personal reasons …..

3. How do you find your English level ? .
A. High …..
B. Medium …..
C. Poor …..
4. What is your important skill that you find your self good?

A. Listening …..
B. Speaking …..
C. Reading …..
D. Writing …..
5. Do you find oral interaction?
A. Easy …..
B. Difficult …..
C. Very difficult …..

6. Do you prefer to take oral expression course through interactive tasks? Justify.
Yes …..   No …..
…………………………………………………………………………………………………..
………………………………..……………………………………………………………………
…………………………………………………………………………………………………..

7. Does your teacher encourage you to interact?

Yes …..   No …..

8. Does your teacher provide you interactive tasks?

Yes …..   No …..

9. Do you find interactive tasks helpful to make interaction? Justify your answer.

Yes …..   No …..

10. How often does your teacher use interactive tasks?

A. Always …..
B. Some times …..
C. Never …..

11. When you learning through interactive tasks you participate by?

A. Asking questions …..
B. Making oral discussion …..

12. Who does the most talk in the class room?

A. Teacher …..
B. Student …..

13. Which of the following interaction do you prefer?

A. Pair interaction …..
B. Group work …..
C. Discussion …..
D. Simulation and role plays …..

14. To integrate interaction you prefer

A. Motivator teacher …..
B. Guider teacher …..
C. Corrector teacher …..
D. Assessor teacher …..

Thank you for your answers .

الملخص

يعتبر تعزيز التفاعل الشفهي للطلاب أحد التحديات التي يواجهها أساتذة اللغة الإنجليزية كلغة أجنبية في فصولهم الدراسية . لايزال معظم متعلمي اللغة الإنجليزية كلغة اجنبية يواجهون صعوبات في دمج التفاعل الشفهي ، حيث يعتبر الأستاذ والطالب جزئين أساسيين في التفاعل ، تؤثر طريقة الأستاذ في تنفيذ المهمة على قدرة الطالب في التفاعل ، إلا أن إفتقاره إلى الإستعداد ، وانعدام الثقة يؤدي به إلى الإنعزال فقط وعدم التفاعل داخل الفصل الدراسي. هدفت هذه الدراسة إلى إستكشاف إستخدام النشاطات التفاعلية لتعزيز التفاعل الشفهي لدى الطلاب ، إضافة إلى ذلك ركزت على معرفة أنواع النشاطات التفاعلية التي يستخدمها الأساتذة لزيادة التفاعل الشفهي للطلاب في حصة الشفهي. كما سلط هذا البحث الضوء على وجهة نظر الأساتذة حول استخدام النشاطات التفاعلية وأكدوا أنها وسيلة فعالة لزيادة التفاعل الشفهي لدى الطلبة ، وعلاوة على ذلك فإن المنهج المعتمد في هذا البحث هو المنهج النوعي ، كما استخدمنا أداتين لجمع البيانات وهما إستبيان الأساتذة وإسشتبيان الطلاب . وتم تقديم الإستبيان لأستاذين من مدرسي اللغة الإنجليزية ، أما عن الإستبيان الثاني تم تقديمه لأربعة وعشرين طالبا من طلاب السنة الأولى بجامعة محمد خيضر بسكرة . يمكن أن نستنتج أن إستخدام النشاطات التفاعلية يعزز التفاعل الشفهي للطلاب ، وحسب أراء الأساتذة فإن النشاطات التفاعلية هي منهجية فعالة لزيادة التفاعل .