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Master Dissertation

The Role of Classroom Interaction on EFL learners Motivation in Oral
Classes

The Case of Third Year Students of English at University of Mohammed
KHAIDER BISKRA

Dissertation Submitted in Partial Fulfilment of the Requirements for Master
Degree in Science of Language

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Declaration

I, **KHAIZAR AIDA MERIEM**, do hereby declare that this submitted work is my original work. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of BISKRA, Algeria.

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Signature:

Date:

Dedication

I dedicate this work to:

My dearest family especially my parents, my father MILOUD
and my mother HAIAT.

I am grateful for their permanent care, support, and all their
sacrifices.

My brother MAHMOUD and my sister BALKIS and my
cousin ZAINEB.

All my friends with whom I spent the greatest moments in my
life.

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Abstract

Effective interaction in the classroom is a pillar in enhancing EFL learners' motivation in oral classes. The interaction between teacher and student as well as between peers creates a dynamic learning environment, promoting linguistic development and intrinsic motivation. Moreover, recognizing the importance of these interactions can guide educators in designing engaging and effective language learning experiences for EFL learners. Besides the investigation will also examine the role of pedagogical methods, feedback mechanisms and technological integration in shaping effective interactions and, consequently, in influencing learners' motivation. The present study aims to provide valuable insights to the field of linguistic didactics, offering practical implications for educators, program developers and decision-makers aimed at improving the motivational climate in EFL oral courses .In this perspective, we ask the question: What factor can be attributed to the positive influence of the interaction on the motivation of students in oral English learning situations at EFL? In fact, we hypothesize that if effective classroom interaction is properly implemented students' motivation will be boosted. In order to explain the positive influence of the effectiveness of the interaction on motivation, we will check through the opinions collected from teachers and students. The method adopted in our study is qualitative therefore, the tool used to collect the data necessary for the analysis and the answer to our research questions will be a survey. The population of this study is a group of third-year students selected randomly from a population of (314) at the Department of English at Mohamed KHIDER. The analysis of the results revealed that both students and teachers agree on the necessity to improve the quality of interaction in order to motivate students in order to enhance their oral performance.

Keys words: classroom interaction, Motivation, EFL, Oral learning, Pedagogical methods, Feedback.

List of Abbreviations

EFL: English as a Foreign Language.

FL: Foreign Language.

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ملخص

General Introduction

1. Background of the study

Effective interaction in the classroom plays a central role in improving the motivation of learners of English as a foreign language (E.F.L), especially in oral classes. "Dynamic" exchanges between teachers/students, as well as peer-to-peer interactions, contribute significantly to fostering a positive learning environment. This interaction not only facilitates language acquisition, but also stimulates the intrinsic factors of learners' motivation. In oral classes, the emphasis on communication skills requires frequent and meaningful 'interactions'. When learners actively participate in discussions, debates and collaborative activities, they develop a sense of belonging to their learning process. This active engagement creates a motivating feedback loop, where increased participation leads to an improvement in language proficiency, strengthening learners' confidence and motivation.

In addition, the role of the teacher in the orchestration of an effective interaction is crucial. Teachers who use varied and engaging teaching strategies, provide constructive feedback and create a supportive atmosphere can have a significant impact on the motivation of learners. Clear communication objectives, well-structured tasks and a balance between stimulating and achievable activities contribute to maintaining the interest, attention and motivation of learners in the development of the oral language. Peer-to-peer interactions also play a key role, as they allow learners to practice language skills in a social context. Collaborative learning activities, group discussions and language games provide opportunities for learners to share ideas receive feedback from peers and develop a sense of community in the classroom. In conclusion, effective interaction; in the classroom; is a pillar in enhancing E.F.L learners' motivation of in oral classes. The interaction between teacher and student as well as between peers creates a dynamic learning environment, promoting linguistic

development and intrinsic motivation. Recognizing the importance of these interactions can guide educators in designing engaging and effective language learning experiences for E.F.L learners.

2- Significance of the study

This work is considered as a theoretical contribution to the field and knowledge related to the sociolinguistic situation in Algerian universities. Consider the practical constraints and ethical considerations when selecting participants for our study. The study of effective interaction in the classroom within the parameters of English as a foreign language (EFL) is significant because it directly affects the motivation of learners in oral classes. Positive interactions foster a supportive learning environment, encouraging students to actively participate and engage in communication in English. This can improve their language skills, strengthen their confidence and ultimately contribute to a sustained motivation, vital for language acquisition. Understanding and optimizing classroom interaction can therefore lead to more effective EFL instruction and better student performance.

3. Objectives of the study

Throughout our study, we aim to obtain the following results: to examine the role of effective classroom interaction on the motivation of EFL learners in oral classes, first to investigate the impact of teacher-student interaction on the motivation levels of EFL learners in oral communication classes. Secondly, to examine the contribution of collaborative interaction between students, such as peer discussions and group activities, to improving motivation in EFL oral classes. Thirdly, to explore the influence of different interaction models, such as pair work and group discussions, on the motivation of EFL learners, during oral activities. Fourth, to evaluate the role of teacher feedback and positive reinforcement in shaping motivation levels among EFL learners engaged in oral communication., we aim to

obtain the following results: to examine the role of effective classroom interaction on the motivation of EFL learners in oral classes, first to investigate the impact of teacher-student interaction on the motivation levels of EFL learners in oral communication classes. Secondly, to examine the contribution of collaborative interaction between students.

4. Statement of Problem

The contemporary landscape of language education requires a comprehensive examination of the dynamics between effective interaction in the classroom and the motivation of learners of English as a foreign language (EFL), especially in the context of oral classes. Despite the recognition of the importance of motivation in language acquisition, there is a noticeable gap in the understanding of how the complex interaction between teacher and student and between students themselves influences the motivation levels of EFL learners during oral teaching.

This study aims to fill this gap by examining the nuanced aspects of effective classroom interaction and its direct impact on the motivation of EFL learners in oral classes. The research aims to examine the quality, frequency and nature of the interactions between teachers and students, as well as between the students themselves, to identify patterns correlated with motivational results. By exploring the multifaceted dimensions of classroom discourse, the study aims to shed light on the specific elements that strengthen or hinder motivation in the EFL learning process. In addition, the research will explore the individual and collective experiences of EFL learners, taking into account factors such as cultural origin, language competence and previous educational experiences, to provide a more nuanced understanding of the motivational dynamics at play. The investigation will also examine the role of pedagogical methods, feedback mechanisms and technological integration in shaping effective interactions and, consequently, in influencing learners' motivation. The results of this study aim to provide valuable insights to the field of linguistic didactics, offering practical

implications for educators, program developers and decision-makers aimed at optimizing the motivational climate in EFL oral courses. This research strives to link theoretical knowledge and practical applications, paving the way for informed educational strategies that promote a positive and motivating environment for EFL learners engaged in oral language acquisition. In this perspective, we ask the question: What factor can be attributed to the positive influence of the interaction on the motivation of students in oral English learning situations at EFL?

5. Research Questions

The questions that will be investigated throughout this study are as follows:

RQ1: How does classroom interaction affect learners' motivation in oral classes?

RQ2: What factor can contribute to the positive influence of the interaction on the motivation of students in oral English learning situations at EFL?

6. Research Hypothesis

Classroom interaction has a positive impact, through its effectiveness, on the motivation of students in oral EFL learning situations, during activities using interactive techniques. That is to say, the more "effective" the interaction, the more it has a positive influence on the "motivation". Therefore, we hypothesize that if classroom interaction is effective learners' motivation will raise and consequently boost their oral proficiency. To explain the positive influence of the effectiveness of the interaction on motivation, we will check, through the opinions and satisfaction levels, collected from teachers and students, with regard to the interactive activities carried out. The opinions will touch on two aspects of efficiency.

7. Research Methodology

To study the "effectiveness" of interaction on the motivation of learners during oral EFL learning, we adopted qualitative research approach, in order to describe and analyze this effectiveness of interactive techniques, used in class, on the motivation of students. The term "efficiency" designates a key element in the "quality approach". This means that: the more effective the techniques used, the higher their quality and the degree of motivation of the learners is high. This leads us to seek this efficiency in organizational and functional aspects.

In this perspective, we have designed a questionnaire in order to collect data on the "effectiveness" factor (to collect opinions and degrees of satisfaction with regard to the organizational and functional aspects of the interactive techniques performed). To identify the factor influencing interactive techniques on motivation, we proceeded, in the first stage of "operationalization" of this "effectiveness" by assigning observable and quantifiable characteristics (indicators), grouped into two categories of organizational and functional aspects. These indicators will be the subject of the questions included in the questionnaire, in order, then, to read, statistically, the figures and give them a meaning, a figure to the phenomenon studied.

The figures, reflecting the "quantitative" aspect of the phenomenon, will be used to analyze it in order to evaluate this effectiveness and, therefore, the positive influence of these interactive techniques on motivation. Our study seeks provide us with a more or less complete understanding of how to establish this influential link between classroom interaction and the motivation of EFL learners, in oral communication.

8. Choice of method

The aim of our research is to discover the link of influence between the effectiveness of interactive techniques and motivation. This research will follow a qualitative research because the use of qualitative methods is more appropriate and useful in a study like this, to observe and examine situations or events that affect people, and quantitative research produces objective data that can be clearly communicated through statistics and figures.

8.1. Population and sample

The population of this study will be the third-year students the number overall (314) of the English language department at Mohamed KHIDER University. Divided into (7) groups .As it is difficult to work on the entire population, we will select a random (79) student from the population to answer the questionnaire. This population was selected because the third year have a satisfactory linguistic level. The methods of this research are both descriptive and analytical, the technique to collect the data necessary for the analysis and the answer to our research questions will be a survey, the tool will be a questionnaire addressed to teachers and students in order to measure their opinion on the quality elements relating to the techniques used -year students have already used these techniques in the classroom. For the teachers (4) because they are used to using them, because they prove to be the most adapted and relevant for teaching and learning EFL oral.

8.1.Data collection tools

The questions will focus on the organizational and functional aspects of interactive techniques through their answers; it will be easier to establish the link between the interaction and the motivation of EFL learners.

9. Structure of the Study

This dissertation is organized according to the following outline:

Chapter One: this chapter is about classroom interaction definitions and concepts.

Chapter Two: this chapter is about Motivation and their types and theories.

Chapter Three: this chapter deals with the descriptive study and its findings in addition to limitations this chapter is put to end by a general conclusion, which summarizes the findings of the present research.

Chapter one:

Classroom Interaction

CLASSROOM INTERACTION:

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Introduction

The present chapter is concerned with effective classroom interaction. Therefore, we will deal with interaction from different perspectives like behaviorism, cognitivism, and social constructivism. Classroom interaction is viewed as a means to facilitate learning through active participation, knowledge construction, and social engagement. The types of classroom interactions typically involve teacher-student, and student-student interactions, each playing a crucial role in shaping the learning environment and promoting student involvement.

1.1. Definition of interaction

The term interaction is composed of the prefix "inter", which means "between" and means "mutuality and reciprocity", and the suffix "action" which means, "act, gesture, fact", and which, in all, designates a situation of mutual influence between "different" elements or people. Oxford Dictionary 9th edition defines interaction as : Mutual, reciprocal action. From "inter" and "action". According to Johnson Interaction is "a concept which involves both input and output," (2008 p79). Accordingly, an individual takes in information and attempts to convey it as an output message. Thomas (1987 p7) defined interaction as "acting reciprocally, acting upon each other." Thus, interaction involves more than just one action followed by a reaction; it also involves acting upon one another in reciprocity. Allwright& Bailey (1991) concluded that interaction is something that individuals do collectively, or jointly. Thus, interaction involves more than just one action followed by a reaction; it also involves acting upon one another in reciprocity. Allwright& Bailey (1991) concluded that interaction is something that individuals do collectively, or jointly.

In his turn, Wagner (1994 p8) defines interaction as. "Reciprocal events that require at least two actions, interaction occurs when these objects and events naturally influence one

another," This indicates that for there to be interaction, there must be two factors at play: "sharing ideas and opinions, collaborating toward signal goal, or competing to achieve individual goals." According to Pica et al. (1993, quoted in Nassaji, 2000p245), learners may discover aspects of themselves during contact that they would not have noticed on their own and that are thought to be crucial for improving language proficiency.

1.2. Theoretical approaches of interaction

The notion of "interaction" developed, outside the natural sciences, at the end of the 19th century, in parallel with the evolution of philosophy, psychology, sociology, linguistics, communication, psychopedagogy and it is in these fields that it was conceptualized, operationalized, instrumentalized and enriched.

1.2.1. Philosophically

The concept draws on pragmatism, an American philosophical school founded by C.S. Pierced, much more a "philosophical method" than a dogma, an attitude of radically empirical thinking and focused on the original and authentic vision of the "true-lived": "The true is only the expedient in our way of thinking, the good is only an expedient in our way of behaving». According to Tiercelin (2014), this philosophy will be quickly taken up and deepened by other founders such as William James, Charles H. Cooley, John Dewey, and George H. Mead. Then "verbalized" into "practical truth" in terms of "meaning": for concepts to have meaning, they must be based on empirical reality and on the idea that human action cannot be analyzed in isolation from the study of the condition of the individual in society.

In psycho-sociology, always of pragmatic inspiration, around the 30s of the 20th century and from the work of the first founders Charles Horton Cooley, John Dewey and George Herbert Mead. According to Celia Bense Fereira Alves and Karim Hammou (May 06, 2024).We note, among other definitions, that: "interaction is, as a concept, a dynamic

sequence of social (or joint) actions between individuals or groups of individuals who modify their actions and reactions according to the anticipated and effective actions of others".

So, socially speaking, it is a contextual situation bringing together "different" individuals in mutual actions carrying behavioral intentions and information to be exchanged and changed. This implies the commitment of the "actors" to ensure roles, functions, behaviors, through "actions" and "reactions". So, from a "complex structure".

A "situation" of a "common", charged with a "dynamic" of exchange and sharing and production and which finds all the interest of being studied and analyzed in its psychological reality (since it is a question of "individuals") and social (since it is a phenomenon grouping "individuals") and linguistic (since it is inscribed in a conceptual register). A situation frequently encountered in different areas of social order and especially that of teaching and learning.

1.2.2. Psychopedagogical approaches

The psychological approaches to the pedagogical situation do not cease to deepen the reflections by highlighting: profiles (personalities), behaviors (gestures), personal experiences (lived) and aspirations (expectations), of each of these elements composing the pedagogical triangle: the students and their teacher, around a teaching / learning content.

Since these psycho-pedagogical researches / analyzes (which go from the description, to the analysis of the phenomenon, starting from the theoretical conception), methods, techniques and tools emerge for the benefit of pedagogical strategies, in order to facilitate and improve teaching (accompaniment) as well as learning (training).

But whatever the educational context, it is always a question of "communication" of "content", objectives "to be achieved", "communicating" actors, and "strategy" to be implemented (objectives, method, techniques, activities, means, tools.. etc.)

Thus, interactionist psychopedagogical approaches and theories equip teaching / learning with the tools necessary for the design of adapted strategies, for the apprehension of "acquired" and for the "sharing" of knowledge, while taking into account "the differences" between "actors", in order to "adapt" the technical components (methods, techniques, tools and content of communication. Etc.), to the stated objectives in order to achieve them in the most favorable and equitable conditions possible. Among these methods, we observe the guidelines (instructive), the active ones (participatory, discovery). The latter are included in the "active", according to a large part of authors.

1.3. The interaction and teaching of the foreign language of the E.F.L:

1.3.1. Definition of Teaching

The common definition of teaching is imparting knowledge. This process involves the interaction between a teacher and a learner. According to Westcott.R.W (1978),” teaching is self-evident .I submit, however that, like most other supposedly self-evident matters, our understanding of the substance of teaching is anything but clear’ ’In fact this is not as clear as that because teaching should be seen from different perspectives.

1.3.2. Etymological

Teaching (comes from the Latin insignis: remarkable, marked with a sign, distinguished), is a practice, an implementation by a teacher, aimed at transmitting skills (knowledge, know-how) to a student or any other public, within the framework of an educational institution. This notion differs from learning, which refers to the activity of the student who appropriates this knowledge. (Oxford Dictionary 9th edition)

1.3.3. Conceptual definition

It is the profession of transmitting (communication), transforming (didactics) and evaluating knowledge, methods and techniques, to learner's .Teaching covers the entire pedagogical-didactic field.

1.3.4. Interactive teaching

Interactive teaching is an educational device that favors and promotes interactions, between the teacher and the students on the one hand and between students. On the other hand. it helps to promote confrontation, negotiation and decision-making (Poteau and Berthiaume, 2013). (Oxford Dictionary 9th edition).The functions of teaching (of the teacher) are the practical expression of the theoretical foundation of the pedagogical-didactic approach in application.

In the interactive approach (CEFR copy 2001) which, like all active action-oriented and learner-focused approaches, considers the self-construction of knowledge through interaction "a strategic principle", the functions of the teacher derive from the very essence of this approach. (The sociocognitive and pragmatic foundation of it is very visible, as well as its purposes: internalization, integration, production and creation), which, at the same time, are only the chapters of the teaching function. It seems wise to appreciate the approach and recognize its adaptation and relevance for language teaching, especially oral.

We can summarize the learner's support functions in the following aspects:

- **Organization:** objectives, planning, orientation, selection.
- **Management:** time, logistics, groups, motivation, reinforcement, communication.
- **Evaluation:** regulation, readjustment, control, shoring up. If we synthesize the interaction, we can say that it is:

- **Based on action** (mutual, active, activating and action)
- **Pragmatic** (utilitarian): the focus on pragmatism is result action while utilitarianism emphasizes usefulness.
- **Participatory**: collaborative, collective.
- **Animator**: know how to animate videos or games.
- **Adaptive**: flexible.
- **Productive**: able to produce large amounts of goods.
- **Creative**: marked by ability or power to create

However, she has her conditions:

- Humility
- The requirement
- The concentration
- Respect
- The relevance
- The rigor
- Benevolence
- Trust
- Self-assessment.

1.4. Interactive activities

All activities are conceivable if they meet the principles and are compatible with the requirements of the approach they serve. Nevertheless, we find it useful to present "some" of the proposed by the interactional approach.

1. The presentation Presentations are typically demonstrations, introduction, lecture.
2. The brainstorming: is a creativity technique in which groups of people interact to suggest ideas spontaneously in response to a prompt.
3. Group discussion: discussion about subject with members of group.
4. Debate: formal discussion on a particular matter in a public meeting.
5. Meeting: a situation when two or more people meet, by chance or arrangement.
6. Case study: detailed study a specific subject.
7. Role play: process where learners take on the role.
8. Scenarios: allows students to explore a complex topic to develop their skills in analytical thinking.

It is practiced especially in-group sessions. The goal is to develop a process in order to generate creative thoughts and ideas. It helps learners to learn to think and work together and, above all, to learn from each other.

1.4.1 Active methods

The term method derives from the ancient Greek (methods), which means: the pursuit or search for a way to achieve something. The word is formed from the prefix (meta, met-) "after, which follows" and from (hodos where "h" = the rough mind on the omicron) "path, way, way». «Rational march of the mind to arrive at the knowledge or demonstration of

the truth '(Dictionary Cambridge)."Set of processes, means, to achieve a result". (Dictionary Cambridge).We deduce that the method is the path that the mind takes to achieve a scientific objective (solve a scientific problem), therefore, from an ordered and logical set of steps that reflection goes through.

In education and training, it is a question of acquiring skills in terms of knowledge (knowledge, know how, know how to be ...). The active method: as its name suggests, is based on the "action" but centered on the behavior and the production of the "learner". In reality, it is not a question of "one" but of several methods (much more adaptations and varieties than substantive differences).

The choice of "one" method depends on several conditions:

- The pedagogical-didactic approach
- Stated objectives (of the learner, above all))
- The availability of didactic means to be used.

1.4.4.1The main advantages of active methods

- Learner motivation, high.
- Long-term memorization, improved.
- Development of a critical mind.
- Positive dynamics of the group, sense of belonging.
- Cooperation and interaction between learners and between teaching staff and learners.

In the context of "oral E.F.L. learning", it turns out that the most suitable and relevant methods are the "active" ones (other authors prefer to call those that use interaction: "interactive" methods).

1.4.1.2 The main advantages of active methods

- Learner motivation, high.
- Long-term memorization, improved.
- Development of a critical mind.
- Positive dynamics of the group, sense of belonging.
- Cooperation and interaction between learners and between teaching staff and learners.

In the context of "oral E.F.L. learning", it turns out that the most suitable and relevant methods are the "active" ones (other authors prefer to call those that use interaction: "interactive" methods)

1.5. Communication in a teaching situation

1.5.1. Definition

The activity or process of expressing ideas and feeling or giving people information: speech is the fastest method of communication between people. It is the exchange of information, news, ideas, etc. (Oxford Dictionary 9th edition). According to Prozesky (2000) the word can indicate "the act of imparting, especially news", or 'the science and practice of transmitting information,' according to the Concise Oxford Dictionary. These definitions make the connection between "teaching" and "communication" abundantly evident: teachers are continuously disseminating information or new knowledge.

1.5.2. Elements of communication:

1.5.2.1 Communication consists of:

- **The context:** the situation in which the communication is carried out.

- **The sender:** who sends the message, in writing, orally or by gesture, whether it is a person or a group or institution.
- **The receiver:** who receives the message; it can be a person or a group.
- **The message:** content of the communication (information)
- **The code:** set of combined signs.
- **The channel:** Channel of transmission of the message:
- **The feedback:** reaction

1.5.2.2. The Communication cycle

According to Hayes (2019), the process of information passing between sender and recipient is known as the communication cycle. The sender initiates this process by determining the content of the message, the best way to convey it, and the media to use for doing so. The recipient then has to understand the message and provide their comments and provides with:

- Coding, transmission
- The reception, the decoding, the sending back (the feedback)
- Reception, decoding, evaluation, transmission (feedback)

1.6 Communication Barriers

According to Ogea Mallory (2022), ‘‘communication barriers defined as obstacles that one may face when attempting to effectively communicate with another person. These barriers can be anything that can misrepresent and /or avert someone during the communication process’’.

The barriers are:

- The noises

- Socio-cultural obstacles: transmitter/receiver culture, socio-economic background, cultural level, age, gender.

- Psychological and emotional obstacles: antipathy, sympathy, contempt, fear, lack of listening, fears.

Conclusion

In this chapter, we dealt with the concept of interaction in the EFL classroom from different perspectives. The concept of interaction, rooted in mutual and reciprocal actions between teachers and learners and between peers. This concept has evolved significantly since the late 19th century, especially within the humanities and social sciences. Our aim was to present an overview about the related literature and to focus on the significance of this issue. We tried to provide a thorough and complete definition of this concept and its relationship with the teaching learning process. We wanted to show that it involves dynamic social actions where individuals or groups adapt their behaviors based on the anticipated actions of others.

Chapter Two

Motivation

CHAPTER TWO: MOTIVATION

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Introduction

This chapter deals with the term motivation and attempts to highlight many issues such as its definition, types, theories and processes. Motivation is a complex and multifaceted concept that has been studied extensively in various fields, including psychology, education, and management. It is a crucial factor that drives individuals to take action, achieve goals, and engage in activities. Several researchers have attempted to define and conceptualize motivation, highlighting its importance in understanding human behavior and performance.

2.1 Definition of motivation

"Motivation, like the concept of gravity, is easier to describe in terms of the outward effects than to define," contends Covington (1998p15). It is "something that drives people to do what they do," according to Bentham (2002), p. 120. Found this "something" is specifically described as "...some kind of internal drive which pushes someone to do things in order to achieve something». Harmer (2001p51).According to him, motivation is: [...] a state of cognitive and emotional arousal, which leads to a conscious decision to act and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal. (p. 120)

Moreover, motivation is goal-oriented: it is something that a person consciously conceptualizes, is aware of, and chooses to do on his own volition. Moreover, it is "...the will to act. It is the readiness to put up significant effort in support of corporate objectives, subject to the endeavors and capacity to meet certain personal demands. Additionally, motivation refers to an assumed process within a person (or animal) that causes that organism to move toward a goal. The goal may be to fulfill a social ambition, such as having fame, money, or good marriage.(Wade and Travis), 1990p 344.

According to R.M. Ryan and E.L. (2000) "To be motivated means to be moved to do something. A person who feels no impulse or inspiration to act is thus characterized as unmotivated, where someone who is energized or activated towards an end is considered motivated".

According to Williams and Burden (1997), it is a "state of cognitive and emotional awakening that leads to a conscious decision to act and that causes a period of intellectual and/ or physical effort, to achieve a goal set beforehand». It seems that motivation is a deeper and more complicated mechanism (process) that it is, but also a very rich component in terms of psychological energy to explore and exploit in order to multiply the opportunities for realization, integration and creation, hence the interest of including it and in a more "intelligent" way in our human resources management systems and, in particular, in our training and teaching strategies.

2. 2.Types of motivation

2.2.1. According to its effect

- **Motivation:** existence of motivation.

- **Demotivation:** cessation of a previously existing motivation.

- **Self-motivation:** absence of any form of motivation (feeling of resignation).

- **Trans motivation:** moving from an "initial" and "useful" motivation scheme to an "uninteresting" or "harmful" motivation scheme for motivation.

2.2.3 Integrative Motivation

Gardner (1985) offers the positive perspectives on language acquisition. This supported the idea that self-identification and affiliation with the community speaking the foreign language are crucial to language learning. It is the ability to integrate. Thus, the degree to

which a person desires to integrate with the target language group in order to feel that he fits in is referred to an integrative motivation. It entails having a "sincere and personal interest in the people and culture represented by the other language group" as the reason for wanting to acquire a second language. Ellis (1994) p. 509. Gardner (1959p119) adds:[...] Integrative motivation reflects a high level of drive on the part of the individual to acquire the language of valued second language community in order to facilitate communication with that group.

2.1.2. Instrumental motivation

Instrumental motivation refers to:” more functional reasons for learning a language as the means of attaining certain instrumental goals, e.g. getting a better job, reading technical materials, Passing required examinations, etc. (Gardner, 1985p76). Which refers to the desire to identify with the second language group culture. Keller (1993p276) described Instrumental motivation as “the wish to learn the language for the purpose of study or career promotion” Therefore, a student who is driven primarily by instrumental factors shows very little interest in the people in the second language community and instead utilizes them and their language as a "tool" for gratifying oneself. In actuality, he needs the target language to accomplish practical goals like passing an exam, improving one's chances of landing a job, assisting others in studying other courses using this language, translating, etc. However (Dornyei, 2001p76) asserted the opposite according to him “...involves learning the target language in institutional/academic settings without regularly interacting with the target language community”

2.3. According to its factor

2.3.1. Extrinsic motivation

The action is provoked by a circumstance external to the individual (punishment, reward, social pressure, obtaining approval from a third person...) There will always be times

when the learner's internal drive is adequate. In this situation, resources made available for intrinsic motivation. The drive to achieve certain goals is the source of extrinsic motivation. Things outside of oneself, such grades, awards, the admiration of peers and teachers, money, etc. It also includes the need to win a group competition, win over parents, do well on an external exam, influence someone, or stay out of trouble .Extrinsic motivation, on the other hand, is thought to raise anxiety and result in failure and low self-esteem in the classroom. Additionally, even though praise can be quite gratifying, it can also be very directive in certain situations and may "...lead children to abandon their other ideas and concentrate upon the one to which the teacher has responded so positively" (Brown, 200p157).

2.3.2. Intrinsic motivation

The action is driven solely by the interest and pleasure that the individual finds in the action, without expectation of external reward. Psychologists acknowledge the inherent curiosity drive that both humans and animals possess as Field (2008); p. 149 prompts exploration and discovery from an early age. "...a drive that does not appear to be directed towards an apparent material end, but which prompts exploration and discovery from an early age. «It is true that children are naturally curious about their surroundings and constantly try to investigate the world of adults. These efforts are likely to persist and grow more fruitful if they receive encouragement and positive feedback. In support of this theory, Brown (2000p155) characterizes intrinsic motivation as follows: [...] Activities that are driven solely by the act of performing them are said to be intrinsically motivated. Individuals do not seem to participate in the activities because they will bring those benefits from outside sources.

3. Motivation theories

Several authors link the first attempts to systematize motivation, to the emergence of industrial society in Europe (to the organization of work), to Taylorism (Frederick Winslow

Taylor) Several authors link the first attempts to systematize motivation to the emergence of industrial society in Europe, specifically to the organization of work and Taylorism, pioneered by Frederick Winslow Taylor. Attribution theory, developed by researchers such as Heider, Michotte, Kelley, and Weiner, focuses on beliefs regarding the causes of observable phenomena. Failures and successes are commonly attributed to four main causes: capacity, effort, task difficulty, and luck. Self-Determination Theory, proposed by Edward L. Deci and Richard Ryan, emphasizes the importance of intrinsic motivation. The theory of self-regulation outlines the process of mastering one's thoughts, emotions, and relationships, with four key phases to follow: awareness, goal setting, execution, and self-assessment. Additionally, theories such as personal effectiveness, expectation, and planned behavior play significant roles in understanding and shaping human motivation and behavior. Attribution theory (attributional): beliefs in relation to the causes of an observable fact. (Heider, Michotte, Kelley, Weiner). In general, failures and successes are attributed to four types of causes:

- The capacity
- The effort
- The difficulty of the task
- Luck
- Self-Determination Theory: Self-Determination Theory in English). Edward L. Deci and Richard Ryan
- Theory of self-regulation: the process of mastering one has thought, emotion, relationship... etc. (exp. Mastery of one's own learning), four phases to be respected:

- Needs Theory (A. Maslow): better known by his Maslow pyramid: classification of human needs: from the most fundamental (conservation, at the bottom of the pyramid), to the ultimate (actualization needs, at the top).

3.1. Herzberg's two-factor Theory (1959)

According to Herzberg's (1959) the two-factor motivation theory also referred to as Herzberg's motivation-hygiene theory or the two-factor motivation theory contends that distinct sets of workplace variables that are mutually exclusive lead either to job satisfaction or dissatisfaction (Herzberg, 1966; 1982; 1991; Herzberg, Mausner, & Snyderman, 1959). In their book *Motivation to Work*, Frederick Herzberg and his two partners, Mausner and Snyderman, created the motivation-hygiene theory. Inspired by Maslow's Hierarchy of Needs (Jones, 2011), Herzberg concluded that it was impossible to measure satisfaction and dissatisfaction with any degree of accuracy on the same continuum. He therefore studied in an effort to identify the specific elements of work environments that contribute to either feeling. Herzberg and his associates investigated the frequency and duration of the effects of fourteen factors on job satisfaction and dissatisfaction (Bassett-Jones and Lloyd, 2005).

3.2. Theory X and Y, work motivation.

Douglas (1960) mentioned that while Theory Y is predicated on the tenets that workers want to work, want to take responsibility, and do not require much supervision, Theory X is predicated on the notions that workers do not truly want to work, lack ambition, merely work to earn a salary, and need continual supervision.

3.2.1 Theory X

According to Mind Tools (2023), Stated by McGregor is managerial approach presumes that employees:

-Hate what they do.

-Avoid taking on responsibilities and require ongoing guidance.

-must be restrained, coerced, and intimidated in order to do tasks.

-Need to be under constant supervision.

-Lack ambition or a reason to work hard, hence they require incentives to reach their objectives.

Theory X supervisors frequently have a negative attitude toward their employees, believing that they are inherently lazy and detest their jobs. McGregor claims that in companies run this way, employees are frequently motivated by a "carrot and stick" system, and work can become repetitious. Performance reviews and pay are intended to "keep tabs" on employees and are typically based on observable outcomes, such sales numbers or product output that companies using a Theory X approach typically have multiple tiers of managers and supervisors in charge of supervising and guiding employees. Control is strongly concentrated, and authority is rarely transferred.

3.2.2. Theory y

According to Mind Tools. (2023). Theory Y managers employ a decentralized, participative management style and have high expectations for their workforce. This fosters a relationship based on trust and collaboration between managers and their team members.

Employees in Theory Y organizations are also frequently given the chance to advance.

This managerial approach presumes that employees are:

-content to work alone.

-increased involvement in the decision-making process.

-self-driven to finish their assignments.

- enjoy assuming responsibility for their work.
- Take initiative, take responsibility, and require little guidance.
- Consider your employment to be rewarding and difficult.
- Apply creativity and imagination to problem solving.

All these schemes designed (theories) on motivation, these systemic approaches provided, are only the scientific expression of the importance of it, of an open workshop.

4. Maslow's Hierarchy of Human Needs

Maslow (1962; in Good and Brophy, 1990p364) synthesized a substantial amount of data about human motivation. His idea was hierarchical in that it required the satisfaction of more fundamental wants before allocating time and resources to the satisfaction of more important ones. He contends:

The single, holistic principle that binds together the multiplicity of human motives is the tendency for a new and higher need to emerge as the lower need fulfils itself by being sufficiently gratifying. (365_366).It comprises four levels:

- *physiological needs: food, water, activity, rest,
- *safety needs: security, protection,
- *belongingness and love: receiving and giving love and affection.
- *esteem needs: respect, achievement, self-esteem.

Conclusion

Motivation is a crucial aspect of human behavior and performance, and understanding its complexities is essential for effective human resources management, training, and teaching strategies. The various theories and approaches to motivation provide a rich foundation for exploring and exploiting the psychological energy that drives individuals to act, integrate, and

create. By incorporating motivation into our systems and strategies in an intelligent way, we can multiply the opportunities for realization and success.

Chapter Three:

Field Work and Data Analysis

THE FIELD WORK AND DATA ANALYSIS

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Introduction

After presenting the theoretical part in the two preceding chapters, this chapter will present the practical part of our study that aims to investigate the opinions and the degrees of satisfaction (motivation) expressed will inform us about the effectiveness of the chosen techniques, from the results of choosing or practicing the interactive techniques.

3.1. Analysis of the questionnaires

3.1.1. Student's Questionnaire

3.1.1.1. Aims of the Questionnaire

This questionnaire is mainly designed to obtain information about student opinions concerning classroom interaction and to test our hypothesis whether interaction among learners in the classroom has an effect on motivation by the positive use of interactive techniques during the classes. The questionnaire is intended to students of classes L3, English course, in an activity situation using interactive techniques, with the aim of looking for motivational clues through their opinions on the "attractiveness" of interactive techniques as they are designed, organized and experienced, during the oral learning of this language of (E.F.L).

3.1.2. Description of the Questionnaire

The population investigated in this study concerns a sample of third year students in the department of English at the university of BISKRA Mohamed KHIDER, their overall number is about (314) divided into ten (07) groups, and the sample consists of (79) students, randomly assigned for the investigation of the study. Along with the design of the current structured questionnaire it contains (15) Questions for students arranged in a logical way, they require closed questions and multiple choice asking students to choose one answer from different choices, or answering by yes ' or 'no' and sometimes by giving their justification. The

sections will focus on the effectiveness indicators of interactive techniques (functions and organization) of these:

- The objective: Who determines the choice of the technique?
- The relevance of the choice of audiovisual and ICT (Technical tools, organization Computer)
- The exploitation of ICT
- The functions of the teacher and the learner.
- Time management
- The intensity of exchanges
- Listening
- Respect between stakeholders.
- Production

3.2. Analysis of student's Questionnaire

Section 01 : Personal information

Option	Respondents	Percentages
Male	32	40 %
Female	47	59 %
Total	79	100 %

Table01.Gender

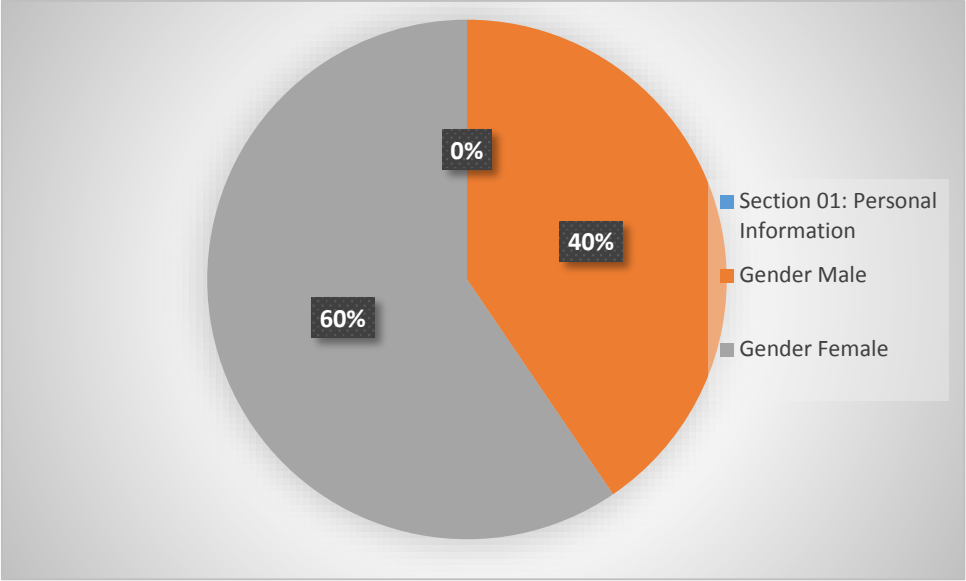


Figure 1.Gender

The size of our survey population is 79 students in the 3rd year of English language training (E.F.L), composed of a female majority (59%) against a male company (40%). A note: this number 79 (questionnaires collected) is the totality of the students present at the courses (out of a total number of 314 students), during the exploration. We note that this female majority is only a "confirmation" of the phenomenon of "feminization" of student society. The data reveals a slight majority of female respondents (59%) compared to male respondents (41%), indicating a higher participation rate among female students in the study.

option	Respondents	Percentages
Under21	20	25%
Over21	59	74%
Total	79	100%

Table02.Age

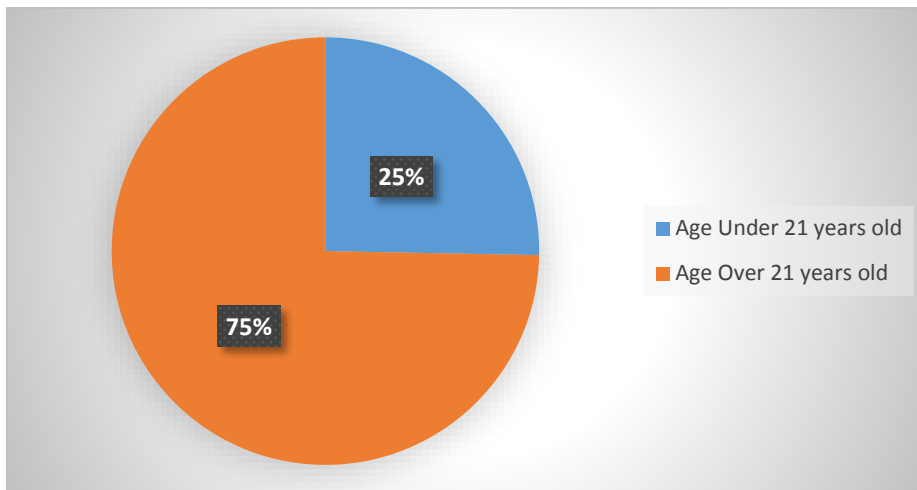


Figure 2.Age

The majority (74%) of the respondents are over 21 years old, suggesting that most third-year EFL students at the University of Mohamed KHIDER BISKRA fall into this age group, which may influence their learning preferences and motivations. We also note that the 25% students, whose age is less than 20 years, come from an early schooling (before 7 years) and whose schooling path is "without failure". Which means 25% Students of the total number are under the age of 21.

Section02: Student's classroom interaction

Q1- What teaching technique do you prefer for EFL (English) oral learning?

option	Respondents	Percentages
Teacher	37	46%
Students	42	53%
Total	79	100 %

Table03.Preferred Teaching Techniques for EFL Oral Learning.

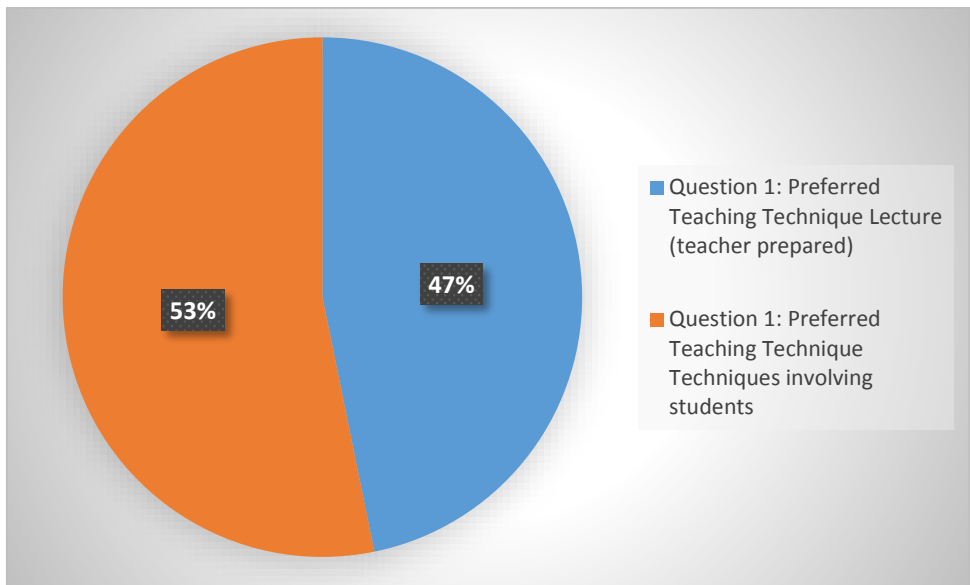


Figure 3. Preferred Teaching Techniques for EFL Oral Learning.

A majority of (59%) students prefer the active method, represented by the active technique, against a very significant part of (46%) students who prefer the directive method represented by the "lecture" course, designed by the teacher. Almost evenly split, with a slight majority (53%) favouring techniques involving students over traditional lecture-based methods (46%). This indicates a strong inclination towards interactive and participatory teaching methods among the students.

Q2- Who develops the oral learning objectives in EFL (English)?

option	Respondents	Percentages
Teacher	61	77%
Students	16	20%
Discussion	2	2%
Total	79	100 %

Table04. Development of Oral Learning Objectives in EFL.

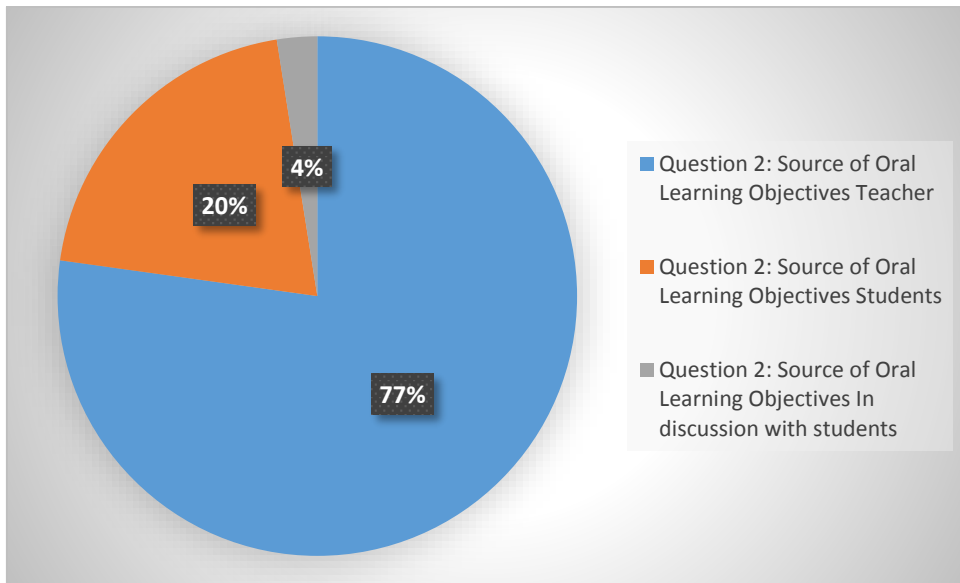


Figure 4. Development of Oral Learning Objectives in EFL.

Most of the students (77%) perceive that teachers develop the oral learning objectives, with a smaller portion (20%) seeing it as a collaborative effort, highlighting the dominant role of teachers in setting learning goals. That a large majority (77%) declares the teacher as the source of elaboration (formulation) of learning objectives. This means that the learning objective (the image of the targeted behavior) is not the result of a "consensus" between teacher and student, despite that the learner is the subject of the targeted behavior, whose "interactive" techniques make him a whole partner

Q3- How important is the use of ICT (information and communication techniques) in oral learning in EFL (English) for you?

Option	Respondents	Percentages
Very important	57	72%
important	21	26%
Not important	1	1%
Total	79	100 %

Table5.Importance of ICT in EFL Oral Learning

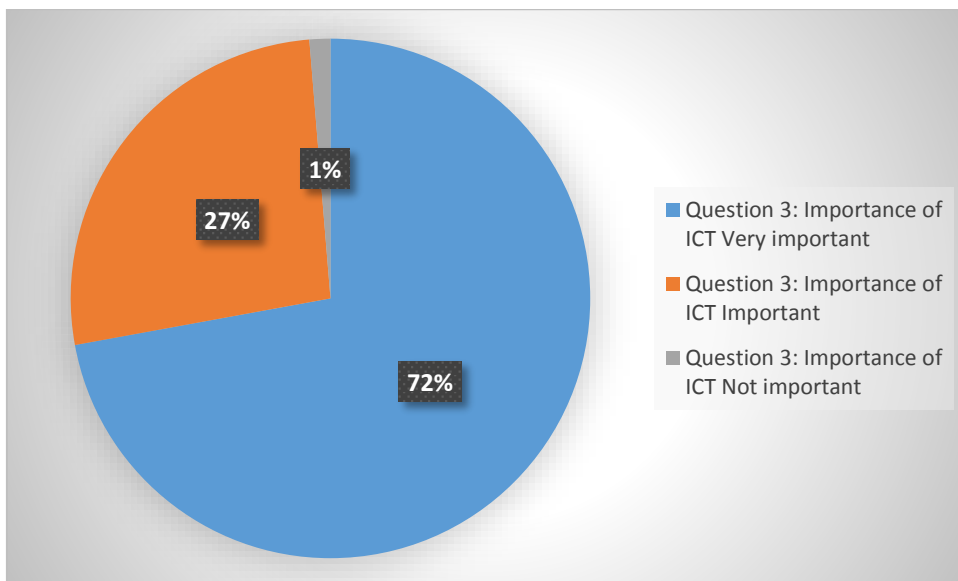


Figure 5. Importance of ICT in EFL Oral Learning.

The majority of students (72%) consider the use of ICT in oral learning very important, reflecting the high value placed on integrating technology in language education to enhance learning experiences .However (72%) learners who qualifies as "very important", the use of ICT in these activities they manipulate ICT.

Q4- To what extent do you feel the clarity of the stated objectives, during the oral learning activities in EFL (English)?

option	Respondents	Percentages
Very clear	5	6%
Ambiguous	49	62%
Not stated at all	25	31%
Total	79	100 %

Table6. Clarity of Stated Objectives in EFL Oral Learning.

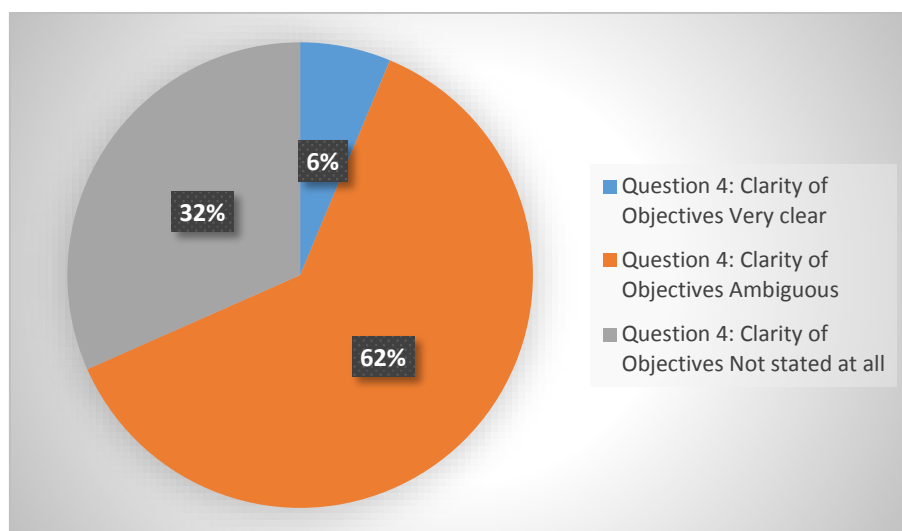


Figure 6. Clarity of Stated Objectives in EFL Oral Learning.

Most students (62%) find the objectives very clear, while a notable percentage (31%) find them ambiguous. This suggests a need for more precise communication of learning goals to ensure all students understand them fully. That (62%) consider these objectives "ambiguous». This means that the learning objective (the image of the targeted behavior) is not the result of a "consensus" between teacher and student, despite that the learner is the subject of the targeted behavior, whose "interactive" techniques make him a whole partner / actor, according

to the principles of the source interactive approach, to achieve the goal, very dear to this approach which uses these interactive techniques: the "autonomy" of the learner. That learner who does not clearly see the "image" of "his" objective because it is not "clearly described".

Section02: Student's Motivation

Q5- In the classroom lessons you are:

option	Respondents	Percentages
Active	40	50 %
Passive	39	49 %
Total	79	100 %

Table07.Participation Style in EFL Classroom.

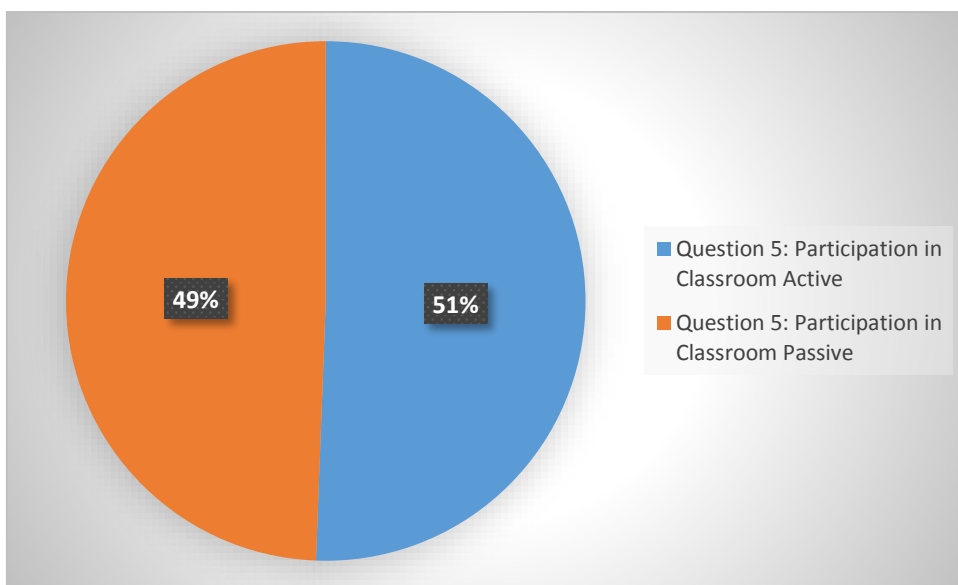


Figure 7.Participation Style in EFL Classroom.

This situation will influence the "self-image" on the learning process, where we note that (50%) students see themselves as "active" against (49%), this very significant view of

"passivity" is justified as follows: The responses are evenly divided between active (50%) and passive (49%) participation styles, indicating diverse engagement levels among students during classroom activities.

Option	Respondents	Percentages
First choice of language	33	82%
Out of curiosity	7	17%
Out of esteem of the teacher	3	7%
Total	79	100 %

Table 08. Reasons for Active.

(82%) students among the (50%) who say they are "active", justify this opinion, in the first place, by the fact that they are following the training of their "first choice" (have a positive perception of belonging and integration). Students' explanations for their participation style vary, with active participants highlighting interest and confidence.

Option	Respondents	Percentages
Shyness, fear	28	71%
Second choice of language	6	15%
No questions to ask	5	12%
Total	79	100 %

Table 09. Reasons for passive.

(71%) students, who see themselves as "passive", justify their opinion, in the first place, by the fact that they are experiencing psychological difficulties (difficulties of belonging and integration). Passive ones often cite shyness or lack of confidence, underscoring the varied dynamics of classroom interaction.

Q6- To what extent do you feel interested in activities using interactive techniques, in EFL (English) oral learning?

Option	Respondents	Percentages
Very interested	63	79 %
interested	15	19%
disinterested	0	0%
Without notice	1	1%
Total	79	100 %

Table10. Interest in Interactive Techniques for EFL Oral Learning.

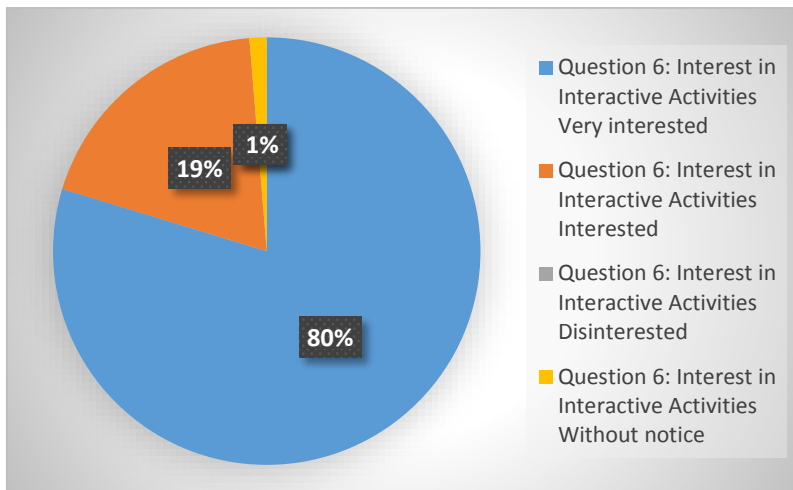


Figure 8. Interest in Interactive Techniques for EFL Oral Learning.

Despite the fact that (79%) students feel that they are "very interested" in interactive activities, that 57 of the 79 feel that they are "satisfied" with the quality of the teacher's interventions during the activities led by their colleagues. (Pedagogical support) and that (62%) students consider that they are "satisfied" with the quality of the exchanges, we note that other "functions" of these activities (time management, listening, scientific input, integration) are not ensured in order to achieve the "targeted" objectives. An overwhelming majority (79%) of students are very interested in activities using interactive techniques, emphasizing the positive reception and motivational impact of these methods on EFL learners.

Q7- Are you satisfied with the management, by the students, of the time allotted, during the activities using an interactive technique, in the oral learning in EFL (English)?

Option	Respondents	Percentages
Very satisfied	11	13%
Satisfied	36	45 %
dissatisfied	32	40%
Total	79	100%

Table11.Satisfaction with Time Management in Interactive EFL Activities.

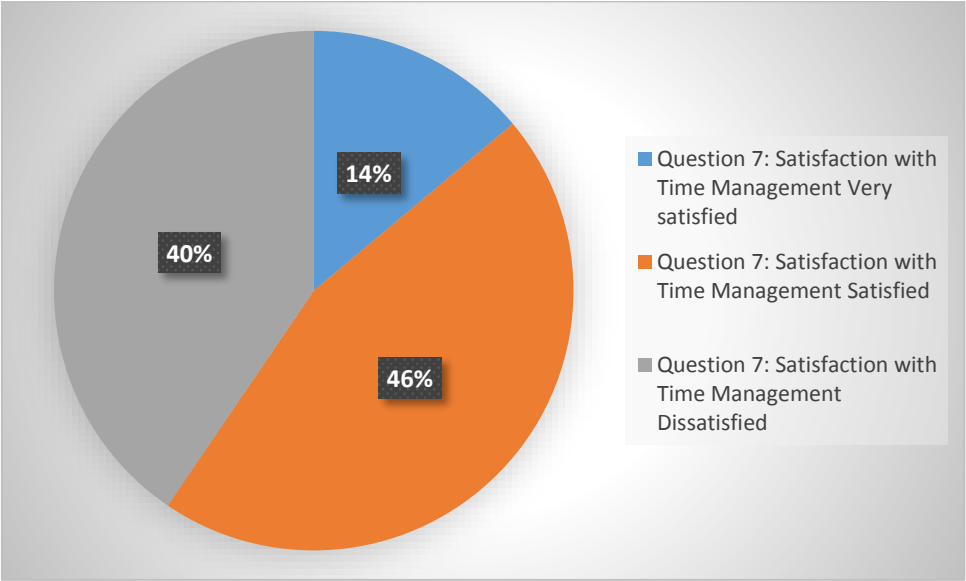


Figure 9. Satisfaction with Time Management in Interactive EFL Activities.

The figure of (45%) who consider that they are "satisfied" with the quality of time management of the activities led by their colleagues badly hides that of the "dissatisfied" (40%). While a significant number of students (45%) are satisfied with the time management

during interactive activities, a notable portion dissatisfied, indicating room for improvement in structuring these sessions effectively.

Q8- Are you satisfied with the quality of the listening between the speakers, during the activities using interactive techniques, in the oral learning in EFL (English)?

option	Respondents	Percentages
Very satisfied	11	13%
satisfied	39	49 %
dissatisfied	29	36%
Total	79	100%

Table12.Satisfaction with Listening Quality in Interactive EFL Activities.

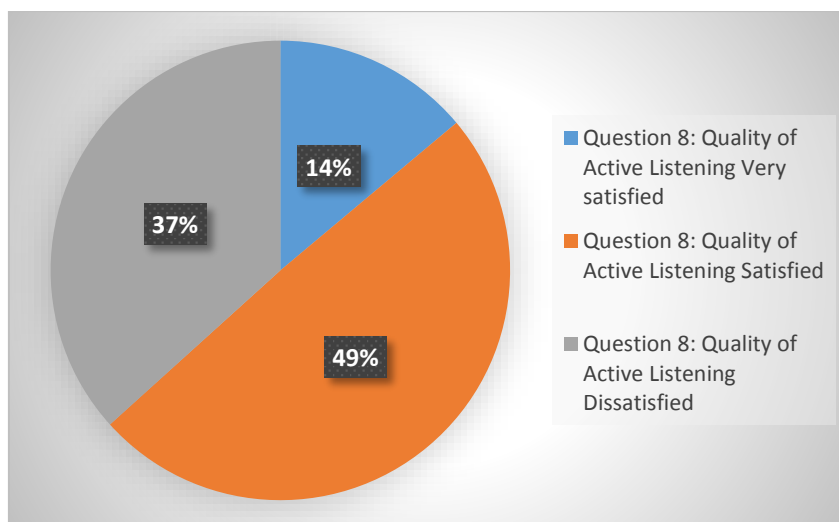


Figure 10.Satisfaction with Listening Quality in Interactive EFL Activities.

The figure of (49%) students who estimate that they are "satisfied" with the "quality of listening" between speakers during the activities led by their colleagues, also poorly hides that of the "dissatisfied" which remains important (36%). While Students show moderate

satisfaction with the quality of listening (49%), but a substantial number (36%) are dissatisfied, suggesting a need for strategies to enhance active listening skills during interactive sessions.

Q9- Are you satisfied with the quality of the knowledge provided by the students, during the activities using interactive techniques, in the oral learning in EFL (English)?

Option	Respondents	Percentages
Very satisfied	9	11%
Satisfied	49	60 %
Dissatisfied	21	26%
Total	79	100%

Table13.Satisfaction with Knowledge provided in Interactive EFL Activities.

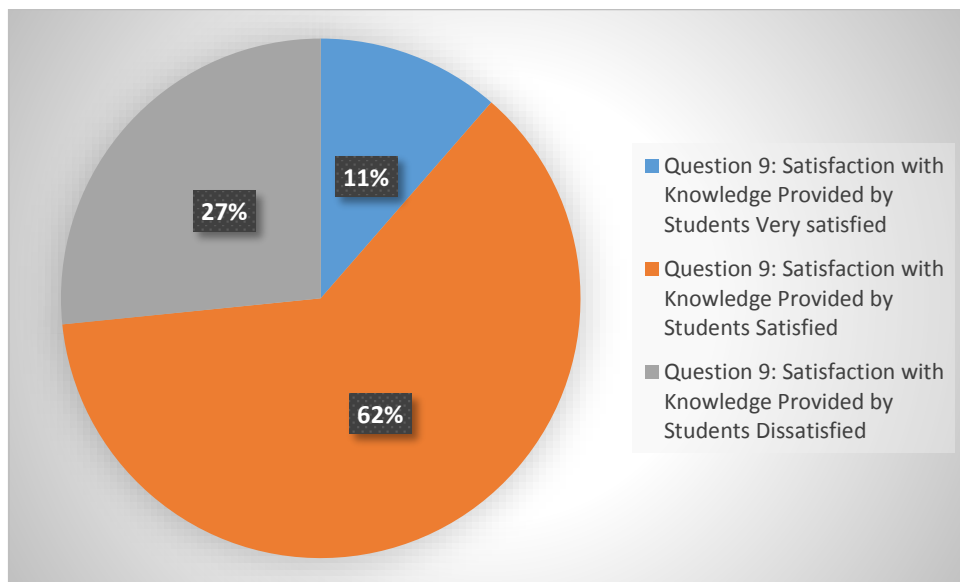


Figure11.Satisfaction with Knowledge provided in Interactive EFL Activities.

The figure of (62%) students believe that they are "satisfied" with the knowledge provided by their peers, during interactive activities but, hides behind that of the "dissatisfied" which is also high (27%). The satisfaction with the quality of knowledge provided by peers is

moderate, with satisfied, but there is a notable dissatisfaction (11%), indicating potential gaps in peer-led knowledge exchange during activities.

Q10- Are you satisfied with the interventions of the teacher, during activities using interactive techniques, in the oral learning in EFL (English)?

option	Respondents	Percentages
Very satisfied	12	15%
satisfied	57	72%
dissatisfied	10	12%
Total	79	100%

Table14.Satisfaction with Teacher Interventions in Interactive EFL Activities

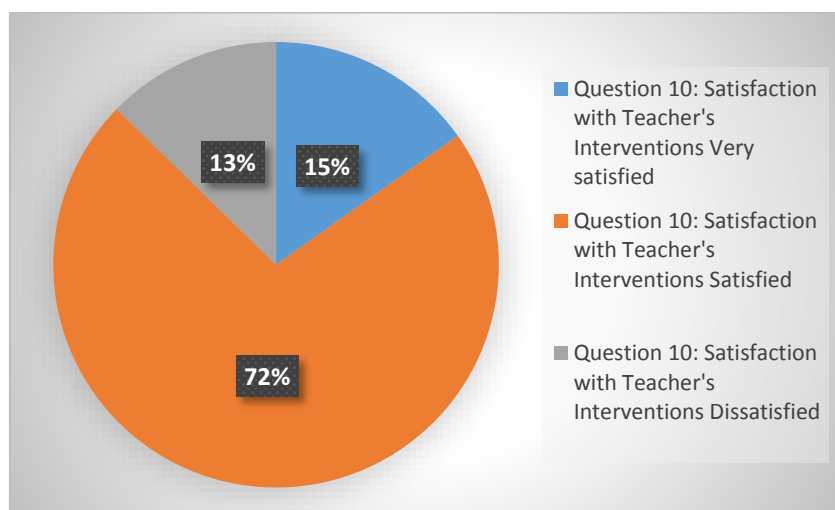


Figure 12.Satisfaction with Teacher Interventions in Interactive EFL Activities.

Students express clear satisfaction (49%) with teacher interventions, though a notable percentage (36%) are dissatisfied, highlighting a potential area for teachers to refine their

involvement in interactive activities. Which means the teacher are dominant in class and motivates them.

Q11- Are you satisfied with the intensity of the exchanges between the speakers, during the activities using interactive techniques, in the oral learning in EFL (English)?

Option	Respondents	Percentages
Very satisfied	9	11%
Satisfied	49	62%
Dissatisfied	21	26%
Total	79	100%

Table15.Satisfaction with Exchange Intensity in Interactive EFL Activities.

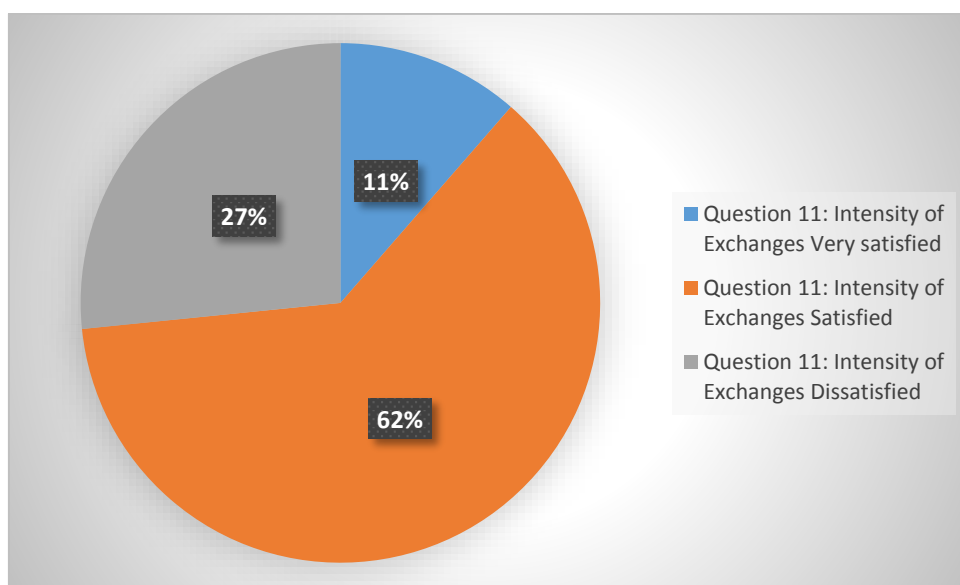


Figure 13.Satisfaction with Exchange Intensity in Interactive EFL Activities.

The intensity of exchanges during interactive activities receives moderate satisfaction (49%), with some dissatisfaction (36%), pointing to the need for fostering more dynamic and engaging exchanges among students. Which means the majority are not motivated to achieve a valuable information.

Q12- Are you satisfied with the degree of respect between stakeholders, during activities using interactive techniques, in oral learning in EFL (English)?

option	Respondents	Percentages
Very satisfied	11	13%
satisfied	36	45%
dissatisfied	32	40%
Total	79	100%

Table16.Satisfaction with Respect Level in Interactive EFL Activities.

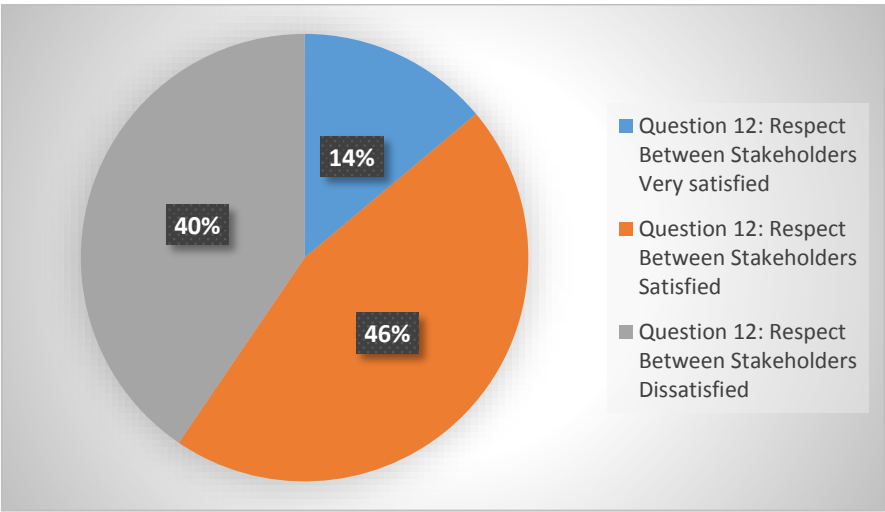


Figure 14.Satisfaction with Respect Level in Interactive EFL Activities.

Only (49%) students consider themselves to be "very satisfied" with the level of respect between speakers against (45%) "satisfied", during the activities led by their colleagues, while the figure of "dissatisfied" is also important and significant (36%). Students generally feel respected during interactions, with 49% satisfied and fewer (36%) dissatisfied, suggesting a fairly positive interpersonal climate in the classroom.

Q13- Are you satisfied with the relevance of the audio-visual means used in activities using interactive techniques in oral learning in EFL (English)?

option	Respondents	Percentages
Very satisfied	13	16%
satisfied	34	43%
dissatisfied	32	40%
Total	79	100%

Table17.Relevance of Audio-visual Means in Interactive EFL Activities.

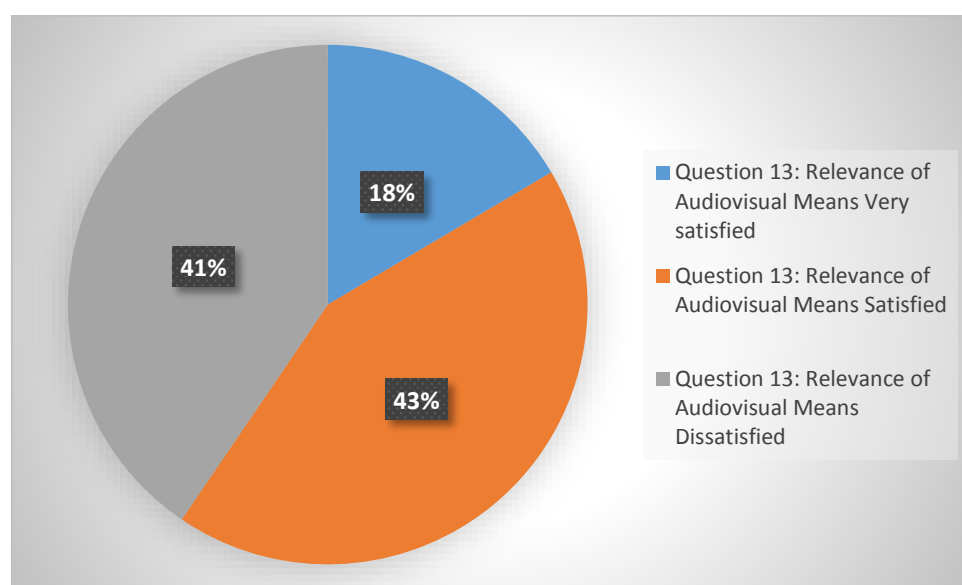


Figure 15.Relevance of Audio-visual Means in Interactive EFL Activities

Students show moderate satisfaction (49%) with the audio-visual tools used(Let's know that this student is an addict and easily manipulates communication tools, tools that can do a great service to different partners and facilitate language learning), though some (36%) are dissatisfied, declares to be "dissatisfied" with the "relevance" of the audio-visual tools chosen for these "interactive" techniques. Which means, in short, that the "incentive" element to his commitment is almost "insignificant". Indicating a need for enhancing the relevance and effectiveness of these tools in supporting interactive learning.

Q14- Classify, from the first to the last and according to its degree of importance to you, the following achievements, during activities using interactive techniques, in the oral learning in EFL (English)?

a) (grade)

Option	Respondents	Percentages
Very satisfied	56	70%
Satisfied	13	16%
Dissatisfied	6	71%
No answer	4	5%
Total	79	100%

Table18. Importance of Grade

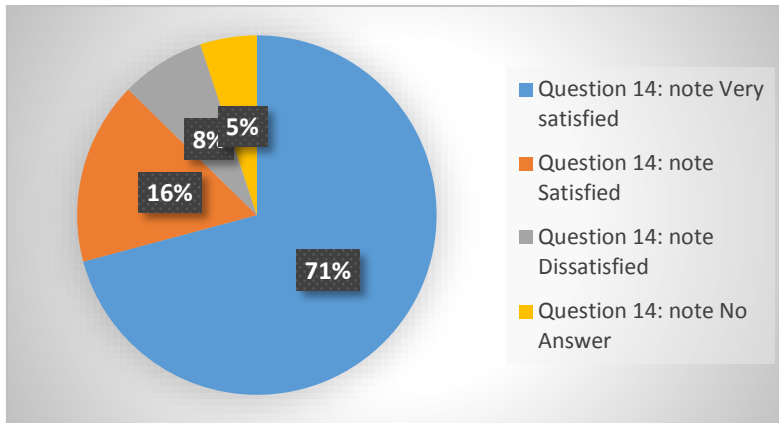


Figure 16. Importance of the mark (grade)

A percentage of (70%) of the students rank "the grade" in the first degree of importance (dominance of the extrinsic factor of motivation). Which means students are interested more in note (grade) because lack of motivation that type we call it extrinsic motivation. This classification, the grade in the first degree and the achievements in the second degree, is quite ordinary compared to the absence, noticed, of an evaluation system other than the "administrative" one illustrated (sanctioned) by "the grade."

a) Esteem of teacher:

Option	Respondents	Percentages
Very satisfied	2	2%
Satisfied	4	5%
Dissatisfied	47	59%
No answer	26	32%
Total	79	100%

Table19. Teachers' Esteem.

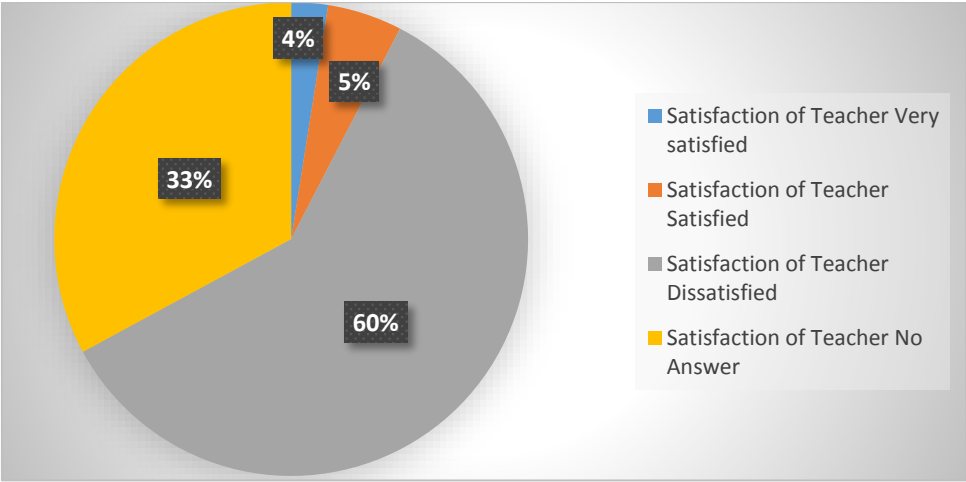


Figure 17.Esteem of teacher

Some (60%) of students declare that not for the teacher and only (5%) said that for satisfied because like the teacher which means, teacher can make the students motivated also called it extrinsic factor. However, (32 %) they did not answer they keep quite because another factors not mentioned.

c) Progress of knowledge in communication techniques

option	Respondents	Percentages
Very satisfied	2	2%
satisfied	12	15%
dissatisfied	46	58%
No answer	19	24%
Total	79	100%

Table20.Progress of knowledge in communication techniques

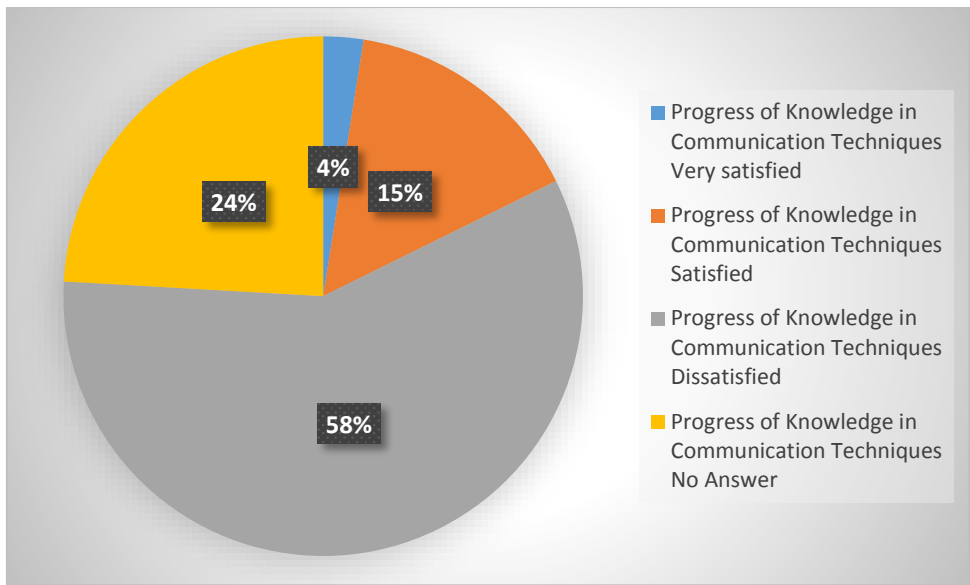


Figure 18. Progress of knowledge in communication technique.

(58%) of students chosen that dissatisfied because seeing themselves as extrinsic and (15%) said satisfied because they considers themselves intrinsic which means no need to other factor to study, however (24%) they did not answer.

d) Progression of personal level in language:

option	Respondents	Percentages
Very satisfied	20	25%
satisfied	47	59%
dissatisfied	1	1%
No answer	11	13%
Total	79	100%

Table21. Progression of personal level in language

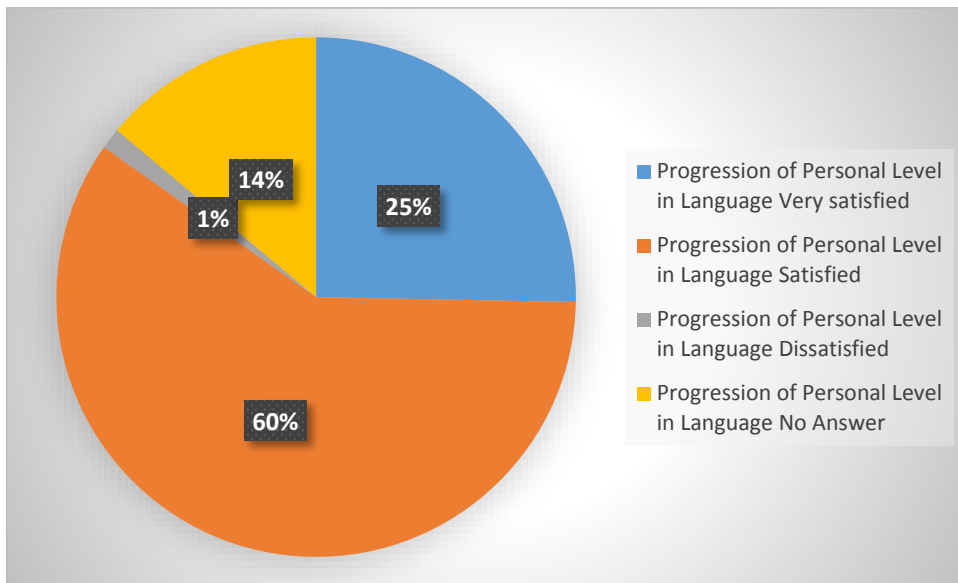


Figure 19. Progression of personal level in language

The results on the table show that (59%) students rank "the progression of personal achievements in terms of language" in the second degree of importance (domination of the intrinsic factor of motivation) and (25%) declares they are very satisfied which means they appreciate the personal level and consider themselves as intrinsic students.

Q15- How do you assess your verbal language skills, by participating in activities using interactive techniques, in oral learning in EFL (English)?

option	Respondents	Percentages
Very good	7	8%
Good	47	62%
Low	23	29%
No prior learning	0	0%
Total	79	100%

Table 22. Self-Assessment of Verbal Language Skills in Interactive EFL Activities

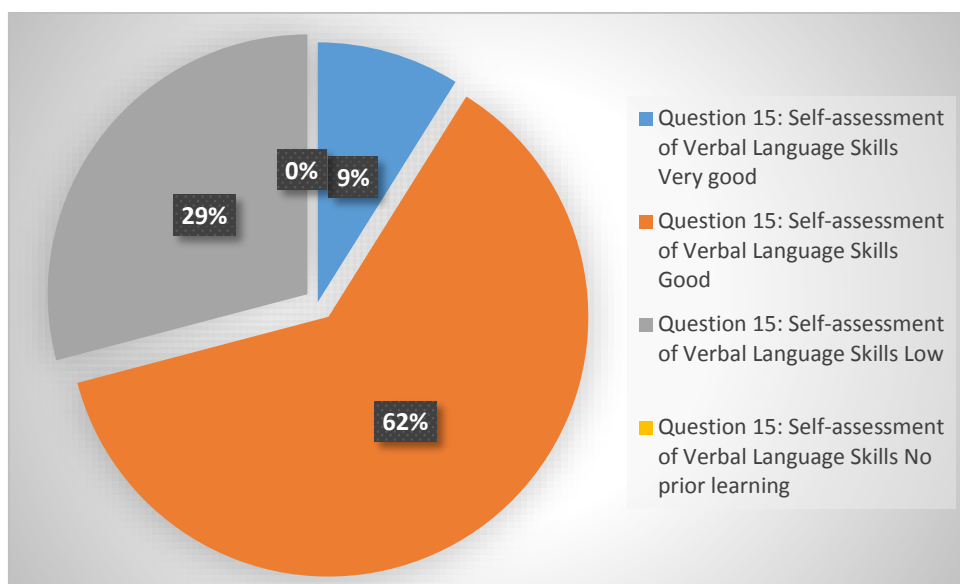


Figure 20. Self-Assessment of Verbal Language Skills in Interactive EFL Activities

The results obtained indicate that (62%) declare good on verbal skills because they like the language and they are perfect as mentioned in the answers of the questionnaires, (29%) of students said low because they knew themselves are poor in English as one of the reasons that they cannot maybe like the language and (9%) said very good following participation in interactive activities, suggesting that these techniques positively impact their confidence and proficiency in oral English.

3.3.1. Teacher's Questionnaire

3.3.1.1. Aims of the questionnaires

This questionnaire is mainly designed to obtain information about teacher's opinions concerning classroom interaction and to test our hypothesis whether interaction among learners in the classroom has an effect on motivation by the positive use of interactive techniques during the classes. The questionnaire is intended to teachers of oral of classes L3, English course, in an activity situation using interactive techniques, with the aim of looking for motivational clues through their opinions on the "attractiveness" of interactive techniques

as they are designed, organized and experienced, during the oral learning of this language of (E.F.L).

3.3.1.2. Description of teacher's questionnaires

The population investigated in this study concerns a sample of third year teachers in the department of English at the University of Mohamed KHIDER of BISKRA, their overall number is about (4), selected them assigned for the investigation of the study. Along with the design of the current structured questionnaire it contains (8) Questions for teachers arranged in a logical way, they require closed questions and multiple choice asking students to choose one answer from different choices, sometimes by giving their justification. The sections will focus on the effectiveness indicators of interactive techniques (functions and organization) of these:

- The objective: Who determines the choice of the technique
- The relevance of the choice of audiovisual and ICT (Technical tools, organization Computer)
- The exploitation of ICT
- The functions of the teacher and the learner.
- Time management
- The intensity of exchanges
- Listening
- Respect between stakeholders.
- Production

3.4. Analysis of teacher's Questionnaire

Section 01: Personal information

This is a population composed of 04 teachers in charge of oral courses.

Gender

Option	Respondents	Percentages
Male	2	50%
Female	2	50%
Total	4	100%

Table01.Gender of teachers

The gender distribution among the teachers is balanced, with an equal representation of male and female respondents (two each). This balance is beneficial as it provides diverse perspectives on the implementation and effectiveness of interactive teaching techniques. Gender diversity among teachers can contribute to varied teaching styles and approaches, which might enhance the overall teaching and learning experience in oral EFL classes.

Average Age:

Option	Respondents	Percentages
Under35 years	1	25%
Over 35 years	3	75%
Total	4	100%

Table 2.Age of teachers

All participating teachers are over 35 years old, indicating a group of mature and experienced educators. This age range suggests that these teachers have likely spent a significant amount of time refining their pedagogical skills and methodologies. Such experience is crucial when evaluating the effectiveness of interactive techniques, as it allows for a well-informed and seasoned perspective on classroom dynamics and student engagement.

Teachers' teaching Experience:

Option	Respondents	Percentages
Less than 5 years	1	25%
Over than 5 years	3	75%
Total	4	100%

Table3. Teaching Experience

Most of the teachers (three out of four) have more than five years of teaching experience. This seniority indicates a seasoned cohort with substantial expertise in managing classroom interactions and employing various teaching strategies. The combination of extensive teaching experience and mature age suggests that these teachers are well equipped to assess the nuances of interactive teaching techniques and their impact on student motivation and learning outcomes.

Section 02: Teacher's classroom interaction

- 1. Who chooses the interactive technique (very limited freedom in choosing the appropriate technique)?**

Option	Respondents	Percentages
Teacher	4	100%
Students	0	0%
In discussed	0	0%
Total	4	100%

Table 04. Choice of the interactive technique

The teacher chooses all interactive activity techniques. All teachers (100%) reported that they alone are responsible for choosing the teaching techniques used in their classrooms. This finding highlights a top-down approach in pedagogical decision-making, where students have little to no input in the selection of interactive methods. While this approach ensures consistency and adherence to educational standards, it may also limit the adaptability and responsiveness to students' evolving needs and preferences, potentially affecting their engagement and motivation.

2-Who develops or elaborates (formulates) the objective of the activity?

Option	Respondents	Percentages
Teacher	4	100%
Students	0	0%
In discussed	0	0%
Total	4	100%

Table 5. Elaboration of the objectives

The teachers develop all the objectives. All teachers (100%) indicated that they develop the learning objectives for oral activities without student involvement. This suggests a structured and teacher-centered approach to curriculum planning. While this can ensure that educational goals align with broader curricular standards and learning outcomes, it might also reduce students' sense of ownership and involvement in their learning process, which could impact their motivation and commitment.

3- How do you qualify the cognitive level of exchanges between students, in a situation of interactive oral learning in FLE (English)?

Option	Respondents	Percentages
Very satisfactory	0	0%
Satisfactory	4	100%
Dissatisfactory	0	0%
Total	4	100%

Table6. Qualification of the cognitive level of exchanges between students.

All the teachers say they are "satisfied" with the "quality" of the "cognitive level" exchanges between the students. All teachers expressed satisfaction with the cognitive level of exchanges among students during interactive learning activities, rating them as satisfactory. This positive feedback reflects well on the intellectual engagement fostered by these techniques. It suggests that interactive activities are successful in promoting thoughtful and meaningful academic discussions among students, which are essential for deeper learning and critical thinking development.

4- How do you rate the language level of student exchanges in FLE (English)?

Option	Respondents	Percentages
Very satisfactory	0	0%
Satisfactory	4	100%
Dissatisfactory	0	0%
total	4	100%

Table 7. The rate the language level of student exchanges in FLE (English).

Three out of four teachers are very satisfied with the language level demonstrated by students during exchanges, while one teacher is simply satisfied. This indicates a generally

high level of linguistic competence among students during interactive activities. Such competence is crucial for effective communication and learning in EFL classes, as it allows students to articulate their thoughts clearly and participate fully in discussions.

5- At what level do you estimate the degree of active listening between students, when using an interactive technique, in the learning of oral in FLE (English)?

Option	Respondents	Percentages
Very active	0	0%
Active	2	50%
limited	2	50%
total	4	100%

Table8. Evaluation of the degree of active listening between students, when using an interactive technique, in the learning of oral in FLE (English).

Teachers are equally divided between "active" and "limited" by qualifying the quality of the listening function between the speakers during activities using interactive techniques. Teacher are evenly split on the quality of active listening among students, with half considering it active and the other half finding it limited. This division highlights variability in how well students listen to each other during interactive activities. Effective listening is essential for productive interaction and collaboration, and this mixed response suggests that while some students are highly engaged listeners, others may need more support and encouragement to develop this skill.

6- How do you rate student management of time allocated to an interactive FLE (English) oral learning activity?

Option	Respondents	Percentages
Very good	0	0%
Good	3	75%
Bad	1	25%
total	4	100%

Table 9. Students' management of time.

The majority of teachers describe as "good" the quality of the time management function allocated to activities using interactive techniques, while one of them describes it as "bad». The majority of teachers, (three out of four) rate students' time management during interactive activities as good, with one teacher rating it as bad. Time management is a critical aspect of effective learning, as it ensures that activities are completed within allocated periods, allowing for a balanced and comprehensive coverage of the curriculum. The mixed responses indicate that while most students manage their time well, there are areas for improvement to ensure all students can optimize their learning time effectively.

Section 03: Teacher's Motivation

7_Are you satisfied with the quality of the scientific input (production) provided by the students, using interactive techniques of oral learning in FLE (English)?

Option	Respondents	Percentages
Very satisfactory	0	0%
Satisfactory	4	100%
Dissatisfactory	0	0%
Total	4	100%

Table10. Quality of the scientific contribution, input (production) provided by the students.

All the teachers declare themselves "satisfied" with the "scientific contribution" provided by the students, during the activities using interactive techniques. All teachers are satisfied with the scientific contributions made by students during interactive activities. This satisfaction suggests that interactive techniques are successful in eliciting meaningful and substantive academic input from students. The ability to contribute scientifically indicates that students are engaging with the material at a deeper level and are able to apply their knowledge in a practical, discussion-based context.

8- How do you find your support for students to ensure the functions of quality communication, during activities using interactive techniques of oral learning in FLE (English)?

Option	Respondents	Percentages
Very difficult	1	25%
Difficult	0	0%
Easy	3	75%
Total	4	100%

Table 11. The support and accompanying for students to ensure the functions of quality communication.

(3 out of 4) teachers find the function of "accompanying" students "easy", during activities using interactive techniques, but one of them finds it "very difficult". Most teachers (three out of four) find it easy to support students during interactive activities, although one teacher finds it very difficult. This indicates that while the majority of teachers feel comfortable facilitating these techniques, there are challenges that need to be addressed to support all educators effectively. Ensuring that all teachers have the necessary skills and resources to guide interactive activities is crucial for maintaining a consistent and positive learning environment.

3.5. Discussion and summary of the findings:

We note that, on the organizational level, the general trend is "confirmatory": the objectives are elaborated (formulated) "without consensus" (contradictory to the requirements of the interactional approach), that they find these objectives "ambiguous" and that the choice of didactic materials suffers from a lack of relevance, despite the majority of these students being interested in ICT and preferring the active method. While on the operational level, and that with the exception of the high satisfaction with the subject of the "accompaniment" of the teacher, the figures demonstrate a "fair average" trend in terms of "time management", "listening", "scientific input", "quality of exchanges", "integration of the group" (feeling of belonging), This trend goes, in complete cohesion, with the fact that almost half of these students declare to see themselves as "passive" during activities, for psychological reasons (lack of integration mechanisms in the group), while the other half, justifies seeing herself as "active" for the fact that she finds herself in the field of "her first choice" (a confirmation of the source of motivation, despite it being of an "extrinsic" factor). Regarding the organizational aspect: the formulation of the objectives (from which the tasks, the means and the performance criteria are derived and defined), as well as the choice of the technique (where the tasks are defined), it turns out that they are, strictly, of the "teaching role", whereas

these, and according to the principles of the "interactive approaches" (from which the interactive technique takes), must be the object of "a consensus" between the learner (partner) and his teacher (engineer). Moreover, regarding the functioning aspect: a strong trend of satisfaction emerges regarding "the quality of the exchanges", the "acquired oral linguistic level", "scientific contributions", a little less satisfaction about "time management", even less, the "listening function" but that does not prevent mentioning that one of the teaching staff describes as "bad" the "time management" and "very difficult" the "accompaniment" function.

Conclusion

The overall observations that we can make from the previous chapter is that both teachers and students are not satisfied with the quality of classroom in interaction in oral classes. The results clearly indicate the need of developing interactive processes that would boost learners' motivation and consequently boost their oral performance. Therefore, the quality of classroom interaction should be improved and that both teachers and students should rethink the interactional patterns adopted so far in EFL classes. In addition, the role and function are essential in the intensity and effective interaction.

General Conclusion

We conclude by measuring the indicators (characteristics) relating to the "effectiveness", shared between those of an organizational aspect and those of a functional aspect, of the "interactive technique", as it is proposed and used, and according to the information collected. We note: the existence of a double organizational defect concerning the elaboration of the objectives and the choice of the interactive technique, which turn out to be "incompatible" with the "requirements" of the interactional approach (reference of the chosen technique), due to the fact that the "learner" is not taken for "partner". What is "confirmed" by students and teachers (through the questionnaire intended for them). Regarding the functional aspect of the chosen technique, it turns out that the opinions are a little "contradictory" between "teachers" and "students": While the teachers declare themselves satisfied with regard to "the quality of the exchanges", the "oral linguistic level acquired", "scientific contributions", a little "less satisfied" with regard to "time management", even less, the "listening function", the students, for their part, are less satisfied with respect to the level of realization of these functions, despite that they say they are for the integration of ICT in techniques. (So the design of the training strategy). We conclude that the techniques used, by default of their organization, and by their "average" level achieved in terms of functioning, are not entirely "effective" in awakening the "motivation" of students in a concrete, engaging and productive way.

Recommendations:

-Create a safe environment: Ensure that students feel comfortable and supported in expressing themselves, which will encourage them to participate and engage in discussions.

-Provide positive feedback: Offer constructive and positive feedback to students, which will help them feel more motivated and confident in their oral communication skills.

-Use relevant topics: Choose topics that interest students and are relevant to their lives, which will increase their motivation to engage in discussions.

-Encourage self-expression: Give students opportunities to express their ideas and opinions, which will help them, feel more confident and motivated to participate.

-Focus on interaction strategies: Teach students strategies for effective oral interaction, such as active listening and asking questions, which will help them feel more confident and motivated in their interactions. By implementing these strategies, you can create a more engaging and motivating oral classroom environment for your EFL learners.

Limitations of the Study:

Due to several causes, this research study included particular limitations, which were encountered during the implication of the study findings. Therefore, the consequences that resulted from these obstacles have to be considered within the limit of its methods, samples, design, results.

The major difficulties were the limited number of sources because there a few available sources related to the first variable, and the insufficient responses or justification of the respondents. This might be related to the limited time during my sickness, or the few number of reading teachers responded to the questionnaire. However, this study was done in a short time that is granted by the university administration under these exceptional circumstances. Thus, the results of this research would be much better without these pitfalls.

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Appendices

Appendix One: Teacher's Questionnaire

Dear teachers,

The following questionnaire is designed to investigate the role of motivation to improve learners' oral production that aims to figure out the degree of students at MOHAMED KHIDER University if they are not motivated or not to learn the English language during the classroom interaction. Your precious participation will be of great help and will be kept anonymous. Would you accept in advance my sincere thanks. Please, tick the right box or give full answers.

Section01: Personal information:

_ Gender: Male Female

_ Age: less than 35 year's more than 35 year's

_ How many years have you been teaching English at the university?

Less than 5 year's

Over than 5 year's

Section 02: Teacher's classroom interaction

1- Who chooses the EFL (English) teaching technique?

- Me
- Students
- In discussion with my students.

2- Who develops the objectives of the oral learning activities in FLE (English)?

- Me
- My student's
- Elaboration discussed

3- How do you qualify the cognitive level of exchanges between students, in a situation of interactive oral learning in FLE (English)?

- Very satisfactory
- Satisfactory
- Unsatisfactory

4- How do you rate the language level of student exchanges in FLE (English)?

- Very satisfactory
- Satisfactory
- Unsatisfactory

5- At what level do you estimate the degree of active listening between students, when using an interactive technique, in the learning of oral in FLE (English)?

- Very active

- Active

- Limited

6- How do you rate student management of time allocated to an interactive FLE (English) oral learning activity?

- Very good

- Good

- Bad

Section 03: Teacher's Motivation

7_ Are you satisfied with the quality of the scientific input (production) provided by the students, using interactive techniques of oral learning in FLE (English)?

- Very satisfied

- Satisfied

- Not satisfied

8- How do you find your support for students to ensure the functions of quality communication, during activities using interactive techniques of oral learning in FLE (English)?

- Very difficult

- Difficult

- Easy

If you have any comments feel free to make them, to make this questionnaire richer, please do not hesitate

Thank you for your collaboration.

Appendix Two: Students' Questionnaire

Dear students,

The following questionnaire is designed to investigate the role of motivation to improve learners ' oral production that aims to figure out the degree of students at MOHAMED KHIDER University if they are not motivated or not to learn the English language during the classroom interaction. Your precious participation will be of great help and will be kept anonymous. Would you accept in advance my sincere thanks. Please, tick the right box or give full answers.

Section 01: Personal information:

Gender: male Female

Age: Under than 21 year's Over than 21 year's

Section02: Student's classroom interaction

1- What teaching technique do you prefer for EFL (English) oral learning?

- Lecture (teacher prepared)

- Techniques involving students.

2- Who develops the oral learning objectives in EFL (English)?

- Teacher

- Students

- In discussion with student's

3- How important is the use of ICT (information and communication techniques) in oral learning in EFL (English) for you.

- Very important

- Important

- Not important

4- To what extent do you feel the clarity of the stated objectives, during the oral learning activities in EFL (English)?

- Very clear

- Ambiguous

- Not stated at all

5- In the classroom lessons you are:

Talkative and asking questions

_Silent and just listening

Would you explain why?

.....
.....
.....

6_ To what extent do you feel interested in activities using interactive techniques, in EFL (English) oral learning?

- Very interested

- Interested

- Selfless

- without notice

Section 03: Student's Motivation

7- Are you satisfied with the management, by the students, of the time allotted, during the activities using an interactive technique, in the oral learning in EFL (English)?

- Very satisfied

- Satisfied

- Dissatisfied

8- Are you satisfied with the quality of the listening between the speakers, during the activities using interactive techniques, in the oral learning in EFL (English)?

- Very satisfied

- satisfied

- Dissatisfied

9- Are you satisfied with the quality of the knowledge provided by the students, during the activities using interactive techniques, in the oral learning in EFL (English)?

- Very satisfied

- satisfied

- Dissatisfied

10- Are you satisfied with the interventions of the teacher, during activities using interactive techniques, in the oral learning in EFL (English)?

- Very satisfied

- satisfied

- Dissatisfied

11- Are you satisfied with the intensity of the exchanges between the speakers, during the activities using interactive techniques, in the oral learning in EFL (English)?

- Very satisfied

- satisfied

- Dissatisfied

12- Are you satisfied with the degree of respect between stakeholders, during activities using interactive techniques, in oral learning in EFL (English)?

- Very satisfied

- satisfied

- Dissatisfied

13- Are you satisfied with the relevance of the audiovisual means used in activities using interactive techniques in oral learning in EFL (English)?

- Very satisfied

- satisfied

- Dissatisfied

14- Classify, from the first to the last and according to its degree of importance to you, the following achievements, during activities using interactive techniques, in the oral learning in EFL (English)?

- Personal language level progression

- Rating given

- Progress in the use of communication techniques

- Satisfaction of my teacher.

15- How do you assess your verbal language skills, by participating in activities using interactive techniques, in oral learning in EFL (English)?

- Very good

- Good

- Low

- No prior learning

Thank you for your collaboration.

ملخص

التفاعل الفعال؛ في الفصول الدراسية؛ هو ركيزة في تعزيز الدافع المتعلمين في الفصول الشفوية. التفاعل بين المعلم والطالب وكذلك بين الأقران يخلق بيئة تعليمية ديناميكية، وتعزيز التنمية اللغوية والدافع الجوهري. علاوة على ذلك، فإن إدراك أهمية هذه التفاعلات يمكن أن يوجه المعلمين في تصميم تجارب تعلم لغة جذابة وفعالة لمتعلمي اللغة الإنجليزية كلغة أجنبية. إلى جانب التحقيق سوف تدرس أيضا دور الأساليب التربوية، وآليات التكامل التكنولوجي في تشكيل التفاعلات الفعالة، وبالتالي، في التأثير على دوافع المتعلمين. تهدف الدراسة الحالية إلى تقديم رؤى قيمة في مجال التعليم اللغوي، وتقديم آثار عملية للمعلمين ومطوري البرامج وصناع القرار تهدف إلى تحسين المناخ التحفيزي في اللغة الإنجليزية كلغة أجنبية عن طريق الفهم هذا المنظور، نطرح السؤال: ما هو العامل الذي يمكن أن يعزى إلى التأثير الإيجابي للتفاعل على تحفيز الطلاب في تعلم اللغة الإنجليزية الشفوية في اللغة الإنجليزية كلغة أجنبية؟ في الواقع، نحن نفترض أنه إذا تم تنفيذ التفاعل الفعال في الفصل الدراسي بشكل صحيح، فسيتم تعزيز دافع الطلاب. من أجل شرح التأثير الإيجابي لفعالية التفاعل على التحفيز، سوف نتحقق من الآراء التي تم جمعها من المعلمين والطلاب. الطريقة المعتمدة في دراستنا نوعية لذلك، فإن الأداة المستخدمة لجمع البيانات اللازمة للتحليل والإجابة على أسئلة البحث لدينا ستكون استبياناً لهذه الدراسة هم مجموعة من طلاب السنة الثالثة تم اختيارهم عشوائياً من بين 314 تلميذ في قسم اللغة الإنجليزية وأربعة أساتذة يدرسون الشفهي في محمد خيضر. وكشف تحليل النتائج أن كلا من الطلاب والمعلمين يتفوقون على ضرورة تحسين جودة التفاعل من أجل تحفيز الطلاب من أجل تعزيز أدائهم الشفهي.