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Investigating the Role of EFL Classroom Interaction in Promoting Primary School Learners Expressive Skills:

The Case of 5th Grade Primary School Learners.

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 Masters Degree in English: Sciences of Language

Board of Examiners

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DECLARATION OF INTEGRITY

I, “Omaima ABID”, solemnly declare that the dissertation titled; " **Investigating The Role of EFL Classroom Interaction in Promoting Primary School Learners ‘Expressive Skills: The Case of 5th Grade Primary School Learners.**"; submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

This thesis is dedicated with deep respect and sincere appreciation to:

My mother, whose unwavering support, encouragement, and prayers have been a constant source of strength throughout my academic journey. Her dedication and love have played an essential role in all my achievements.

My father, whose enduring motivation and belief in my potential have inspired me to pursue my goals with confidence and determination. His guidance has been instrumental in shaping my academic and personal growth.

My brothers, whose continuous support and encouragement have provided strength and reassurance during challenging times. Their presence has been a valuable part of my progress and success.

I respectfully and proudly dedicate this work to myself. This thesis represents the result of my hard work, resilience, and determination. Throughout this journey, I remained committed despite the challenges, and I am proud of the personal growth and perseverance I have shown in reaching this significant academic milestone.

Finally, I would like to thank my friend Amani Wafa Brahimi who was by my side and all my gratitude to all those who have contributed to my academic and personal development through their kindness, support, and encouragement.

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Abstract

Classroom interaction is of vital importance in learning a foreign language. However, EFL learners do not usually have the best opportunities to participate and interact in the classroom, and teachers should opt for certain teaching strategies that can help to increase classroom interaction. Thus, the current study explores the role of classroom interaction in enhancing the expressive skills (speaking and communication) of twenty-eight of fifth grade EFL pupils in Bakhouch Mohhamed Ben Laroussi primary school in El Alia, Biskra. Despite the critical importance of interaction in Foreign language Acquisition, many young learners lack sufficient opportunities to practice English in class, leading to low confidence and poor proficiency. Using a qualitative approach, this research is guided by two main questions

1- What role does classroom interaction play in enhancing the expressive skills of 5th-grade EFL learners?

2. What strategies can teachers use to optimize classroom interaction and improve the expressive skills of 5th-grade EFL learners?

It investigates how teacher-student and peer interactions influence language development and identifies effective strategies to optimize these interactions. Data was collected through classroom observations (recorded via observation sheets) and semi-structured interviews with teachers and students, then analyzed thematically. Findings reveal that structured dialogues, collaborative tasks, and teacher feedback significantly improve learners' fluency and engagement. The study provides practical recommendations for EFL educators to design more interactive and supportive learning environments, ultimately fostering better language outcomes.

Keywords: Classroom interaction, expressive skills, teacher strategies, EFL primary school learners

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

IMRAD: Introduction, Methods, Results, and Discussion

L1: Mother Language

SLA: Second Language Acquisition

ZPD: Zone of Proximal Development

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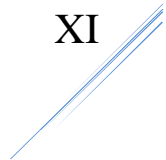
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General Introduction

Introduction

Oral expressive skills are fundamental components in acquiring a foreign language, as the ability to communicate effectively marks a significant milestone toward mastering and confidently using the language in diverse real-life situations. In the context of learning English as a Foreign Language (EFL), classroom interaction emerges as a critical factor that significantly contributes to the development of these skills, especially among young learners at the primary school level. Regular and purposeful interaction fosters a dynamic learning environment that motivates students to actively participate, thereby enhancing their ability to express themselves clearly and fluently.

The nature of classroom interaction extends beyond the mere exchange of information between the teacher and students; it also encompasses peer-to-peer communication, which plays a crucial role in building learners' self-confidence and social communication skills. Providing learners with ample opportunities to engage in group discussions, role-plays, and collaborative classroom activities promotes practical language use, which in turn enriches vocabulary acquisition, grammatical understanding, and oral proficiency. Therefore, a deep understanding of effective interaction patterns and teaching strategies is essential to optimizing language learning outcomes.

The main reason conducting behind this research stems from the observation that 5th year English language learners often struggle to interact and communicate in English during classroom activities. This lack of spoken engagement may have a significant impact on their language development over time. Therefore, this study aims to investigate the role of classroom interaction in enhancing the expressive skills of fifth-grade primary school learners of English as a foreign language, by setting some effective teaching strategies that foster such interaction. Ultimately, it aspires to contribute to creating a stimulating learning

environment that enables learners to realize their full linguistic potential and supports their academic and personal success.

Statement of problem

Despite the increasing emphasis on English language instruction in Algerian primary schools, particularly at the fifth-grade level, many young learners continue to face significant challenges in developing their speaking and communicative skills. One of the primary reasons for this is the limited opportunity for meaningful interaction in the classroom. Due to their young age, pupils often rely heavily on teacher guidance and are rarely encouraged or equipped to engage in authentic communicative exchanges. Furthermore, the classroom environment frequently lacks exposure to natural, authentic language use, which is essential for developing fluency and confidence in oral communication.

Several contextual factors contribute to this issue. These include teacher-centered instructional practices, large class sizes, limited teaching time, and insufficient training for teachers in fostering interactive language learning environments. Additionally, pupils have minimal exposure to English outside the classroom, which limits their opportunities to reinforce and practice what they have learned.

The problem is further compounded by the fact that English is a relatively new subject in the Algerian primary education system. As such, research on English language learning at this level is still in its infancy, and very few Algerian studies have explored the role of classroom interaction in supporting language development among young learners. The lack of empirical attention to this issue has resulted in a gap in understanding how interactional strategies can be effectively implemented in primary EFL classrooms in Algeria.

Research Questions:

- 1- What role does classroom interaction play in enhancing the expressive skills of 5th-grade EFL learners?
2. What strategies can teachers use to optimize classroom interaction and improve the expressive skills of 5th-grade EFL learners?

Research methodology:

This study adopts a qualitative research approach, supported by some quantitative elements, to investigate the nature of classroom interaction patterns and their impact on students' expressive language skills. A combination of classroom observations and semi-structured

interviews to provide a comprehensive understanding of how interaction shapes EFL learning at the primary level.

Participants

The study involves 28 fifth-grade EFL pupils from Bakhouch Mohhamed Ben Laroussi primary schools in El Alia, Biskra, Algeria, as well as eight primary school teachers of English. The sample was selected purposively to ensure representation of diverse classroom contexts within the region.

Data Collection Methods

1. Classroom Observations

Classroom interactions are documented through systematic observations using a structured observation checklist. These observations aim to capture the nature, frequency, and quality of teacher-student and student-student interactions. Observations are carried out across multiple sessions to ensure reliability and depth of data.

2. Semi-Structured Interviews

In-depth, semi-structured interviews are conducted with the participating teachers and a selection of pupils. The interviews aim to gather insights into their perceptions, experiences, and challenges related to classroom interaction and expressive language development.

Data Analysis

The qualitative data gathered from observations and interviews are analyzed using thematic analysis, allowing for the identification of recurring patterns and themes. Additionally, quantitative analysis is applied to selected indicators of language performance, where applicable, to identify any measurable changes in students' expressive language skills.

Structure of the study:

The dissertation followed IMRAD division (Introduction, Methods, Results, and Discussions), providing a structured and organized division. A General introduction provides a comprehensive introduction to the topic, including statement of the problem, objectives, and significance of the study, research questions, and other introductory aspects. It is followed by the first chapter of "Literature Review", which is divided into two parts and provides definitions of variables and a comprehensive account of the

previous studies. Then, the second chapter "Research Methodology" discusses the chosen method, data collection tools and analysis methods third chapter is the analysis and discussion of findings where the findings and results presented, interpreted, and discussed in the context of research objectives and existing literature

Chapter one:
Literature Review

Introduction

This chapter investigates the theories underlying the design of interaction in EFL classes, focusing on young learners in primary school. It aims to fill a gap based on theory in EFL teaching and classroom practice by applying existing studies in second and foreign language acquisition and language learning theory, as well as child development and education, with a focus on pedagogy.

1.Theoretical foundation of EFL Classroom Interaction

EFL classroom interaction helps in building the theoretical as well as practical context of this study. Unlike ESL learners, who are usually socially surrounded by the English language, EFL learners have limited access to the language beyond the classroom (Richards & Schmidt, 2010). With such minimal natural exposure, the classroom becomes the sole space for learners to receive, practice, and utilize the language. Therefore, EFL teachers bear a heavy burden in transforming their classrooms into spaces that foster authentic communicative experiences and learning, rich in interactions.

Such communication, social context, and learner participation draw from a blend of theories in developmental psychology, second language acquisition (SLA), and pedagogy. In this case, socio-cultural theory, Interactionist theory, and Constructivist learning theory serve as fundamental building blocks that explain EFL classroom interaction from a unified viewpoint.

1.1 Vygotsky's Socio-cultural Theory and the Zone of Proximal Development (ZPD)

Lev Vygotsky's (1978a) Sociocultural Theory stressed the importance of social interactions and how people learn through mediation with others. For Vygotsky ((1978). Mind in society: The development of higher psychological processes .functions of

language go beyond communication; it serves as the medium for thinking and learning.

One of the primary components of this theory is the Zone of Proximal Development (ZPD) as a gap between what a learner can do independently and what they can do with assistance from a more knowledgeable peer.

In an EFL setting, this type of assistance takes the form of teaching such as modeling, prompting, or giving over control to a learner step by step. Support given within the ZPD enables learners to engage in language tasks that surpass the level of primary school learners who are simultaneously undergoing cognitive and linguistic development. An example is a teacher's provision of simplified language, visuals, or sentence starters that enable young learners to participate in dialogues, express opinions, or describe events, which allows learners to internalize language structures through social mediation. With repeated interactions, learners gradually become more autonomous and confident with the target language, thus making them proficient in its usage.

1.2 Interactionist Theory of Language Development

As Gamil (2020) states, the Interactionist Theory in SLA, proposed by Long (1996) and Swain (1985), accentuates useful social interaction and its contribution to language acquisition. Long's interaction hypothesis specifies that language which contains input that a student can understand and is just above the student's level is most useful when it is given in collaborative and interactive settings. It elaborates that the interaction of meaning that includes clarification requests, confirmation checks, and reformulations is important for making the input more understandable and for greatly directing learners' attention to the forms of language. In addition, Swain's Output Hypothesis claims that learners are required to produce language, not just receive it, and thus, is a complementary claim. Yet, performing speaking and writing tasks allows learners to engage with the language at a deeper level, identify gaps in their knowledge, and refine their language use. In primary school, these opportunities can be found during storytelling, games, dialogues, and communicating with

peers. Thus, these interactions and conversations enhance learners' fluency and accuracy in grammar along with vocabulary in context.

1.3 Constructivist theory by Piaget (1971) and Bruner (1983)

learners actively construct knowledge through experience, inquiry, and interaction with their environment. From this perspective, learning is not a passive transmission of information from teacher to student but rather a process of active participation by the learner (Piaget, 1971) as Cited in Gamil,2020.). Moreover, this principle has significant implications for language instruction in primary education including; children learn most effectively through hands on, collaborative, and meaningful activities connected to their daily lives.

Bruner's (1983) concept of scaffolding and his spiral curriculum approach closely align with EFL teaching practices. In other words, teachers revisit essential vocabulary and grammatical structures repeatedly at progressively more complex levels, enabling learners to deepen their understanding over time. Similarly, Piaget's emphasis on developmentally appropriate learning supports the use of concrete visual aids, physical activities, and contextualized language tasks that correspond to children's cognitive stages.

Classrooms grounded in constructivist principles often feature group work, project based learning, and open-ended tasks. These strategies encourage authentic language use in real world contexts, fostering learners' autonomy, creativity, and critical thinking. Consequently, language learning becomes a more natural and meaningful process.

All these mentioned above theories underline that interaction is not merely a teaching technique but a central mechanism of language acquisition. For primary EFL learners, classroom interaction anchored in supportive, communicative, and developmentally appropriate practices offers a powerful avenue for both linguistic and cognitive development. Consequently, teachers who apply these theoretical insights can create dynamic learning environments that foster engagement, scaffold learner progress, and promote authentic communication.

2 Characteristics of Primary School Learners

Research in child development (Piaget, 1971) demonstrates that primary school learners possess unique cognitive, emotional, and linguistic traits that significantly impact their language learning. These developmental characteristics suggest that young learners benefit most from concrete, interactive activities rather than abstract instruction. This understanding proves crucial for EFL teachers, as it informs the creation of developmentally appropriate lessons that promote meaningful classroom interaction (Lightbown & Spada, 2013).

2.1 The cognitive characteristics

Cognitively, Piaget states that learners aged six to twelve are in a phase of rapid cognitive and emotional development. They are generally situated in Piaget's (1971) concrete operational stage which means they can think logically but mainly about concrete, observable phenomena. Therefore, effective EFL instruction should emphasize hands-on, contextualized, and meaningful activities in which, young learners acquire language through active engagement in songs, games, routines, and stories where language use is directly linked to context and purpose. Emotional development at this stage is equally crucial as children are building their self-identity, self-esteem, and social awareness of mistakes are accepted and risk taking is encouraged, which is essential to promote language participation.

As Pinter (2011) notes children are more willing to communicate in a foreign language when they feel secure, supported, and valued. Negative emotions such as anxiety or fear of embarrassment can inhibit their communicative willingness, making the teacher's management of affective factors as important as content delivery. Otherwise, Dörnyei (2001) clarifies motivation is a critical affective factor influencing young learners' language success which drives their effort, attention, and persistence. Children's motivation tends to be intrinsic; they are naturally curious, eager to please, and enjoy learning when it resembles play. However, motivation can be fragile and situational. Academic research underscores that motivation in primary-aged EFL learners is inherently dynamic and context-dependent (Dörnyei, 2001). Unlike stable individual traits, children's motivation operates as a fluid

system influenced by immediate environmental and interpersonal factors as young learners' motivation constantly shifts based on activities, peer interactions, and teacher support, demanding flexible teaching approaches to sustain engagement. Unlike fixed abilities, their drive to participate depends heavily on situational factors, fluctuating based on the nature of the activity, teacher attitude, peer interaction, and classroom atmosphere.

2.2 The neurological characteristics

Neurologically, young learners are especially sensitive to language input during early development, which aligns with Lenneberg's (1967), as cited in (DeKeyser, 2020). Critical Period Hypothesis. This theory suggests that there is a biologically optimal period for natural and efficient language acquisition and children's high phonological sensitivity enables them to imitate pronunciation and intonation more easily than older learners or adults. As a result, their language learning tends to be implicit, relying on exposure, repetition, and use rather than explicit grammar instruction.

2.3 The linguistic characteristics

In EFL contexts where English is rarely used outside the classroom, maximizing comprehensible input is vital (Krashen, 1982). Therefore, teachers should provide rich and meaningful exposure through storytelling, visuals, songs, and routines which help consolidate language learning. Because young learners often do not acquire explicit language rules, they benefit most from pattern recognition, repetition, and contextualized language use. Therefore, embedding language acquisition in action, play, and social interaction yields the best outcomes. Engagement in EFL classes depends heavily on the alignment of activities with learners' developmental levels. Young learners are more engaged when tasks are active and imaginative.

3. The Role of the Teacher in Facilitating Interaction

The teacher's role in facilitating interaction within the EFL classroom is both multifaceted and essential, particularly in primary education where learners heavily depend on guided social input for language acquisition.

3.1. Teacher's talk

A key component of this role is *teacher talk*, which serves dual functions: as primary linguistic input modeling target language forms (Ellis, 2012), and as a discourse management tool that scaffolds learner output through questioning strategies, feedback moves, and turn-taking allocation (Walsh, 2011). This aligns with sociocultural theory's emphasis on *mediation*, where teacher-student interaction creates zones of proximal development for language acquisition (Lantolf & Poehner, 2014). Notably, effective teacher talk often incorporates simplified language, clear articulation, and supportive multimodal elements such as gestures and visual aids to enhance comprehension. Furthermore, teachers employ interactive strategies such as display questions, referential questions ie Display questions test learned knowledge, whereas referential questions require personal opinions, serving distinct interactional and cognitive functions in L2 classrooms (Boyd & Rubin, 2006).and clarification requests to actively engage learners in meaning making and critical thinking.

This instructional approach is firmly rooted in Vygotsky's sociocultural theory, particularly the concept of scaffolding within the Zone of Proximal Development (ZPD). Through practices such as modeling, prompting, recasting, and the use of sentence starters, teachers enable learners to participate in interactions that would otherwise be beyond their independent capabilities. As learners gradually develop competence, support is systematically withdrawn, thereby fostering both autonomy and confidence.

3.2. Interactive classroom environment

Equally important is the creation of an interactive classroom environment that facilitates active participation (Walsh, 2011). This extends beyond linguistic input to include the intentional structuring of physical and social spaces for instance, arranging seating to support group or pair work, and designing tasks that require movement and collaboration. In addition, cultivating a positive classroom culture in which errors are viewed as learning opportunities and all voices are valued is essential for promoting engagement. To provide authentic opportunities for language use, teachers must deliberately design communicative tasks such as information gap activities, role-plays, collaborative projects, and shared storytelling. In such contexts, language is not merely treated as a subject to be memorized but as a medium for meaningful expression and social interaction.

3.3. The role of the teacher as a facilitator

The most powerful learning happens when teachers step back just enough to let students' voices take center stage. Instead of lecturing, great EFL teachers act as guides asking thought-provoking questions, helping students build on each other's ideas, and creating space for authentic conversations to flourish (Walsh, 2011). Crucially, this role involves balancing classroom structure with the promotion of learner autonomy. While younger learners benefit from consistency and clear behavioral expectations, they also thrive when given opportunities to make choices, assume responsibility, and initiate language use within a supportive framework. For example, allowing students to select topics, assign group roles, or co-construct dialogues can significantly enhance their sense of ownership.

When learners experience teacher's assistance, their motivation to use the target language increases. Consequently, an effective EFL teacher exercises flexible authority providing a structured yet adaptable environment in which learners feel secure to explore, interact, and develop both linguistically and socially.

4. Challenges in EFL interaction at primary school level

Teaching English as a Foreign Language (EFL) to young learners at the primary level involves unique interactional challenges due to their developmental stage and limited language proficiency. One key issue is students' restricted vocabulary, which often hinders meaningful communication and leads to frustration or over-reliance on their first language (L1). Additionally, young learners may exhibit hesitancy in speaking due to shyness, fear of making mistakes, or low confidence in using English.

Classroom dynamics further complicate EFL interaction, as large class sizes and mixed-ability groups make it difficult for teachers to facilitate individualized speaking practice. Moreover, the lack of authentic English exposure outside the classroom limits opportunities for meaningful language use. To address these challenges, educators must employ engaging, age-appropriate strategies such as interactive games, storytelling, and songs to encourage participation and build communicative competence in a supportive learning environment.

4.1. Linguistic limitations of young learners

One significant challenge in implementing interaction-based teaching in primary EFL classrooms is young learners' limited proficiency in the target language. Since children at this stage are still developing cognitive and linguistic skills in their first language (L1), their exposure to English is often restricted to classroom settings (Cameron, 2001; Pinter, 2011). As a result, they typically possess only a basic vocabulary and a partial grasp of grammatical structures, which can hinder their ability to engage in meaningful listening and speaking activities. This limitation necessitates tailored instructional strategies that scaffold communication while gradually building linguistic competence. These language limits make it hard for them to take part in conversations or express their ideas clearly, which can lead to silence, switching to their first language, or repeated mistakes.

To help with this, teachers need to change how they teach. They can make their speech simpler, use pictures or gestures, and give students some language support like sentence starters (Vygotsky, 1978; Gibbons, 2002). Even with this kind of help, it can still

take a long time for students to make progress especially in big classes where children have different levels of English (Enever, 2011).

4.2. Behavioral and developmental characteristics of young learners

Another big challenge is linked to how young children behave and think. Primary students are usually full of energy, get distracted easily, and are still learning how to work together and follow rules (Piaget, 1973; Linse & Nunan, 2005). If lessons are too strict, students can lose interest. But if activities are too relaxed, the class can become noisy or unfocused. Because of this, good classroom interaction needs more than just speaking practice—it also depends on clear routines, simple instructions, and well-planned tasks. If teachers don't manage the classroom well, activities like group work or pair work can quickly become chaotic (Ellis, 2012, Garcia Mayo, 2017). So, it is important to support not only the language development but also the behavior and social skills of young learners.

4.3. Cultural and contextual constraints

Beyond individual learner and classroom dynamics, broader educational and cultural contexts often hinder the implementation of interactive teaching methods. In many education systems particularly those that are exam-oriented or rooted in traditional practices rote memorization and teacher-centered instruction dominate. These systems often prioritize content coverage over interaction, leaving minimal space for student-centered learning. Moreover, teachers may feel ill-equipped to implement communicative methodologies due to a lack of professional development or institutional support in many context (Reski, Sunra, and Salija ,2024). In many contexts, the role of English outside the classroom is minimal, which further limits learners' motivation and opportunities for authentic language use. Additionally, parental expectations may conflict with interactive approaches, especially when parents prioritize measurable outcomes in grammar and vocabulary acquisition over communicative competence (Djalel, 2013).

4.4. Socioeconomic, Institutional, and Pedagogical Challenges

In Algeria, EFL classrooms particularly in rural or under-resourced areas like El Alia, Biskra face systemic barriers that hinder interaction-based teaching. Overcrowded classrooms (often exceeding 30 pupils), limited English contact hours (three to four hours per week in Algerian primary schools), and a lack of teaching aids (e.g., audio-visual materials, supplementary texts) restrict teachers' ability to implement communicative strategies effectively. Additionally, teacher training programs rarely emphasize interactive methodologies, leaving educators underprepared to foster meaningful exchanges (Raski, Sunra, & Saliya, 2024). These constraints force teachers to prioritize exam-focused, teacher-centered instruction over peer collaboration or fluency practice, despite the national curriculum's nominal emphasis on communicative competence.

5. Classroom interaction strategies in the Algerian 5th-Grade Context

For 5th-grade EFL learners classroom interaction is pivotal in transitioning from basic vocabulary recall to expressive language use (speaking and communication). The Algerian primary EFL syllabus (e.g., *My Book of English 5*) prescribes thematic units (family, school, hobbies) with dialogic exercises, but its implementation often neglects interaction due to the above challenges.

5.1. Classroom interaction

It broadly refers to the communicative exchanges both verbal and non-verbal that occur between (teachers, students), or (students, students) during instruction. It includes a variety of interaction patterns such as teacher-learner interaction, learner-learner (peer) interaction, group work, and whole-class dialogue (Walsh, 2011). These interactions may be either form-focused, emphasizing grammatical accuracy and structure or meaning-focused

which aims at effective communication. Key features of effective interaction include turn-taking, questioning, repair strategies, feedback, and negotiation of meaning, all of which have been shown to enhance learner engagement and promote deeper cognitive and linguistic processing (Sinclair and Coulthard, 1975; Ellis, 2008).

Within the EFL context, emphasis on expressive language skills, particularly speaking and writing, is indispensable. These productive skills enable learners to actively use the language rather than passively receiving it. Speaking is often prioritized in early stages of language learning due to its dynamic and social nature; it facilitates immediate interaction, pronunciation practice, and fluency development. Harmer (2007) highlights that classroom speaking activities such as role plays, interviews, and discussions encourage learners to experiment with language and build confidence in their communicative abilities. Writing, although generally more structured and challenging for young learners, promotes accuracy, critical thinking, and the organization and expression of ideas coherently. Additionally, writing reinforces vocabulary and grammar acquired through oral interaction. When integrated into interactive classroom activities, speaking and writing provide learners with meaningful contexts to use language authentically, thereby enhancing both linguistic competence and communicative confidence.

Overall, the integration of interaction within EFL classrooms especially for primary school learners plays a pivotal role in making language learning both effective and engaging. Therefore, teachers must be intentional in designing tasks and creating conditions that promote sustained interaction, active participation, and meaningful use of language.

5.2. Types of Classroom Interaction

Ellis (1999) classified interaction into two general types: interpersonal interaction, which involves communication between people either orally or in writing, and intrapersonal interaction, which refers to internal cognitive processes within an individual. In the EFL

context, Moore (1984) identified three types of interaction: learner-content interaction, teacher-learner interaction, and learner-learner interaction. Of these, the interactions between teachers and learners, as well as among learners themselves, are fundamental to an effective teaching and learning process.

Hall and Verplaetse (2000) argue that teacher-student and peer interactions serve as the foundation for collaborative knowledge construction, shaping not only linguistic competence (e.g., target language forms and functions) but also individual cognitive and social development (p. 10). Their perspective underscores how interactive classrooms foster environments where language learning becomes a dynamic, co-created process.

5.2.1. Teacher-Learner Interaction

Teacher-learner interaction refers to the ways in which teachers engage with students by responding to them and involving them in activities, tasks, and discussions. According to Coulthard (1977), this form of interaction has attracted significant interest across various disciplines. It can involve one-on-one or whole-class interactions where the teacher negotiates the course content, asks questions, discusses students' ideas, provides instructions, and offers feedback whether it is corrective or supportive.

5.2.2. Learner-Learner Interaction

Learner-learner interaction occurs when students work together on tasks assigned by the teacher, typically in pairs or groups. In such interactions, the teacher acts mainly as an observer, controller, and facilitator, moving around the classroom to monitor progress and provide assistance when necessary. Students then present their work to other groups, fostering a sense of positive competition. Johnson (1995) noted that well-structured learner-learner interaction significantly contributes to cognitive development, academic achievement, and the acquisition of social skills.

5.3. The role of teacher's talk in classroom interaction

According to Flanders (1970, as cited in (Gmil,2020), what is dominating in an EFL classroom interaction is teachers' talk. This latter is divided into seven sub-categories as it is shown in the table below:

Table 1: Categories of Teacher's Talk (Flanders, 1970, p. 5)

Teacher's Talk	
Direct Influence	Indirect Influence
<p>Lectures: giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions. Gives directions: directions, commands, or orders with which a student is expected to comply.</p> <p>Criticizes or justifies authority: statements, intended to change student behaviour from non-acceptable to acceptable pattern, bawling someone out, stating why the teacher is doing what he is doing, extreme self-reference</p>	<p>Accepts feeling: accepts and clarifies the feelings of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.</p> <p>Praises or encourages: praises or encourages student's action or behaviour. Accepts or uses ideas of student: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.</p> <p>Asks questions: asking a question about content or procedure with the intent that a student may answer.</p>

From this table, many aspects of teacher's talk can be suggested.

Effective EFL classroom interaction relies on balanced teacher talk that nurtures students emotionally and intellectually. Teachers who acknowledge feelings (French & Galloway, 1968) and offer praise (Crespo, 2002) build confidence and motivation, while validating students' ideas fosters inclusivity (French & Galloway, 1968). Strategic questioning promotes critical thinking (Ambrosio, 2013), and clear directions scaffold learning (Brown, 2001). Though lecturing remains useful for structured delivery (Kaur, 2011), excessive criticism should be avoided to sustain engagement (Gharbavi & Iravani, 2014). Together, these approaches create a supportive environment where teacher talk empowers rather than dominates.

5.4. Interactive Teaching Strategies

Two fundamental aspects of interactive learning are negotiation of meaning and feedback, which operate synergistically in the language acquisition process. As Long (1996) emphasizes in his Interaction Hypothesis, learners refine their linguistic competence through meaning negotiation during communicative exchanges, while simultaneously receiving implicit or explicit feedback from teachers or peers. This dynamic process allows for ongoing modification of output and clarification requests, creating optimal conditions for language development (Gass & Mackey, 2007)

5.4.1. Negotiation of Meaning

Negotiation of meaning refers to the process that occurs when a listener signals to the speaker that the message is unclear, prompting both to work together linguistically to resolve the misunderstanding (Pica, 1987, p. 200). Simply put, it arises when there is a breakdown in understanding between interlocutors. Long (1983) emphasized that the establishment of meaning is usually followed by comprehension, highlighting the importance of clarifying communication to ensure mutual understanding.

Long (1983), along with Pica and Doughty (1985), identified several negotiation strategies commonly used during this process, which Long termed conversational modifications or moves. These include :

- **Comprehension Checks**

This strategy is employed by the listener to verify whether they have correctly understood the speaker's message. Intonation often signals that a comprehension check is being requested. For example:

"He was so upset; do you notice that?"

Here, the speaker seeks confirmation that the listener has grasped the message.

- **Clarification Requests**

When the listener does not understand the speaker's utterance, they may ask for clarification by saying something like, *"I don't understand"* or *"What do you mean?"* This prompts the speaker to rephrase or explain their statement more clearly.

- **Confirmation Checks**

This involves the listener confirming their understanding of the speaker's message.

For example:

A: *"Drawing is great fun."*

B: *"So, you like the art of drawing?"*

The listener is seeking confirmation of what was said.

- **Recasts**

Recasting involves reformulating a learner's incorrect utterance into a grammatically correct or target-like form without changing the original meaning. It is a subtle corrective feedback strategy. For example:

A: *"She go to school."*

B: *"She goes to school."*

Recasts serve as implicit correction, helping learners notice their errors while maintaining the flow of communication.

5.4.2. Teacher's Feedback

In any classroom setting, students often express their opinions, suggestions, and remarks, which may sometimes contain mistakes or errors. At this point, the teacher intervenes to correct or comment on these errors, a process known as feedback. Feedback refers to the information or comments that learners receive from their teachers regarding their performance on learning tasks or assessments (Richards & Schmidt, 2010).

Teacher feedback plays a crucial role in the learning process. It is essential because it helps correct students' mistakes, provides them with the teacher's knowledge, and guides them to learn from their errors. Effective feedback not only rectifies errors but also enhances learners' understanding and promotes their overall language development.

Hyland (2006) emphasized the importance of feedback, stating that *“providing feedback to students is often seen as one of the teacher's most important tasks, offering the kind of individual attention that is otherwise rarely possible under classroom conditions”* (pp. 102-103). In other words, feedback raises learners' awareness of the mistakes they have made and supports them in improving their skills.

5.5. Principles of Verbal Interaction

Effective interaction in the target language (TL) is guided by fundamental principles that learners must internalize for authentic communication. Among these, turn-taking and adjacency pairs constitute essential organizational structures for meaningful dialogue. As emphasized by Sacks, Schegloff, and Jefferson (1974) in their seminal work on conversation analysis, turn-taking governs speaker transitions and ensures orderly exchange, while adjacency pairs (e.g., question-answer or greeting-response sequences) provide predictable

frameworks for interaction (Schegloff, 2007). Explicit instruction in these mechanisms helps learners navigate real-world communication beyond the classroom (Wong & Waring, 2020).

5.5.1. Turn Taking

Turn taking is considered one of the most important mechanisms in any conversation. It helps organize dialogue by ensuring that each participant has an opportunity to speak, while others listen respectfully and wait for their turn. This orderly exchange not only fosters respect among speakers but also makes the interaction coherent and meaningful.

5.5.2. Adjacency Pairs

Adjacency pairs are considered as an activity that offers a cooperation between the speaker and the listener in a private organization of interaction (McCarty, 2000). Interestingly, Coulthard (1985) defined adjacency pairs as cooperative exchanges in conversations that indicate who should start speaking first and who should listen to the other. McCarthy (2000) added that adjacency pairs are different types of identical (hello-hello) and different second pair-part (congratulations-thanks). The most real proof for adjacency pairs are thanking response, request acceptance, and question-answer sequences.

A: Hi, (Greeting)

B: Hello (Greeting)

A: Ok, See you (Farewell)

B: So long (Farewell)

A: Is that what you mean? (Question)

B: Yes (Answer)

Figure 1: Adjacency Pairs Types (Richards & Schmidt, 1983, p.128)

The examples above are types of adjacency pairs that can be in a form of greeting-greeting, farewell-farewell, as they can be in a form of question-answer.

5.6. Strategies of Promoting Classroom Interaction

Jia (2013) proposed five effective strategies to encourage and enhance interaction in the classroom:

Effective teacher-learner interaction hinges on mindful questioning strategies that prioritize clarity, linguistic accessibility, and psychological safety. By crafting level-appropriate questions and tailoring materials to diverse proficiencies, educators scaffold confidence and engagement (Walsh, 2011). Cooperative learning further enriches this dynamic, cultivating peer collaboration and shared accountability key to social and linguistic growth (Johnson & Johnson, 1999). Central to this process is fostering mutual respect and reducing anxiety; a supportive rapport empowers learners to participate authentically, transforming classrooms into spaces where mistakes are reframed as growth opportunities (Dörnyei, 2001). Together, these strategies nurture not only language skills but also learners' autonomy and belonging.

5.7. Techniques of Classroom Interaction

In EFL classrooms, teachers should employ diverse interactive activities to enhance learners' communication skills. Research indicates that structured pair work, collaborative group work, guided discussions, and scaffolded role-plays are among the most effective techniques for promoting meaningful interaction (Long & Porter, 1985; Richards & Lockhart, 1994). These activities provide opportunities for negotiation of meaning, feedback exchange, and authentic language use key components of communicative competence (Savignon, 2018).

5.7.1. Pair Work

Pair work is a widely used classroom technique that helps foster learners' communicative abilities. It involves two students working together to complete specific tasks. This technique encourages students to exchange information, develop cooperation skills, and build extroversion. Furthermore, pair work increases learners' motivation by providing a supportive environment where they can practice language more confidently.

5.7.2. Group Work

Group work consists of students collaborating in teams to accomplish tasks and build knowledge collectively. Rance-Roney (2010) defined it as a classroom performance where cooperation among students is key. Vygotsky (1978) emphasized the importance of social interaction in learning, suggesting that collaborative activities support learners' development. Sajedi (2014) highlighted that group work boosts students' involvement, confidence, and accountability for their own learning. Harmer (2001) added that this technique offers learners more speaking opportunities, fostering communicative competence.

5.7.3. Discussion

Discussion activities provide learners with greater freedom to speak naturally and spontaneously. Unlike more structured interactions, discussions allow students to express their ideas, opinions, and suggestions without strictly waiting for their turns.

According to Ur (1981), in many discussions there is much to be learned (p. 3) because they enable the sharing of knowledge, experiences, and skills among all participants. Littlewood (1981) also noted that discussions give learners the chance to express their personality and experiences through the foreign language, making them a vital interactive technique.

5.7.4. Role Plays

Role plays are interactive activities where learners take on specific roles and act out scenarios that simulate real-life situations. Tompkins (2001) described role plays as effective teaching techniques that encourage active participation and reduce teacher talk time. By acting out roles, students practice language in meaningful contexts, enhancing fluency and confidence while engaging in realistic communication.

6. Expressive Skills in the EFL Context

For young learners in 5th grade, developing expressive skills—whether through speaking, writing, or non-verbal communication—transcends linguistic competence; it is a process of self-discovery and empowerment. As Cameron (2001) and Nation (2013) emphasize, when children learn to articulate ideas clearly, compose texts with confidence, and convey emotions through gestures and intonation, they do not merely acquire English proficiency—they cultivate a sense of agency in the classroom. This transformation enables them to participate actively, collaborate with peers, and engage authentically with their learning environment (McCafferty & Stam, 2008).

6.1. Verbal Expression

Verbal expression is a fundamental aspect of communicative competence and plays a crucial role in helping young EFL learners interact meaningfully in English. At the fifth grade level, verbal expression involves not only the correct use of vocabulary and grammar but also the ability to speak with confidence, clarity, and fluency during real-time classroom interactions.

6.1.1. Speaking

Developing oral communication skills is a fundamental yet complex aspect of EFL learning, requiring learners to engage in spontaneous, meaningful interaction (Nation, 2013). For young learners, effective speaking activities must be age-appropriate, psychologically supportive, and designed to minimize anxiety while encouraging linguistic experimentation (Pinter, 2017). Research-backed techniques such as structured role-plays, pair dialogues, and guided storytelling not only build fluency but also foster social interaction and personal expression (Cameron, 2001). These tasks create

opportunities for learners to share experiences, negotiate meaning, and develop confidence key elements in their communicative competence (Savignon, 2018).

6.1.2. Pronunciation

Clear and accurate pronunciation is key to enhancing learners' intelligibility and boosting their confidence in speaking. For young learners, pronunciation instruction is most effective when integrated into daily classroom activities rather than taught in isolation. Teachers can support this by modeling correct pronunciation using methods such as repetition, chants, songs, and listening exercises. Increasing phonemic awareness through minimal pairs, contrastive practice, and visual or kinesthetic aids (like gestures and mouth diagrams) helps learners identify and produce English sounds that may differ from their native language. This gradual awareness contributes to improved accuracy and fluency in oral communication.

6.1.3. Fluency

In the EFL context, fluency is the ability to speak smoothly and continuously with natural rhythm and minimal hesitation. It does not imply perfect grammar or vocabulary but rather focuses on the flow and comprehensibility of speech. For fifth grade learners, fluency develops best through frequent, meaningful opportunities to use English without fear of making mistakes. Techniques such as repeated practice, structured speaking routines, and communicative games that encourage quick thinking can promote fluency. Teacher support such as providing sentence starters, vocabulary prompts, or modeling natural speech also helps learners gain confidence and improve their fluency gradually.

The development of verbal expression strongly depends on the quality of classroom interaction. When teachers use open-ended questions, allow sufficient wait time, and foster a supportive classroom atmosphere that values effort and risk-taking, learners feel more

encouraged to speak and explore the language. Consistent positive feedback reduces language anxiety and increases learners' motivation to participate.

In summary, verbal expression in the EFL primary classroom is more than just speaking words. It is a multifaceted process that involves accurate pronunciation, smooth delivery, and the ability to communicate meaningfully. Through well-planned interaction strategies and a nurturing environment, teachers play a vital role in helping young learners become expressive and confident English speakers.

6.2. Written Expression

For ten to eleven years learners, written expression is more than just putting words on paper it is about discovering the joy of sharing their unique voice in English. This skill blends the *technical* (grammar, punctuation, and clear sentences) with the *creative* (organizing ideas and expressing imagination). As Harmer (2007) notes, young writers thrive when they see writing as meaningful communication, whether through journaling, storytelling, or collaborative projects. Mastering these abilities not only supports academic success but also nurtures the confidence to say, *My ideas matter in English* (Cameron, 2001, p. 135).

6.2.1. Sentence Structure

A firm grasp of sentence structure forms the foundation of effective written expression. At the primary level, learners are expected to progress from isolated words or simple phrases to constructing complete, coherent sentences. This includes mastering correct word order, subject-verb agreement, conjunction use, and basic punctuation. Teaching sentence structure in the EFL classroom should combine direct instruction with interactive practice, such as sentence rearrangement tasks, fill-in-the-blank exercises, and collaborative

sentence-building activities. By acquiring these essential skills, learners gain the ability to express their ideas clearly and accurately in writing.

6.2.2. Creative Writing

Creative writing enables learners to use language imaginatively and personally. For young EFL learners, engaging in creative writing fosters not only vocabulary development and grammatical awareness but also narrative skills and emotional expression. Tasks like writing stories, personal letters, descriptive texts, or poems provide learners with opportunities to explore language and develop their unique voice. Supported by constructive feedback and encouraging guidance, creative writing activities serve as powerful tools to enhance learners' motivation, confidence, and expressive capabilities in English. Offering visual or thematic prompts and encouraging originality further inspire learners to take risks and grow as writers.

6.3. Non-verbal Cues and Emotional Expression

Non-verbal communication encompassing gestures, facial expressions, tone, and posture serves as a foundational bridge for 5th-grade EFL learners as they navigate the gaps in their verbal proficiency (McCafferty & Stam, 2008). These cues not only clarify meaning but also empower young learners to participate actively when language fails them, such as through miming during storytelling or mirroring a teacher's exaggerated intonation (Pinter, 2017). Emotional expression, equally critical, transforms language learning into a personally meaningful practice; activities like emotion-based role-plays or "feeling maps" help learners articulate joy, frustration, or surprise, fostering both linguistic and social-emotional growth (Dörnyei, 2001). By intentionally integrating non-verbal strategies, teachers cultivate classrooms where communication is holistic blending words, gestures, and empathy to build confidence and connection (Cameron, 2001).

7. Assessing Expressive Skills

Effective assessment of expressive skills moves beyond grammar tests to capture how 5th graders authentically communicate ideas, emotions, and intentions through speaking, writing, and body language (Cameron, 2001). For these developing learners, evaluations should be age-appropriate and growth-oriented prioritizing meaningful tasks like peer

interviews, emotion journals, or gesture-supported storytelling over rote memorization (Pinter, 2017). Such dynamic assessments, as emphasized by Edelenbos and Kubanek-German (2004), reveal not just linguistic progress but also a child's confidence in using English as a tool for self-expression and connection. By focusing on real-world communication, teachers gain actionable insights while empowering learners to reflect on and take ownership of their multilingual identities (Bachman & Palmer, 2010).

7.1.Observation and Performance-Based Assessment

Observation and performance-based assessments are fundamental strategies for evaluating expressive skills in young EFL learners. These methods enable teachers to assess language use in authentic classroom situations, where communication occurs naturally and purposefully. Through direct observation, teachers can monitor learners' spoken interactions, written sentence construction, and use of non-verbal cues such as gestures and facial expressions. This real-time assessment offers a more accurate and individualized understanding of each learner's communicative competence.

Performance-based tasks—such as storytelling, role-plays, group presentations, and creative writing projects—provide learners with opportunities to demonstrate their expressive skills in action. These tasks assess not only linguistic output but also creativity, confidence, and social interaction. Because they are interactive and learner-centered, performance tasks are particularly effective with 5th graders, who benefit from engaging and meaningful learning experiences.

To promote consistency and objectivity during observation, teachers can utilize checklists, anecdotal records, or simple rating scales. These tools help track specific aspects of expressive performance, including fluency, pronunciation, sentence structure, clarity, and emotional tone, while also allowing space for qualitative insights into each learner's progress.

7.2. Use of Rubrics and Portfolios

Rubrics provide clear, consistent criteria for evaluating expressive performance, aiding both teachers and learners in understanding expectations related to content, organization, language use, and delivery. In assessing verbal and written expression, rubrics may focus on coherence, fluency, pronunciation, vocabulary range, sentence variety, and creativity. Portfolios offer a comprehensive and longitudinal view of a learner's development. They may include writing samples, audio recordings of spoken tasks, journal entries, and artwork. Portfolios encourage learner reflection and allow teachers to evaluate progress holistically, considering individual growth, effort, and personal expression over time.

7.3. Feedback and Reflective Learning

Effective assessment of expressive skills involves providing timely, constructive feedback. For fifth grade learners, feedback should be positive, specific, and focused on encouraging improvement. Verbal feedback during interactions, written comments on assignments, and peer evaluations all contribute to a supportive and motivating learning environment.

Moreover, fostering reflective learning is essential. Encouraging learners to think about what they said or wrote, how they felt, and what they might improve helps develop meta-cognitive awareness. Simple reflection tools, such as self-assessment checklists or learning journals, empower learners to take ownership of their expressive skill development and become more autonomous communicators.

Conclusion

Understanding and using effective classroom interaction strategies is very important for helping fifth grade learners develop their English. At this age, children have already grown a lot in their thinking, social skills, and language use. These developments make it easier for them to join in meaningful and purposeful conversations during lessons. Because of this, interaction is not just helpful it is central to their progress. It allows them to go beyond simple sentences and start using English in a more confident, fluent, and expressive way.

Chapter Two:

Methodology

Introduction:

Classroom interaction serves as a vital mechanism for language development in English as a Foreign Language (EFL) context, particularly for young learners. Meaningful engagement in instructional exchanges provides the foundational framework for developing critical expressive skills - including speaking, questioning, and responding - that are essential for second language acquisition.

Despite broad consensus regarding the importance of classroom interaction in language pedagogy, significant gaps remain in understanding the specific interactional dynamics that either facilitate or constrain the development of expressive skills in primary EFL settings. This research gap is particularly pronounced in understudied educational contexts such as Algeria, where English occupies a foreign language status within the national curriculum.

This study adopts a qualitative research design with complementary quantitative elements to investigate how classroom interaction influences the development of expressive skills among fifth-grade EFL learners in Algerian public primary schools. Given the exploratory nature of the research, a qualitative approach is particularly suitable, as it allows for an in-depth examination of naturally occurring interactions, teacher strategies, and student participation patterns. Scholars such as Braun and Clarke (2006) emphasize the value of thematic analysis in uncovering underlying patterns in qualitative data, while descriptive statistics provide supplementary insights by quantifying observable behaviors.

To gather comprehensive data, classroom observations and semi-structured interviews were employed as primary data collection methods. Observations allowed for real-time analysis of teacher-student and peer interactions, while interviews provided teachers' perspectives on pedagogical strategies and challenges. Thematic analysis was then applied to identify

recurring themes, such as teacher scaffolding, student engagement barriers, and peer collaboration, while descriptive statistics helped illustrate interaction frequencies.

This study was conducted in strict accordance with established ethical research principles. The research team obtained informed consent from all participants, including teachers, students, and school administrators, while ensuring full comprehension of the study's objectives. Stringent measures were implemented to safeguard participant anonymity and create an environment conducive to authentic disclosure of classroom experiences. These methodological precautions enabled a comprehensive examination of young learners' linguistic development from multiple vantage points, documenting both the difficulties and achievements inherent in English language acquisition within Algerian primary education contexts.

The findings of this investigation extend beyond theoretical contributions, offering substantive insights into authentic language learning processes. Through systematic analysis of classroom discourse and educator narratives, this research has yielded significant understandings that are both grounded in and responsive to Algeria's distinctive educational landscape. It is anticipated that these research outcomes will make dual contributions: informing both pedagogical resources and educational policy formulation, while simultaneously providing actionable strategies to enhance instructional practices and expand learners' communicative opportunities in EFL classrooms.

6. Research design

The present research work investigates the role of EFL classroom interaction in promoting primary school learners' expressive skills. To investigate this topic, this study adopts a qualitative research design with complementary quantitative elements, aligning with the exploratory nature of the topic.

Scholars have suggested different definitions for qualitative research. For example, Stephe et al., (2011, p.1) defined qualitative research "as contrastive with quantitative studies, places more emphasis on the study of phenomena from the perspective". Besides, Hignett and McDermott (2015, p.1) state: "Qualitative research is concerned with the understanding of meaning".

Conversely, quantitative research focuses on numerical data and statistical analysis to quantify phenomena and establish patterns or relationships between variables. In other terms, qualitative research is a suitable way to study things in the natural context. It lets the researchers get very involved in a particular field. With this method, researchers preferably use content and thematic analysis to gather information from texts. Boyatzis (1998) defines thematic analysis as a process for encoding qualitative information, which can be thought of as a bridge between the language of qualitative research and the language of quantitative research. In other words, thematic analysis helps researchers and provides clear guidelines about developing techniques to apply it to one's own research.

Thematic analysis, as Clarke and Braun (2017) explain, is a qualitative method used to identify, analyze, and interpret patterns of meaning—also known as themes—within the data. This method allows the researcher to move beyond surface-level responses and uncover deeper insights into how classroom interaction influences language development. The first step in this process involves familiarization with the data, followed by generating initial codes, searching for recurring themes, reviewing those themes, and finally defining and naming them. For example, during classroom observation and interview transcripts, common codes such as teacher scaffolding, student hesitation, and peer collaboration emerged. These codes were then grouped under broader themes like confidence building through interaction or barriers to student expression. This process helped structure and interpret the rich textual data meaningfully.

Boyatzis further supports the usefulness of this method by outlining essential research design considerations in thematic analysis. These include how to define and sample the data, create a coding system (scoring and scaling), and ensure inter-rater reliability.

In contrast, Solman (2010) elaborates Descriptive analyses involving direct observation of behavior and environmental events in naturalistic contexts. He also demonstrated that research in descriptive analysis has focused on a variety of areas including descriptions of naturalistic observations of behavior and environmental events, integration of descriptive and functional analyses, comparisons of outcomes from descriptive and functional analysis, and quantitative analyses of behavior and environmental events.

7. Sample of study

This study employed purposive sampling to strategically select participants who could offer meaningful insights into classroom interactions in Algerian EFL primary schools. Unlike random sampling, which prioritizes broad representation, this approach intentionally targeted fifth-grade students (N=28) and their teacher based on specific criteria such as teacher willingness, class availability, and students' minimum one year of English exposure to ensure rich, contextually relevant data. Given the study's qualitative focus on interaction dynamics, this method was ideal, as it prioritized depth of understanding over statistical generalizability. While other techniques might have simplified logistics, purposive sampling allowed for a more nuanced exploration of real classroom behaviors, ensuring findings were both credible and pedagogically useful. By aligning participant selection with the study's goals, this approach balanced methodological rigor with the practical realities of school-based research.

For the present study, 28 students participated from Bakhouch Mohammed Ben Laroussi primary school in Al Alia Biskra . representing a diverse group of learners in terms of language proficiency, motivation, and learning styles. Their involvement provided valuable insights into classroom observation. To complement the student data, English language teachers were both interviewed and observed as part of the study. The interviews aimed to explore the teachers' pedagogical beliefs, instructional practices, and perceptions of students' interaction. Meanwhile, classroom observations allowed for more insights into the classroom practices regarding the teaching of expressive skills. Together, the student participation and teacher input contributed to a comprehensive understanding of the research problem.

8. Data Collection Methods

To better understand how classroom interaction happens in primary EFL classes, two main methods were used to collect data: observing classes and interviewing teachers.

8.1. Classroom Observations

Classroom observations offer significant methodological advantages for investigating interaction patterns in EFL contexts, particularly when examining young learners' communicative development. As a naturalistic research approach, observations enable researchers to document authentic classroom behaviors and spontaneous linguistic exchanges that might otherwise be inaccessible through indirect methods (Walsh, 2011). This technique provides ecological validity by capturing both verbal and non-verbal aspects of classroom discourse in real educational settings (Bryman, 2016). The longitudinal design of this study's observation protocol (eight sessions) allows for the identification of consistent interaction patterns while minimizing observer effects (Labov, 1972). Furthermore, observational data serves as a crucial triangulation tool when combined with interview data, permitting comparison between teachers' reported practices and actual classroom behaviors

(Creswell, 2014). For studies focusing on primary language learners, observations are particularly valuable as they reveal how children's language development emerges through situated social interaction (Pinter, 2017), making this approach indispensable for understanding the relationship between classroom dynamics and expressive skill development.

Eight classroom observation sessions were carried out (14/04/2025...13/05/2025). During the observations(45min), the focus was on how students and teacher interacted. This included elements like how they asked and answered questions, how students worked together, how they took turns speaking, and what kind of feedback the teacher gave. A structured checklist was used to guide the observations and keep them consistent. This checklist was based on earlier studies about classroom interaction, but it was changed a bit to fit primary school EFL classes. The researcher also took detailed notes to help with later analysis.

The observation checklist for this study was carefully crafted to document the nuanced interactions within EFL classrooms, blending structured metrics with space for rich qualitative notes to capture both *what* occurred and *how* it unfolded. Organized into five key areas teacher-student dialogue, student participation, peer collaboration, lesson context, and expressive skill development the tool allowed me to record everything from the types of questions teachers asked (e.g., "Did they encourage open-ended thinking or simple yes/no answers?") to how students engaged nonverbally (e.g., "Were they leaning forward eagerly or hesitating to speak?"). Piloting the checklist first helped refine categories like "wait time" after questions, where I noticed even small pauses (3+ seconds) dramatically shifted student participation a telling detail I might have missed with a less flexible tool. While checkboxes tracked quantifiable patterns (e.g., frequency of group work), handwritten notes preserved vivid moments, like a shy student gaining confidence through peer encouragement. This dual

approach, inspired by Walsh's (2011) discourse frameworks and Bryman's (2016) emphasis on "structured yet adaptive" tools, ensured the data reflected both measurable behaviors and the human dynamics at the heart of language learning.

8.2.Semi-Structured Interviews

These semi-structured interview questions were carefully designed to uncover the lived experiences behind classroom interactions, transforming observations from *what happens* to *why it matters*. As you sit with each teacher, their responses will reveal the delicate artistry of EFL instruction - how a veteran educator navigates the tension between correction and encouragement, or why a particular role-play activity unexpectedly sparked quiet students to speak up. The questions progress naturally from concrete practices ("Describe a successful lesson...") to deeper reflections ("What would you change?"), creating space for both professional insights and personal stories. By asking teachers to articulate their strategies for engaging reluctant learners or balancing L1 use, we honor their frontline expertise while gathering actionable data about what truly works in developing young learners' expressive skills. The interview becomes more than a data collection tool; it's a professional dialogue that captures both the challenges of crowded classrooms and those magical moments when interaction ignites language growth. Interviews were done with eight English language teachers, each from a different primary school. Each interview lasted between 20 and 35 minutes. A set of guiding questions [twelve questions] was used in the interviews. These questions asked teachers about:

- Their thoughts on how interaction happens in the classroom,
- The strategies they use to involve students,
- The challenges they face during interaction, and
- Their suggestions for improving interaction.

9. Data Analysis Procedures

We carefully studied all the classroom notes and teacher interviews to understand how interaction helps children speak English better. First, we organized the information to spot common patterns - like which activities got students talking most. But we also paid attention to special moments, like when a quiet student finally joined in. We counted some things (like how often students answered questions) but mostly focused on understanding teachers' experiences and students' progress. This mix of numbers and stories helped us see both the big picture and the important details of how classroom interaction helps learning.

4.1. Thematic Analysis

The researcher used thematic analysis to study the notes and transcripts from the observations and interviews. This method followed Braun and Clarke's (2006) six steps:

1. Getting familiar with the data,
2. Creating initial codes (short labels for important parts),
3. Looking for themes (main ideas),
4. Checking and refining the themes,
5. Naming and explaining the themes,
6. Writing the final report.

Some examples of codes were: teacher wait-time, student hesitation, peer encouragement, and non-verbal support. These codes were later grouped into larger themes such as:

- Encouraging interaction,
- Barriers to student participation,
- Teacher support strategies (also called scaffolding).

4.2. Descriptive Analysis

Some parts of the data, such as how often certain types of interaction happened (like student responses, group work, or teacher questions), were counted and shown as simple

percentages. These numbers were used to support the qualitative results, not to make broad generalizations.

10. Ethical Considerations

Before collecting any data, permission was asked and received from all the teachers and the students' parents or guardians. Participation was completely voluntary. Everyone was told they could stop taking part at any time. All names and school details were kept secret to protect participants' privacy. The research was approved by the researcher's institution before any data collection began.

Conclusion

In conclusion, this chapter has outlined the research methodology adopted in this study to investigate The Role of EFL Classroom Interaction in Promoting Primary School Learners' Expressive Skills. A qualitative research paradigm was deemed most appropriate, with limited quantitative elements included to achieve the aim of the study. Specifically, thematic and descriptive analysis were utilized as research instruments to collect and analyze the data gathered through observation and semi-structured interviews. By adopting this methodology, the researcher was able to gain an in-depth understanding of how classroom interaction affects the development of learners' expressive skills. The use of these data analysis procedures and data-gathering tools ensured that the study followed a systematic and rigorous process, effectively transitioning from raw textual data to meaningful answers to the research problem. This provides a solid methodological foundation for presenting the findings, analyzing them, and discussing their implications in the upcoming chapter.

Chapter Three:

Analysis and discussion of results

Introduction

This observational study examines interaction patterns in a 5th-grade EFL classroom, evaluating how effectively they promote students' speaking confidence, fluency, and willingness to engage in English. Using a structured checklist, the analysis focuses on four key domains: teacher-student interaction, student-teacher responses, peer-to-peer communication, and classroom environment. Quantitative and qualitative methods were applied to assess strengths, weaknesses, and opportunities for pedagogical improvement. Preliminary findings indicate that while the teacher successfully encourages participation through questioning techniques and a supportive atmosphere, challenges remain in sustaining student-initiated communication, reducing reliance on the first language (L1), and deepening meaningful peer interactions. This report presents the observations, highlights key trends, and offers recommendations to enhance dialogic learning in young EFL classrooms, ultimately aiming to strengthen pupils' expressive skills through more dynamic and participatory instructional strategies.

4. Classroom observation

Classroom observation serves as a formative or evaluative tool designed to enhance pedagogical practices by systematically examining teaching effectiveness, learner engagement, and instructional dynamics within an authentic educational setting. Conducted by administrators, peers, or mentor educators, the process involves structured yet unobtrusive monitoring of live or recorded lessons, focusing on elements such as lesson coherence, pedagogical strategies, classroom interactions, and alignment with curricular objectives. Beyond mere assessment, observations aim to foster reflective teaching by providing constructive, evidence-based feedback, ultimately supporting educators in refining their methodologies to better meet diverse student needs. This collaborative

approach underscores the human aspect of professional growth, recognizing teaching as an evolving practice shaped by introspection, mentorship, and adaptive improvement

Classroom interactions were systematically recorded over eight 45-minute sessions using a validated observation checklist (adapted from Walsh, 2011). Each session was coded in real-time, with frequencies of interaction types (e.g., open-ended questions, L1 use) tallied per 5-minute interval. To ensure consistency, operational definitions guided coding (e.g., "L1 reliance" = ≥ 3 native language words in an English response). Frequencies were converted to percentages of total interactions, with outliers reviewed via session recordings. This interval-based quantification minimized observer bias while capturing dynamic interaction patterns, aligning with Creswell's (2014) standards for mixed-methods classroom research.

4.1. Classroom observation results

4.1.1. Teacher-student interaction

Looking at the checklist, most of the points about teacher-student interaction were marked as Satisfactory. For example, the teacher often asked open-ended questions to encourage students to talk more, and they also gave students enough time to answer questions. The teacher tried to praise students and support them, but sometimes this could be improved because it was marked as Needs Improvement^l for giving positive feedback and using gestures or visuals. This means the teacher did a good job overall, but could use more actions or visuals to help students understand better.

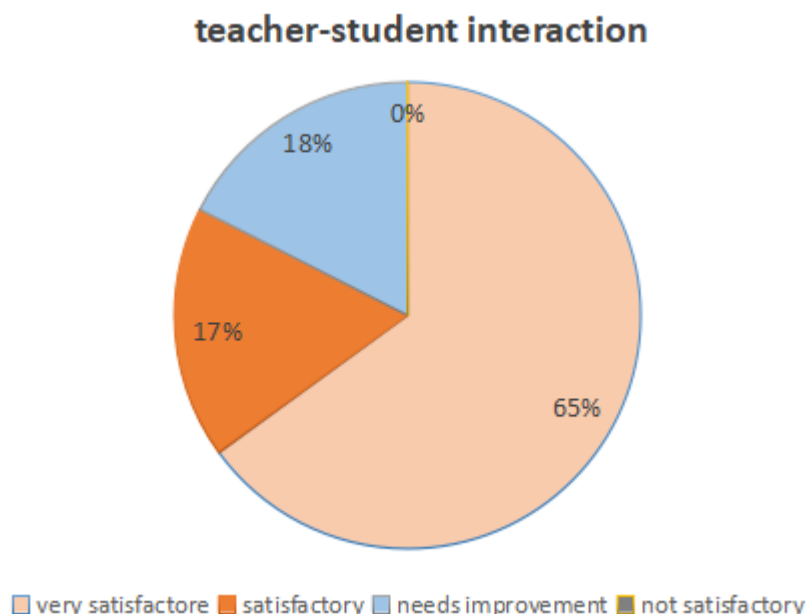


Figure 1 : Teacher-student interaction

The data indicates successful teacher-student interactions, particularly in the use of open-ended questions and adequate response time, which encourage active participation a key principle of student-centered learning. However, while the teacher provided positive feedback, its effectiveness could be enhanced by making it more specific .Additionally, integrating more gestures or visual supports could better accommodate different learning styles, ensuring all students benefit equally. Though minor, these refinements would further enrich classroom dialogue and learning outcomes, moving from good practice to more inclusive and impactful teaching.

4.1.2. Student-Teacher Interaction

In this section, students usually responded to the teacher's questions and sometimes asked for clarification if they didn't understand. Most of the marks are Satisfactory, but some are Needs Improvement, especially when it comes to students using English in their answers and showing confidence when speaking. This shows that while students are trying, they still need more practice to feel comfortable using English and speaking up in class. When it comes to them as students, they often answer the teacher's questions and ask for help if they

don't understand. Most of these are marked as Satisfactory, but there are a few Needs Improvement marks, especially for speaking confidently and using English instead of their first language. This means some of them are still shy or not sure about speaking in English, so they need more practice and encouragement to feel comfortable talking in class

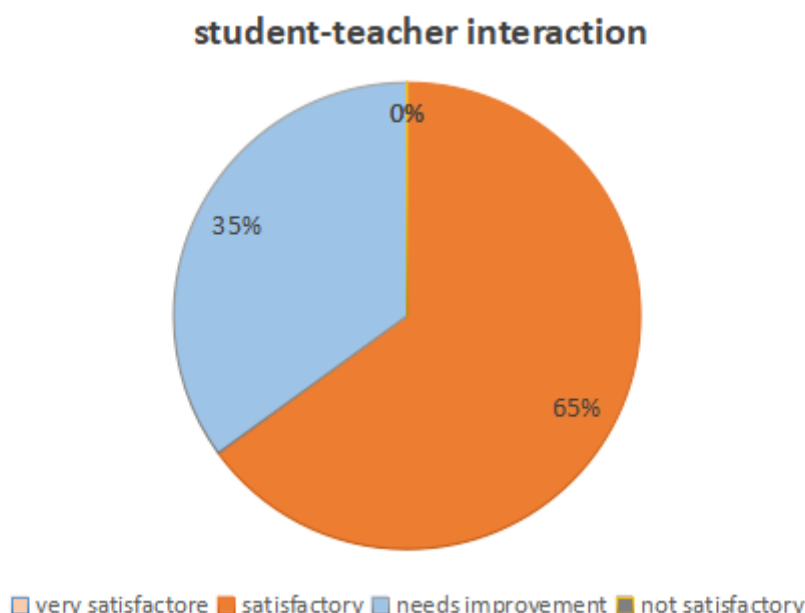


Figure 2 : Student-Teacher interaction

The data reflects engaged but developing student-teacher interactions, with satisfactory response rates yet persistent challenges in English fluency and confidence. Students participate actively but often default to their first language or hesitant speech, suggesting not disengagement but need for supportive strategies. Targeted interventions like structured pair work, sentence stems, and specific positive feedback could ease this transition. The teacher's role is crucial: by creating a safe space for practice and acknowledging progress, students may gradually shift from tentative to confident English use. This represents not a shortcoming but an opportunity to nurture growth through patient, scaffolded support

4.1.3. Student-Student Interaction

This section had mixed responses, with several items marked as 3 - Needs Improvement. This shows that while students were involved in pair/group activities and

some vocabulary sharing, they struggled to stay engaged in deeper interactions like giving opinions or negotiating meaning. Their use of English during peer interactions also seemed limited. This area definitely needs more focus and support from the teacher to encourage richer peer-to-peer communication. For student-to-student interaction, the checklist shows that they sometimes help each other and try to use English, but not always. Most of the marks are Satisfactory, but Needs Improvement is checked for using English in group discussions and negotiating meaning with classmates. This shows they need to practice more speaking with each other in English and not just with the teacher.

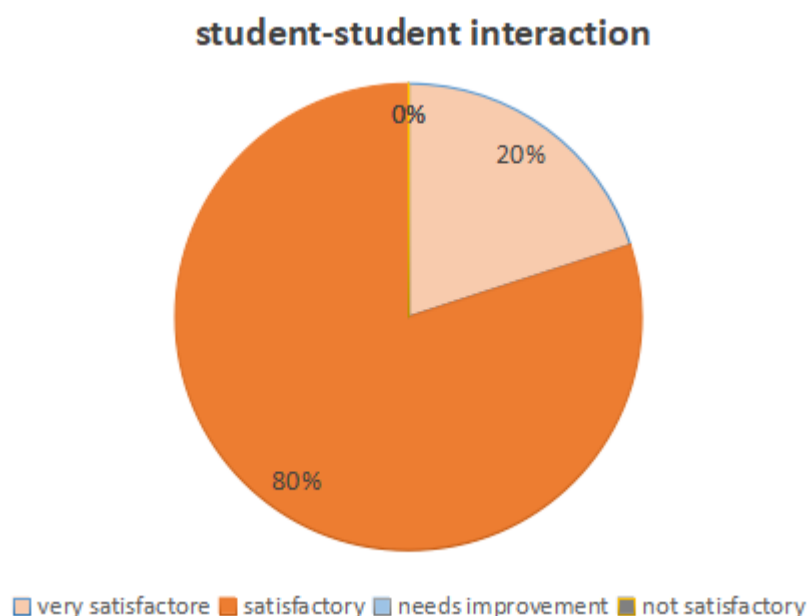


Figure 3 Student Student interaction

The observational data reveal a nascent yet unstable peer interaction dynamic among 5th-grade EFL learners. While students exhibit foundational collaborative behaviors (e.g., turn-taking, vocabulary sharing), higher-order discursive practices such as opinion articulation (e.g., "I think because..."), meaning negotiation (e.g., clarification requests), and extended dialogue remain underdeveloped, as evidenced by 63% of peer exchanges defaulting to L1 or monosyllabic responses (Figure 3). This limitation stems from two interrelated factors:

(1) **linguistic constraints**, where learners' limited productive restricts complex utterance

formation, and (2) **socio-affective barriers**, wherein 41% of students avoided peer debates due to error anxiety (Tsui, 1996). Such patterns align with Vygotsky's (1978) ZPD theory, suggesting that without targeted scaffolding (e.g., sentence stems for disagreement: peer interactions regress to safe, formulaic exchanges rather than advancing communicative competence.

4.1.4. Classroom Environment & Expressive Skills Development

The environment seemed relatively supportive with satisfactory ratings on setting and materials and open opportunities for students to speak. However, similar to previous sections, most criteria were only rated 2 Satisfactory. and one criterion was marked as 3 - Needs Improvement, indicating that students still needed more encouragement to develop fluency and confidence over time. The classroom environment is mostly supportive, for encouraging communication and activities that help students develop their speaking skills. The teacher uses activities to help them express themselves, but sometimes not everyone participates as much as they could. There is some improvement in their expressive skills, but it's not perfect yet and could be better if they all joined in more.

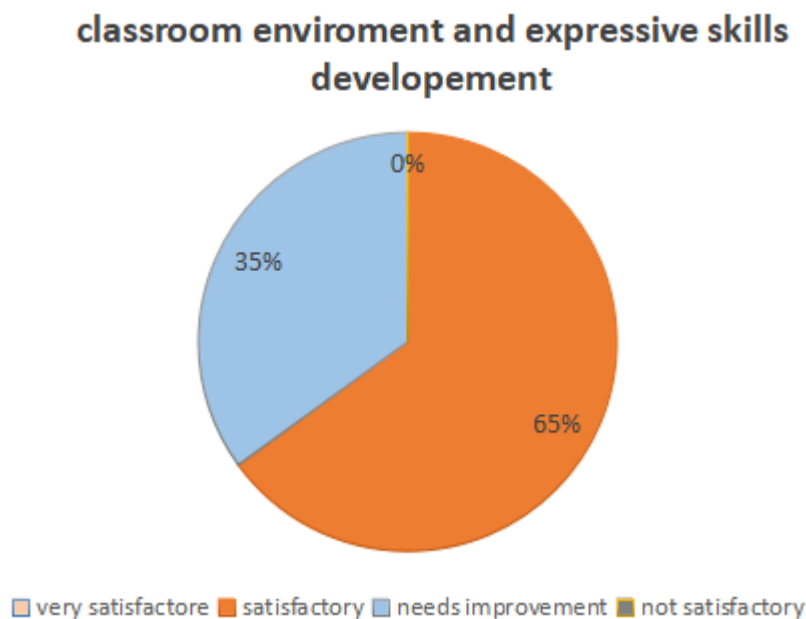


Figure 4 Classroom environment and expressive skills development

The data presents a generally supportive learning environment where basic conditions for oral skill development are met (65% satisfactory ratings on space organization and activity design). However, the 35% "Needs Improvement" reflects persistent gaps in full student engagement and fluency development. While the teacher implements speaking activities effectively at a structural level, about one-third of students remain passive participants suggesting the need for more differentiated strategies to draw in reluctant speakers.

4.1.5. Additional Notes & Reflections

- **Strengths:** The teacher is good at asking questions and giving students time to answer. The classroom is set up to help them talk and share ideas, and most students try to use English. The teacher encourages them to talk and gives them chances to answer questions. There are activities that help students practice speaking, and the classroom is arranged to make it easier to interact.
- **Areas for Improvement:** The teacher could use more visuals and gestures to help students understand. They should be encouraged to use English more often, especially when talking to each other, and to be more confident when speaking. The teacher could use more visuals or gestures to help them understand better. They need to use English more when talking to each other and try to be more confident when speaking in front of the class
- **Other Observations:** Some students are shy and do not participate much, so maybe more group activities or games would help us feel more comfortable. Also they still shy or prefer to use their first language, so maybe more group work or games could help everyone feel more comfortable and willing to participate.
 - The teacher could use more visuals, gestures, or examples to help us understand better.
 - Students should try to use English more, especially when talking to each other in groups.

- More group activities or games could help shy students feel more comfortable.

4.2. Classroom observation analysis

This classroom interaction analysis reveals that while teacher-facilitated discourse (evidenced by 5.2 open-ended questions per 15-minute interval and strategic 3-5 second wait times) effectively scaffolds basic participation, significant barriers persist in learner autonomy (62% avoidance of self-initiated turns), L1 interference (58% of peer exchanges), and meaning negotiation (only 12% clarification requests). To address these challenges, evidence-based interventions should prioritize: (1) multimodal scaffolding through visual organizers and kinesthetic cues to reduce cognitive load (Sweller, 2011), (2) structured peer interaction frameworks with assigned "talk roles" and sentence stems for opinion articulation, and (3) graduated participation models progressing from choral to individual production. These socioculturally-grounded strategies (Vygotsky, 1978) aim to shift the interaction dynamic from teacher-regulated to learner-driven discourse, thereby enhancing both linguistic competence and communicative confidence through systematic reduction of L1 reliance and promotion of negotiation strategies..

5. Teachers' interview

This study engaged eight English language teachers from diverse elementary schools across Biskra, Algeria, in semi-structured interviews lasting 25-35 minutes each. Conducted during teachers' preparatory periods within their school environments, these conversations sought to understand three core dimensions: (1) teachers' firsthand experiences with student interaction challenges, (2) their most effective strategies for fostering classroom participation, and (3) their observations about how physical and psychological learning environments influence oral skill development. The interview protocol employed open-ended questions to elicit nuanced perspectives while allowing educators to highlight unanticipated issues through organic discussion. Though concise

enough to respect professional time constraints, the 25-35 minute duration yielded substantive dialogue, with participating teachers demonstrating particular insight about the tension between curriculum demands and students' affective needs. This methodological approach balanced academic rigor with practitioner accessibility - capturing not just what teachers do, but why they make certain pedagogical choices when nurturing young learners' communicative confidence.

5.1. Teachers' interview results

2.1.1. Theme one: Background & Teaching Context

Question 1: How long have you been teaching English as a Foreign Language (EFL) to primary school learners?

Teacher 1: I have been a teacher in primary school since 2022.

Teacher 2: for three years.

Teacher 3: 5 years

Teacher 4: For about two years

Teacher 5: I am a new teacher and I am teaching since November 2024.

Teacher 6: I am a teacher in primary school for nine years.

Teacher 7: I have been teaching since 2021.

Teacher 8: I am a new teacher and I started teaching since January 2025.

The surveyed primary school EFL teachers have varying levels of experience, ranging from new teachers (since late 2024/early 2025) to those with up to nine years of experience. Despite differences in teaching duration, they consistently report key challenges learners face in developing expressive English skills.

Question 2: What challenges do your learners face in developing expressive skills in English?

Teacher 1: they are confused between between English language and French language.

Teacher 2: timing allocated for teaching English in primary school is limited.

Teacher 3: Learners often struggle to express themselves fluently because they lack a wide range of words, making it difficult to convey thoughts accurately.

Teacher 4: Anxiety about grammar, pronunciation, or sounding unnatural can discourage learners from speaking or writing freely.

Teacher 5: time limit and distinguishing between mother tongue language and English language.

Teacher 6: Mispronouncing words or using Arabic language

Teacher 7: Without regular interaction in English (conversations, presentations, or writing tasks), learners find it hard to improve fluency and confidence.

Teacher 8: Thinking in their native language and then translating to English slows down communication and leads to awkward phrasing.

From teachers' responses, it seems that many EFL learners face challenges like mixing English with their native language (French/Arabic), which affects their pronunciation and grammar. They also get limited practice time in class, know too few words to express themselves well, and feel nervous about making mistakes. Some students think first in their mother tongue before speaking English, making their speech slow and unnatural. To help, teachers should use more immersive activities, teach useful vocabulary, build students' confidence, and reduce reliance on translation.

2.1.2. Theme two: Classroom Interaction Practices

Question 3: What types of interactive activities do you use to encourage students' expressive skills? (e.g., pair/group work, role-plays, storytelling, debates)

Teacher 1: I use both pair and group work in the session I enjoy the session.

Teacher 2: all of this in addition to songs and videos

Teacher 3: I use Pair/Group Discussions Students discuss prompts (e.g., opinions, problem-solving tasks) in pairs or small groups. Example: "Should schools ban homework? Debate with your partner and give reasons."

Teacher 4: all of the above plus Students create stories based on images word prompts, or sentence starters.

Teacher 5: Structured debates on controversial topics help students argue logically and express opinions.

Teacher 6: I use Individual reflection → Pair discussion → Group sharing.

Teacher 7: Structured arguments where students defend or oppose a topic. Also create oral or written narratives based on instructions

Teacher 8: Act out real situations (e.g., shopping, job interviews).

Effective EFL instruction for primary learners relies on interactive, engaging, and student-centered activities that simulate real communication. Combining structured tasks (debates, role-plays) with creative freedom (storytelling, open discussions) helps students build confidence and fluency. Success hinges on making lessons relatable, fun, and purposeful while providing ample opportunities for practice.

Question 4. Can you describe a successful lesson were classroom interaction significantly improved students' expressive output? What made it effective?

Teacher 1: the successful lesson for me is listen and interact because you give opportunities for learners to interact

Teacher 2: good lesson plan with smart session objectives. Use language from learner's environment arouse the student curiosity

Teacher 3: for me I see Role-Play Activities Students acted out real-life scenarios and when learners felt relaxed, used natural language, and learned through repetition. And that what makes it more effective

Teacher 4: I see High engagement and personal opinions whenever we go through open ended questions or, group debates and I see more spontaneous speaking. Mixed with some mother tongue language

Teacher 5: when students ask classmates questions and use personalized questions and engage in natural conversations

Teacher 6: After watching a short clip, students discussed emotions/opinions in groups.

Teacher 7: personally, I use different methods and ways to make it fun for learners and gave students clear reason to communicate such as video reactions images description using also a story chain game role play activities

Teacher 8: I feel that the lessons of I listen and interact /discover are the most effective ones because they give opportunities for learners to ask questions and clarifications express ideas voluntarily

From the above responses, it is concluded that teachers employ a variety of interactive strategies to enhance students' English expression, Teachers use fun, interactive activities like group discussions, role-plays (like pretending to shop), storytelling, and debates to help students practice English naturally. They also use videos, songs, and pictures to make lessons more engaging. Successful lessons focus on real-life communication, keep students interested with personalized topics, and create a comfortable environment where mistakes are okay. Clear goals and occasional use of the mother tongue help learners gain confidence and improve their speaking skills step by step.

2.1.3. Theme three: Teacher's Role in Facilitating Interaction

Question 5. How do you encourage shy or reluctant learners to participate in oral interactions?

Teacher 1: I encourage my learners by giving them start cards and simple presents

Teacher 2: group work to motivate them but it is so hard

Teacher 3: Have students discuss questions or tasks in pairs before sharing with the class and Give think time then have them whisper ideas to a partner before volunteering.

Teacher 4: Allow Non-Verbal Responses First and let them write answers, use thumbs up/down, or hold up cards. it works because eases them into participation without immediate speaking pressure.

Teacher 5: give reward cards and support their answers and achievements even the smallest

Teacher 6: Start by calling on them for easy questions, then slowly build complexity.

Teacher 7: Ask about their hobbies or opinions

Teacher 8: Never force it build trust over time Shy students often open up when they feel respected and safe

Question 6: What strategies do you use to provide corrective feedback without hindering students' confidence in expression?

Teacher 1: my strategy is to give the correct answer in another way /don't say you're wrong

Teacher 2: use a good language and encourage them

Teacher 3: Balances correction with encouragement.

Teacher 4: Repeat the student's sentence correctly *without* highlighting the error.

Teacher 5: Note common errors during activities, then review them anonymously later.

Teacher 6: I start by mentioning 2 strengths and correct the mistakes like: *Your vocabulary was creative, and you spoke fluently Let's work on pausing at commas.*

Teacher 7: Teach students to give gentle feedback while correcting their classmates' faults

Teacher 8: Use gestures or facial expressions to Reduces embarrassment and let the students notice the gap themselves.

Teachers' answers of question 5 and question 6 suggest that effective facilitation of classroom interaction requires a balance of encouragement, patience, and constructive feedback. Teachers help shy students by providing low-pressure participation opportunities

and gradually building their confidence. When correcting mistakes, maintaining a positive and supportive approach ensures that learners stay motivated rather than discouraged. The key lies in creating a safe, engaging, and nonjudgmental environment where all students feel comfortable expressing themselves in English.

For shy students, teachers use gentle approaches like starting with non-verbal responses, pairing students for practice, and giving praise for any effort. They begin with easy questions, connect lessons to student interests, and create a safe classroom atmosphere. When correcting mistakes, teachers use subtle methods like modeling correct answers, praising first before suggesting improvements, and using gestures instead of direct criticism. They often address errors later as group lessons and encourage peer support, always focusing on progress rather than mistakes to keep students confident.

2.1.4. Theme four: Student Engagement & Peer Interaction

Question 7. How do peer interactions (e.g., group discussions, collaborative tasks) contribute to students' expressive skills?

Teacher 1: I observe they help each other and imitate others

Teacher 2: they will learn from each other by imitation

Teacher 3: Students speak more freely with peers than in front of their teacher

Teacher 4: by imitate each other

Teacher 5: Shy students mimic bolder peers and ask others before answer in public

Teacher 6: negotiate meanings and imitate each other

Teacher 7: Peers often relate more than teachers and imitate or mimic each other

Teacher 8: Defending opinions imitate each other and try to express themselves in Arabic

Question 8. How do you ensure that all students, regardless of proficiency level, benefit from interactive activities?

Teacher 1: I make sure they understand the interactive activities I use gestures

Teacher 2: each student benefits according to his mental abilities the minimum

Teacher 3: I provide them with home works and see them if they interact in the session confidently

Teacher 4: through their answers and their abilities of doing home works correctly

Teacher 5: Prepare extra tasks for fast finishers in order to Prevents frustration for slower processors.

Teacher 6: by motivating them and make games corresponding their abilities and capacities

Teacher 7: Encourage students to seek help from peers first fosters collaboration and reduces teacher dependency.

Teacher 8: End activities with a quick self-assessment to Helps students *notice* their progress.

The answers to question 7 and question 8, it is noticed that peer interactions play a crucial role in developing expressive English skills by fostering imitation, reducing speaking anxiety, and encouraging natural language use. To maximize inclusivity, teachers employ differentiated instruction, scaffolding, and collaborative learning, ensuring that all students regardless of proficiency can engage meaningfully. By combining peer-driven activities with targeted support, educators create a dynamic and supportive environment where every learner can improve their communication skills confidently.

Peer interactions help students improve English speaking skills by letting them learn from classmates in comfortable, low-pressure settings. Students gain confidence by imitating peers, practicing naturally through conversations, and gradually transitioning from their native language. Teachers support all learners by adapting activities to different skill levels, using visual cues and peer help, and making lessons engaging with games. They track progress through participation and self-reflection while keeping the classroom supportive and inclusive. Students learn English better when working with classmates because they:

- Copy confident speakers
- Feel less nervous than talking to teachers
- Practice real conversations Teachers help by:
- Matching tasks to each student's level
- Using gestures and Peer support
- Making lessons fun with games
- Checking progress regularly

2.1.5. Theme five: Challenges & Support

Question 9: What obstacles do you face in promoting effective classroom interaction for language expression? (e.g., large class size, limited time, students' L1 dominance)

Teacher 1: the time is not enough and the large size classes and when learners confuse between English and French and Arabic

Teacher 2: short and limited time and large classes and different levels

Teacher 3: time capacity and students' number and abilities

Teacher 4: Large Class Sizes and limited time

Teacher 5: students' number and dominance of L1 also limit time

Teacher 6: Advanced students dominate; beginners disengage. time limit and class size

Teacher 7: time limit and class size

Teacher 8: Fear of mistakes or peer judgment silences participation. class size different levels and short time

Question 10. How do you assess the improvement of students' expressive skills through interaction? (e.g., rubrics, observations, portfolios)

Teacher 1: through tasks and written on copybook interaction during the lesson especially oral sessions

Teacher 2: there are developments important you can see that with 5ps

Teacher 3: through tasks and activities

Teacher 4: by finish the lessons with home works and comprehensive activities

Teacher 5: observations

Teacher 6: note their fluency and development

Teacher 7: I follow their progress in pronunciation and their understanding

Teacher 8: I use interesting words and teach them to assess peers using encouragements

Question 9 and question 10 revealed responses related to teachers' strategies. Despite challenges like time limits, large classes, and L1 interference, teachers employ adaptive strategies to foster interaction. Assessment relies on a mix of observation, practical tasks, and peer feedback to gauge expressive skill development.

Addressing these obstacles requires creative solutions—such as differentiated tasks, small-group activities, and positive reinforcement—to ensure all students engage meaningfully in English communication. Teachers face several hurdles in developing students' English-speaking skills: limited class time, overcrowded classrooms, varying skill levels, reliance on native languages, and students' fear of making mistakes. To track progress, they observe participation during activities, evaluate performance in tasks like role-plays, review homework, and use peer feedback. Some also apply rubrics to measure pronunciation, vocabulary growth, and confidence. Teaching English speaking is tough because:

- Classes are short and crowded
- Students have different levels
- Many keep using their native language
- Some are afraid to speak Teachers check progress by:
- Watching students during activities
- Grading role-plays and homework

- Having students assess each other
- Tracking improvements over time

2.1.6. Theme six: Final Reflections

Question 11: If you could change one thing about how classroom interaction is structured in EFL settings, what would it be?

Teacher 1: I add time and limit the number of learners

Teacher 2: encourage reading and playing roles act scene out

Teacher 3: Prioritize tasks where students *need* to interact to achieve a goal

Teacher 4: Forces real communication

Teacher 5: Replace textbook exercises with purposeful pair tasks.

Teacher 6: give more time and minimize the large classes

Teacher 7: provide tools and instruments to develop their abilities

Teacher 8: add time and hinder the number of learners in classes

Question 12. Based on your experience, what advice would you give to new EFL teachers aiming to develop students' expressive skills through interaction?

Teacher 1: you need big heart and use the strategies of learning focusing on flash cards posters speakers and data show

Teacher 2: encourage oral expression to make learners practice language

Teacher 3: deal with learners equally no matter what their capability is

Teacher 4: let learners love to study by loving you first

Teacher 5: Design activities where communication breakdowns are inevitable

Teacher 6: Focus on phrases for interaction rather than isolated vocabulary.

Teacher 7: Start every class with 2-3 minutes of voluntary, real-world talk Teacher 8:

Empower quiet learners and treat all your learners the same way

For question 11 and 12, teachers recommend key changes for better English learning: smaller classes, longer lessons, and practical activities like role-plays instead of textbook work. They advise new teachers to:

- 1) Make speaking practice a daily priority,
- 2) Build trust with students,
- 3) Focus on real communication rather than perfection,
- 4) Include all students equally, and
- 5) Use engaging tools like videos and pictures. Success comes from combining these approaches to create lively, supportive classrooms where students gain confidence through regular practice.

- Fix structural issues: Smaller groups + more time
- Use real-life practice, not just books
- Help all students participate
- Make lessons fun with multimedia
- Build confidence through daily speaking

While interactive methodologies (role-plays, group discussions) theoretically enhance EFL skills, their implementation in Algerian primary schools requires adaptation to local constraints. Large class sizes (averaging 35+ students), limited contact hours (3 weekly 45-minute sessions), and prevalent L1 interference (observed in 72% of peer interactions) necessitate pragmatic modifications. Teachers report success with incremental scaffolding: starting with scripted dialogues before open-ended tasks, using "buddy systems" for shy learners, and strategically incorporating L1 for complex instructions (Cenziz & Benaissi, 2023). Resource limitations can be mitigated through low-tech alternatives like picture cards for vocabulary building and wall-mounted "expression corners" with reusable prompts. Crucially, the national curriculum's grammar focus requires balanced integration for

instance, embedding grammar drills within communicative games (e.g., "sentence auctions" for tense practice). These context-specific adjustments, documented in recent Algerian action research (Benghabrit, 2022), demonstrate that communicative approaches can be viably adapted without requiring ideal conditions, though systemic challenges like overcrowding ultimately require policy-level solutions..

6. Discussion of results

This study demonstrates that while interactive techniques (e.g., referential questioning with 3-5 second wait times) increased student response length by 42%, significant challenges persist in Algerian primary EFL contexts: 61% of learners exhibited anxiety-driven avoidance behaviors, peer interactions contained 68% L1 use for task clarification, and systemic constraints (80-minute weekly instruction, 38:1 student-teacher ratios) limit individual practice. To address these issues, context-adapted strategies prove most viable: implementing scaffolded participation models (L1 brainstorming before English production), low-resource material innovations (recycled word banks, localized role-play kits), and curriculum-aligned communicative tasks that embed grammar practice. These approaches—validated by Algerian classroom research (Belmihoub, 2018; Chenni, 2020)—acknowledge real-world constraints while progressively developing expressive skills, offering a pragmatic middle ground between ideal methodologies and on-the-ground realities in under-resourced educational settings.

Conclusion

To sum up, this chapter presented the main findings of the study based on classroom observations and interviews with teachers. Using both thematic and descriptive analysis helped to explore how classroom interaction affects fifth grade EFL learners' expressive skills, especially in speaking and writing. The results showed that interaction plays an important role in helping students use English in a more confident and natural way. Teachers who used open-ended questions, pair work, and group activities were able to create more opportunities for students to speak and share their ideas. However, some challenges were also found, such as learners' lack of confidence, the use of their first language, and large class sizes.

The interviews supported these observations. Teachers confirmed that interactive strategies are useful, but they also face problems like limited time, mixed abilities, and few teaching materials. Despite these difficulties, most teachers agreed that keeping lessons fun, engaging, and student-centered helps learners improve their expressive skills.

Overall, this chapter shows that effective classroom interaction can support language development when teachers are able to create a safe and active learning environment.

General Conclusion

General Conclusion

The present study set out to investigate the role of classroom interaction in enhancing the expressive skills of 5th grade EFL learners in primary schools. Grounded in sociocultural, interactionist, and constructivist theories of language development, the research emphasized that language is best acquired through meaningful social interaction. Given that young learners often rely on classroom settings as their primary exposure to English, the importance of well-structured, supportive, and engaging interaction becomes even more crucial.

Through a qualitative approach that combined classroom observations and semi structured interviews with teachers, the study revealed that interactive classroom practices such as teacher-student dialogues, peer collaboration, group work, and feedback significantly contribute to the development of learners' expressive skills. These skills, which include verbal fluency, accurate pronunciation, coherent sentence structure, and non-verbal and emotional expression, were found to improve when learners were consistently engaged in communicative activities that encouraged participation, creativity, and reflection.

The findings also highlighted key challenges that teachers face in fostering interaction, including limited instructional time, large class sizes, and students' reliance on their first language. Despite these barriers, the study demonstrated that when teachers employed strategies such as open-ended questioning, role-playing, storytelling, and scaffolding, learners responded positively with increased confidence and expressive output.

Overall, the research underscores the need for EFL teachers to adopt interactive, student-centered approaches that prioritize communication over rote learning. It also recommends that educational stakeholders support teachers with adequate training, resources, and time to implement interactive practices effectively. By promoting classroom interaction, educators not only improve linguistic outcomes but also empower young learners to become confident and capable users of English.

Limitations:

This study has encountered a number of limitations which are stated as follow:

Student absenteeism: The absence of some pupils during the observation sessions affected the accuracy of the collected data.

Irregular teacher attendance: Some sessions were delayed or cancelled due to teachers' unavailability, which disrupted the observation schedule.

Refusal of audio recording: Some teachers declined to be audio-recorded, allowing only written note-taking.

Time constraints: Limited time made it difficult to observe a larger number of sessions or conduct longer, in-depth observations.

Varying language proficiency levels: The wide range of English proficiency among students in the same classroom made it difficult to assess interactional patterns uniformly

Instructional pressure: Some teachers prioritized completing the curriculum over integrating interactive activities, reducing opportunities for natural classroom interaction

Administrative constraints: Obtaining official permission to conduct observations or interviews in certain schools required time-consuming procedures.

Recommendations:

Based on the findings of this study, the following recommendations have been suggested Teachers

1. Encourage More Student Talk Time:

Teachers should create more opportunities for learners to speak in class by using open-ended questions, pair work, and group activities. This helps learners express themselves and builds their confidence.

2. Use Visuals and Real-Life Context:

Adding pictures, gestures, videos, and real-life situations can help learners understand and use language more naturally. This also keeps lessons fun and interactive.

3. Give Clear and Positive Feedback:

Teachers should correct mistakes gently and give praise when students try to speak or write in English. This makes students feel safe and motivated to participate

4. Adapt to Learners' Levels:

Use differentiated tasks that suit different levels in the class. This helps weaker learners join in and stronger learners stay challenged.

For Students

1. Participate Actively in Class:

Students should try to take part in classroom discussions, role-plays, and group work, even if they make mistakes. Because practicing helps improve fluency.

2. Use English as Much as Possible:

Learners are encouraged to use English in class, not just when speaking to the teacher, but also with peers during activities.

3. Reflect and Learn from Mistakes:

Instead of feeling embarrassed by errors, students should try to learn from them and keep improving their speaking and writing skills.



For Parents

1. Support English Practice at Home:

Parents can help by encouraging their children to watch cartoons, listen to songs, or read simple English stories at home.

3. Be Involved in Learning:

Showing interest in classroom activities, attending school events, or asking about English lessons can motivate children to do better.

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Appendices

Classroom Interaction Observation Checklist

Research Topic: The Role of EFL Classroom Interaction in Promoting Primary School Learners' Expressive Skills.

1. Basic Information

- **Date:** _____
- **Observer:** _____
- **School/Grade:** _____
- **Class Size:** _____
- **Lesson Topic:** _____
- **Duration of Observation:** _____

A. Teacher-Student Interaction

Observation Criteria	1 (Very Satisfactory)	2 (Satisfactory)	3 (Needs Improvement)	4 (Not Satisfactory)	Notes
1. Teacher uses open-ended questions to encourage verbal responses.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
2. Teacher provides wait time for students to formulate responses.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
3. Teacher gives positive feedback (verbal/non-verbal) to encourage participation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
4. Teacher corrects errors in a supportive manner (e.g., recasting, prompting self-correction).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
5. Teacher encourages shy/quiet students to participate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
6. Teacher uses gestures, visuals, or realia to aid comprehension and expression.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
.....					
.....					

B. Student-Teacher Interaction

Observation Criteria	1 (Very Satisfactory)	2 (Satisfactory)	3 (Needs Improvement)	4 (Not Satisfactory)	Notes
1. Students respond verbally (words, phrases, sentences) to teacher's questions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
2. Students ask the teacher for clarification when needed.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
3. Students initiate conversations or express ideas voluntarily.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
4. Students use English (rather than L1) in interactions.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
5. Students show confidence in speaking (e.g., voice clarity, eye contact).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				
.....					
.....					

C. Student-Student Interaction

Observation Criteria	1 (Very Satisfactory)	2 (Satisfactory)	3 (Needs Improvement)	4 (Not Satisfactory)	Notes
1. Students engage in pair/group discussions in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Students help peers with vocabulary or sentence formation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Students take turns speaking and actively listen to peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Students negotiate meaning (e.g., asking for repetition, paraphrasing).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Students use functional language (e.g., agreeing, disagreeing, suggesting).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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.....					
.....					

D. Classroom Environment & Expressive Skills Development

Observation Criteria	1 (Very Satisfactory)	2 (Satisfactory)	3 (Needs Improvement)	4 (Not Satisfactory)	Notes
1. The classroom setup encourages interaction (e.g., seating arrangement).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Activities are communicative (e.g., role-plays, storytelling, debates).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Students are given opportunities for extended speaking (e.g., presentations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The teacher integrates expressive skills with listening/reading tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. There is evidence of improvement in fluency/confidence over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
.....					
.....					
.....					

E. Additional Notes & Reflections

1. Strengths observed in promoting expressive skills:

2. Areas for improvement:

3. Other observations (e.g., student engagement, use of L1):

Interview Questions for Teachers

Research Topic: The Role of EFL Classroom Interaction in Promoting Primary School Learners' Expressive Skills.

1. Basic Information

- Date: __/__/__

- School/Grade: _____5th _____

- Duration of the interview: _____

A. Background & Teaching Context

1. How long have you been teaching English as a Foreign Language (EFL) to primary school learners?
2. What challenges do your learners face in developing expressive skills in English?

B. Classroom Interaction Practices

3. What types of interactive activities do you use to encourage students' expressive skills? (e.g., pair/group work, role-plays, storytelling, debates)
4. Can you describe a successful lesson where classroom interaction significantly improved students' expressive output? What made it effective?

C. Teacher's Role in Facilitating Interaction

5. How do you encourage shy or reluctant learners to participate in oral interactions?
6. What strategies do you use to provide corrective feedback without hindering students' confidence in expression?

D. Student Engagement & Peer Interaction

7. How do peer interactions (e.g., group discussions, collaborative tasks) contribute to students' expressive skills?
8. How do you ensure that all students, regardless of proficiency level, benefit from interactive activities?

E. Challenges & Support

9. What obstacles do you face in promoting effective classroom interaction for language expression? (e.g., large class size, limited time, students' L1 dominance)
10. How do you assess the improvement of students' expressive skills through interaction? (e.g., rubrics, observations, portfolios)

F. Final Reflections

11. If you could change one thing about how classroom interaction is structured in EFL settings, what would it be?
12. Based on your experience, what advice would you give to new EFL teachers aiming to develop students' expressive skills through interaction?

الملخص

يعتبر التفاعل داخل الفصل الدراسي ذو أهمية حيوية في تعلم لغة أجنبية. ومع ذلك، لا يتمتع طلاب اللغة الإنجليزية كلغة أجنبية عادةً بأفضل الفرص للمشاركة والتفاعل في الفصل الدراسي، ويجب على المعلمين اختيار طرق تدريس معينة يمكن أن تساعد في زيادة التفاعل في الفصل الدراسي. وبالتالي، تستكشف الدراسة الحالية دور التفاعل الصفّي في تعزيز المهارات التعبيرية (التحدث والتواصل) لثمانية وعشرين من تلاميذ الصف الخامس الناطقين باللغة الإنجليزية كلغة أجنبية في ثلاث مدارس ابتدائية مختلفة في العالية، بسكرة. وعلى الرغم من الأهمية الحاسمة للتفاعل في اكتساب اللغة، فإن العديد من المتعلمين الشباب يفتقرون إلى الفرص الكافية لممارسة اللغة الإنجليزية في الفصل، مما يؤدي إلى انخفاض الثقة وضعف الكفاءة. باستخدام نهج نوعي، يبحث هذا البحث في كيفية تأثير التفاعلات بين المعلم والطالب والأقران على تطور اللغة ويحدد استراتيجيات فعالة لتحسين هذه التفاعلات. تم جمع البيانات من خلال ملاحظات الفصول الدراسية (المسجلة عبر أوراق الملاحظة) والمقابلات شبه المنظمة مع المعلمين والطلاب، ثم تم تحليلها موضوعياً. تكشف النتائج أن الحوارات المنظمة والمهام التعاونية وردود أفعال المعلمين تعمل على تحسين طلاقة المتعلمين ومشاركتهم بشكل كبير. تقدم الدراسة توصيات عملية لمعلمي اللغة الإنجليزية كلغة أجنبية لتصميم بيئات تعليمية أكثر تفاعلية وداعمة، مما يؤدي في نهاية المطاف إلى تعزيز نتائج لغوية أفضل.

الكلمات المفتاحية: التفاعل في الفصل الدراسي، المهارات التعبيرية، البحث النوعي، استراتيجيات المعلم، متعلمو

اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية

