

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Khider University of Biskra
Faculty of Arabic Literature & Foreign Languages
Department of Foreign Languages
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Investigating the Factors that Foster the Student-Teacher Interaction: A Case Study of First Year LMD students at Biskra University

Research project submitted to the department of Foreign Languages in partial fulfillment of the requirements for the degree of master in English language: Sciences of the Language.

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2014/2015

Declaration

I hereby declare that this Master dissertation entitled *Investigating the Factors that Foster the Student-Teacher Interaction at the University Level*, and supervised by Mrs. Samira Messaibi is my own work and, to the best of my knowledge, all the sources that I have used and/ or quoted have duly been indicated and acknowledged by complete reference. Also, I hereby declare that it has not previously been submitted and will not be, either in the same or different form, to this or any other university for the award of any degree.

Miss Zineb KIR

Date :

May 21th, 2015.

Dedication

To my beloved mother, Zohra Kerkouba.

To my beloved father, Tahar Kir.

To my brothers Achraf and Farouk.

To my sisters Samira, Khadidja, and Kaouther.

To my life partner, Brahim Kir.

To my darling uncle, Smail Kir.

To my elder uncles and cousins

To my in-laws Family especially Uncle Abdelhamid ,

Ante Hakima, and their children.

To the light of the house Ahmed Bakki.

To my fond partner, Asma Hennana, Iman Sghier, and Samah Fdal.

To my grandparents, Amor and Aroussia.

To my second father, Abdelkarim Hedjazi.

To my second mother, Chedlia Kerkouba.

To all my family without exception.

Zineb Kir

Acknowledgments

This work would be imperfect without acknowledging the support that I received from many who believed in me and in what this work is really worth, and for whom thanks can never be enough to express my deep appreciation.

As a devout Muslim, first and foremost praise be to Our Lord, Allah, as many as He Has created, as large as the expansion of His Realm, and as heavy as the weight of His Throne, and as varied His blessings have been.

My deep appreciation goes to my supervisor Mrs. Samira Messaibi for her immense patience, guidance, and support throughout all the stages of this dissertation. I would like to tell her thank you for her soft-spoken advice which count for much of my motivation to work even harder.

I wish to record my deep sense of appreciation to the Mohammed Kheidher University and its administration which help us as young researchers to go on in our studies.

My thanks extend to some friends whose presence and faith helped me fight my difficulties and share those constraints with them: Mr. Brahim Douida, Iman Seghier, and Asma Hennana.

A special thank you goes to the students of first year at the Department of English who gladly helped me answering the questionnaire

Although any expression of acknowledgment will miss to fully capture the cooperation of teachers of English who cheerfully helped me a lot and answered the questionnaires.

A heartfelt appreciation needs to be settled and paid in full in favor of my “hero in the shadows” whose continued efforts make me finish this work easily.

Abstract

The present study purports itself to investigate the Factors that Foster the Student-Teacher Interaction at the University Level. The purpose of this research is to investigate those factors which enhance the process of classroom interaction between the teachers and their students and to identify to what extent those factors help both the teacher and the student in maintaining interaction inside the classroom. Differently stated, the aim of the study is to explore some psychological and academic factors and the extent to which these may affect the student-teacher interaction in the teaching-learning process. It is further intended that the results of this study would show which factors influence the process of interaction between the student and the teacher at the university level. In order for this to happen and through the descriptive method, two questionnaires are elaborated to be administrated to both teachers of oral expression and a sample of thirty (30) students of first year LMD at the Department of English. The results of this study provide strong arguments that when the psychological and academic factors take place inside the class, an effective and meaningful interaction between the teacher and the students takes place. Finally, it is proposed that teachers should pay more attention to the psychological factors which lead, at first place, to an effective student-teacher interaction.

Key words: student-teacher interaction, classroom interaction, psychological factors, academic factors.

List of Tables and Figures

Tables

Table 1: Students' Gender	54
Table 2: Students' Age.....	54
Table 3: The students' preference of studying English.....	55
Table 4: The level of English language learning proficiency.....	57
Table 5: The importance of classroom interaction.....	59
Table 6: The interactional strategies	60
Table 7: The class size.....	63
Table 8: The teachers' gender.....	65
Table 9: The teachers' years of work.....	65
Table 10: Types of interaction used by class teachers.....	66
Table 11: Establishing teachers' personal relationships with the students.....	70
Table 12: The classroom environment.....	72
Table 13: The classroom instructions.....	73

Figures

Figure 1: An alternative model of the relationship between interaction and language acquisition (Long, 1983a).....	15
Figure 2: Features of teacher's behaviours which create a positive atmosphere to interact in the classroom (Reid,2007).....	38
Figure 3: the students' preference of studying English.....	55
Figure 4: reasons of choosing to learn the English language.....	56
Figure 5: reasons of interaction' avoidance.....	57
Figure 6: types of interaction.....	58
Figure 7: the interactional patterns.....	59
Figure 8: the students' attitude towards the English language.....	61
Figure 9: the student-teacher relationships.....	61
Figure 10: motivation.....	62
Figure 11: the Classroom environment.....	63
Figure 12: the classroom instructions.....	64
Figure 13: the teachers' opinions on the importance of student-teacher interaction.....	66
Figure 14: the interactional patterns preferred by the teachers.....	67
Figure 15: the interactional strategies used by the class teachers.....	68
Figure 16: the teachers' attitude towards the English language.....	69
Figure 17: teachers' motivating strategies.....	71
Figure 18: the classroom size.....	72

List of Abbreviations

CI: Classroom Interaction.

EFL: English as a Foreign Language.

ELL: English Language Learner.

L2: Second Language.

NI : Negative Interaction.

NR : Negative Reinforcement.

NVI : Non-Verbal Interaction.

PA : Positive Attitude.

PI : Positive Interaction.

PR: Positive Reinforcement.

Q: Question.

S-T: Student-Teacher.

VI: Verbal Interaction.

%: Percentage.

Table of Content

Declaration.....	II
Dedication.....	III
Acknowledgments.....	IV
Abstract	VI
List of tables.....	VII
List of figures.....	VIII
List of acronyms.....	IX
General Background.....	1
Statement of the problem.	2
Significance of the study.....	2
The aim of the work.....	3
Research questions.....	3
Hypothesis.....	4
Research methodology.....	4
Population and sampling.....	4
Limitations of the study.....	5
Structure of the dissertation.....	5
Chapter One: The Student-Teacher Interaction at the University.	
Introduction.....	9
Section One: Classroom Interaction	

1.1. Definitions of Interaction/ Classroom Interaction.....	9
1.2. Types of Interaction.....	11
1.2.1. Verbal Interaction.....	12
1.2.2. Non-Verbal Interaction.....	12
1.2.3. The integrative use of verbal and non-verbal interaction.....	13
1.3. The Relationship between Input, Interaction and Output Hypotheses with Classroom Interaction.....	13
1.3.1. The Input Hypothesis.....	14
1.3.2. The Interaction Hypothesis.....	14
1.3.3. The Output Hypothesis.....	16
1.4. Characteristics of successful Student-Teacher Interaction.....	18
1.5. The importance of Student-Teacher Interaction at the University.....	19
Section Two: Maintaining interaction in the classroom.	
1.6. The interactional patterns.....	21
1.6.1. Whole class teaching.....	22
1.6.2. Group work.....	23
1.6.3. Pair work.....	24
1.6.4. Individual work.....	24
1.7. The interactional strategies.....	25
1.7.1. Appeals for help.....	26
1.7.2. Repetition requests.....	26
1.7.3. Clarification requests.....	27
1.7.4. Comprehension checks.....	27
1.8. The role of the student in maintaining interaction.....	27
1.9. The role of the teacher in motivating students to interact inside the class.....	28

Conclusion	32
-------------------------	-----------

Chapter Two: Factors that Govern the Interaction Between the Student and the Teacher.

Introduction.....	34
--------------------------	-----------

Section One: Psychological Factors.

2.1. The Attitude Towards the English Language.....	34
2.1.1. The Student's Attitude Towards the Language.....	35
2.1.2. The Teacher's Attitude Towards the Language.....	35
2.2. Teacher's Behaviours.....	36
2.3. Students- Teacher Relationships.....	38
2.4. Motivation.....	40
2.4.1. Intrinsic Motivation.....	41
2.4.2. Extrinsic Motivation.....	42
2.4.3. Motivation by Reinforcement.....	43
2.4.4. Motivation by Rewards.....	44
2.4.5. Motivation by Feedback.....	45

Section Two: Academic Factors.

2.5. Class Size.....	46
2.6. Class Environment.....	47
2.7. Classroom Instructions.....	49
Conclusion.....	50

Chapter Three: Field Work.

Introduction.....	52
--------------------------	-----------

Part one: description of students' and teachers' questionnaires.

3.1. Description of students' questionnaire.....	52
3.2. Description of teachers' questionnaire.....	53
3.3. Administration of students' questionnaire.....	53
3.4. Administration of teachers' questionnaire.....	53
3.5. Analysis of questionnaires.....	54
3.5.1. Analysis of Students' questionnaire.....	54
3.5.2. Analysis of Teachers' Questionnaire.....	65

Part two: discussion of students' and teachers' questionnaires results and recommendations.

3.6. Discussion of Results.....	74
3.6.1. Discussion of students' questionnaire results.....	74
3.6.2. Discussion of Teachers' questionnaire results.....	75
3.7. Recommendations	77
General Conclusion.....	79
Bibliography.....	81
Appendices.....	89
Appendix 1 : Students' Questionnaire.....	90
Appendix 2 : Teachers' Questionnaire.....	94
Appendix 3 : Résumé.....	99
Appendix 4 : الملخص.....	100

General Introduction

General Background.....	1
Statement of the problem.	2
Significance of the study.....	2
The aim of the work.....	3
Research questions.....	3
Hypothesis.....	4
Research methodology.....	4
Population and sampling.....	4
Limitations of the study.....	5
Structure of the dissertation.....	5

Introduction

Teaching and learning English at the university become, nowadays, a big challenge for both the teacher and the learner in order to fulfill certain objectives; the effective learning is the most important one among them. Effective learning comes, of course, as a result of many processes such as interacting inside the classroom and exchanging information and knowledge between the teachers and their students. In this content, researchers like Keegan (1988) worked hard to draw a conclusion about the importance of classroom interaction, he claimed that interaction between the teacher and the learner is a key factor in information transmission and effective learning.

In addition to that, John, et al.(1994) stated, to put a stress on the importance of Student-Teacher interaction, that any meaningful interaction provides students with opportunities to organize and formulate their answers toward the questions posed in the class; this is important from the student's side. From the teacher's side, class interaction is beneficial in terms of being aware of how to teach students articulating their understanding of questions, share their opinions, and challenge others' responses.

Sometimes, students keep silent for a long time in the classroom even when the teacher tries to get them to the class interaction. Most educators agreed that good student-teacher interaction should involve not only a few students but all of them. For this reason, a great deal of research on classroom interaction has been done to maintain how much this process is useful for student's success at the universities' levels without paying little attention or giving a small share to the factors which should be investigated to foster this process. A gap is found where many scholars and researchers shed their efforts only to relate the process of student-teacher interaction with its usefulness and neglected what makes it useful ; for that, this work

is conducted to fill that gap and present the main factors that enhance interaction inside classes to be given such importance.

1. Statement of the Problem

Omnipresent, classes are characterized by many features which make them appear successful. The Algerian universities, and Biskra University as a special case, did organize lectures of oral expression only for the first three academic years of the new L.M.D. system. By this, it is noticeable that producing and practicing language for students is a matter of presenting something for examination. Students are obliged to speak only in the day of exams; they rarely speak with their teachers in the sake of discussing issues or points in their lessons. In fact, the Algerian students are not native speakers and the problem is that they are not taught by native teachers of English. When those students come to be graduated, the majority of them receive so many comments on the way they discuss and interact their papers. This problem refers to the unbalanced bases to which they are exposed and the lack of attention to the continuous need for those factors, which enhance interaction, to be practical and take place in classrooms. As a consequence, the dis-miss of interaction between students and teachers becomes one of the dominant problems which have to be dealt with at Mohammad Khider University of Biskra, exactly at the Department of English.

2. Significance of the Study

This study is designed to add to the body of knowledge how psychological and academic factors influence the process of interaction between the student and the teacher at the university level and make this interaction progresses successfully. Numerous forces (e.g. student's attitude toward the language, how the teacher behaves with the student, and what relation is between the two in one hand; in the other hand, all what is in relation with the

learning atmosphere, classroom environment, and class size) are also counted as external forces which allow creating a fruitful opportunities for learners to participate and interact with their teachers.

3. Aims of the Work

The major aim behind choosing this research is to try to identify the factors that help to make the student-teacher interaction more effective at Biskra University, especially in first year classrooms where the students, for the first time, attend such oral classes. During the learning process, learners are required to achieve their goals in mastering the foreign language. In addition, as a minor aim in this study, is to show to both the student and the teacher that the process of interaction is not only limited by giving lectures and absorbing knowledge but also by maintaining and being aware of the factors which foster this process inside the classroom.

4. Research Questions

Enhancing the process of interaction inside classrooms is one of the primary goals with which teachers and learners alike are concerned, and learners of English are most of the time faced with problems in speaking. This research explores the main factors that foster the Student-Teacher interaction at Biskra University. On this basis, the following research questions would be addressed:

- What is meant by the expression “classroom interaction”?
- What are the major factors which help to foster the Student-Teacher Interaction process in EFL classes at Biskra University?
- To what extent do these factors enhance the student-teacher interaction?

- What are the roles of both the student and the teacher in developing effective interaction inside the classroom?

5. Hypothesis

On the basis of the present research questions, it is put forward one main hypothesis that if students and teachers work together to provide atmosphere for the psychological and academic factors to take place in the classroom, the willingness of students to interact with their teachers is expected to increase, and fruitful teaching and learning could be gained.

6. Research Methodology

This research will be conducted through the descriptive method because the nature of the subject requires such type. Therefore, we will undertake this research through describing the theoretical framework of the proposed topic in the first part and analyzing the learners' and teachers' questionnaires in the second part which is the field work.

7. Population and Sampling

The population of the study is the first year L.M.D. students and teachers of English Language in the Department of Foreign Languages at Mohammed Khider University of Biskra. To collect data, we will deal with two samples chosen from the whole population:

1. Teachers of oral expression module (05 teachers).
2. As a representative sample of the whole population, we will choose only one group of students which may equal thirty (30) students.

Students will be chosen randomly. Concerning data collection, it will be depended mainly on two types of questionnaires. One will be given to the teachers and the other will be distributed to the selected sample.

8. Limitation of the Study

Because of time and space limitation, this research will investigate the major factors which foster the process of interaction at the university level. This investigation will be limited only by a group of thirty (30) students and five (05) teachers in the Department of English. The results of this study would not be over generalized in other universities. The same findings would be found only at Mohammad Khider University.

9. Structure of the Dissertation

The present research is basically divided into three main chapters. Chapter one and two are devoted to the theoretical part, chapter three is devoted to the field work where we are supposed to make the analysis of data i.e., the analysis of both teachers' and students' questionnaires.

In chapter one, we are going to define the student-teacher interaction and all its perspectives. It will be divided into two sections; the first section will be a composition of definitions, types or categories of interaction, and essentially The Interaction Hypothesis which supports this study. As far as this chapter is concerned, it will be incomplete work unless the roles of both the teacher and the students in maintaining interaction in the classroom are mentioned as a second section within the same chapter.

In the second chapter, we are going to deal with the main factors which have a clear influence on the interaction process between the student and the teacher, its categorization (i.e., psychological and academic factors) and all what is in relation with these elements. In the third chapter, we are going to analyze the data gathered from the teachers' and learners' questionnaires by focusing on their opinions towards the studied phenomenon.

CHAPTER

ONE

Chapter One: The Student-Teacher Interaction at the University.

Introduction.....9

Section One: Classroom Interaction

1.6. Definitions of Interaction/ Classroom Interaction.....9

1.7. Types of Interaction.....11

 1.7.1. Verbal Interaction.....12

 1.7.2. Non-Verbal Interaction.....12

 1.7.3. The Integrative Use of Verbal and Non-Verbal Interaction.....13

1.8. The Relationship between Input, Interaction and Output Hypotheses with Classroom Interaction.....13

 1.8.1.The Input Hypothesis.....14

 1.8.2.The Interaction Hypothesis.....14

 1.8.3.The Output Hypothesis.....16

1.9. Characteristics of Successful Student-Teacher Interaction.....18

1.10. The Importance of Student-Teacher Interaction at the University.....19

Section Two: Maintaining Interaction in the Classroom.

2.6. The Interactional Patterns.....21

 2.6.1. Whole Class Teaching.....22

 2.6.2. Group Work.....23

 2.6.3. Pair Work.....24

 2.6.4. Individual Work.....24

2.7. The Interactional Strategies.....25

 2.7.1.Appeals for Help.....26

 2.7.2.Repetition Requests.....26

 2.7.3. Clarification Requests.....27

2.7.4. Comprehension Checks.....	27
2.8. The Role of the Student in Maintaining Interaction.....	27
2.9. The Role of the Teacher in Motivating Students to Interact inside the Class.....	28
Conclusion	32

Chapter One: The Student-Teacher Interaction in EFL classes.

Introduction

Classroom interactions between foreign language learners and their teachers have been one of the most discussed topics in both classroom research and second language acquisition research (Wu, 1998). There are three main types of classroom interaction: teacher-student, student-student, and student-text. Recent studies on classroom interaction have paid more attention to learner's talk, examining not only the language produced by learners in response to the teacher, but also their communication strategies and learner interaction (Tsui cited in Carter& Nunan, 2001).

1.1.Definitions of Interaction/Classroom Interaction

Many scholars with different perspectives on interaction and/or classroom interaction define this process in different ways. According to Ellis (1999), interaction is considered as the media through which a student obtains data for learning. Richards, Platt, and Platt (1992) also state that CI refers to the patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. Interaction is the activity of reciprocating or exchanging information when it is used inside the classroom. In other words, interaction has been defined as the process of togetherness, reciprocity, and action mutual activity which requires at least the involvement of two persons and which causes mutual effect.

Other researchers worked with assumptions of CI to deduce meaningful definitions. From those researchers, Wagner (1994, p.8) develops some ideas and says:

...are reciprocal events which require at least two objects and two actions. Interactions occur when these two objects and events mutually influence each other.

A classroom interaction could be referred to as a process of passing down vital information from the professional teacher who has undergone a rigorous training to the learners in the classroom. When it is spoken about interaction, it is meant the division of positive and negative interaction. PI became more and more popular; whereas, NI has been ignored. PI occurs when students feel a strong relationship with their teacher; this relationship makes them more motivated and more likely to succeed.

Classroom interaction happens as a result of the reactions among the elements that go into the classroom; the teacher and the learners. They do not, however, go in "empty-handed". The learners bring with them their whole experience of learning or life in classroom, along with their own reasons for being there, and their particular needs that they hope to be satisfied. The teacher, also, brings experience of life, learning and teaching. He brings into the classroom the syllabus which is often embodied in a textbook. But no matter what they all bring, everything still depends on how they react towards each other when they all get together in the classroom (Allwright & Bailey 1991).

Additional definitions provided by Ellis in order to construct a fruitful meaning of the CI concept. He states that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdowns. However, classroom interaction is of a particular nature and a range of functions including formal instruction, whole class and task management and development of group cohesion. Therefore, it involves everything communicative happening in the classroom. Ellis defines classroom interaction broadly:

... not only to those exchanges involving authentic communication but to every oral exchange that occurs in the classroom, including those that arise in the course of formal drilling... (Ellis, 1990, p.12)

The success of interaction in the classroom cannot be taken for granted and it cannot be guaranteed just by exhaustive planning either if the interaction is totally planned in advance then the result is a play-reading, rather than a lesson. Interaction in class has to be managed, as it goes along, no matter how much thought has gone into it beforehand. Even more important for teachers and for language teachers in particular, is the fact that it has to be managed by everyone taking part, not just by the teacher, because interaction is obviously not something just done to people, but something people do together, collectively.

1.2. Types of Interaction

Classroom interaction consists of two types: verbal and non-verbal interaction. Verbal interaction contains written interaction and oral interaction. Written interaction is the style of interaction in which students write out their ideas and thoughts. It means they interact with their teachers through written words, documents and so on. By contrast, oral interaction implies that students interact with the teacher by speaking in class, answering and asking questions, making comments, and taking part in discussions. This type came to dominate and be mostly used in EFL classrooms. Non-verbal interaction, on the contrary, is related to behavioral responses inside the class. It means students interact through their behaviours such as head nodding, hand raising, body gestures, eye contact, and so forth. These two types of interaction are defined by Robinson (1994, p.7) as follows:

Interaction is the process referring to “face-to-face” action. It can be either verbal channeled through written or spoken words, or non-verbal, channeled through touch, proximity, eye-contact, facial expressions, gesturing, etc.

3.2.1. Verbal Interaction

Speech is used in classrooms to teach. It is the verbal interaction which helps the teachers to convey their messages towards the learners. Research which was done on cooperative and brain compatible learning supports the idea that it is essential for students to be able to formulate their thoughts in interactions with other people (Hart, 1983; Johnson and Johnson, 1991). To put a stress on its importance inside a classroom, Freire (1970:76) claims that, in many classrooms, silence is valued above all else as a signifier of important learning going on. But people 'are not built in silence, but in word, work, and in action-reflection'. Classes, as it is proved by Freire, are almost built upon VI between the teacher and the students.

3.2.2. Non-Verbal Interaction

When there is a contradiction between the words and body language, non-verbal messages are believed (Ross, 1989). What is meant by Ross is the integral use of non-verbal interaction. This type of interaction is made up of tone of voice, body language, gestures, eye contact, facial expression and proximity. These elements give deeper meaning and intention either to the teacher or the students' words. Tone includes the pitch, volume and inflection of voice. Posture is an important part of body language; sitting up straight conveys confidence while slouching conveys apathy. Eye contact suggests interest. Gestures are often used to emphasize a point. Facial expressions convey emotion. Proximity can demonstrate aggression when the speaker is too close, or fear when the speaker draws back. NVI is counted as much important as VI. This is argued by Woolfold and Galloway (1985) that paying more attention to NVI might transform the very idea of teaching.

3.2.3. The Integrative Use of Verbal and Non-Verbal Interaction

Yet, NVI is integral to classroom though its rare use in traditional class teaching. It forms the context in which the interactions between the teacher and the students take place. Teaching as it is usually understood is almost exclusively verbal as well as non-verbal. Most of the classroom interaction time shifts from the verbal to the non-verbal interaction. NVI plays important roles in conjunction with the spoken word. It can reiterate the spoken message; contradict the message; or emphasize, substitute or complement meaning. In other words, NVI is used when attitudes, experiences, and emotions are not so expressible by words (Argyle, 1988).

In a successful interactive classroom, the two types of interaction should work together. Good teachers know how to accompany their speech with some features of the NVI such as eye-contact to address how much their speeches are important and how seriously are taking these interactions with students.

1.3.The Relationship between Input, Interaction and Output

Hypotheses with Classroom Interaction

Classroom interaction is regarded as a key of second language acquisition since it facilitates language learning and makes learners participate in the language learning activities. Classroom interaction then is related to three aspects; the input that is provided by the teacher to his learners, the interaction which is considered as a tool to transmits input to the learners, and the output that is given by the learners in the classroom situation.

1.3.1. Input Hypothesis

Input Hypothesis has to do with the process of interaction; exactly with classroom interaction. According to Pinter (2006:19), interaction is regarded as a good way for providing a “comprehensible input” that plays a great role in second language learning because when the students receive the input; this input will drive them to interact not only with the teacher but also with each other inside the classroom.

In the same content, Krashen (1985) refers to the term of “comprehensible input” as not all the target language that second language learners hear is understandable. This means that there is a little amount of second language that is understood by the learners (As stated in Allwright and Bailey, 1991: 120). In addition to the previous points that are dealt with input, Allwright and Bailey (1991: 139) emphasize that the main source of input in the second language learning classroom is the teacher’s talk since the greatest amount of speech is taken by the teacher. The teacher here, uses “talk” as a means to control the students’ behaviours; therefore, the input that is provided by the teacher has to be comprehensible by the learners.

1.3.2. The Interaction Hypothesis

The Interaction Hypothesis is a theory which proposes that one of the most effective methods of learning a new language is through personal and direct interaction. As far as the Interaction Hypothesis is concerned, Long (1983a) defines it as the various modifications that a native speaker and other interlocutors create in order to render their input comprehensible to the learners. His theory implies that learners cannot simply listen to input; but that they must be active conversational participants who interact and negotiate the type of input they receive in order to acquire language. A strong relationship is created between interaction and

language acquisition and/or learning. To clarify this idea, he maintains that speakers make changes in their language as they interact or negotiate meaning with each other for improving their comprehension and learn or acquire new structures of a given language.

Concerning the relationship between interaction and language acquisition, Long (1983a) proposes the following model (figure 1) to account for the relationship between interaction, comprehensible input, and language acquisition.

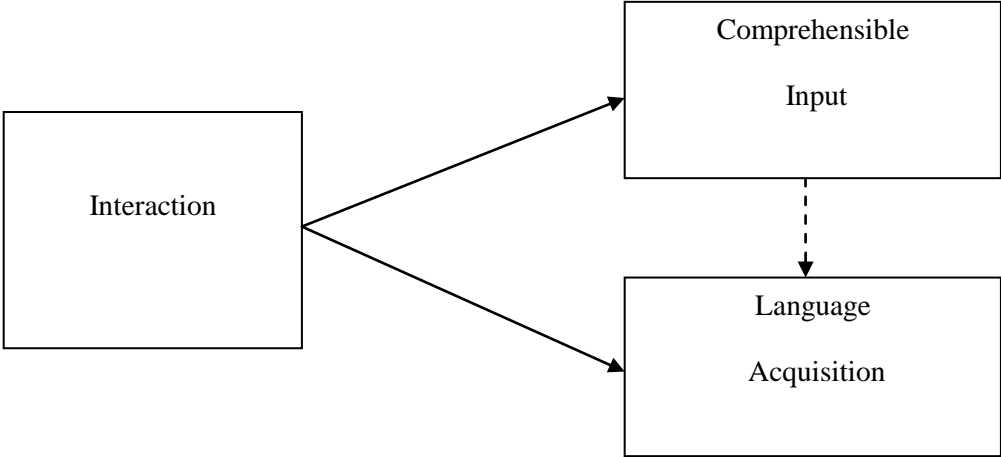


Figure 1: An alternative model of the relationship between interaction and language acquisition (ibid).

(The broken line between Comprehensible Input and Language Acquisition represents the possibility that comprehensible input might still make a direct contribution to language acquisition). The important point here is the implication that it is the work required to formulate interaction that, itself, fosters the language acquisition, rather than the intended outcome of the work – comprehensible input.

There are two forms of the Interaction Hypothesis: the "strong" form and the "weak" form. The "strong" form is the position that the interaction itself contributes to language development. The "weak" form is the position that interaction is simply the way that learners

find learning opportunities, whether or not they make productive use of them (Johnson and Johnson, 1999). Similarly to Krashen's Input Hypothesis, the interaction hypothesis claims that comprehensible input is important for language learning. In addition, it claims that the effectiveness of comprehensible input is greatly increased when learners have to negotiate for meaning (Ellis, 1997).

Moreover, Brown (2001) says that the effectiveness of comprehensible input is greatly increased when learners have to negotiate for meaning. This occurs when there is a breakdown in communication for which interlocutors attempt to overcome. One of the participants in a conversation will say something that the other does not understand; the participants, then, use various communicative strategies to help the progress of interaction. The strategies used when negotiating meaning may include slowing down speech, speaking more deliberately, requests for clarification or repair of speech, or paraphrases.

Furthermore, Gass and Varonis (1994) point out that a number of studies have supported the link between interaction and acquisition because an interaction combines between comprehensible input and output. Moreover, Vygotsky (1978) believes that knowledge occurs through the interaction process; he sees it as primarily a social process. The Interaction Hypothesis supports the use of authentic examples in the classroom. Through natural interaction with native classmates or native teachers, the students gain self-awareness which facilitates advancement in the foreign language. In all cases, variations of the Interactional Hypothesis assert that the process of interaction helps speakers make input and output comprehensible.

1.3.3. The Output Hypothesis

In order to know more about the role of interaction, Swain (1985) proposes the Output Hypothesis which states that the learners can improve their level in second language learning through producing the output either in written or spoken forms. This Hypothesis indicates that comprehensible input is not sufficient for second language acquisition because the students' understanding of some forms of language does not mean that they can produce them. Also, Swain argues that the learners do not need to form words and sentences only, but they also need to express their thoughts in the classroom through interactional output.

As stated by Mc Cafferty et al (2006: 20), the Output Hypothesis then is regarded as a way through which learners can develop their language level; in addition, the output provides learners with opportunities for getting feedback from others. This means that when the students and the teacher negotiate meaning, students will receive feedback which may modify their output. That is why enhancing the students' level in second language has obliged the teacher to give his students opportunities to use the target language in the classroom and allow them to practice language more during the process of learning.

Through the Interaction Hypothesis, Professor Long (1996), then, integrated and reconciled two hypotheses on foreign language acquisition: the Input and the Output Hypotheses. The Input Hypothesis states that a language learner needs only to be supplied with "input" through the forms of reading, listening to conversations, and lessons on grammar and vocabulary. The Output Hypothesis, on the other hand, stresses the importance of practising and speaking to retain and remember the language. The Interaction Hypothesis combines both the "Input" and "Output" Hypotheses by stating that interaction is not only a

means for the learners to learn the language, but also a way for them to practise what they have learned.

1.4.Characteristics of Successful Student-Teacher Interaction

A good interaction between the students and their teachers is necessary to preserve the effectiveness of the teaching-learning process inside classrooms. One of major characteristics which form successful interaction is tolerance. A norm of tolerance should be set for students to be comfortable with taking risks in being creative even if making mistakes is quite probable. The teacher makes a sense of endurance when the students practise the language in a wrong way. In the same content, Dornyeï and Murphey (2003) list several factors which allow the class group to be tolerant as much as possible. From these factors, we mention: cooperation toward common goals, the rewarding nature of group activities, and many other factors.

Another feature of successful S-T interaction has also to do with cohesiveness. It provides a solid and continuous cooperation between the members of the interaction. Cohesiveness is the body of the process of interaction. It helps the consolidation of the parameters of this interaction. In the same meaning, Rodby (1994) argues that students should be encouraged to recognize that cohesion may make students feel a sense of connectedness which can help them resist domination. Cohesiveness leads to establish secure relations with others which are helpful to their personal success. In other words, self-interest can be nurtured as a fundamental motive for cohesion; if students find it appropriate to build cohesive interactions, it may be to enhance their ability to succeed with their own goals.

In addition, planning is another characteristic of S-T interaction which helps the teacher to master it. A planned interaction with the teacher makes a smooth transition of knowledge from the language teacher to his students. Dornyei and Murphey (2003) list some elements to elaborate a planned interaction with the students. Those elements may be illustrated as: setting intergroup competition from time to time, ensuring cooperation toward common goals of any interaction, and dealing with extracurricular activities while interacting.

Mutual respect and fruitfulness are also characteristics of successful CI. Between the teacher and his learners, there should be a sense of respect and fruitful topics to be discussed. To support this characteristic, Balli (2009) says that interaction between teachers and students is a central feature of classroom life worthy of careful regard and insight. Students who feel valued as individuals are liberated to offer their budding talents and untested contributions in class, secure that these matter to the teacher and, if received with respect, will similarly matter to the whole class. In the other hand, teachers who demonstrate respect towards their students, automatically win favor by having active learners in their classroom. According to Jones and Jones (1981: 111) “*teachers are encouraged to blend their warmth and firmness towards the students in their classroom, but with realistic limits*”. The features of healthy interaction should be regulated at the beginning of the academic year in order to set the routine and the rules that should be followed.

1.5. The Importance of Student-Teacher Interaction at the University

Classroom interaction is considered a productive teaching technique. According to Allwright (1984b), it is the process whereby classroom language learning is managed. The S-T interaction is very important in the teaching-learning process because students benefit

from this interaction at both the social and the academic level (Beyazkurk & Kesner, 2005). In the language classroom, the process of interaction is identified with the process of language learning. As far as the writer is concerned, interaction facilitates not only language development but also learners' development. L2 learners acquire linguistic knowledge and create the learning opportunities, which motivate the students' interest and potential to interact with each other.

Students' interactions with teachers produce developmental change to the extent that they engage. According to Cole and Chan (1994), interaction in teaching is a basic element and it has the fundamental role in efficient teaching. By a way or another, student-teacher interaction in class is classified as the most important process and seen as neither offering language practice, nor learning opportunities, but as actually constructing the language development process itself. Its importance can be embodied in several points as stated by (Allwright, 1984; Breen, 1985):

- ✓ Effective S-T interaction guides the students to communicate with their peers easily because they have already experienced the interaction with their teachers.
- ✓ This type of interaction helps the students to identify their own learning methods.
- ✓ When a student likes to interact with the teacher, he\she will be more willing to learn from him\her.
- ✓ It helps the students to easily and perfectly come face to face with either the verbal or non-verbal interaction which can take place inside the classroom.
- ✓ S-T interaction aims at probing into the student's prior learning abilities and his way of conceptualizing facts and ideas.
- ✓ Interaction provides meaningful learning opportunities inside the classroom and contributes to language development (Hatch, 1978).

- ✓ Interaction is the primary means by which language proficiency develops.
- ✓ Interaction facilitates comprehension; when learners have opportunity to signal their non-understanding and try to ask for clarification, interaction shapes a clear understanding.
- ✓ Through a S-T interaction, teachers are able to present their work in an interesting and motivating way.
- ✓ It demonstrates the amount of knowledge of both the teacher and students while they are engaged in meaningful CI.
- ✓ Only through interaction the learner can decompose EFL structures and derive meanings from classroom events.

Interaction, indeed, is the process in which two or more individuals participate in an oral exchange, production and perception alternate, and may in fact overlap in oral communication. Classroom interaction is a key to reach the language learning development. It is important not only because it provides non-native speakers of English with opportunities to receive input, but also because interaction provides non-native speakers with opportunities to modify their speech so that the output is more comprehensible (Long, 1983a; Varonis and Gass, 1985).

Section Two: Maintaining Interaction in the Classroom

Interaction inside classrooms demands more efforts from both the teacher and the students at the same time. It is usually considered normal for the teacher to "run the show" –to make decisions about who should talk, to whom, on what topic, in what language, and so on, but effective learning will take place ; Dewey (1944) supports this idea and hypothesized that

learning occurs best in meaningful situations where interactions with other humans are included.

1.6.The Interactional Patterns

Decisions about how learners interact (individually, in pairs, in small groups, as a whole class) have been proved that they make the departure of any successful interaction between the teachers and their students. These decisions depend on the need of the learners whether it is beneficial for them to interact with the teacher as an individual, with the help of a partner, as a group whose members complete each other. Research on teaching suggests that interaction between the teacher and the whole class is the most commonly used method. Whereas, interacting with the student as an individual is generally used as much as whole class interaction is.

1.6.1. Whole Class Teaching

Freeman and Freeman (1994: 153) state that “*language develops in context of functional use*”, teachers should “*create situations in which all their students use language for a variety of purposes and with a variety of people*” (As quoted in Mc Cafferty et al, 2006:. 21). From this quotation, we can deduce that interacting with a whole classroom increases the amount of learners’ production since working as whole class provides learners with opportunities to speak not only with a teacher but also with one another, give suggestions and so on.

In whole class activities, the teacher begins to warm up the learners’ memories by posing some general and closed questions. These questions are addressed to every student to bring them in a meaningful discussion. The teacher, then, introduces new concepts and knowledge.

By this, the classroom starts to be active and an interaction between the teacher and the students as a whole class emerges.

1.6.2. Group Work

As a generic term, grouping is "*...a way of organizing students for teaching and learning.*" (Freiberg & Driscoll 1992: 32). One of the ways of giving students more time to practice the language in the EFL classroom is dividing them into groups. Grouping helps teachers to individualize or match their teaching to individual learners. It is the pattern which provokes greater involvement of more than a student at the same time. Group working reduces the dominance of the teacher over the class and increases the opportunities for individual students to practise and use new features of the English language.

In addition, working in groups enables the teacher to work more as a facilitator and consultant. It can provide learners with more active role in learning. In this content, Sidin (1993) argues that groups are more than collections of individuals and are formed because members need to get something done or to produce something using knowledge and skills. A specific purpose of group work is to provide students with the knowledge and understanding of subject matter, while at the same time focusing more on group dynamics where students are given direct experience to behave and react in a group situation. In addition, group activity enables students to acquire relevant skills of communication, skills of discussion and argument, skills of interactive learning and cooperative inquiry and to develop appropriate attitudes to learning and teaching. So, group work ensures a high level of interaction. Richards and Lockhart (1996) also argue that group work promotes collaboration among students; it creates the sense of learning community that reduces learners' isolation.

1.6.3. Pair Work

The meaning of two students who work together as one person to formulate a good sense of classroom interaction came to do with what is called “Pair working”. This latter promotes better interaction. Both students who are discussing a point with the teacher can share the information to solve a problem or complete a task (Khan, 2009). In pairs, learners have the opportunity to call the right content and confirm with the partner what he or she wants to say, later on, to the teacher. Pair working allows the learner to motivate himself in fostering his potentials without feeling shamed or receiving negative comments from the class teacher.

Moreover, since one of the goals of interaction is to establish social relationships between the learners and their teacher so that the learning process is facilitated. Lindsay and Knight (2006), in this content, make the important point that it is a good idea to gather students and let them work in pairs and groups in order to practise the speaking skill effectively. If those learners talk only to their teachers, then their chances for practice are reduced. Richards and Lockhart (1996: 152) support this view saying,

Through interacting with other students in pairs or groups, students can be given the opportunity to draw on their linguistic resources in a non-threatening situation and use them to complete different kinds of talks. Indeed, it is through this kind of interaction that researchers believe many aspects of both linguistic and communicative competence are developed.

1.6.4. Individual Work

The interactional patterns are considered as the straight path of the birth of successful classroom interaction. Despite the need for whole class teaching and/or interaction and individual working, it has often been emphasized that without the other patterns of interaction,

students are deprived from many useful opportunities to exchange knowledge with the teacher in the support of a partner or members of a group in which they are involved.

Working each one alone in the language class is not that easy task to do. Beginners, of course, need a direct support by the teacher. Interacting with him individually takes off some of the pressure from students who may feel intimidated in a whole class interaction, group interaction, or pair work. When students work individually, each one has the chance to coach the turn with the teacher. They are totally free to take part of any opened interaction inside the classroom. To put it in its real size, Harmer (2001) asserts that individual work increases the amount of each student's speaking time. It allows any student to work and interact independently without any guidance, and this leads to promoting learner's independence.

1.7.The Interactional Strategies

A great deal of interactional strategies research has been done on how to keep interaction going. This study, however, is focused on those interactional strategies that students will use to initiate an interaction with their teachers, not peers, so as to comprehend the teacher's instruction, lessons or any discussed points. Interactional strategies refer to the strategies whereby the teacher and students carry out trouble-shooting exchanges cooperatively, and therefore mutual understanding is successfully executed for both parties (Dornyei and Scott, 1995a).

In fact, there are many interactional strategies in the inventory such as guessing, expressing non-understanding, interpretive summary and so on. However, as far as the meaning of interaction is concerned, many other strategies have been dealt with in the EFL classroom. According to Dornyei and Scott, the interactional strategies consist of four verbal strategies. They are appeals for help, repetition requests, clarification requests, and

comprehension checks. The students are expected to use these strategies for initiating the interaction with their teacher in order to ultimately enhance their comprehension of the lesson and teacher's instruction.

1.7.1. Appeals for Help

It means that the learner is asking for aid; by asking an explicit question concerning a specific point of an interaction (Harmer, 2001). The learner may venture a possible guess and then ask for verification of the correctness of the attempt. Faucette (2001) states that appeals for assistance are particularly worthwhile; they use the opportunity to learn new words and have the opportunity to use the target language in a social setting. This strategy is illustrated by many examples such as "How do you say...?" and "Could you tell me what is... called?"

1.7.2. Repetition Requests

They are requests used when the learner is not hearing or understanding something properly (Dornyei and Scott, 1995a). In addition, Pica (1988) supports that explicit requests and repetition signals are particularly efficient means of prompting non-native speakers to adjust their utterances toward the level of their partners. For EFL learners, repetition requests are helpful to ensure the context of the interaction and to extend its time. This can be supported by Alison's view (2007: 3-12) who asserts that "Through processes of repetition, segmentation and rewording, interaction can serve to draw learners' attention to form meaning, relationship, and provide them with additional time to focus on encoding meaning." What is meant by Alison's claim is that if there is a lack of comprehension different processes can be focused on to repair the interaction.

1.7.3. Clarification Requests

Clarification requests mean that the learner requests the explanation of unfamiliar meaning structures (Dornyei and Scott, 1995a). Lloyd (1991) cited in Kasper & Kellerman (1997) states that clarification requests can help learners develop their ability as independent communicators. They give learners the opportunities to get detailed knowledge about new structures for example. Among the tools that are used to fulfill these requests, there are “What do you mean by...?”, “Could you explain for me what is...?” and many other examples.

1.7.4. Comprehension Checks

It means that the learner asks questions to check if understanding is correct. Long (1983a) states that comprehension check strategies provide learners with opportunities to resolve their comprehension difficulties and therefore make negotiation of meaning possible. Comprehension checks include many examples such as “Am I correct...?” and “Does it have meaning if I say...?” These strategies are almost used by the students; teachers, at the same time, make efforts to keep the process of effective S-T interaction running on. In other words, maintaining interaction inside the language classrooms depends on the roles of both the students and the teachers.

3.8. The Role of the Student in Maintaining Interaction

Students have to do many activities in the classroom in order to initiate an interaction with the teacher. Their contributions are counted as the essential basis in building any sense of interaction. In this content, theories behind student and teacher interaction such as Humanistic Approach and Behaviourism mentioned that interaction is vital for students because it is

compared to the relationships they will have in their lives, such as the relationship with a boss or superior. According to Oliver & McLoughlin (1997), "*Communicative interactions can be used to engage learners, to cause them to reflect on and to articulate ideas.*" Those ideas are illustrated and embodied by several roles:

- ❖ The student must trust the teacher's concern; they must believe that teachers always have their best interests in mind.
- ❖ The student must hold the teacher in the highest esteem.
- ❖ Logicality and seriousness are the fruitful parameters of successful S-T interaction and which should be taken into consideration by the learner.
- ❖ He must bring out to teacher the questions and the problems that they cannot handle with clear and polite forms.
- ❖ In the case of receiving feedback, the student should be more demonstrative and communicative at the same time. These behaviours mean that this student is completely involved in such interaction.

Along the recent teaching-learning methods, the role of the student in maintaining interaction inside the classroom cannot be as effective as it should be without the support of the teacher. The collaboration of the two poles in the class- the student and the teacher- with the help of meaningful teaching approaches brings them to be involved in the classroom interaction.

3.9.The Role of the Teacher in Motivating Students to Interact inside the Class.

Many researchers revealed that, in the classroom environment, more than two third of the class time is somehow related to the teachers' talk, non verbal relation, and responsibility to

facilitate the effective interaction (Flanders, 1970). By using different strategies, teachers can influence the dynamics of their classrooms and strengthen the process of strong S-T interaction which will, then, support the learning process. To justify the teacher's role in maintaining interaction in the class, Ellis and Barkhuizen (2005: 165) state:

Interaction and interactive language constitute a major role in EFL teaching, because a teachers' interactive language can keep an interaction going on smoothly in EFL classroom.

From the above, it can be deduced that the teacher's role has a strong impact on keeping an interaction strengthening in English classes. This notion is also supported by Hedge (2000: 26) who identifies different roles and says that the teacher is considered as:

A controller in eliciting nationality words ; assessor of accuracy as students try to pronounce the words ; as a corrector of pronunciation ; as organizer in giving instructions of the pair work ; initiating it ; monitoring it ; and organizing feedback ; as promoter while students are working together and as resource if students need help with words and structures during the pair work.

➤ **Controller:** within a classroom interaction and especially learner-teacher interaction, the teacher is the responsible for the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.

➤ **Assessor:** the most expected act from the teacher is to show the learners that their accuracy is being developed; Harmer (2001) says that this is done through giving correction or by praising them. The students have to know how they are being assessed; the teacher should tell them their strengths and weaknesses, the students, then can have a clear idea

about their levels and what they need to concentrate on. The assessor teacher should pay attention also to the learners' reactions and how to deal with them.

- **Corrector:** as Hedge (2000) asserts, the teacher has to decide when and where to correct students production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction, i.e. he works seriously to give the correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.

- **Organizer:** it is the most important role. According to Harmer (2001), the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. The teacher in such a role spends much time in engaging all the class in the interaction and ensures its participation. Once the students are involved in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, exchange views and why not correct each other's too.

- **Prompter:** Sometimes the learners do not find the words when they talk to each other's or with the teacher, the role then of the latter is to encourage the learners to think creatively so that to be independent from the teacher. In such role, the teacher must prevent himself to help the students even if he wants so that they will be creative in their learning (Harmer, 2001).

➤ **Resource:** the job of the teacher here is to answer students' questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information. In turn, the teacher should be able to offer such needed information. Another role the teacher needs to adopt in a classroom interaction is the observer. Harmer (2001) points out that, the teacher here should dis-attract the students' attention so that they can interact naturally and spontaneously. Moreover, he has to take notes about his learners in their use of actual language. Teachers do not use observation only to give feedback, but also to evaluate the success of the classroom interaction in developing the speaking skill of the learners. If there is failure in achieving fluency, then the teacher tries to bring changes for the classroom in the future.

Many other roles can be mentioned, then, as an addition to what is mentioned above by Hedge. Furthermore, Harmer (1988: 56) states:

Teacher use many metaphors to describe what they do. Sometimes they say they are like actors because "we are always on the stage". Others think they are orchestral conductors "because I direct conversation and set the pace and tone". Yet others feel like gardeners, "because we plant the seed and then watch them grow".

Because teachers are always interacting from the class podium, they are similar to actors on the stage. They provide learners with knowledge and play a major role in organizing the meaningfulness of the class interaction. They try to connect their personal interests with the discussed topics. Also, Harmer (1988) emphasizes that learning about students' cultures and backgrounds may help the teacher to associate himself with them more effectively. Those roles, and many others, are useful for teachers to be applied in the classroom in the sake of maintaining interaction.

Conclusion

To come to the end of this chapter, the process of interaction has been defined from several perspectives. Classroom interaction can be defined as a classroom process in which teachers and students negotiate during the class time for specific purposes. Interaction with its two types, hence, is used inside classrooms interchangeably. To maintain this process in a class, some patterns are used and preferable by many teachers and students. In addition to this, both learners and teachers tend to use some interactional strategies in order to initiate or foster classroom interaction. Basically, they have principal roles to be an effective element in maintaining interaction inside the classroom.

CHAPTER

TWO

Chapter Two: Factors that Govern the Interaction Between the Student and the Teacher.

Introduction.....34

Section One: Psychological Factors.

4.1. The Attitude Towards the English Language.....34

 4.1.1. The Student's Attitude Towards the Language.....35

 4.1.2. The Teacher's Attitude Towards the Language.....35

4.2. Teacher's Behaviours.....36

4.3. Students- Teacher Relationships.....40

4.4. Motivation.....40

 4.4.1. Intrinsic Motivation.....41

 4.4.2. Extrinsic Motivation.....42

 4.4.3. Motivation by Reinforcement.....43

 4.4.4. Motivation by Rewards.....44

 4.4.5. Motivation by Feedback.....45

Section Two: Academic Factors.

4.5. Class Size.....46

4.6. Class Environment.....47

4.7. Classroom Instructions.....49

Conclusion.....50

Chapter Two: Factors that Govern the Interaction Between the Student and the Teacher

Introduction

Classroom interaction is considered as a way that, accordingly, the student actively appear into the educational process to help strengthening the teaching-learning process and bringing liveliness to the classroom. Interaction would be influenced by many factors which, positively, enhance and manipulate the variables of the process of interaction. Researchers, in this context, have proven that learners' tendency to interact in the class depends on many factors (Tahar, 2005). These factors may take two major dimensions: psychological and academic factors.

Section one: Psychological Factors

2.1.The Attitude Toward the English Language

The English Language may be preferable to be spoken by many, but it may be not for others. This limitation is determined by the attitude of both the teacher and the learner toward English. Referring to its definitions, social psychologists consider "attitude" the most important component of their area of research. In formal terms, Gilbert et al. (1998: 269) define attitude as “... *a psychological tendency that is expressed by evaluating particular entity with some degree of favor or disfavor*” (emphasis added). According to Blankson (2005: 3), attitudes are composed of: feelings, beliefs, values, and disposition to act. So, the meaningful engagement in language interaction inside classrooms comes to be finally turned to both teachers' and students' positive attitudes toward English.

2.1.1. The Student's Attitude Towards the Language

Having a positive attitude toward the English is a powerful departure for ELLs to learn that language. The decision of being a foreign language learner in Algeria appears to have, for better or worse, an intense emotional base (Bashar, 2014). Psychologically, the learner's attitude towards the language has a crucial impact on the process of learning; a PA fosters interaction and learning and leads to success. The opposite is also true; it justifies the impact of how much having a PA towards the English language increases the amount of interaction between the students and the teacher. To make this clear enough, Wilkins (1974) highlights that the learners may make negative attitude about EFL learning if they feel undesirable and motivated to acquire it.

2.1.2. The Teacher's Attitude Towards the Language

As a minor factor and a supportive element to the learner's attitude, the teacher's attitude is also counted as valuable to the process of an effective S-T interaction in classrooms. What teachers think about the English language contributes by a way or another to the success of interaction with the learners to take place. A preliminary study by Byrnes and Kiger (1994) conclude, "to the extent that teacher's attitudes can facilitate or be a barrier to learning English for LEP children, it is important to understand the structure of teachers' attitudes to work toward constructive change" (p. 231). Teachers who have a strong will to teach English is most of the time seemed to avoid switching to the mother tongue. They always try to provide their students not only with new knowledge in the English language, but also they try to enrich their knowledge with its origin, development, civilization and culture as much as possible.

The teacher spends quite a lot of class time interacting and discussing with students in the sake of explaining things, transmitting knowledge, or highlighting important topics to the class (Scrivener, 2005). These jobs are built upon a strong basis by the teacher's positive attitude towards speaking the English language. In addition, teachers who are capable to practice English even at its lowest levels with beginners are able to develop their potentials. They become competent enough to bring a variety of language structures, differ in the classroom activities, and go deeper with students in explaining unclear points without getting bored. The teacher's attitude towards the language is set up in early stages of their jobs because it determines his success in teaching.

2.2. Teacher's Behaviours

Another psychological factor which governs the S-T interaction at the university would be the teacher's behaviour. How teachers act inside the classroom with the learners influences their production. As a cause of good behaviours, teachers should have positive expectations about their students as well as about themselves. Whitaker (2004), in the same context, suggests that in order to behave well in a class, teachers should have high expectations for their students, but even higher expectations for themselves. Also, in the sights of other researchers, teacher's behaviour is a powerful "motivational tool" (Dornyei, 2001: 120). Teacher's influences are manifold and ranging from the rapport with the students to teacher behaviours which "prevail upon" and/or "attract" students to engage in any interaction that occurs inside the classroom.

Moreover, behaving as a learner among learners, the teacher make the students feel a sense of solidarity. He learns from them whatever they are interacting in; at the same time, the learners themselves benefit from the exchange of speech with him without any difficulties.

This happens as a consequence of showing the high expectation from the class teacher. In addition, greeting the students with a smile at the door as they come in relates the aspect of having high expectations about them. This behaviour sends a message that you care about them and want them to feel comfortable in the classroom. It may take time away from class preparations, but it is worth having students feel comfortable and safe inside the class. Greeting may reflect the teacher's desire to meet his students and diagnose each student's emotional state because a student has brought some emotional "baggage" from home or a previous class.

The teacher's behaviour establishes good circumstances for effective interaction to take place. As evidence, Lavoie (2007) told the story of an inflexible teacher who contended that his job was only to provide his students with information and their job was only to absorb that information. He continued his passiveness by arguing those who did not want to learn could sit in the back and sleep. The teacher's final comment "... *that is not my problem...I'm a teacher not his cheerleader*" suggests that there are teachers who still have a misunderstanding of their roles in the classroom (p.4). Teachers, so, must know how appropriately behave with those non-interactive students. They should know what their objectives are and they must have an idea about their needs in order to be aware of the appropriate procedures to be taken.

What are shown below in figure 2 are the different teachers' behaviours that help learners to demonstrate their preferable ways of interaction. In other words, by rationale behaviours from the class teacher, the learners feel flexible in starting an interaction and discussing whenever and whatever they want concerning the lesson.

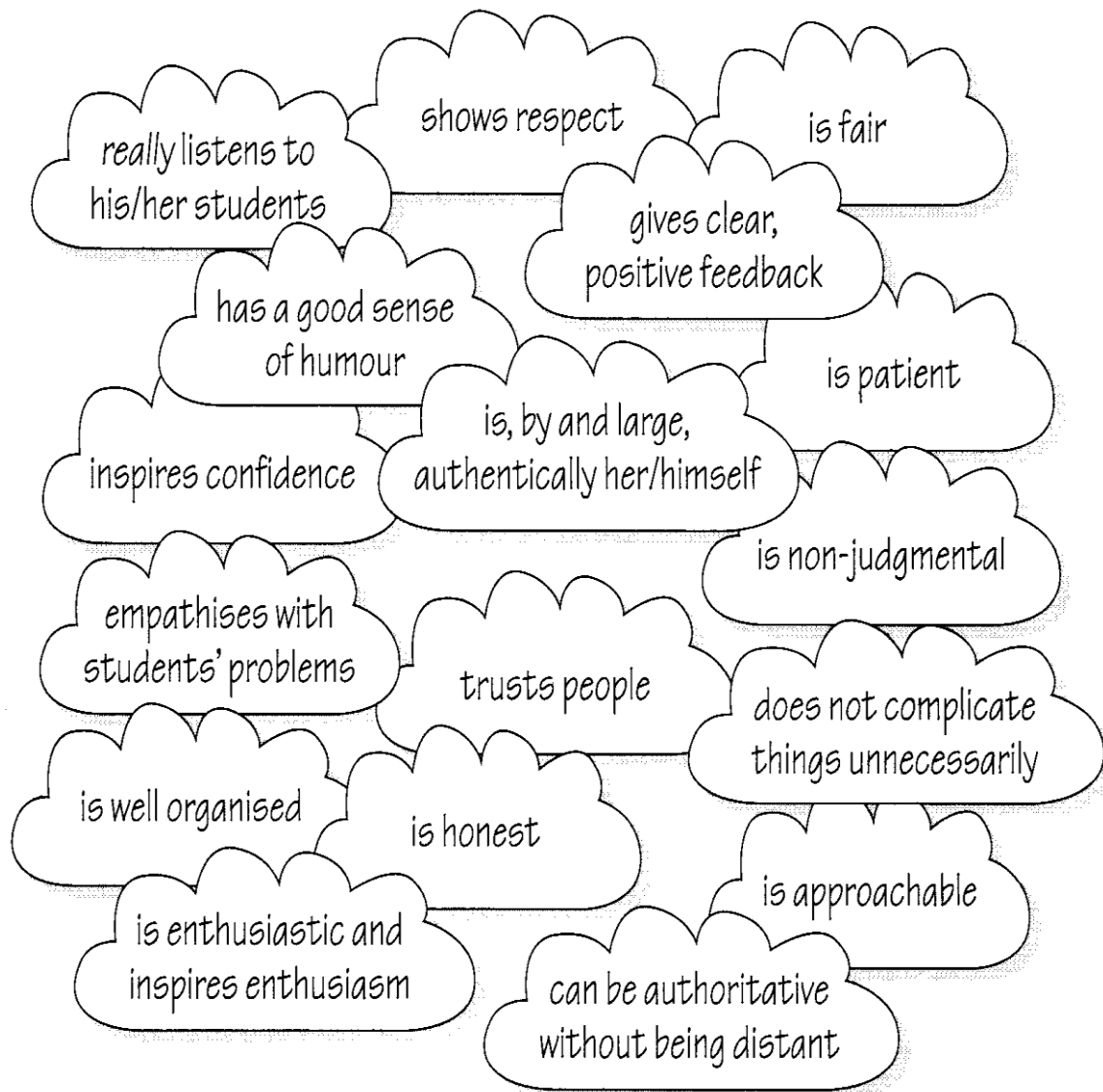


Figure 2: Features of good teacher’s behaviours which create a positive atmosphere to interact in the classroom (Reid, 2007).

2.3.Students- Teacher Relationships

Building relationships inside the class is the job of both the teacher and the learner. Relationships are mainly based upon many aspects such as love, faith, and respect. As a general truth, any student wants to feel connected and to feel as though he or she deserves to be loved and respected (Stipek, 2002). The knowledge of teachers and the efficacy of students are crucial components of creating an ideal relationship which leads to a significant

interaction in the classroom. For Alison (1993), a key element to foster interaction between the teacher and his students is to establish a relationship of mutual trust and respect with the learners, by means of talking with them on a personal level. This mutual trust could lead to maintain exchangeable trust and respect for meaningful interaction. Both the teacher and the student have to value their contribution.

Carl Rogers (1965), an American psychologist, suggests that there are three core characteristics of creating an effective relationship between the students and their teachers. These characteristics are respect (a positive and non-judgmental regard for another person), empathy (being able to see things from the other person's perspective, as if looking through their eyes), and authenticity (being oneself without hiding behind job titles, roles, and masks). When these qualities take place, according to Rogers (1965), the relationships within the classroom are likely to be stronger and deeper and interaction between the teacher and his students become much more open and honest.

It is impossible for the teacher to give a lecture without paying attention to the morality which exists in his relation with the learners. In other words, he has to develop positive friendly, helpful, and supportive relationships with his students. Nodding (cited in G, Powell & L, Powell, 2010) argues that it is better for teachers to spend time in developing their relationships with students in order to encourage learning that they may not occur otherwise.

Furthermore, Howes & Ritchie (2002) suggest that to build positive and responsive relationships between the teacher and the student, it is appropriate for the teacher to choose the suitable way of talking with his learners. Also, supporting students' positive behaviours and ways of thinking is a key of strengthening the teacher's relation with the students. As a parental relation, the teacher should treat students as his children at home. Those students feel

a sense of safety as a result of this relation and, then, they work harder and interact with their teachers effectively. Stipek (2002) determines that the student-teacher relationships are fruitful to the process of interaction in the class; she said that many students who have a strong relationship with their teachers are the same ones who do well academically and interact well verbally. In her research, Stipek found that students who perceived a more nurturing relationship with their teachers tended also to do better in the classroom and positive attitudes towards language and academics will emerge.

2.4.Motivation

Motivation is a key factor in developing successful S-T interaction between the students and their teacher which, itself, leads to successful learning process. To begin with, motivation is an internal states i.e. a want or a need that causes actions; it is a condition that activates behaviour and gives it direction as Franken (1994) defines it: “*The arousal, direction, and persistence of behaviour*”. Another definition provided by the free Dictionary of Language Teaching and Applied Linguistics claimed that motivation refers to a combination of the learner’s attitudes, desires, and willingness to expend effort in order to learn the second language. It is an important concept in psychology. Motivation provides insight into why we may behave the way we do. The concept of motivation is an internal process that reflects the desire to achieve certain goals.

As far as the English language is concerned, the concept of motivation comes to have a direct relation with the attitude of both the teacher and the learner to interact inside the classroom. This relation has been proposed by Gardner and MacIntyre (1993) that attitudes play an important role in supporting levels of motivation, which in turn, affect the process of interaction in the classroom, and then language learning will take place.

Moreover, the difficult nature of the language classes together with the number of the learners would be dealt with only by working hard to increase the amount of motivation in order to maintain a S-T interaction. In this, it is referred to what Thomas (1991: 29) notes:

The way that participants in classroom feel about each other, and about the situation they are in, has an important influence on what actually goes on in a classroom. Feelings and attitudes can make for smooth interaction and successful learning, or can lead to a conflict and a total breakdown of communication.

The interaction between the learners and the teacher is influenced by the students' level of motivation because everything depends on the emotions and feelings that this interaction demands or generates.

The two major contributors of having a state of motivation to get interaction between the teacher and his students in the classroom are the teacher and the student themselves. They make significant contribution to be unconsciously involved in the interaction process and have an influence on one another; this has to do with the intrinsic and extrinsic motivation.

2.4.1. Intrinsic Motivation

When it comes to defining intrinsic motivation, Lepper, Corpus, and Iyengar (2005) provide that intrinsic motivation is, "*... the desire to engage in behaviors for no reason other than sheer enjoyment, challenge, pleasure, or interest*" (p. 184).

Intrinsic motivation reflects the desire to do something because it is enjoyable (Deci & Ryan, 1985). If we are intrinsically motivated, we would not be worried about external rewards such as praise or awards. If we are intrinsically motivated, the enjoyment we experience would be sufficient for us to perform the activity in the future. Learners who are intrinsically motivated are seemed to be more interactive with their teacher. Those learners,

who are also characterized by a high self-esteem, are the most active communicators in the class.

Intrinsic motivation influences learners to choose whether to be involved in an interaction with their teacher or get energized about it and persist until they accomplish this interaction successfully. It is present when learners actively seek out and participate in a classroom interaction. This is the role of intrinsic motivation in fostering the exchange of knowledge inside the classroom especially at the level of the university.

2.4.2. Extrinsic Motivation

As the second type of motivation, extrinsic motivation is also counted as an important force which enhances the CI. It reflects the desire to do something because of external rewards such as awards, money, and praise. Students, who are extrinsically motivated in the classroom, may not enjoy being involved in a S-T interaction all the time. They may only wish to engage in this interaction because they wish to receive some external reward or praise from the teacher.

In the sake of supporting this notion, Walker, Greene, & Mansell (2006) state that extrinsic motivation is the type of motivation which is encouraged by external forces reliant on success or failure of a task. Teachers, as the first and most important external factor in the class, should know how to motivate their students. Throughout time, the learners will be intrinsically motivated to collaborate in a class interaction.

2.4.3. Motivation by Reinforcement

A broad definition of reinforcement is the presentation of satisfaction immediately following a desired behaviour intended to make that behaviour more likely to occur in the future (Diedrich, 2010). Reinforcement is the act used by the language teacher while he is discussing a topic. This concept has two dimensions: positive reinforcement (PR) and negative reinforcement (NR). PR increases the likelihood of a response (Richards and Schmidt, 2010). This type has strongly to do with the desire of the English language learners. It leads them to a deeper engagement in a S-T interaction and makes them self-confident in sharing their ideas and potentials with the teacher. NR, in the other hand, is viewed as the second dimension. As PR increases the likelihood of a response or behaviour, NR decreases any displayed behaviour in the classroom. It does not allow the process of interaction between the teacher and the student to be strengthened.

Fostering interaction between the teacher and his students is a result of the use of PR. When they are interacting, the student responds to give an answer, enrich an idea, or say a point of view; the role of the teacher is to listen intuitively and react appropriately in order to prevent this interaction from breaking down. Saying something which insults the learner's response or speech may damage the successfulness of the S-T interaction inside classrooms.

Research conducted by Conroy *et al.* (2009) found that teachers can improve their overall classroom environment, in addition to increasing positive interactions with students by effectively implementing positive reinforcement, including praise. Praise is a specific type of positive reinforcement many teachers regularly use in their classrooms when interacting with students. In a relation of causality, Willingham (2006) claims that teachers who effectively use praise to reinforce desired behaviors during classroom interaction foster intrinsic

motivation in their students. So, teachers can improve their students' motivation to interact as much as possible through the frequent use of positive reinforcement.

2.4.4. Motivation by Reward

One of the beneficial strategies used by the class teachers to keep their learners on interaction is giving rewards. A reward, in the teaching-learning process, is a tangible thing given by teachers to students to motivate them and reinforce their performance and behaviour. The free dictionary (2011) defines the term reward as "...a consequence that happens to someone as a result of worthy or unworthy behavior such as the rewards of exercise; the rewards of lying to your boss." As examples of rewarding the students for their success in any interaction, the teacher gives additional points to their exam marks. Also, offering gifts to appreciate the efforts of the learners. Besides, students may "day off from homework" or the semester's end parties are useful to provide healthy exchange of ideas between the teacher and his learners. These and many other examples are efficient to maximize the process of CI.

Rewards have relation with the concept of motivation. They have exactly to do with intrinsic motivation. Teachers use rewards in order to raise their learners' intrinsic motivation. They make them persist their internal challenges if they are shy to participate in a CI. According to Wang (2008: 636):

The external reward contingency (requiring a high level of performance or novel performance) may increase perceived competence and self-determination, thus increasing intrinsic motivation.

Although rewards are useful, they should be seen as a short-term strategy. If learners used to get rewards from their teachers, they habituate interacting only to gain rewards. Intelligent teachers know how to make the reward a means of feeding the learner's self-motivation.

2.4.5. Motivation by Feedback

Feedback can function as a very powerful tool to motivate students to progress in a meaningful interaction. Winne and Butler (1994) provided an excellent summary in their claim that "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies" (p. 5740). In teaching, a positive feedback refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons.

Every learner needs feedback to ensure he/she is on the correct path, but feedback is often used as a means of grading or correcting. Using feedback in this way teachers run the risk of de-motivating the learners. It is important that feedback is seen as different from correcting work. Feedback should be continuous and formative and should not necessarily come at the end of a task. Moreover, feedback should be positive or framed in a positive manner (Reid, 2007). Besides, a feedback form is particularly valuable in giving the student who is involved in an interaction something tangible to take away as a mark of achievement. A teacher should certainly strive to ensure that overall the feedback is positive in order to increase the learners' motivation to participate in the CI.

In an interactive classroom, the language teacher sees feedback as an effective tool to ameliorate the interaction between him and his students. He gives positive feedback to the students to raise their potentials. He must give positive feedback for each learner even though his contribution is lower than his partners. Many studies have been done by Timperley and Hattie (2003) claim that feedback is effective in reducing the discrepancy between learners. By fostering this behaviour, weak learners become motivated to participate in such interaction. They bring a successful type of interaction between them and the class teacher.

Section Two: Academic factors

Besides the psychological factors that are mentioned before, there are other factors which enhance the process of interaction between the teacher and his students inside the classroom. These factors have to do with the size of learners in each class, the atmosphere where the interaction takes place, and the type of instruction used by the teacher to help the learners interact spontaneously with the presence of the psychological factors as well.

2.5. Class Size

The relationship between class size and effective interaction which leads to effective learning was one of the first problems addressed by educational research (McKeachie, 1980). Teachers generally meet several classes in one day; their quality of teaching is influenced by the number of the learners in the class. For first year classes in the Department of English at Biskra University, the size of students per class is somehow crowded. There is no agreement upon the optimum class size for the ideal interacting situation.

Large classes need to be considered as part of pedagogical life, maintenance discipline, individual attention, and student-teacher interaction should be given top priority. Those

classes are not healthy for interaction to play as it is in small classes; their efficacy is brought into question. For example, higher level of thinking, application, motivation, attitudinal change, and integrative interaction are most likely to be developed in a small class (McKeachie, 1980).

The problem with large classes is that they work with traditional methods of teaching. They do not provide such features that result interaction. Evidence provided by McKeachie (1999) suggests that a re-organization and restructuring of the way large classes are delivered could deliver outcomes to small classes. They argue that the problem is that the ‘traditional’ methods of large class teaching fail to stimulate active, mindful thinking because they promote passive absorption of material.

To deal with this phenomenon, dividing the large class into groups seemed to be the easiest procedure. Teachers, to feel comfortable, should try to come well-prepared at the beginning of classes. They have to keep the class as much interactive as possible by encouraging students to interact in pairs or groups from while to while. By this, silent students will gain support from their friends in the pair or group working. In addition, weak learners should be given individual attention to repair their failure in communicating their knowledge either with the teacher or their peers.

2.6.Class Environment

It stands to reason that a tense classroom environment can preserve learning and motivate to progress in interaction with learners (MacIntyre, 1999 and Young, 1999). On the other hand, learner motivation will reach its peak in a safe classroom atmosphere in which students can express their opinions and feel that they do not run the risk of being ridiculed when they are involved in a discussion with their teacher.

The classroom environment has a key role to play in facilitating effective learning. It is important to acknowledge all aspects of the environment and to attempt to provide a range of environmental choices in relation to lighting, colours, windows, wall displays, the floor, and the arrangement of the teacher's desk and the learners' tables (Reid, 2007). Ideally there should be some desks that are positioned to minimize distraction and others that can facilitate the discussion among the learners and their teacher. Classroom design is an important element in developing effective interaction from a whole class perspective. When the learners seat in an organized way; tables are well-put and the desk of the teacher is in an appropriate position, the learners feel comfortable and they will be motivated enough to participate in that interaction. Also, the colours of walls influence the learners' impresseure to initiate a discussion with the teacher. Whatever concerns the clean floor of a classroom helps the learners to feel healthy when entering the room.

To be motivated to interact in the language classroom, students need both ample opportunities to practise the language and steady encouragement and support of their learning efforts. While anxious or alienated students are unlikely to develop motivation to communicate knowledge and ideas with the teacher; it is important that learning occur within a relaxed and supportive atmosphere (Good and Brophy, 1994: 215). The teacher, then, is the primary provider of a good class environment; figure 2 clarifies different activities done by the class teacher to relax the environment inside the classroom.

Those features and many others done by the language teacher contribute to shape an effective classroom environment. This latter has a key role to play in facilitating effective S-T interaction which, itself, leads to the process of learning. It is important to acknowledge all aspects of the environment and to attempt to provide a range of environmental choices in relation to lighting, noise and seating arrangements. Although it is appreciated that often

space is limited in a classroom, it is important nevertheless to be aware of how the environment can impact on learners. It is also important to convey this to the learner so that at least he may be able to use this self-knowledge to create their optimum learning environment.

2.7. Classroom Instructions

While interacting, many students do their role and engage in all points of the discussed topic, even when a subject is not very interesting. This depends mainly on the types of instructions provided by the teachers on which students build their learning. Instructions, as it is known, must be viewed from a different perspective. At present, the content of the lesson seems to be the key component and indeed in many cases the only component which enhances the abilities of the learners to participate in its content (Reid, 2005).

The instructions' makers are the first responsible of providing the language teacher with communicative instructions because they allow for the learners to gain more opportunities of CI with the teacher. In order to inspire learners to concern themselves with most interactive activities, the teacher should find out their objectives behind those activities and the topics they want to interact in, and try to incorporate them into the relevant instruction which meet their objectives. According to Chambers (1999), *"If the teacher is to motivate students to interact, then relevance has to be the red thread permeating interactive activities."*(p: 37)

Communicative instructions encourage students to practice their oral English and speak spontaneously. They give the students a good opportunity to practice unaided speaking English and give the other students a good listening practice. Moreover, those type of instructions increase the presenting student's self-confidence when using English and they are considered as an excellent generator of spontaneous interaction.

To sum up with this section, the class size, environment, and the instructions dealt with are the main academic factors which foster the process of meaningful Student-Teacher interaction, especially when speaking about the level of universities. It is important to ensure that the learning environment is flexible so that it can accommodate the range of learning preferences within a class. There should be a sense of ownership within a class; it is vital that students see the classroom environment as their own space and they have some control over how it is organized. This applies to all aspects of the environment such as wall displays and the layout of desks and chairs, good lighting, and so on.

Conclusion

This chapter is devoted to deal with the main factors which contribute in fostering the S-T interaction inside the class. Starting with the psychological factors, the process of interaction seemed to have a direct influence with these factors. Psychological factors tend to push both the class teacher and his learners to be more motivated to interact with each other inside the classroom; this is in one hand. In the other hand, academic factors also are elements found in the class where the students find appropriate circumstances to easily interact with the teacher. Academic factors have to deal with the physical environment, the size of the learners themselves, and the type of instructions which are given by the teacher.

CHAPTER

THREE

Chapter Three: Field Work.

Introduction.....52

Part one: Description of Students’ and Teachers’ Questionnaires.

6.1. Description of Students’ Questionnaire.....52

6.2. Description of Teachers’ Questionnaire.....53

6.3. Administration of Students’ Questionnaire.....53

6.4. Administration of Teachers’ Questionnaire.....53

6.5. Analysis of Questionnaires.....54

 6.5.1. Analysis of Students’ Questionnaire.....54

 6.5.2. Analysis of Teachers’ Questionnaire.....65

Part two: Discussion of Students’ and Teachers’ Questionnaires Results and Recommendations.

6.6. Discussion of Results.....74

 6.6.1. Discussion of Students’ Questionnaire Results.....74

 6.6.2. Discussion of Teachers’ Questionnaire Results.....75

6.7. Recommendations77

General Conclusion.....79

Chapter three: Field Work

In this chapter, we will deal with the discussions of both students' and teachers' questionnaires. In addition to that, we will present the results to which we conclude in this research. Finally, we will suggest some recommendations and solutions to our research questions.

Part one: Description of Students' and Teachers' Questionnaires.

3.1. Description of Students' Questionnaire

This questionnaire consists of nineteen (19) questions which are closed questions requiring to choose « yes » or « no » answers, to pick up the appropriate answer from a number of choices, and open questions where students are asked to give explanations or suggest other alternatives. The questionnaire is divided into two main sections. As a general background, learners are asked, first, about their gender and age. The first section contains questions about the general information about the English language. Also, they are asked to answer some questions about the process of student-teacher interaction and all what is in relation with this aspect.

The second section is about the factors which enhance the student-teacher interaction inside the classroom. The questions are about the psychological factors such as attitudes, personal relationships with the teacher, motivation, and so on. They are also about academic factors i. e., the class size, the learning environment, and the type of instructions provided by the teacher. At the end of this questionnaire, the students are asked to give any comments or suggestion to our research.

3.2. Description of Teachers' Questionnaire

The teachers' questionnaire is mainly used to see to what extent teachers and students have the same perceptions and opinions about the aspect of student-teacher interaction at the university level. Also, to investigate whether or not the first year LMD teachers in the Department of English at the University of Biskra are aware of the factors that foster the student-teacher interaction inside the classroom.

The questionnaire is about fourteen (14) questions which are divided into two main sections. The first section is comprised of questions about general knowledge of classroom interaction. The other section contains questions about the factors that foster interaction in the class. Those questions are yes/ no, open-ended, and multiple choice questions.

3.3. Administration of the Students' Questionnaire

The students' questionnaire was administrated in a good situation because I received help from both the teacher of oral expression and the students of first year in English classes. The questionnaire took the students nearly 15- 20 minutes of their time, so we administrated the questionnaires for thirty (30) students in one day and we got them back all in the same day.

3.4. Administration of the Teachers' Questionnaire

The administration of teachers' questionnaires was very difficult because we were supposed to look for teachers of oral expression and be aware of their program. In addition, when we gave the questionnaires to the teachers, they asked us to return to them either the next session or even the next week. We lost a lot of time only searching for them. Even

though we faced problems with teachers in administrating the questionnaires, but we got them back all.

3.5. Analysis of the Questionnaires

3.5.1. Analysis of the Students’ Questionnaire

In this component, we will try to analyze the data presented by the students and give each question in the previous questionnaire its real size. These questions will be treated each one alone and some of them will be followed by its percentage.

General Background

Q1: Students’ Gender

Male	Female	Total
06	24	30
20%	80%	100%

Table 1: Students’ Gender

The table illustrates that 80% of the chosen sample are female. This percentage equals twenty four (24) girls; while, the rest of the sample are male students. Their number equals six (06) boys. The percentage which illustrates the number of male students is about 20%.

Q2: Students’ Age

19 years	20 years	21 years	More than 21 years	Do not mention	Total
6	5	11	1	7	30

Table 2: Students’ Age

This table shows the age distribution of 1st year LMD students. Their ages differ between nineteen (19) years and twenty one (21) years. Six (06) students are aged nineteen years; five students said that they are twenty (20) years old. The students whose age is twenty one (21) years equal eleven (11) students. What is noticed from this table that there is only one student whose age is more than 21 years and seven (07) students do not mention their age. We asked them if the present year is their first year of studying English at the university; they all answered yes.

Section one: The Student-Teacher Interaction at the University Level

I. English Language Learning Background

Q 3: Do you like to study English as a foreign language?

Yes	No	Total
29	01	30
96.67%	3.33%	100%

Table 3: The Students’ Preference of Studying English

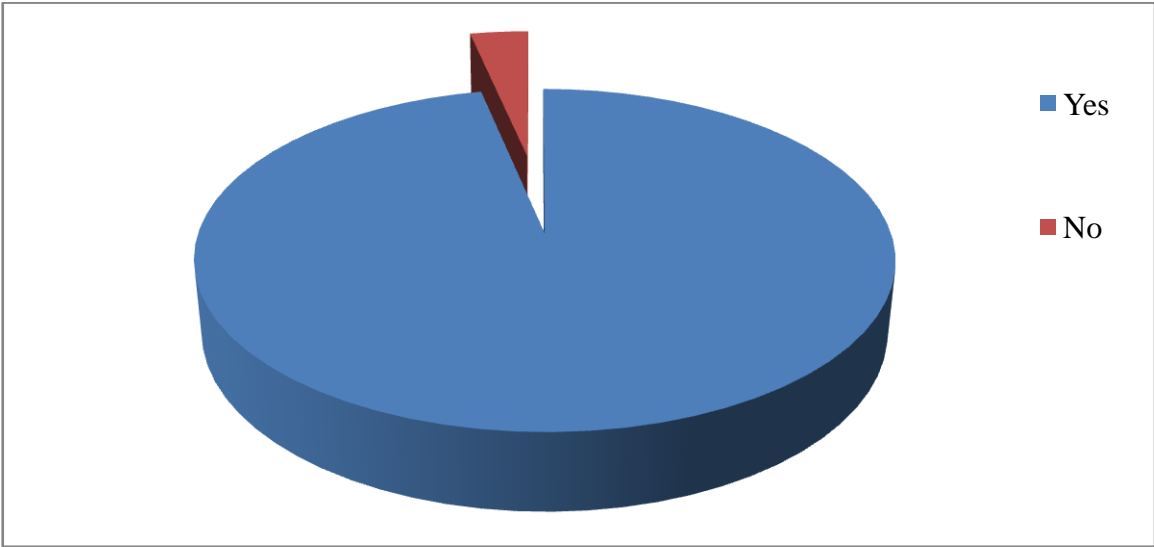


Figure 3: the students’ preference of studying English

It is obvious in the table that the majority of the students like to study English. Their percentage reached 96.67% (29 students). In addition, only one learner mentioned that he does not like studying English. The figure also illustrates the data in the table and shows the high percentage of the students who said yes they like studying English.

Q 4: Do you study English at the university because...

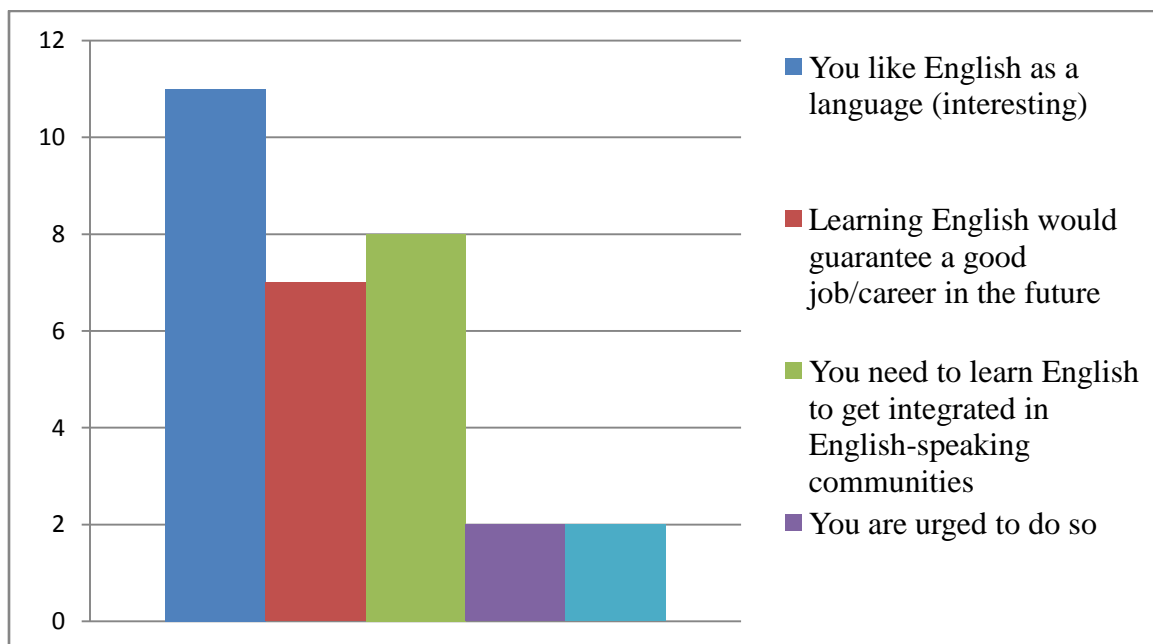


Figure 4: Reasons for Choosing to Learn the English Language.

It can be seen from the graph that the number of the students who are interested in studying English is eleven (11) students; it is the biggest number of the sample. The number of students who study English to guarantee a good job or career in the future equals seven (07) students; whereas, students who need to learn English in order to be integrated in English-speaking communities are eight (08) learners. Two students are urged to learn English and two other students did not answer.

Q 5: Do you find learning English...

Easy	Somehow	Difficult	Total
13	17	/	30

43.34%	56.66%	/	100%
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Table 4: The Level of English Language Learning Proficiency

We can notice from the table that the number of students who find that learning English is neither easy nor that difficult is higher than the number of those who find this process easy. Their percentage, as it is mentioned in the table, is about 56.66%; while, 43.34% is the percentage of the students who feel easy when they learn English. No one finds learning English is difficult.

Q 6: In case of avoiding interaction with the teacher, is this because:

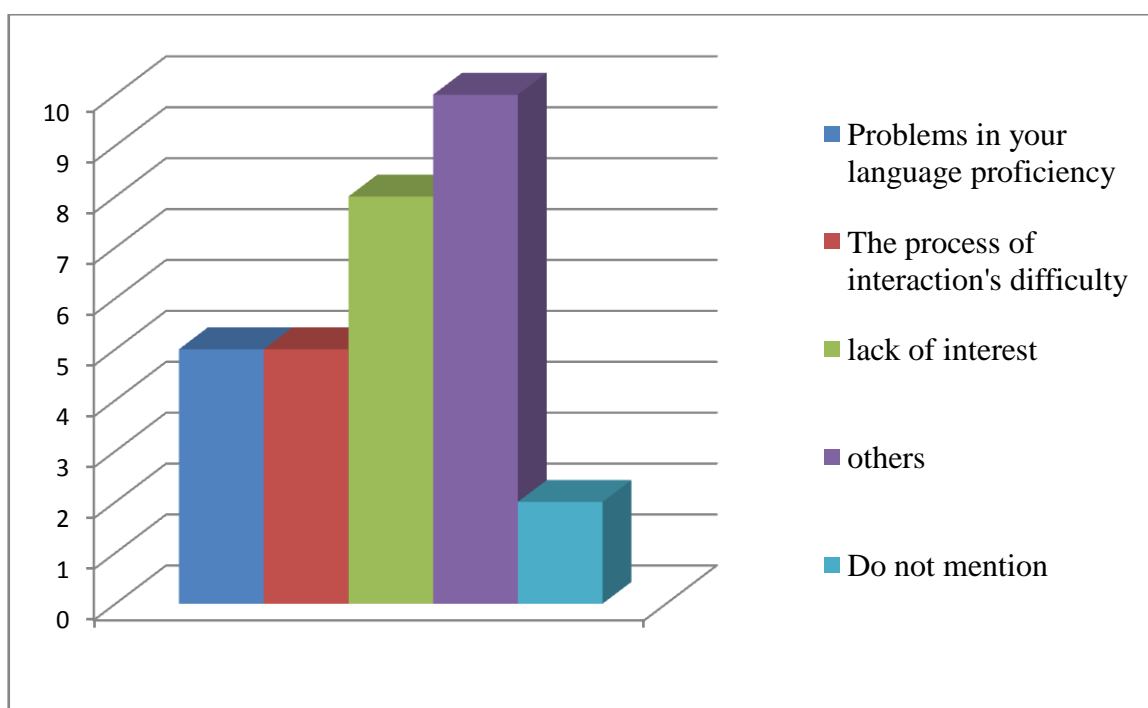


Figure 5: Reasons of Interaction' Avoidance

As can be seen from the graph, about 2/3 of the sample revealed that they avoid interaction with their teacher as a result of such problems in their language's level of proficiency, they find some difficult points to discuss them, and about eight (08) students of the sample said that they avoid interacting inside the classroom because they lacked interest most of the time. The rest (about 1/3 of the sample) mentioned many other reasons. Some of them said that they

avoid interaction with their teacher because still beginners and they did not have enough background about the topics dealt with in the session. Others complained about the lack of vocabularies; they did not find the vocabularies related to the discussed topic. Some students said that they hate interacting with their teachers because they prefer to interact only with specific members in the classroom. They do not pay attention to the others or the others' contributions. Other reasons mentioned by the students are feeling afraid, lack of self-confidence, or shyness.

II. The Student-Teacher Interaction

Q 7: Do you prefer to interact with your teacher most of the time:

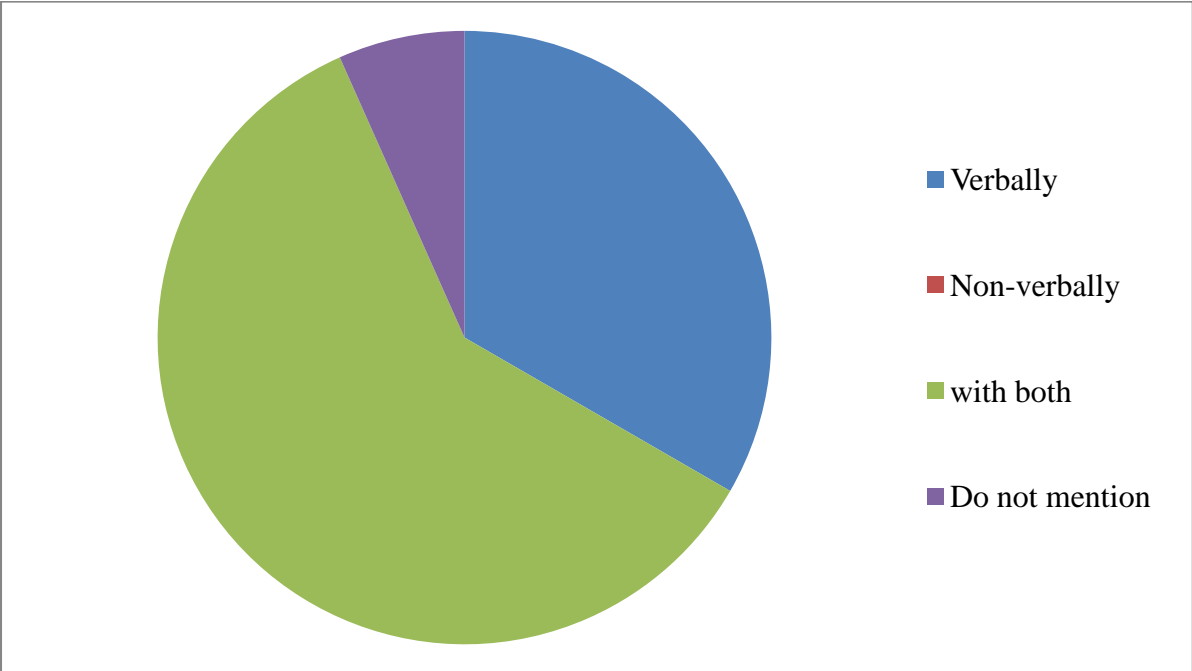


Figure 6: Types of Interaction

From the graph, it is clear that approximately the 2/3 of the students prefer to interact with both verbal and non-verbal interaction at the same time. What is remarkable in this chart also is that the students do not prefer to receive non-verbal interaction. Just two students did not mention which type they prefer to interact with.

Q 8: Is your interaction with the teacher inside the classroom important?

Yes	No	Total
28	2	30
93.33%	6.67%	100%

Table 5: The Importance of Classroom Interaction

The table indicates the significant percentage of the students who consider classroom interaction as an important procedure in their learning progress. This is counted by 93.33% from the whole sample. In the other hand, only two students mentioned that interacting with their teacher does not differ with them when they share ideas or not and this is clear in the substantial decrease in the percentage (6.67%).

Q 9: In your class, do you like to interact...?

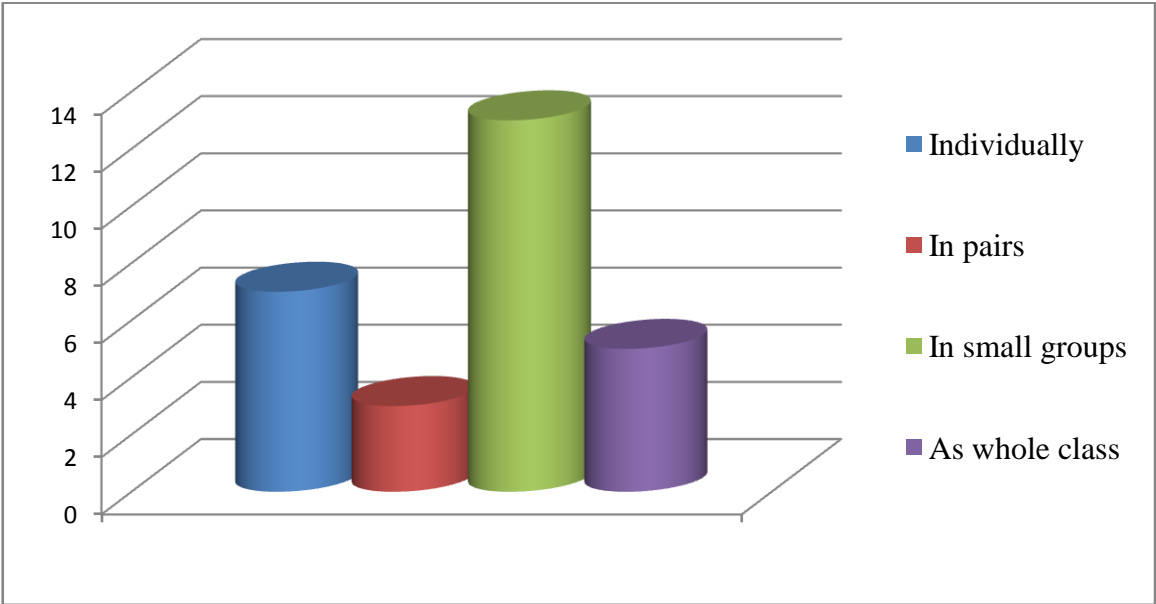


Figure 7: The Interactional Patterns

In this graph, it seemed that the students prefer to interact in small groups. Fifteen (15) students revealed that they like to interact with the help of their partners in small groups. Then, around seven (07) students said that they like to interact with the teacher individually. Besides, the two other interactional patterns; interacting in pairs and as whole class, are not

preferable by the students. Less than five students said that they like to interact in pairs or as whole class.

Q 10: When you are engaged in an interaction, do you ask your teacher for...?

Help	6
Repetition	7
Clarification	5
More comprehension	12
Total	30

Table 6: The Interactional Strategies

This table shows the different interactional strategies used by the learners. From the table, we can see that most of the students answer that they ask their teachers for more comprehension or more explanation while interacting; they use this strategy to expend more time of interaction with the teacher. Five (05) students ask their teacher for clarifying the meaning as an interactional strategy. Other seven (07) students ask the teacher for repeating what he said when they do not catch the meaning. Also, the rest of the students of our sample answered that they prefer to ask for the teacher's help as a strategy to develop their potential of interacting.

Section Tow: Factors that Foster the Student-Teacher Interaction inside the Class.

Q 11: Does your attitude towards the English language influence the amount of your interaction with the teacher?

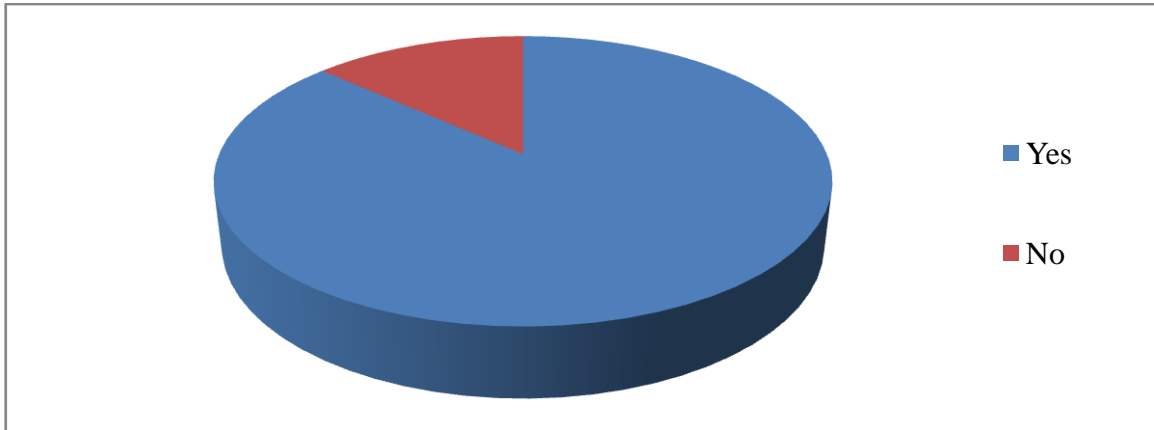


Figure 8: The Students' Attitude towards the English Language

It is clear from the graph above that about 86.66% of the students who have positive attitude towards the English language interact more than their mates. They share their ideas with their teacher most of the time. In contrary, only few of them said that their attitude towards the English language does not influence their production of the language in the class.

Q 12: Is it necessary to establish personal relationships with the teacher in order for fostering the process of classroom interaction?

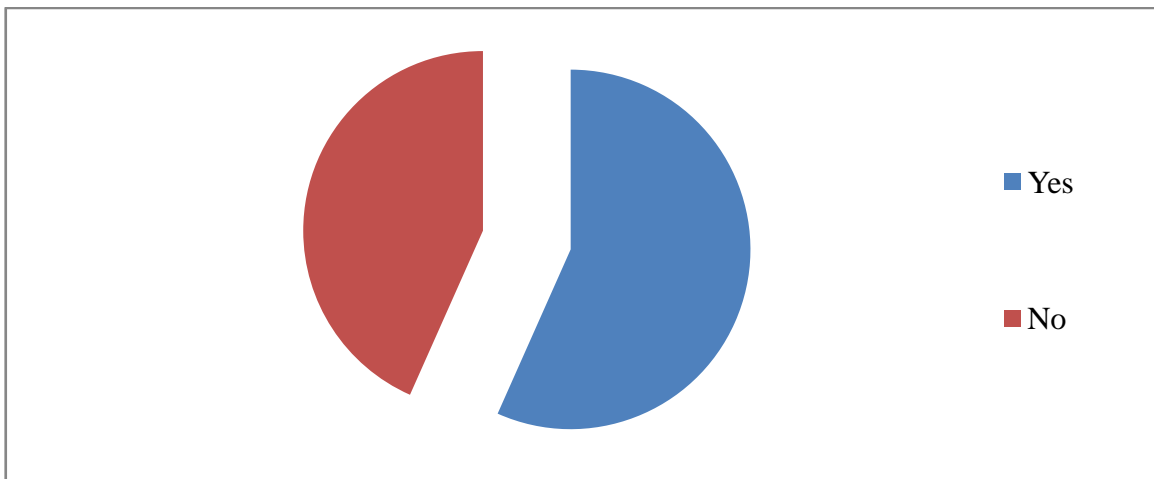


Figure 9: The Student-Teacher Relationships

In the present graph, approximately the number of the students, who claimed that establishing personal relations with their teachers fosters their interaction inside the classroom, is seventeen (17) students. While, the other thirteen (13) students do not believe in

making relationships with their class teacher because personal relations does not influence their desire to interact.

Q 13: Which factor(s) do motivate you to interact more inside the classroom?

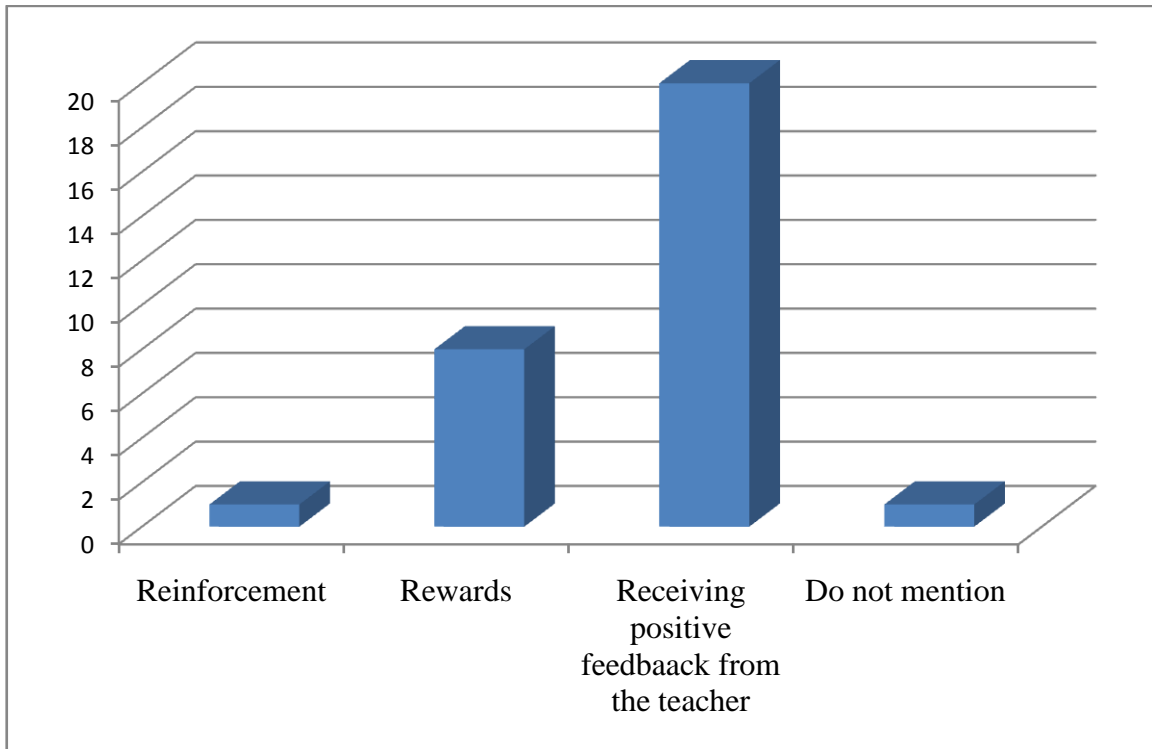


Figure 10: Motivation

From this chart, it can be noticed that receiving positive feedback from the teacher is the most effective strategy which increases the students’ motivation to interact inside the class. More than 2/3 of the students of our sample mentioned that the way which makes them interact more with their teacher is to receive positive feedback. Eight (08) students answered that they prefer to get rewards rather than receiving feedback from the teacher. Whereas, only two students showed that they like to be reinforced by the teacher in order to foster their interaction. The two remained students did not mention which strategy motivates them in order to be engaged in a classroom interaction.

Q 14: Does the size of your class allow you to easily interact with the teacher?

Yes	No	Total

20	10	30
66.66%	33.34%	100%

Table 7 : The Class Size

As it is illustrated by the table, the number of the students who find freely opportunities to interact with their teacher is the double of those who feel that it is impossible to interact with the teacher because of their class size. Ten (10) students said that their class size does not allow them to be engaged in a student-teacher interaction. As it is mentioned in the table, the numbers of the students who are allowed to interact inside the classroom equal twenty (20) students.

Q 15: In your class, how often does the appropriate atmosphere or environment for meaningful interaction take place?

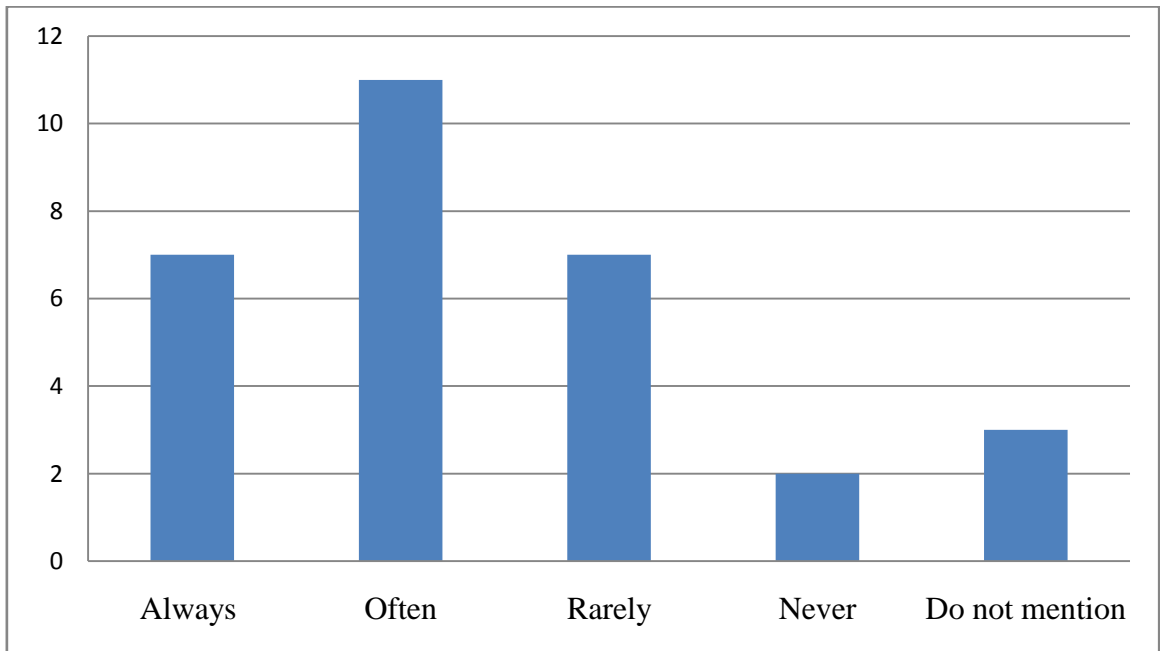


Figure 11: The Classroom Environment

In this graph, about eleven (11) students said that the classroom environment is often appropriate to open an interaction with their teacher. Seven (07) students feel relaxed all the

time inside the classroom to make an interaction with the teacher. Also, another seven (07) students revealed that it is rarely to discover an appropriate environment inside the classroom to be engaged in a student-teacher interaction. Whereas, two students said that there is never the appropriate atmosphere to a student- teacher interaction to take place in the class. In addition, three (03) students did not mention any opinion about their classroom environment.

Q 16: Are the instructions provided by the teacher interactive?

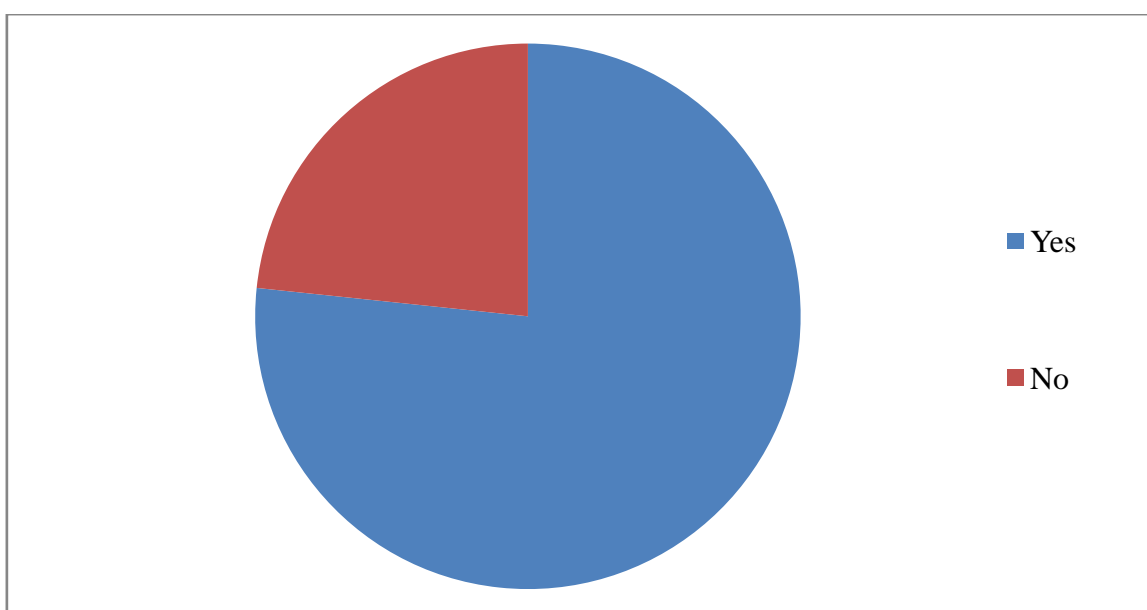


Figure 12: The Classroom Instructions

From the figure above, twenty three (23) students considered the instructions provided by their teacher are almost interactive. Their percentage is calculated around 76.66%. The rest seven (07) students revealed that the instructions dealt with inside the classroom are not interactive. Their percentage equals 23.34%.

3.5.2. Analysis of Teachers' Questionnaire

To come to a specific corner, data provided by the teachers of oral expression of first year LMD in the Department of English will be analyzed in this part. The teachers' answers and results will be discussed later.

General Background

Q 1: Your gender is:

Male	Female	Total
01	04	05

Table 8: The Teachers' Gender

From this table, we can notice that the sample contains four (04) female teachers and only one male teacher. They are all teachers of first year in the Department of English. They teach, of course, oral expression module.

Q 2: How long have you been teaching English at the university?

1 year	2 years	3 years	More than 3 years	Total
/	01	/	04	05

Table 9: The teachers' Years of Work

The table above shows how many years each teacher of our sample worked at the university. Four (04) of them have been working more than 3 years. They are expert teachers. Besides, one teacher has only two years of work in the English classes of Biskra University. She is still a novice teacher.

Section One: Classroom Interaction

Q 1: Is the process of classroom interaction important in the success of a course?

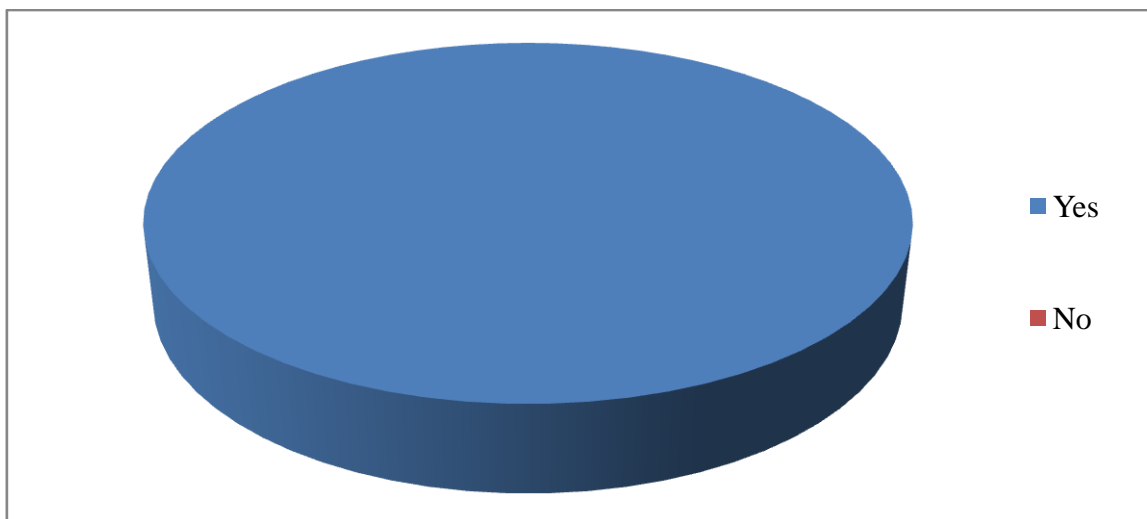


Figure 13: The Teachers' Opinions on the Importance of Student-Teacher Interaction

From the graph, it is clear that all teachers consider the classroom interaction as much important as any other parameter in the class. They all mentioned that it is the simplest means to touch the student's potentials. No one denies this importance or said that the student-teacher interaction is not an important procedure in the classroom.

Q 2: Which type of interaction works better inside the classroom?

Verbal interaction	Non-verbal interaction	Together	Total
01	/	04	05

Table 10: Types of Interaction Used by Class Teachers

What is clearly remarkable from the table is that four (04) teachers do use both types of interaction together. Just one teacher said that she prefers to interact with her students verbally. No teacher interacts non-verbally or uses it as a means of communication between him and his students.

Q 3: To reach an effective interaction with your students, do you interact with them as...?

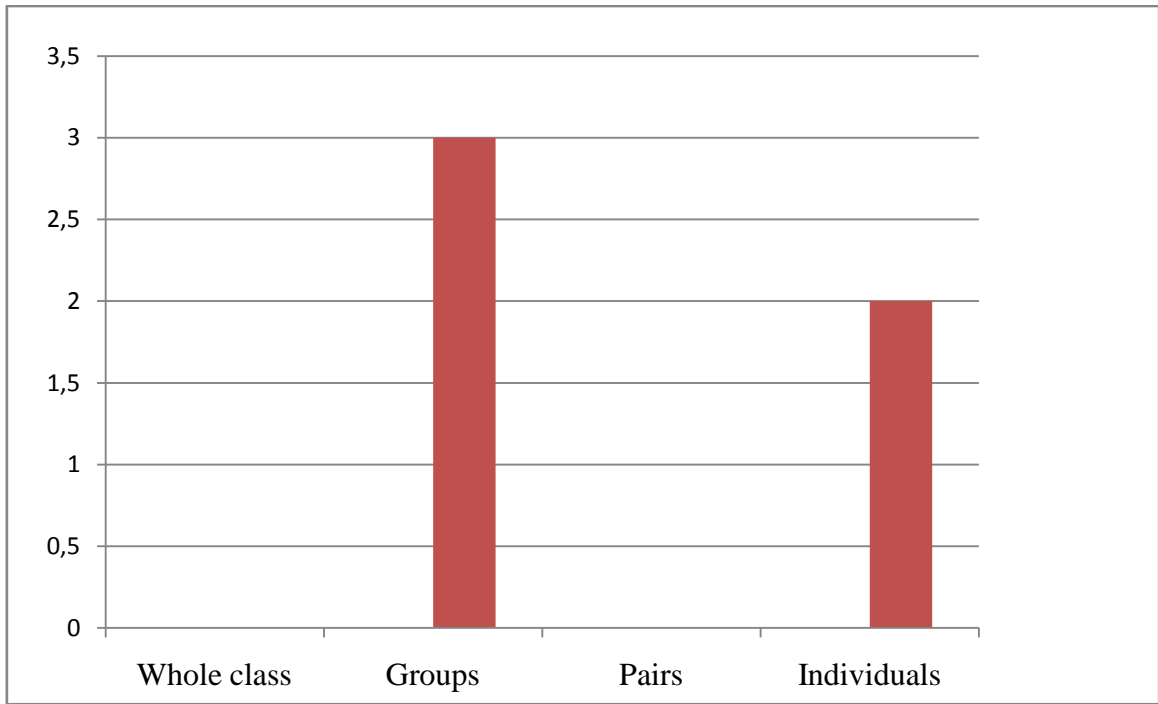


Figure 14: The Interactional Patterns Preferred by the Teachers

This figure shows the different interactional patterns used by the teachers of our sample. Three teachers revealed that they divide the whole class into small groups. They easily interact with their students when they are in groups. The other two teachers mentioned that they like interacting with each student alone.

Q 4: When your students do not understand what you are saying, do you...?

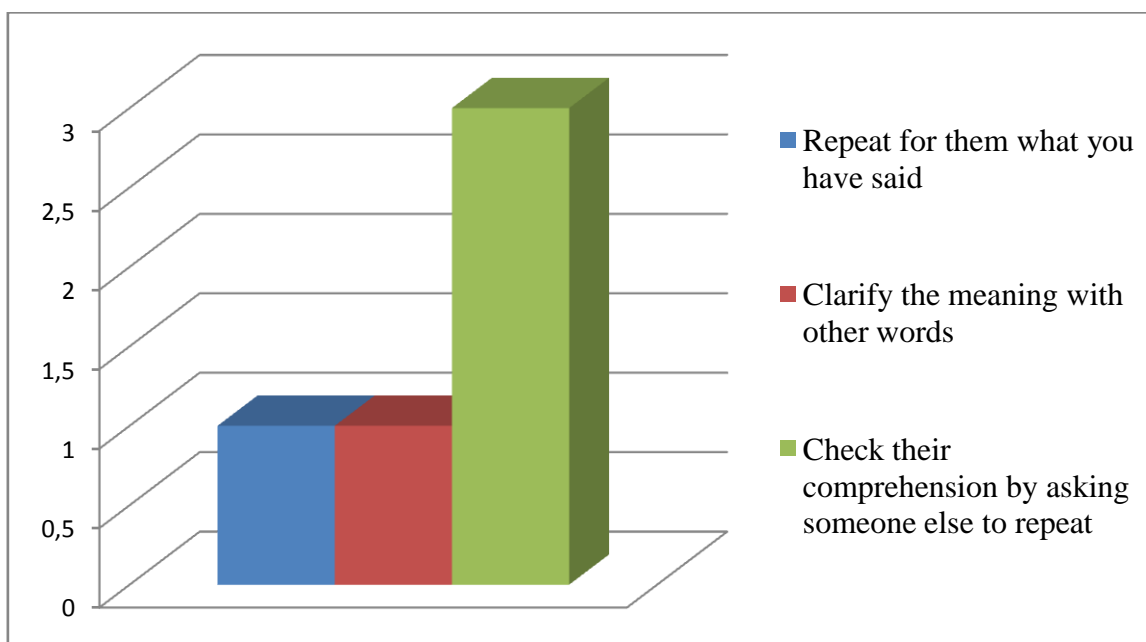


Figure 15: The Interactional Strategies Used by the Class Teachers

In this chart, it is clear that the number of the teachers, who ask their learners to repeat what they have said in order for checking whether they comprehended, is the highest. It is about three teachers of the whole sample. Whereas, one teacher mentioned that she interacts with the students by repeating her speech. The other teacher revealed that the best strategy she uses when interacting is to clarify and explain the meaning with other words.

Q 5: What are the major roles of the learners in maintaining interaction inside the classroom?

When we proposed this open question on the teachers, each one has her/his own sights. Some of them said that the major role which the students should do is respect. Students have to show respect for one another's ideas. They should accept and respect what their teacher said and they are not expected to dismiss or mock on any idea the teacher said even though it was strange for them. Others answered that the principle role of the learners in maintaining interaction is to be responsible as well as the teacher does. They should open, themselves,

interactions with their teacher whenever it demands. One of those teachers said that active students must help and encourage their mates to be engaged in an effective interaction inside the classroom.

Section two: Factors which Foster Interaction inside the Classroom

Q 6: Does your positive attitude towards the English language make you more interactive with your learners?

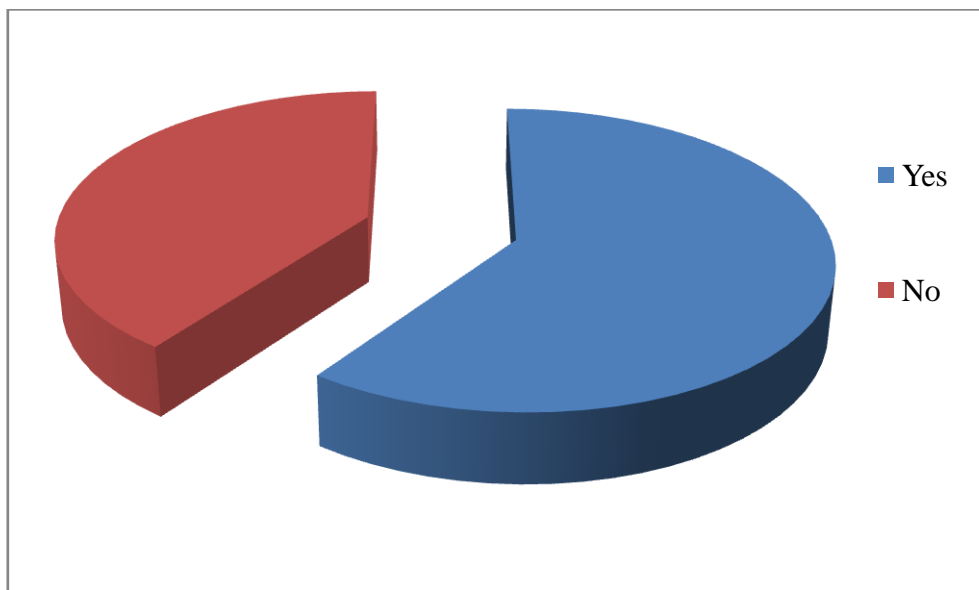


Figure 16: The Teachers' Attitude towards the English Language

Teachers of the chosen sample have different attitudes towards the English language. About 60% of them said that their positive attitude makes them more interactive. They become active when they come to the classroom and dispassionately give their learners the maximum of knowledge they know. In other words, they have the desire to get the students engaged in an interaction with them. In contrast, the rest of those teachers (about 40%) claimed that their attitudes towards the language have nothing to do with classroom interaction. They said that they interact with their students whenever it is necessary; i. e., it depends on the situation.

Q 7: How do you behave with less and/or non-interactive learners?

When we asked the teachers about their behaviours towards less and non-interactive students, they provided many procedures. Some of them revealed that trying to specify them by their names in order to be joined in a meaningful interaction is a workable strategy which helps them to deal with this type of learners. Another teacher mentioned that he treats his students as they prefer without intimidating them. He makes them feel with self-confidence at first, and then he starts to engage them in a classroom interaction. Other teachers claimed that they try to ask less and/or non-interactive learners if they want to share their ideas or points of view with her or their mates. This helps them to take the risk of being wrong or misunderstood.

Q 8: Creating personal relationships with the students may make them share...?

More interaction	Less interaction	No interaction at all	Total
04	/	01	05

Table 11: Establishing Teachers' Personal Relationships with the Students

This table shows the teachers' opinions about establishing personal relationships with their students and how these relations enhance student-teacher interaction inside the classroom. The majority of them agree that when they make good relationships with their learners, they make them more interactive. Those relationships increase their willing to desire to participate and communicate their ideas. While, only one teacher said that their personal relationships with the students do not foster classroom interaction. Many students, who do not have any relation with the teacher, interact effectively as those who are personally close to the teacher.

Q 9: Motivation is a factor that fosters the classroom interaction. In your classes, do you motivate your learners by...?

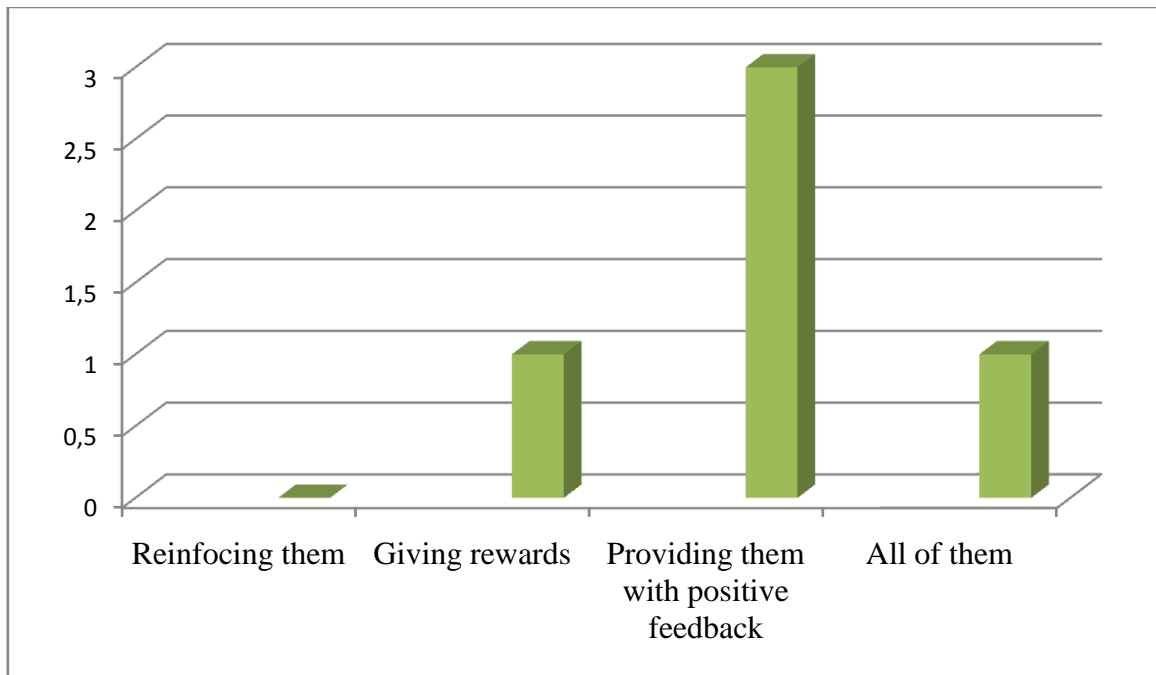


Figure 17: Teachers' Motivating Strategies

The previous figure shows the different strategies used by the class teachers in order to make their learners more interactive. Three of them said that providing the students with positive feedback is the best strategy to motivate those students to be more interactive. One teacher revealed that he uses all of those strategies together. He prefers to apply them all in order to provide a good sense of effective classroom interaction. Also, another teacher claimed that she uses rewards to motivate her students. Giving rewards may help the students to feel that their teacher appreciates their efforts and she does not neglect any simple participation.

Q 10: Does the size of your classes affect the student-teacher interaction?



Figure 18: The Classroom Size

Teachers answered the class size question differently. The chart above presents their points of view. Four (04) teachers said that the size of their classroom influences the process of interaction with the students. There is one teacher said that her interaction with the learners cannot be influenced by the size the classroom i. e., the number of the students per class.

Q 11: In your class, how often does the appropriate environment or atmosphere for effective interaction take place?

Always	Often	Rarely	Never	Total
01	03	01	/	05
20%	60%	20%	/	100%

Table 12: The Classroom Environment

The table presents the number and the percentage of the teachers' opinions on their classroom environment. What is remarked that three (03) of them that the environment inside

the class is often appropriate for effective interaction to take place. Just one teacher said that there is always the suitable atmosphere to engage themselves with the students in a meaningful interaction. While, the last teacher claimed that it is rarely to find herself in an appropriate environment to start an interaction with the learners inside the class.

Q 12: Does the nature of instructions given to the students push them to interact or participate more with the teacher?

Yes	No	Total
03	02	05

Table 13: The Classroom Instructions

This table illustrates the number of teachers who claimed about the instructions given to the learners. Three (03) teachers mentioned that the nature of instructions given to the learners has a relation with the process of student-teacher interaction. They said that the instructions provided by them push students to lengthen their participation during the session. However, two (02) teachers revealed that the process of classroom interaction is not influenced by the nature of instructions used in the classroom.

Q 13: In your opinion, which type of instructions has a direct relation with the process of interaction inside the classroom?

When we asked the teachers about which types are better to be used in order to foster interaction between them and their learners, each one has his/her own point of view. Some of them agreed that the instructions built upon discussion are the most effective types. Besides, according to some others, task-based instructions are useful to maintain interaction between the teacher and their learners. These instructions lead students to interact spontaneously as if they are obliged to do so. In addition, the rest of teachers answered that the instructions which

evaluate the materials at hand open-mindedly would establish continuous interactional process between the teachers and the learners.

Part Two: Discussion of Students' and Teachers' Questionnaires Results and Recommendations.

3.6. Discussion of Results

In order to make a clear discussion to the findings and explore the final conclusions and solutions, we must make discussions of the students' and the teachers' questionnaire. In this section, we will discuss the differences found in the answers of both the students and the teachers and to what these differences refer according to them.

3.6.1. Discussion of students' questionnaire results

From the analysis of students' questionnaire, we find that most of the members of the sample are girls. Male students said that they do not prefer to speak in the English language and they study it only because they urged to do this or they need it to obtain a job in the future. From question number 4 we can explicit this. In addition, from question 5, we see that the number of students, who found learning English is neither easy nor difficult, is larger than the number of those who find the English language easy to learn. They said that they faced many difficulties because they are beginners, they do not have enough linguistic background. Others said that they had problems of selecting the appropriate vocabularies.

When we asked the students which type works better to help them interact easily, the majority of them answered that they prefer to interact with their teacher with both types. They said that non-verbal interaction helps them to exactly understand what is meant by what is said verbally. According to them, they see the process of student-teacher interaction as an important aspect in learning the English language. From question 8, it is clear that almost the

whole sample agree that the process of interaction is much important because it helps some in learning new vocabularies, gives others the opportunity to show how much they are interested in the topic, and makes others more flexible in sharing their ideas and so on.

The students' answers of question number 9 show that they prefer to interact with their teacher in small groups. According to them, working in small groups helps the group members to work seriously. Other students claimed that, when they work in groups, their shyness and the fear of making mistakes will disappear. In the following question, the majority of the learners revealed that, when they interact with the class teacher, they ask for more comprehension in the sake of confirming their understanding or assuring the unclear points.

When we asked the members of the sample about whether the classroom size allows them to interact easily, 2/3 of them answered yes. They said that they interact easily because they form such small groups in which shy students feel relaxed to share their ideas before they share them with the teacher. Others claimed that interacting in small groups prevents the crowdedness and the mess inside the classroom. Some students mentioned that when they work with a small group, they feel with self-confidence and they take the risk of being wrong.

3.6.2. Discussion of Teachers' questionnaire results

In addition to the discussion of students' questionnaire results, we need to discuss the results of teachers' questionnaire in order to relate them with those of students' questionnaire. Question 2 says that, approximately, all teachers of oral expression module do use the two types of interaction together; i.e., verbal and non-verbal interaction together. Also, question number 3 affirms that the majority of teachers prefer to divide their students into small groups while interacting. This will help them more to manage over-crowded classes.

What is assumed from question 4 is that the teachers always ask their learners to repeat what is said in order to confirm their understanding in one hand and give them the opportunity to be in contact with the teacher as much as possible. From question 5, we see each teacher of the chosen sample has his own perceptions of the students' roles in maintaining interaction inside the classroom. For example, one emphasized respect as an important role a students should take into consideration, another said responsibility, and so on.

In the answers of question number 7, each teacher tried to do his/ her job make the class more interactive even those students who are less or non- interactive at all. Every one tried to treat his/her students equally and without any intimidation in the sake to feed the students' self-confidence. Whereas, question 8 claimed that the majority of the teachers of our sample prefer to make personal relationships with their learners such as parental relations which make the learners feel that s/he is talking to his/her father not a teacher. These relations obliged the students to offer respect for their teachers.

From question 9, we can report that some teachers find difficulties with non-interactive classes. They try to use some strategies in order to motivate them to interact more. Some of them use concrete rewards to increase their students' desire to participate in classrooms. The other teachers used to provide their students with positive feedback as a motivational strategy to encourage them to interact more. In questions number 10, 11 it is argued that the size of the classes always influences the quality of classroom interaction. Some teachers said that they face problems when they interact with each student alone. They try to group them in small groups of four or five students to decrease the over-crowdedness and manage the student-teacher interaction effectively.

Teachers revealed in question number 12 that they often interact with their learners in an appropriate environment. They know how to prepare their classroom atmosphere. In the next

two questions, we report that teachers believe that the nature of instructions given to the students has a relation in enhancing their classroom interaction. They said that the interactive instructions, which depend on the classroom discussion or the task-based materials, are the most effective types that help them to foster interaction with learners.

3.7.Recommendations

➤ In our case of study, we suggest that, in order to enhance the student-teacher interaction, it is quite important to focus on managing well the psychological factors which touch the learners' affective status.

➤ Teachers should encourage their learners to be responsible of their learning progress as a teacher inside the classroom. In addition, preparing the appropriate materials before class would be an effective procedure to enhance the learning process such as listening-speaking materials.

➤ Teachers should focus on students' speaking difficulties which could hinder their interaction with them in order to facilitate their potentials in learning English. Therefore, as answers demonstrated, all teachers should agree that in order for their students feel relaxed and less inhibited, they should play the role of a guider who encourages them to take part of the lessons all the time and only direct them to the course's theme without forcing them to do so.

➤ In addition, teachers must make sure that their classrooms are well-managed and their students are aware of the rules they have presented before at the beginning of the academic year. This will help them master their classroom discipline and then effective classroom interaction.

- Teachers should pay attention to time and efforts because they are needed to develop a meaningful interaction with their learners.
- Students must learn to interact respectfully, but must also learn how to be assertive without being rude, so that their points and opinions are heard without disruption.
- Students have to treat their teachers as human beings. When they make mistakes, they are humans; they all make mistakes and behave wrongly.
- Inside the class, learners should participate whenever they find difficulties. They should open points to be discussed with the teacher without hesitation or feeling with shame. This is assured by establishing personal and friendly relations with their teachers.
- Also, Teachers must work even harder in challenging classrooms to remember their ethics and consider ways to earn respect. Earned respect begins with teachers who model the classroom tone they deeply desire. Teachers who earn respect enjoy satisfying relationships with students that spill freely into improved student engagement and learning. Be assured that a commitment to building relationships is never at odds with a commitment to learning.
- To end with, teachers could not do all the work by their own; they need help from their students in order to maintain an effective interaction inside the classroom. To state it differently, it would be useful if both teachers and learners integrate their efforts together to establish and control an effective classroom interaction.

Conclusion

This chapter is concerned with getting real data about students' points of view and teachers' perceptions concerning the factors which foster the process of student-teacher interaction at the university level. The present study reveals that teachers know about the general factors which enhance students' interaction with the class teachers, but there are some problems which hinder this process such as the lack of the University administration's help to manage the size of each classroom.

General Conclusion

This research aims at investigating the factors which enhance the process of student-teacher interaction for first year English students at the Department of Foreign Languages at the University of Biskra. We hypothesize that if students and teachers work together to provide the appropriate atmosphere for the psychological and academic factors to take place in the classroom, the willingness of students to interact with their teachers is expected to increase and fruitful teaching and learning could be gained.

Basing our research on investigating this hypothesis, we begin by a chapter of literature review about the Student-Teacher Interaction in EFL classes which is composed of two sections; the first section is about general introduction of the process of classroom interaction. The second section dealt with how to maintain interaction inside the classroom. In the second chapter, we presented the main factors which enhance the process of classroom interaction. The second chapter, itself, is divided into two sections, the first dealt with the psychological factors; whereas, the second one dealt with the academic factors. In the third chapter, we analyzed the data collected from the students' and teachers' questionnaires. We concluded this chapter by presenting some recommendations for the teachers, the students, and the administration of the University of Biskra at first place.

The analysis of students' and teachers' questionnaires showed that both teachers and students of the Department of English are aware of those psychological and academic factors. They are working all the time to take place inside the classroom. They realized an effective student-teacher interaction when both of them maintain their roles.

As a final point, the present dissertation has shed light on the significance of psychological and academic factors in enhancing the student-teacher interaction. Accordingly, this work

may be as a trigger that can motivate other researchers to make further researches for the sake of improving teaching/learning process at the level of university.

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Appendices

Appendix 1 : Students' Questionnaires

Dear Mates:

The present work depends mainly on answering the following questions behind we aim at getting some information to accomplish this research which is under **The Investigation of the Factors which Foster the Student-Teacher Interaction at the University Level** when facing the classroom for the first time. In addition, suggestions from your personal and lived experiences will be very useful to understand how those factors contribute to the process of interaction in the classroom.

Please, put a tick “√” in the appropriate box, or give a full answer whenever necessary.

General Background:

1. Your gender is :

Male

Female

2. You are :

21 years old

22 years old

23 years old

24 years old and more..

3. Is this year your first year of studying English at the university?

Yes

No

If not, how many?

Section one: The Student-Teacher Interaction at the University Level.

I. English Learning Background

1. Do you like to study English as a foreign language?

a. Yes

b. No

- 2. Do you study it at the university because...
 - a. You like English as a language (interesting)?
 - b. Learning English would guarantee a good job/career in the future?
 - c. You need to learn English to get integrated in English-speaking communities?
 - d. You are urged to do so?
- 3. Do you find learning English:
 - a. Easy?
 - b. Difficult?
 - c. Somehow
- 4. In case of avoidance interaction with the teacher, is this because:
 - a. Problem in your language proficiency/ability?
 - b. The process of interaction's difficulty?
 - c. Lack of interest?
 - d. Others?

5. Justify your answer:.....

.....

.....

.....

II. Student-Teacher Interaction

- 6. Most of the time, do you prefer to interact with your teacher :
 - a. Verbally
 - b. Non-verbally
 - c. With both
- 7. Is your interaction with the teacher inside the classroom important?
 - a. Yes
 - b. No

8. In both cases, justify why

.....

.....

.....
.....
9. In class, do you like to interact...?

- a. individually
- b. in pairs
- c. in small groups
- d. as whole class

10. Please, say why
.....
.....

11. When you are engaged in an interaction, do you ask your teacher for...?

- a. Help
- b. Repitition
- c. Clarification
- d. More comprehension

Section two: Factors that Foster the Student-Teacher Interaction inside the Class.

12. Does your attitude towards the English language influence the amount of your interaction with the teacher?

- a. Yes
- b. No

13. Is it necessary to establish personal relationships with the teacher in order for fostering the process of classroom interaction?

- a. Yes
- b. No

14. Which factors (s) do motivate you to interact more inside the classroom?

- a. Reinforcement
- b. Rewards
- c. Receiving positive feedback from the teacher

15. Does the size of your class allow you to easily interact with the teacher?

- a. Yes
- b. No

16. Justify your answer, please

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.....
.....

17. In your class, how often does the appropriate atmosphere or environment for meaningful interaction take place ?

- a. Always
- b. Often
- c. Rarely
- d. Never

18. Are the instructions provided by the teacher interactive?

- a. Yes
- b. No

8. If yes, how often are they?

- a. Always
- b. Often
- c. Rarely

If there is any other comment, please do write it below to help me to develop my dissertation.

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Please accept my sincere gratitude.
Thank you for your collaboration.

Appendix 2: Teachers' Questionnaires

Dear Teachers,

Away from my Master's degree, I am the student who asks your collaboration to complete this dissertation. My work turns around **The Investigation of the Factors that enhance Student-Teacher Interaction at the University Level**. Your contributions will be beneficial and they help me a lot to validate my topic. Thanks go to you in advance.

General Background

Q 1: Your gender is:

Male

Female

Q 2: How long have you been teaching English at the university?

1 year

2 years

3 years

More than 3 years

Section one : Classroom Interaction

1. Is the process of classroom interaction important in the success of a course?

Yes

No

2. Which type of interaction works better inside the classroom?

Verbal interaction

Non-verbal interaction

Together

3. To reach an effective interaction with your students, do you interact with them as...?

Whole class

Groups

Pairs

Individuals

4. When your students do not understand what you are saying, do you...?

a) Repeat for them what you have said

b) Clarify the meaning with other words

c) Check their comprehension by asking someone else to repeat

5. What are the major roles of the learners in maintaining interaction inside the classroom?

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Section two : Factors which Foster Interaction inside the Classroom.

6. Does the students' positive attitude towards the English language make them more interactive?

Yes

No

7. How do you behave with less and/or non-interactive learners ?

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8. Creating personal relationships with the students may make them share...?

a) More interaction

b) Less interaction

c) No interaction at all

9. Motivation is a factor that fosters the classroom interaction. In your classes, do you motivate your learners by...?

- a) Reinforcing them
- b) Giving rewards
- c) Providing them with positive feedback
- d) All of them

10. Does the size of your classes affect the student-teacher interaction?

Yes

No

11. Please, say how ?

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12. In your classes, how often does the appropriate environment or atmosphere for effective interaction take place?

- a) Always
- b) Often
- c) Rarely
- d) Never

13. Does the nature of instructions given to the students push them to participate or interact more with teacher?

Yes

No

14. In your opinion, which types of instructions have a direct relation with the process of interaction inside the classroom?

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I would like to thank you about offering me these appreciative minutes to answer my questionnaire. Your contribution will help me a lot to consolidate, validate, and complete my dissertation in a meaningful way. If there are any comments, I am pleasant to read them below.

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Again, my gratitude thanks go to you for your time and collaboration.

Résumé

La présente étude se prétend pour découvrir les facteurs qui favorisent l'interaction étudiant-enseignant au niveau d'université. Le but de cette recherche était d'identifier, d'abord, les facteurs qui améliorent le processus d'interaction et, aussi, de savoir dans quelle mesure ces facteurs contribuent à ce processus entre les enseignants et leurs étudiants en classe. Autrement dit, l'objectif de cette étude est d'explorer certains facteurs psychologiques et académiques et la mesure dans laquelle ceux-ci peuvent affecter l'interaction étudiant-enseignant dans le processus d'enseignement-apprentissage. Il été également prévu que les résultats de cette étude montrent les facteurs qui influencent le processus d'interaction entre l'étudiant et l'enseignant au niveau d'université. Pour ce faire, deux questionnaires sont élaborés pour être administrés aux cinq (05) enseignant de l'expression orale et un échantillon de trente (30) étudiant de première année LMD au Département d'Anglais. Les résultats de cette étude ont fourni des arguments forts que lorsque les facteurs psychologiques et académiques sont placés dans la classe, une interaction efficace et significative entre l'enseignant et leur étudiants est obtenu. Enfin, il est proposé que les enseignants doivent prêter plus d'attention aux facteurs psychologiques qui conduisent, à la première place, à une interaction efficace entre les étudiants et leurs enseignants aux universités.

المخلص

تتناول هذه الدراسة البحث في العوامل التي تساعد على التفاعل بين الطالب والأستاذ في المستوى الجامعي. إن الغرض من هذا البحث كان أولاً تحديد العوامل التي تساعد على تحسين عملية التفاعل بين الأستاذ وطلته داخل الأقسام ومن ثم معرفة كيف تسرهم هذه العوامل في دفع عجلة هذه العملية. بعبارة أخرى، كان الهدف من هذه الدراسة هو استكشاف بعض العوامل النفسية والبيداغوجية وإلى أي مدى يمكن أن تؤثر هذه العوامل على طريقة التفاعل بين الطلاب وأساتذتهم في عملية التعليم والتعلم. وأظهرت نتائج هذه الدراسة مجمل العوامل النفسية والدراسية التي تؤثر على عملية التفاعل بين الطالب والأستاذ في الجامعة. و للقيام بذلك، صمم إستبيانين وزعت على خمسة (05) أساتذة وعينة من ثلاثين (30) طالبا وطالبة في السنة الأولى LMD قسم اللغة الإنجليزية. نتائج هذه الدراسة أظهرت أنه عندما يتم إجتماع العوامل النفسية والدراسية في القسم، يتحقق التفاعل الهادف بين الأستاذ والطلاب. أخيراً، ينبغي على الأساتذة إيلاء المزيد من الاهتمام إلى العوامل النفسية التي تؤدي إلى عملية تفاعل ناجحة بين الأساتذة و الطلبة على مستوى

الجامعات