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**The Role of Conversation Analysis in
Enhancing Classroom Interaction in an
EFL situation**

The case of the third year students at Biskra University

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfilment of the Requirements for the Master's Degree in Sciences of the Language**

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Abstract

The aim of this study is to study the role of conversation analysis in enhancing classroom interaction in an EFL situation at the English division at the University of Biskra. The research work sheds light on the use of conversation techniques in interaction activities such as role-play, monologue, dialogue, topic discussion and oral presentation. The main purpose is to identify the benefits of conversation analysis; and its application during interaction in the aforementioned activities. In addition, we try to analyze the effective elements of conversation analysis that contribute in the success of classroom interaction; and to analyze the ways of interaction management. The other significant objective is to make learners aware of the best techniques of communication. We have adopted the descriptive research methodology namely a learners' questionnaire (enhancing learners' interaction) and classroom observation and teachers' interview (to check teacher and learner interaction in terms of using the mechanisms of conversation in their talk). As a matter of fact, the findings confirmed that, firstly, conversation analysis helps teachers to facilitate the teaching-learning processes in classroom interaction. Secondly, conversation analysis and classroom interaction are complementary in procedures in developing EFL proficiency.

Key words: Conversation analysis. Classroom interaction. Teaching conversation analysis.

Interaction activities (Role-paly, Oral Presentation, Dialogue, Topic discussion).

Dedication

In the Name of Allah. Most gracious. Most Merciful all the prayers is due to God alone, the sustainers of the world. My dedication is for parents first who give me their support and encouragement, especially my dear mother guidance.

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List of Abbreviation and Acronymy

EFL: English as a Foreign Language.

ELT: English Language Teaching.

FL: Foreign Language.

TEFL: Teaching English as a Foreign Language

LEFL: Learning English as a Foreign Language

CA: Conversation Analysis

CI: Classroom Interaction

DM: Discourse Markers

TT: Turn- taking

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1. General Introduction

Conversation is a kind of human communication which is based on interaction between two or more people. However, conversation analysis in an EFL context implies a different perspective mainly the study of talk-in-interaction; or the analysis of the speech in social contexts. Conversation analysis has been studied by linguists and sociologists, for its importance in teaching and learning foreign language. The main objectives of these studies are to understand the speech mechanisms in various situations and recognize the function of spoken discourse.

Teaching the English Language depending on the conversation principles is considered as a new tool in the educational system, especially at University level. Teachers try to incorporate the procedures in their lesson plans in order to achieve certain objectives specifically who associated with interaction activities within the classroom like (Role-play; oral presentation; dialogue; topic discussion). These are appropriate interaction tasks to practice techniques of conversation analysis. Teachers attempt to explain these techniques, and then their application in classroom interaction.

The fundamental task is to investigate the elements of conversation analysis such as turn taking; pause; overlap; adjacency pairs) through interaction activities. Learners should practice the conversation skills and perform the aforementioned activities. In short, learners attempt to use the English Language in order to recognize the types of conversation such as face-to-face or telephone communication. Conversation analysis consists a platform to succeed teaching and learning EL inside or outside the classroom. Consequently, learners become proficient and skillful in the foreign language.

2. Statement of the Problem

Conversation analysis is the one of most issues of pedagogical program. It plays an effective role in improving Teaching English as a Foreign Language through classroom interaction. For instance, in conversation of teacher and learner both of them face problems in interaction. such as, starting talk, turn taking... etc; therefore the following questions can be asked in order to obtain answers about: which tools and techniques should be used in improving teaching foreign language? In order to improve on the efficiency of these tools we will try to determine the impact of CA as a tool in enhancing TEFL

3. Aims of the Study

The main objectives of the study can be:

- * To identify the role of CA as a tool in a TEFL situation.
- * To demonstrate the importance of CA in the betterment of Teaching English Language.
- * To analyze the effective element of CA in successful of classroom interaction.

4. Significance of the Study

Conversation analysis has risen up a great deal of scholar's attention over a very long time. However, "much of what has been written about the conversation is prescriptive in nature and deals with the idea of making a 'good conversationalist'" (Liddicoat, 2007: 3). "CA takes a 'bottom up' approach to the study of spoken discourse in that it does not work with a prior model or categories. The application of CA in speaking skills is to demonstrate the relevance of teaching spoken language in general and Conversation in particular" (Hunston and Oakey, 2010).

5. Research Questions

The importance of Conversation analysis in improving the Learner's English Language through Classroom interaction, necessary to ask the following questions:

1. What is the role of conversation analysis in Teaching English Oral skills?
2. What is the impact of the Management of Interaction in the classroom?
3. What is the interconnection between Conversation Analysis and the Interaction Management in the Classroom within a TEFL situation?

6. Research Hypotheses

In conversation analysis, student learn English as a foreign language to enhance speaking through classroom interaction and teachers aware the importance of its role in the teaching EFL. We hypothesize:

- 1) The teachers' adoption of conversation analysis technique improves on classroom interaction.
- 2) Conversation Analysis and classroom Interaction are complementary elements in enhancing foreign language situation.

7. Methodology

In the present research work we will adapt the descriptive method. Because the topic requires a qualitative method to verify our hypotheses. In fact, tools consist of firstly, the classroom observation to find out if learners utilize the elements of conversation analysis during interaction. Secondly, we will interview teachers of oral expression in order to know their points of view about the application of conversation analysis as means in

enhancing EFL through the teaching process. In addition, we will submit a questionnaire to the students to analyse their feedback.

8. The structure of dissertation

The present dissertation consists of two main part: theoretical and practical parts. On one hand, the theoretical part is divided into two sections: the first section is about the role of Conversation analysis as a useful tool in teaching EFL. It is based on learners' interaction with their teachers inside the class. This part explains the approaches and methods that are used to teach CA, and which elements of CA should teacher focus on. The second section is dedicated to enhancing Classroom interaction through students' Interaction through different activities. For instance, Role-play and its importance in improving their communication. Besides, the dialogue as a helpful technique to encourage students' interaction using characteristics of CA. Oral presentation as an individual way to produce English language. On another hand, the practical part is devoted to the analysis of teachers' interview, students' questionnaires and classroom observation. Finally, we propose some recommendations for both teachers and learners in order to highlight the role of CA in improving students' interaction through some classroom activities.

9. Literature Review

The role of conversation analysis in teaching English as a foreign language is a worthy issue in the teaching process, In connection with classroom interaction, because it plays an important role in the relation to speaking skills and talk in-interaction. "Halorlrd Grafinkel defined conversation analysis as an approach to the study of talk in interaction which grew out the ethnomethodological tradition in sociology" (quoted in Liddicoat, 2007:12). It has become cross disciplines of sociology, Anthropology, social psychology, communicative studies and applied linguistics. Consequently, the application of

conversation constitutes has an essential factor in the goal of TEFL in the field of Discourse Analysis.

Applied linguists are recognized the contribution of conversation analysis over the years with an increasing interest in a merger between the disciplines (Bowles et al, 2005). That is, the disciplines are used interchangeably in teaching-learning the English language. The nod to CA. However, often lacks sufficient details to be direct pedagogical usefulness for language teachers (Jean. W. & Hausun. Z.W: 2010). Conversation analysis is not only a matter of what to teach, it also sharpens our understanding of how to teach (Mori cited in Wong. J and Waring. Z. H: 2010).

According to Hatch (1978) suggests that one learner knows how to do conversation, and out of conversation syntactic structure develop. In semantic studies, the action refers to this as the context-shaped and context- renewing significance of the speaker's contribution (Liddicoat, 2007). Conversation analysis seeks to understand these shared procedures which participants in interaction use to produce and recognize meaningful action (Liddicoat, 2007).

The significance of issue makes scholars more interested in demonstrating the importance of conversation as a tool to enhance Teaching English as a Foreign Language. The teacher's use of a pseudo-conversation pattern in teacher talk requires sociocultural ground analysis (Hywel. C: 1961). The role of conversation as the medium to all learners and have contribution to the notion that effective teaching is essentially a long conversation (Mercer, 1995). "In such interaction, teacher-pupils engage in a problem solving activity together" (Michael. M, 1990: 121).

The broad reading about that issue we recognize that many researchers have more impetus to investigate deeper the role of conversation analysis, and its importance in a mastery of English Language through interaction inside the classroom.

Chapter one. The role of conversation analysis in EFL situation

Introduction

This chapter is divided into three main sections. We will try to present as much as possible information about Conversation Analysis (CA) and make foreign language teachers recognize its importance in the pedagogical Education, its vital role in enhancing their awareness about features of conversational analysis. The first section it will be about the emergence of CA and show scholar's views concern conversation analysis. Besides that, we will distinct between Conversation, Talk, Speech, Interaction and discourse. In the second section, the focus will be on teaching conversation analysis. Finally, the third section we will emphasize more on the elements of teaching Conversation and the way of interpretation the real meaning.

As a researcher, we will spot light on teaching conversation analysis (CA), how the teacher teaching it? Which methods should be taken to...etc? The teacher does not aware its characteristics, techniques and its application during the interaction, whether inside the classroom or outside. In fact, there are certain methods and approach to do so, than we will explain in detail the elements of Task-based Learning in terms of conversation as a task, we will go further to show the most steps of teaching conversation among the learner's talk.

Basically, Conversation Analysis in the task of teaching and learning has got more than one direction of methodology, most of analysts claims that conversation should be sociologically rather linguistically, similarly they consider that CA has a connection with communicative competence in classroom activities such as: role play, presentation and discussion topics. That is to say which way we use language in oral task in order to achieve certain functions (language as a function). The role of teacher should be limited. In

addition, which approach to stick to, how does the teacher design the lesson? Moreover, which procedure and process should be adapted in transmitting information to the learners?

Teaching and analyzing conversation, some analysts provided basic elements to analyze conversation, for instance, we will present the relationship between speech act and the conversation analysis. Furthermore, we will overlook at the importance of convention and presupposition as a means of teaching CA. And the style of conversation: how learners **take turns** (the basic element in conversation) during interaction between each other, how they avoid **overlap** (is the one of the most problems leads to incomplete conversation) the way of **interruption** (recognize the best way of **interruption**) and how they **finish** (to make a good ending of conversation) their conversation...etc. All these techniques render first the teachers work with these points to enhancing the Teaching English as a Foreign Language; second the reflection of teacher's development on students in terms of mastering these mechanisms in interaction.

1.1. Definition of Conversation Analysis

The term Conversation analysis (CA) has studied from the major researchers of applied linguists and sociologists. It is a part of discourse analysis (DA) in teaching a second language (TSL) and foreign language (FL). It studied by Harold Granfokal 1960s. Then extended by the efforts of Gill Jefferson and later on by Schagloff and Harvey Sacks.

According to Harold Granfokal (1964, 1967, 1988) defined CA as a technique for the study for interpreting the talk in- interaction orderly within speech community, this examines depending on certain parameters as such: Linguistic dimension, social cultural dimension, and finally psychology (cited in Liddecoat 2007). There is a little ambiguity about how CA grows out of Ethnomethodological tradition? Before we answer this question, it is better to present the origins of the idea of that word through the following story:

In 1955 Fred Strodlbeck was hired by the University of Chicago Law School to analyze tape-recordings of jury deliberations obtained from a bugged jury room? Edward Shils was on the committee that hired him? When Strodtbeck proposed to administer Bales interaction process analysis category, Shils complained: By using Bales interaction analysis process I'm sure learn what about a jury's deliberation makes them a small group. But we want to know what about their deliberation makes them a jury (Granfinkel et al 1981:133).

The term Ethnomethodology coined by Harold Granfinkel in the 1960s as its founder; it is focused studies on interpersonal interaction in pairs of broad areas; the talk analysis and institutional configuration (Granfinkel, 2002: 36). As a result, Ethnomethodology is an approach to teach conversation analysis in Birmingham school Generally, Conversation Analysis is a type of spoken discourse. That has been emerged

under the Birmingham school. Therefore, there are confusing about Ethnomethodology approach, which assume that conversation analysis has grown out of it. This term is compound of three words; “(ethno) means people those who are talking, (Methodology) what is the method does use, and (ists) it means the scholars who study the CA” (cook, 1989).

1.2. Scholars Views on CA

1.2.1 Emanuel Schagloff: presented the meaning of CA in terms of social talk especially analyzing the calling phone recorded. He considered it as a talk in occasions when people speak about their society, culture, beliefs, traditions, norms in the sixties instead of study their history. He has been emphasized on the talk rather than the language itself and its linguistic features (Sachagloff 1986). We believe that the talk is a key concept behind the identification of the characteristics of the person through recognizing their culture, value, norms, and tradition.

1.2.2. Erivy Goffman:

Defines “conversation analysis (CA) as a move to direct sociology attention to “Situation” the ordinary life and extra-ordinary ways in which people interact with one another in the course of everyday life” (Goffman, 1957: 47). He tries to show these situations, especially about what he would described as focuses encounters, could be studied as in some ways orderly system of self-sustaining activity (1957).

1.2.3. Harvey Sacks:

According to (Wooffit, 2005: 84), “Sacks started conversation analysis. Sacks were well read in a diverse set of literatures, to which he frequently refers in his lectures; but we should not assume that CA emerged as a product of his wide reading”.

Sacks have been examining a corpus of recorded telephone calls to the Los Angeles Suicide Prevention Center. One of the tasks of the Center's staff is to try to obtain the caller's name; and on many occasions, if they gave their name, they found that the callers would then identify themselves in reply. In many cases, however, the Center's staff had difficulty getting callers to state who they were: either callers would not say their name after the Center's staff had introduced themselves; or later, when explicitly asked for their names, they would refuse to disclose it. For the Center, then, the problem was getting callers to reveal their names. (Sacks, 1992 cited in Wooffit, R: 2005)

1.3. Definition of Concepts

Discourse Analysis (DA) researchers have been distinguished between four concepts according to the usage in the context. Each concept has two meanings. First; Literal and then function meaning. So we will present briefly both meanings.

1.3.1. Conversation:

a) Literal meaning: "Conversation is an informal talk involving a small group of people or only two" (Oxford Dictionary, 2003: 92).

b) The functional meaning: Conversation+ analysis "is used to refer exclusively to work in the paradigm. It is a combination theory and method employed in studying a particular kind of data" (Deborah 2006:5)

1.3.2. Talk:

a) Literal meaning: is "say things; speak to give information" (Oxford Dictionary, 2003: 440)

b) Function meaning: “talk in social interaction is a collaborative process. It is important to ensure that conversation is not ended in an abrupt manner that would be depriving any of the participants of the right to contribute” (Chapman. S and Routledge, 2009:31).

1.3.3. Speech:

a) Literal meaning: “is a formal talk given to an audience” (Oxford dictionary; 2003:415).

b) Function Meaning: in applied Linguistics has also different, meaning **Speech +act** is a functional unit in communication. It has three divisions: locution, illocution and perlocution. Generally, there are many kind speeches; speech event; speech community; speech markers, speech pathology...etc. (Richards J.C and Schimdt. R, 2010: 542)

1.3.4. Discourse

a) Literal Meaning: “It is a long and serious speech” (Oxford, 2003: 122)

b) Function Meaning: Discourse+ analysis in applied linguistics. (Richard. P and Weberb, 1985: 84cited in Bartels. N and Belz, J. A: 341) defined discourse analysis “as a large unit of language such as paragraphs, conversations and interaction”.

1.3.5. Interaction:

a) Literal Meaning: “people communicate and work together” (Oxford, 2003:226)

b) Function Meaning: “the way in which a language is used by interlocutors” (Richards J.C and Schmidt. R, 2010). In fact, these brief definitions of the above concepts are used as key words to be familiar with conversation analysis.

1.4. Teaching conversation Analysis

Conversation Analysis is an important tool of teaching foreign language, which contribute the pedagogical implication in enhancing teacher's method in teaching conversation. In the same time, they improve the style of conversation as an art, teachers using it to facilitate the learner's interaction (learning strategy). Since the aim of educational pedagogy is elevated the methodology of teaching and learning languages (Thornburg and Slade, 2006). Discourse analysts have been taking more than one method to teach Conversation Analysis. In order to develop the second language conversational competence that may be better to serve the classroom instruction (2006).

1.4.1. Per-reform and reform

This method based on the grammar-translation. The learners should master the linguistic features of the language such as grammar, phonology, syntax, morphology and semantics. Teacher deals with Foreign Language with new ideas, where he is using the previous rules on the task of translating sentences into and out of the Target Language, in order to enable learners to master the general rule of these features (Richards and Rodgers, 1886) (i.e. Grammatical competence), this term is connected with the usage of the grammar, vocabulary of the language in the context under the theory of communicative competence (Canale. M and Swain. M, 1980).

1.4.2. Direct Method

This method emerged from the pre-reform reform method. It emphasizes on teaching through conversation that is, using the oral method of instruction. Usually, the oral communicative skills are performed carefully through exchange question and answer between the teacher and the learner, to promote these skills (Richards and Rodgers, 1886). The oral communication skills have got several ways to achieve his goal not just the

alternation of asking and answering from coordinate work task, explain and persuade, but also in the form of normal conversation or dialogue between learners themselves (Thornbury and Slade, 2006). The oral communication skill helps to develop the way of conversation; the mission of teacher is giving the instruction related to different skills. (2006).

Sauveur claims that the earnest questions are an effective way to learn conversation, that is to say; the learners respond spontaneously. Teacher must be asking only real questions as opposed to the display questions because it is one of the principles of teacher-learner interaction (2006).

In addition to that, the questions should be connected in specific way to make conversation more coherent (Howatt, 2004). According to this insight “the teaching conversations promoted by Sauveur and his imitators were entirely one-sided, the right to initiate question being the exclusive prerogative of the teacher, in this sense to call such interactions conversation is a misnomer” (Thornburg and Slade, 2006: 250).

In the nineteenth century, Sauveur like other researchers attempt to apply the principles of Naturalistic in language classes. Which is based on used intensive oral interaction in the Target Language, he took the questions as a best way of presenting and gets information about Language (Sauveur cited in Richards and Rodgers, 1986). Thus, the original way to teach and learn language is using conversation in a natural situation (1986).

1.4.3. Audiolingualism Method (Drills, dialogues and the conversation)

Conversation analysis has been taught under the audiolingualism method. “It focus on intensive oral drilling of basic sentence pattern, are little concerned with language beyond the sentence level. Conversation, if it existed at all in the audio-lingual lesson” (Thornbury and Slade, 2006: 251). It is similar to the direct method in the way of teaching by question

and answer, like Berlitz, as the basis of teaching the oral English. Mainly, questions-answers sequences are tightly controlled, comparable to the commands and movement of military drill. (Palmer, 1940). Consequently, the teacher is as a guide to a typical course of its time, because he is the central-based approach. Example of conversational practices:

“(S1) Are you lawyer? (S2) No, I’m not a lawyer. I’m student.

(S2) is that a window? (S1) No, it’s not a window. It’s a blackboard.

This practice should be more natural as possible, because questions are to be limited only in that they have been covered in the previous class. It is better to analyze the authentic sequence”. (Rmasy, 1967 cited in Thornbury and Slade, 2006: 251).

1.4.4. Situational English: Conversation in context

Situational English approach originates in the work of Applied Linguists Palmer, Harold in the 1920s and 1930s. It is onward developed an approach to methodology in involves. The principles of selection should be Systematic for using in presentation and practice of items in the course (Richards and Rodgers, 1986).

In situational Method, the teachers have been using the dialogue and register in teaching conversation. That is including the difference model of spoken in interaction. For instance; the term situation in conjunction with a notion of register echoes the functional trend in British linguistics, that emerged in the work of Firth and later on advanced by his student Halliday (Thornbury and Slade, 2006). As a result, “the emphasis now is on the description of language activity as part of the whole complex of events which together with the participants and relevant objects, make up actual situation” (Halliday, et al, 1964:38).

Conversation is a language activity, it follows, that it is beneficial to describe and taught – by reference to the register variables of the situations in which it happen. The context of the situation and of the register has been even indirectly responsible for the widespread use of communication dialogues in language – teaching materials in the communicative era (2006).

1.5. Conversation as communication

Discourse analysts believe that conversation is a communication to exchange talk in context. That is, a language being used according to the speaker's intention. There are three major elements relate to the design and methodology of teaching conversation:

1.5.1. Functionalism:

The use of words during conversation to express what we say to the partner (i.e. The functional meaning of language) Furthermore, we emphasize on how language realize the function of the speaker, this theory concentrated on the semantic and communicative dimension more than grammatical characteristic of the language.

Wilkins (1976) attempt to apply this view of functionalism in syllabus design, “this contained three levels: (1) Semantic and grammatical categories (past, present, future) (2) Modality (possibility, necessity, obligatory,) (3) Communicative function (asking Question, requests, greeting).

The theory of language being adapted in syllabus design, especially in textbook is as the main aim of Educational pedagogy. Recently, conversation analysis becomes a crucial theme and discourse analysis as a whole being studied, all effort of scholars oriented to the function of language within social situation.

Consequently, using “functional online” which can be utilized to build up a fairly extensive conversation. For instance, exchange greeting, enquire about health, makes a suggestion for a meeting, making an excuse, persuade, agree (but with some reservation), and confirm arrangements. (Byrne quoted in Thornbury and Slade, 2006).

1.5.2. Structuralism:

It is a language structure systematical that is the linguistic aspects (phonology, morphology, syntax, grammar, vocabulary) for coding meaning (Richards and Rodgers, 1986).

1.5.2. Internationalism:

This theory explains the language as a channel for the realization of interpersonal relation and for performance of social transactions between individuals (Ibid). “It focuses on the patterns of moving, acts, negotiation, and interaction find in a conversation exchange” (1986:17). The content of language teaching may be specified and classified by patterns of mutual (exchange) and as might be unspecified to be formed by the inclinations of the student as integrators. Conversation analysis interests more by the functional meaning than the structural form.

1.6. Communicative competence:

The pragmatic aspects in teaching CA within DA are not just a matter of helpful, but also it has completed its tasks. The communicative approach, according to many scholars have different definitions; starts from Chomsky (communicative competence and performance) to David Crystal to Dell Hymes. The application of communicative competence in teaching-learning CA is based on the Accuracy and Fluency. It is the ability to use language in a natural either native-speaker like or non-native speaker comprehension

or production (Brumfit,1984). The comprehension of learners to the conversation leads to recognize many things such as the personality of the interlocutors and to which extent their talk influences on his way of communication i.e. how they talk, the chosen the appropriate items.

Littlewood (1981) comments on the conversation session in especially in topic discussion is regards as a serious of relief from in “serious” language work, because our performance of language in the session of discussion has developed our capacity to communicate more. Thus, the classroom conversation is a social interaction activity in which learners must pay attention to the Social as well as the functional meanings that language conveys.

The application of communication competence in second language pedagogy is less careful from Researches rather than applied linguistics, for results of failure to consider and develop the theoretical framework. Newly, Canale and Swain (1980) propose that there are forms of theoretical position:

- a) To examine carefully the assumptions, content empirical status and pedagogical implications of current theories of communicative competence.
- b) To provide a theoretical framework for his notion that is explicit, adequate justifiable.
- c) To explore the implications of this theoretical framework for further research and for teaching and testing in general second language programmed at the initial stage of the second language study (Richards J.C and Schmidt. R.W, 2004).

1.6.1. Conversation as a Task

The teacher uses the features of task-based language teaching (TBLT). Richards and Schmidt define this approach “It is a teaching approach based on the use of communicative and interactive tasks, the control units for the planning and delivering of instruction” (2010: 585). Teacher may involve meaningful communication and interaction. And may involve negotiation and may enable the learners to acquire grammar a result of engagement in authentic language use (Richards Schmidt, 2010).

Using tasking in the classroom, teachers often makes use of style of “activities involving (a) preparation of the task (b) task performance(c) follow up activities that might involve a focus on language form” ((Richards Schmidt, 2010: 585). Hence, Task based language teaching is an extension of the principles of communicative language teaching (CLT)and an attempt by its proponents to apply principles of Second Language Learning to Teaching. That is (Prablu, 1987) argue that communicative competence might better achieve if learners are be able to communicating from the outside (Problu quoted in Thornbury and Slade, 2006).

1.6.2. Task- based instruction

As an example, the teacher prepares the task to present to the student, it might be a role-play or making dialogue, these tasks have been followed by instruction (the nature of instruction i.e. what learners should do? And how they perform these tasks? These different sorts of activities which learners are expected to carry out in the language (Richards and Schmidt, 2010). In fact that, task based instruction in teaching conversation analysis has great significant towards the interactional view.

Long, (1985) suppose that the key role of negotiation, meaning plays in providing the psychological conditions that language input becomes intake.

- 1- Input in language learning which learning hears or receives and from he or she can learn.
- 2- Intake is referring to the part of language which learner is exposed that actually “goes on” and plays a role in language learning. (Richard and Schmidt, 2010:286-288).

Nevertheless, conversation analysis being absent in tasks of transactional and taxonomies, because transactional tasks become convergent, in another way; there are lack of negotiation meaning than divergent. Hath claims that language learning involve out of the learning, how to continue conversation (cited in Thornbury and Slade, 2006). and because conversation is not helpful to the use of interactional moves; such as clarification requests that are, important for acquisition.

Pica (1987) added to that, the complex language should be comprehensible and accessible to the learners, conversational adjustments in the form of repair are essential to develop the interlanguage.

1.7. Aspects of teaching and Analyzing Conversation

1.7.1. Discourse analysis and Pragmatics

1.7.1.1. Spoken Discourse Analysis

In analyzing a sequence, first learners must be differentiated between the way of studying spoken discourse and the way of written discourse. Which elements should consider it. Similarly, there are momentous elements to scrutinize any type of discourse, Linguistic demission, Social-culture demission and Psychological demission. All these are related to the context of discourse.

1.7.1.1.1. Context

1.7.1.1.1.1. Context and shared knowledge

The real meaning of context helps us to understand the particular meaning of words, phrases, sentences. (Widdowson, 2007) because one word may be used in different context. Context embedded language, here, the context is carrying out the language in communication, which facilitate to comprehension of text (the setting and situation of context, visual, clues, gestures and actions (Richards and Schmidt, 2010).

The context is where the speaker takes a specific place, time with particular speakers. They would naturally create a reference to what is present such situation and present in the sense of the place and time. (Widdowson, 2007). Interlocutors makes a fit of what they have say in terms of the language and the physical of the utterance. Context is not an external set of circumstances but it is a selection of natural representation in our brain. (2007)In short, the most important thing in context is the knowledge of the participants; what do we think that we are ready to know; it shows us what is wrong and what is right in context (Tuen Van Djik, 2008).

1.7.1.1.1.2. Context and Situation in analyzing conversation

According to Widdowson , that makes the connection between the situation of the speaker and the language, which have been produced in specific situations. “It may be abstracted from the immediate situation of utterances, as when reference is made to something that is directly perceptible by both parties in an interaction” (2007:27).

“Contexts are like other human experiences – at each moment and in each
A Situation such experiences define how we see the current situation and how we act on it.
It is a fundamental task of the humanities and social sciences in general, and for discourse

studies in particular, to show how exactly our text and talk depends on – and influences – such contexts”(Vandjik, T, 2008) this kind of context is classified of it. The theory of context is traditionally approached through the concept of register that helps to clarify the real situation.

1.7.2. Turn taking

Any conversation between two or more participants involves reciprocating activity patterns of eye contact movement and vocalization, which appears to establish themselves at a very early age- much earlier than the advent of language. (Thornbury and Slade, 2006). The position of turn taking occurs in different ways among the exchange of speech, the participants being the present or the speakership; it depends on the trigger of conversation i.e. how the interlocutors distribute their turns? How many partners are involves in the conversation? There are certain characteristics of conversation analysis; we could mention them as follow:

1.7.4.1. Features of turn taking

2. “Speaker change recurs or at least occurs”. That is, turn speaker might take turn during conversation more than one turn.
3. “It is overwhelmingly, one party talk at time”. The speakership talk at a time, do not interrupt the present speaker.
4. “Occurrences of more than one speaker at a time”. The speaker are always take the floor of short overlapping.
5. “Transitions (from one turn to next) with no gap and no overlapping are common”. It Gives the turn to the next speaker.
6. “Turn-order is not fixed, but varies”. The turn is varies between the interlocutors.

7. "Turn size is not fixed, but varies". The duration of time is not limited especially in informal conversation, while in formal is constructed.
8. "Length of conversation is not specified in advance". That is to say the whole conversation is not specified at the beginning whether short or length.
9. "What partner say is not specified in advance" that is concerns the topic not being limited at the beginning.
10. "Relative distribution of turns is not specified in advance". The distribution of turns during conversation is not specified but it occurs randomly.
11. "Number of parties can vary". The participants can be two or more depends on the nature of conversation.
12. "Turn can be continuous or discontinuous". The talk might be continuous without stopping or overlapping or might be discontinuous.
13. Turn allocation techniques are obviously used". In fact, there are mechanisms of taking turn, but it is happen unconsciously.
14. "Various turn-constructural units are employed". The speaker who wants to take the floor might intervene by one word or a sentence.
15. "Repair mechanisms exist for dealing with turn-taking errors and violations". The interlocutors try to repair turn at talk being taking in a wrong way or by violation.

(Sacks et al, 1974)

The features of turn taking render students to success of conversation, if the interlocutors aware of them. Indeed, if they have taking into account.

- **Turn-Allocation techniques**

Generally, the following techniques has known form the interlocutors in real language practice. Unfortunately, they are not familiar as its names.

- **Perspective:** is the relation between the present speaker (the actual person) and the next speaker (who want take the floor).

- **Allocation:** it is the designation the person who comes after the actual speaker; it may take many forms:

- a).Nominating: (Calling the name, description or pronoun).

- b).Signaling: (Paralinguistic, poster position).

- c).Eye gaze :(Specific or personal solicits).

Example:

“A: Uh you been down here before haveche.

B: where the sidewalk is?”

- **Soliciting:** in conversation, the speaker do not pointing the speakership but to choose the topic for the following speaker.

- **Ending:** it is concern with which turn wants to finish of it a conversation.

- **Retrospective:** it is the relation between the present turn and the proceeding turn during conversation. Similar to the perspective; has three ways to designate the speakership.

- **Allocated:** is the speaker organize the turn in the form of hirercally, Number order, Alphabetical lists and clockwise or vas-versa.

- **Unallocated or self-selection:** for instance, in the classroom, during a debate or discussion speaker may have select himself to give his opinion about the topic under the discussion.

Example:

“Jim: Any a’ you guys read that story about Walte Mitty?”

Ken: I did

Roger: Mm hmm”

([NB:III: 3] posted in Sacks et al, 1974: 9)

- **Floor Seeking:** it is concern the persons who do not like to speak but attempt to show that we want to. In this kind of intervening, we use certain features of paralinguistic or interjections.
- **Concurrent:** during the speaker’s talk, someone support us by such words; good, em...etc, it is a kind of encouragement and motivation.

There are other significant concepts related to the organization of turn, for those whom interests studying these concepts should be capable to accommodating as much as these models.

1.7.5. Adjacency pairs

This type is occurs is when the utterance of one speaker makes a particular kind of response, like; a greeting, requesting...etc. In adjacency pair, there is often a choice of likely responses:

Example:

1. Offer Acceptance (preferred) or Refusal(dispreferred)
2. Assessment: Agreement (preferred) or disagreement (dispreferred)
3. Blame: Denial (preferred) or Admission(dispreferred)
4. Question: Expected Answer (preferred) or unexpected(dispreferred)

A dispreferred response is usually marked in some way: by a slight pause, or by a preface like ‘well’ or ‘you see’ or by explanation and justification of the response. While the second part of adjacency pair can be delayed by an alternation of turns occurring within it.

Example 2:

“A: did you enjoy the meal?

B: (did you?

A: yes.)

B: So did I.”

(Cook, G. 1989:53-54)

1.7.6. Pause

Bidding analysis spoken discourse there are certain aspects, it is better if we explore like the duration to speech; pause, gap and overlap. A pause is the duration data using within spoken intervals, this use is to stick and widespread, where the participants appear to be engaging in intermittent talk followed by strategic pause, because it presents opportunities for the participant to decode and encode utterances cognitively as well as to start and respond to talk (McLaughlin.1984 cited in Anderson et al, 2010).

Example:

Mum: Hello

Les: Oh, hello how are you?

Mum: very well thank you love and you:-that's good

Les: yes thank you (pause 0.5)

Pause	Strategically used to decode others messages and allow to decode their own
	Used as a cue to self- selection a turn or to allow others to take turn

Table 01: Summary of findings “pause”

A pause occurs between gap and overlap of speaker and interval. According to McLaughlin, “a pause ‘occur over 3 seconds or more’ represents a ‘lapse’ or interaction failure. With a few expectations, these are "(1) Silence following on interrogative or imperative (TCU) [turn construction unite]. (2) Silence subsequent to turn holding use such as grammatical incompleteness, sustaining intonation contours, or filled pauses. (3) Silence that co-occur with activity by one or both of the parties such as lighting cigarette or searching for one's walled.(4) Silence representing discretion in the presence of the third party.” (1984: 115) (quoted in Anderson, 2010: 7).

1.7.7. Overlap

In conversation analysis, Schagloff and Sasks (1973:296) termed this phenomenon to "sequential implicateveness". Therefore, Nofsinger define the overlapping is that the interlocutors talk at the sometimes and it happens naturally (1991: 69) (i.e. two speakers speaks spontaneously). In another way, there is no gap between one person speaking and another starting are frequently measurable in just a few microsecond and they average

amounts measurable in a few tenths of the second (Levinson, 1983 quoted in Anderson, 2010: 7).

Generally, the overlapping talk occurred often(30% of turn) Lerner(1989) suggests such solution for speakers to avoid this phenomenon by “delayed completion (p,167).when the conversant takes a turn, utters the first portion of a complete utterances, but waits until other participants are prepared before completing the final portion. The capacity of participants to attach a delayed completion to partial prior utterances created the effect of complete contiguous utterances” (Anderson, 2010: 7).

Example:

A: Whur' it ends,
 B: Goes [all a' way up there?
 A: [They c'm up tuh the:re,
 A: Yeah

(Sacks et al, 1974)

Overlap	Concurrent often
	Not a problem because participants could delay the completion of an utterances

Table 02: Summary of findings Overlap

1.7.8. Pragmatics

1.7.8.1. Speech act and Conversation analysis

The theory of speech act becomes interrelated with conversation analysis in terms of interpretation meaning. It is emphasize on discorsal approach (Cohen and Ishilara, 2005:

4). Analyzing speech act reveals that clusters of strategies are found to contribute to effective learning and performance of the respective speech act (2005: 4)

The main purpose of spoken discourse is to recognize conditions for sequencing and interpretation utterances, since they are intrinsically related and cannot be accounted for independently from each other (Moehler, 1985: 2). Moreover; we believe the speech act theory cannot give any insight into sequencing and interpretation problems. Because it is neither a theory of interpretation (meaning) nor a global theory of action. (Moehler, 1985).

In contrast, Searle (1992) refused that conversation analysis makes of sequences of the speech acts. These objections concern essentially the possible relation between questions and answers in conversation, Searle presents certain arguments to assert this claim; we can state as follows:

1. First, the questions are defined in speech acts theory as requests for information and as such impose representative acts as replies, but this cannot be correct, since a reply may have another illocutionary point (promise) if the question is a request for a promise.

2. Second, certain questions request a directive as a reply and not a representative, when the question contains a modal auxiliary verb (e.g. "shall I marry?" - "yes, do" / "No, don't" / "yes, you shall" / "No, you shall not").

3. The third, Example is given by undirected responses, which do not satisfy syntactic conditions, although the answer is pragmatically appropriate (cited in 1985).

Obviously, this argument makes significant differences between the structure of illocutionary acts and the structure of the conversation.

Vanderveken (1994: 53) defends on the Searle claim:

“Speakers perform their illocutionary acts within entire conversations where they are most often in verbal interaction with other speakers who reply to them and perform in turn their own speech acts with the same collective intention to pursue with success a certain type of discourse. Thus, above all, the use of language is a social form of linguistic behavior. It consists, in general, of ordered sequences of utterances made by several speakers who tend by their verbal interactions to achieve common discursive goals such as discussing a question, deciding together how to react to a certain situation, negotiating, consulting or more simply to exchange greetings and talk for its own sake. For terminological convenience, I will call such ordered sequences of speech acts conversations”.

As a result, we believe the task of speech acts interpretation has been complete the task of analyzing conversation approach, that determine the communicative language teaching, which emphasize on the functions or speech acts that pieces of language performance. Overlap is an important sense with the preoccupations of discourse analysis (McCarthy, 1991: 9-10).

1.7.8.2. Conversation implicature and cooperative principles

Grice’s notion of conversational implicatures requires the speaker meaning be on the basis of sentence meaning, presumptions about the speaker’s adherence to cooperative principle of conversation and the ability of the learner to work out the speaker meaning (Sedivy, 2007: 475). Furthermore, the interpretation language meaning depends on the assumption of the sender. This supposition is combined with general knowledge, the receiver can reason for the literal, semantic meaning if what is said to the pragmatic meaning and induce what the sender is intending to do with his /her words (Cook, 1989: 29).

Conversation implicature is “a kind of speaker meaning, a kind distinguished by the source of the explanations in terms of which speaker- meaning defined” Stalankler(1989) posted in Bethan 2000). The interpretation of the language can be established by

envisaging the four conversational rules in order to discover the implicit meaning of the sequence. After all, it is better if we define the term ‘cooperative principles’.

Grice (1975) defines cooperative principles “make your contribution such as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged” (cited in 2000: 2). It comprised four maxims:

1. Quantity: make your contribution as informative as is required (do not make your contribution more informative than is required).
2. Quality: do not say what you believe to be false.

Do not say that for which you lack adequate evidence.

3. Relation: be relevant.
4. Manner: Avoid obscurity of expression.

Avoid ambiguity.

Be brief.

Be order.

Example:

A: Is there another pint of milk?

B: I’m going to the supermarket in five minutes.

In the above example, a competent speaker of English would have little trouble inferring the meaning that there is no more milk at the moment, but that some will be bought from the supermarket shortly. Grice posits the CP and its attendant four maxims

As a way of explaining this implication process. (Girce, 1954:2) In summation, Co-operative principles have more details about the subdivisions to figure out the meaning that stated by the speaker and the hearer presumption.

Conclusion

After all, what we have discussed in conversation analysis topic, we have noticed great important things: Conversation analysis is occurs in two different contexts among both native speaker and non-native speaker. Obviously, in the first context they have using conversation in a natural way and fluently to reach to the proficiency talk. In contrast, the conversation analysis in non-native speaker context makes a problem in second and foreign language teaching/ learning.

Recently, linguists and sociologists effort's toward the importance of conversation analysis in Teaching English as a Foreign Language. They have been focused on more than three methods, started by the per-reform and reform, a learner have to master first linguistic aspects because through conversation we transmit all sorts of linguistic tools. Later on they have been discovered that it is not sufficient to adopt the grammatical competence, but they should be concentrating on oral skills in syllabus design, especially under the task-based approach (learning by doing).

Indeed, during intensive research they decided to take the Audiolinguilism approach to teaching conversation, learners are be able to memorize words, sentences through repetition. Moreover, the conversation is the way of manipulation. The main task of conversation analysis is to exchange information via communication but learner's talk must be meaningful. Similarly, the teacher play great important role about the preparation of syllabus design that based on language function.

Teaching conversation analysis emphasizes on the major elements, the context is the learning or acquiring all aspects in real life situation, like exchange turn taking and aware its characteristics, types, techniques. Nevertheless, in interaction both teacher and learner should avoid overlap and to make a pause during conversation whether continuous or

discontinuous the talk, in which way transmit the meaning either implicit or explicit and what is the convention of the speaker. Thus, the conversation contains other elements to be more fluent in speaking English.

Generally, Conversation analysis is a substantial subject to achieve the objectives, aim of educational pedagogy. According to recent studies, conversation analysis is an effective way in Teaching English as a Foreign Language in the Classroom interaction.

Chapter Two: Enhancing learners' Interaction in Classroom activities

Introduction

In this kind of research, the interaction not considered as a strategy or as a tool to activate students to interact within classroom. The interaction as well as conversation, it is more dynamic, because the class as a room of operation everything could happen (speaking, dialogue, written, debate, role-play, lecture....and other activities).

In the first part of this chapter, we will present various definitions of interaction that are related to our studies. In the second part, we will situate the place of interaction in the two processes, teaching and learning inside the class. Than we analyze the role of interaction, In addition, we will focused on interaction activities, which are more related to the learner than the teacher. For instance.

First interaction activity, role-play is a common activity that makes students use language in different contexts. Second activity, Dialogue in TEFL-LEFL is a vital skill, but it seems not being useful, as well from the teacher and learners. For its importance, we will focus on it as a way of teaching EFL. Third activity, Oral presentation skill, in this last activity we will started by its definition, specially its role in teaching and learning EFL.

At the end of chapter, we will distinguish between two main concepts: conversation analysis and classroom interaction. Similarly, we will introduce some characteristics of each concepts, and then we will spotlight on learner's communicative competence as a main element in effective interaction. Generally, classroom interaction in EFL situation is more successful. Because many researchers have great efforts on it to help members of education to facilitate mastering foreign language.

2.1. Definition of classroom interaction

Classroom interaction has defined within different perspectives. The most appropriate definition that concerns our studies states the theories of communicative competence, where the communication spontaneous and students use variety of competences in accordance with contexts. Allright's (1984) defines classroom interaction as "inherent in the very notion of classroom pedagogy itself" in any language we could not illuminate the basic action of students in the class since the quality of students patterns in classroom discourse correlate with learning outcomes (cited in Douglas and Sao, 2006: 34).

According to Hadfield and Hadfield, the word interaction involves that is putting a message together; moreover because it implies the response to other people. In another words, Choosing the appropriate language to the person we are talking to. In addition, it is responding to what others say, and especially taking turns in a conversation, encouraging people to speak, expressing interest, changing the topic, asking people to repeat or explain what they say and so on. All these elements help learners to facilitate communication (quoted in Taous, 2013). Thus, the interaction has the same characteristics and function of conversation analysis in TEFL and LEFL. Nunan (1991) states that "learning to speak in a second or foreign language will be facilitated when learners actively engaged in attempting to communicate" (51). In this sense that learners should be interact as much as possible to practice the foreign language.

2.2. Interaction in TEFL Classroom

Learner's participation throughout of oral interaction has three types of oral engagement language lessons; we can state them as follow:

1. Compliance: Student's utterances are very much dependent on the teacher's management of classroom communication. For example when they reply to the teacher's question.
2. Negation: learners take the initiative to overcome communication breakdowns as in requests for clarification of what has been said. This type is simpler for negotiation of meaning that can help comprehension and contribute to language development.
3. Negotiation: the teacher's and the student's roles may become less asymmetrical and interlocutor attempts to reach decision discourse making by consensus (Allright quoted in Douglas and Sao, 2006).

The oral interaction in EFL lessons from the perspective of discussing not only interpersonal processes but also on implication of reflecting about classroom interaction and its contributions to teacher development (2006: 35).

The theoretical conception of learning in terms of Classroom interaction began to affect the nature of social interaction in classroom. Transforming classroom interaction from structures discourse patterns to dynamic teaching and learning conversations more typically found in everyday settings (Ibid).

2.3. Communicative Orthodoxy:

This approach of communication development in traditional EFL classroom. The communicative as undesirable by comparison with "genuine" or natural communication. Nunan states that for exemplary communicative language lessons ... "when the patterns of interaction were examined more closely. They resembled traditional patterns of classroom interaction rather than genuine interaction" (1987:137). Communicative orthodoxy needs

to be completed by such element in order to get the appropriate function. He summed up the results as follows (ibid 141): there is a growing body of classroom-based research, which supports the conclusion drawn here. That there are comparatively few opportunities for genuine communicative language use in second language classroom. The main assumptions of this orthodoxy can be summarized as follows:

1. There is such thing as “genuine” or natural communication (Nunan 1987:137; Kumaravadivelu, 1993: 12; Kramsch, 1981: 8).

2. It is possible for in the classroom; but most fail to do (Nunan, 1987:144; Kumaravadivelu, 1993: 12; Kramsch, 1981:18).

3. Most teachers produce interaction which features examples of the IRF cycle (teacher initiation learners response teacher follow-up) and display questions, these are typical of traditional classroom interaction, but rarely occur in genuine or natural communication (Nunan, 1987: 141; 1988: 139; Dinsmore; 1985: 226-7; Long and Sato, 1938: 284).

4. Teachers could be trained to replicate genuine or natural communication in the classroom (Nunan, 1987:144; Kumaravadivelu 188 cited in Seedhouse, 1996).

2.4. The role of classroom interaction

In Foreign language teaching and learning, classroom interaction has a great impact on learners’ fluency. According to Hedge, interaction is considered as a significant factor for learners in producing comprehensible output that depend on their input, since it allows the practice of language (cited in Taous, 2013). It has many roles to improve student’s use of EFL effectively:

- Interaction in the classroom gives the students opportunities to get feedback from the teacher or other students that leads to improve their language system.

- The interaction in the classroom makes learners capable of coping with their lack of language knowledge.

- Interaction incites learners to produce appropriate language when they are working in pairs or in groups.

- Long (1996) argues that interaction plays a key role in developing second language since the primary source of data for learners is taken during a meaningful interaction with a more competent speaker.

- Interaction enables the learners to test their communicative success through exchanging information with the teacher or among the students themselves (stated in Lyster, 2007: 102-103).

- Classroom interaction contributes in language development by providing target language practice with give opportunities through designing classroom interaction activities that make learners use the target language to enhance their interaction.

- Littlewood advocated the progression from “pre-communicative” to “communicative” activities, which involves many forms of interactive language practice; this means that practicing such activities should be progressively related to the “real-life” language use (1981:16).

2.5. Different type of interaction

This kind of interaction is a significant type to develop English language. Teacher should concentrate of learners’ speech. Specifically in interaction activities. Because they have opportunities to interact and convers with his or her teacher. Most of teachers use the strategy of ‘Asking-answering question’ to boost learners to speak more.

A) Teacher-learner interaction

The main relation between the teacher and student according to Harmer, is focused on the input of the learner, he say that “The teacher focuses on the type of the input and he should provide his students with because the meaningful and understandable input leads the students to respond to their teacher and interact with him”. (1998: 3-4)

Harmer argued that, unlike newer teachers who concentrate only on their student’s comprehension in the classroom. Experienced teachers concentrate also on the way they themselves speak to their students using physical movements as: gestures, expressions, mime and so on. Which have become parts of language techniques used by the teacher during the teaching process, especially with the students who have lower levels. (1998, 3-4) Van Lier (1988: 94–120) distinguishes four basic types of classroom interaction:

- a). The teacher has no control over the topic and the activity
- b). The teacher controls the topic but not the activity
- c). The teacher controls the topic and the activity
- d). the teacher controls the activity but not the topic

In a further development of this framework, Van Lier (1991: 48–64) adds another dimension, namely the function of the language. He also distinguishes three types of function:

- a). *Ideational* (telling people facts or experiences)
- b). *Interpersonal* (working on relationships with people)
- c). *Textual* (signaling connections and boundaries clarifying, summarizing and revising)

Most characteristics of this type of interaction teacher-learner introduce the mission of teacher more than the learner.

- b). Learner- Learner interaction

Learner-Learner interaction occurs and in this form of interaction, the learners are the main participants since they need to interact among themselves in order to negotiate meaning through speaking tasks. this interaction can occur either in groups called Learner-learner interaction or in pairs called Peer interaction for the sake of giving students opportunities to speak and practice speaking skills in the classroom in order to receive feedback in the target language through correcting each other' errors or asking questions to each other when working in groups (Mackey, 2007: 30).

Lynch states “The learners rarely pick up each other’s errors, even in the short term [...]. Group work is more likely to lead to negotiation of meaning than interaction with the teacher” (1996: 111). We can notice that the practice of foreign language is mostly beneficial when it is designed with small groups or peers rather than with teacher or in whole classroom. Since it (group work) allows students to receive feedback through correcting each other’s mistakes (Taous, 2013). Consequently, this interaction helps students to recognize many things during the activities in the classroom, the feedback of teacher considered the source where they construct student’s knowledge.

2.6. Interaction activities

2.6.1. Role play

Role-play is an important activity to learners in EFL interaction, especially if used in practicing the foreign language, which my taken many forms. Actually, role-play has several definitions according to many the researchers. Ladouse (1987: 03) says that “role-play activities range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios”. Also, he points out that role-play may differ in complexity, that is to say, some performances may be very short and simple whereas some

utterances may be very structured. The difficulty of the activity depends, therefore, on the language level. (Ladouse cited in Kisnerek, 2015: 81).

Golêbiowska (1987: 13) indicates that in role-play learners are given a task to complete and in order to do it, they are told who they are, what their opinions are, and what they know that is unknown to the other students. She stresses the fact that students are told who they are, namely, that they play the role of somebody else being cast in a role of a different character may diminish the fear of speaking, as these are not the speakers who make mistakes, but the personalities played by them. The key feature of role-play is that learners can become anyone they want for a short time. Their task is to pretend to be a different person and it may be, for example, a doctor, a pop star, a parent, a millionaire.

2.6.2. Types of role-play

According to the above definitions, there are two main types of role-play:

a. “A role-play activity which is a preparation for the real world is called real-play” (Al-Arishi, 1994: 339). Therefore, textual material should be authentic; realia may be brought into the classroom. That is, a student prepares in advance what he wants to perform with his colleagues; he already creates conditions to that role-play (theater). The use of imagination.

b. Real playing fits in the desire for realism. Because it gives students the chance to practice typical activities they will probably perform in real life. In other words, they practice a theme (problem) that is happen to them in their life, and have to find the solution. For example, ordering food in a restaurant, greetings, asking for directions, booking holidays at a travel agency and other performances. (Kisnerek, 2015). Students have a general idea of a topic but they do not preparing in advance or organize their turns. (The use of spontaneous).

When learners personify a theme in the form of role-play, in the future, they may have fewer problems because they have practiced in the classroom. In this sense, Scrivener (2005) figures that one of learners plays himself or herself, but in a context other than a room where they are taught. Interestingly, the author implies that this type of role-play is especially useful or business for professional people. He adds that speakers may create their own real-play cards (conditions, atmosphere) rather than being given a set of prepared ones. Consequently, “the real-play, surreal-play should encourage an imaginative self-expression of the inner world of each student’s mind” (Al-Arishi 1994: 337). “While real-play seeks approval for believing that a classroom can become the real world, surreal-playing calls for promoting an expression of thoughts and feelings of each student’s mind”(Kisnerek, 2015: 81). These two kind of playing are slightly different in the purpose, and the kind of subject.

2.6.1.2. The organization of a role-play activity

Because of the importance of role-play in teaching foreign language, teachers should show interest and concentrate in that activity, Hence, it is an effective technique to use language in various circumstances like: laughing, sadness and so on. Here the mission of the teacher is to prepare and plan the steps of role-play, because if he recognize some principles like the way achieve the objective of this activity, he will facilitate the performance of characters. In teaching sequence necessitates three vital stages and it is better if the character knows them. They are as follow:

1. The engage stage: the teacher “s task is to attract and keep learners” attention and interest in a lesson. Students” minds have to be involved and emotionally connected with a lesson, for example by a pleasant situation or a nice picture (Harmer, 2012: 178). (The step of the preparation)

2. Study stage: learners practice the role and in the meantime they practice the foreign language fluency, in addition; they modeled nonverbal aspects of the communication, explaining reasons for certain aspects of body language such as social distance. (The step of perform).
3. Activate stage: in this stage learners use the language in interaction, means that; they have the ability to develop their competence in Grammar, construct new vocabulary, their discursive skills. (The step of production) (Kuśnierek, 2015)

2.6.1.3. Teacher's role in role-play

The teacher's use of this technique depends on certain objectives and aims of instruction. In order to attain of this roles. Dorathy (2011) state some of these roles, they can be summarized as follow:

Facilitator: students may need new language to be 'fed' in by the teacher. In the practice stage, the teacher has a chance to 'feed-in' the appropriate language (EFL). This may need the teacher to act as a sort of 'walking dictionary'.

Spectator: The teacher watches the role-play and offers comments and advice at the end. His or her task is to watch the role-play and then give remarks and advice at the end of the performances (Budden cited in Kuśnierek, 2015).

Participant: It is sometimes appropriate to involved and take part in the role-play.

Error Correction: It is rarely appropriate for the teacher to jump in and correct every mistake. This could be incredibly de-motivating! Some students do like to be corrected straight after a role-play activity, while the language (EFL) is still fresh in their minds. (Dorathy, 2011)

Self-correction: If you have the equipment to record the role-plays either on audiocassette or on video, students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistake.

2.6.1.4. Pair work and group work as patterns of classroom interaction in role-play

The classroom is a setting where learners could participate in the task either in-group work or in pairs work. It offers student opportunities to interact with the teacher or with each other. Cohen, Brody and Shevin argued that teachers are disturbed when they group work because of difficulty to manage and organize the classroom in order to create an atmosphere that will motivate the learners to perform cooperatively the activity.(cited in Taous, 2013) to make all the members participate.

Group work has a positive contribution to learning and teaching, especially when the teacher knows how to organize his students in-group. It has an impact on the novice learners to improve their level. In this sense, Mc Cafferty, Jacobs and Dasilva Iddings (2006) have claimed that grouping a higher-level learner with a less proficient learner could help the weaker student to improve his level. For instance, a proficient student sometimes provides such vocabulary or words that make the weaker learner concentrate on the task that the whole group is working on. (Cited in Taous, 2013).

In Pair work, students have both the possibility to practice the language or study a text together. Therefore, working in a pair dramatically boosts the amount of time devoted to interact any student can receive in the class. For instance, presenting a story or personifying the job of commentator of football. Moreover, it also allows students to work and contribute independently without the necessary help from the teacher. Hence, it promotes the learner's autonomy. Pair work also gives an educator the possibility to work with one pair while the other learners continue interaction (Ibid).

- The benefits of group and pair work

Group-based learning is used on a large scale in many forms of teaching (Richards and Bohlke, 2011: 17). Firstly, “it changes the interactional dynamics in the classroom and

increases students' "talking time" (Harmer, 2001: 117). Altering the classroom interaction is important because it prevents learners from getting bored when working still on their own. There is also a greater opportunity of different opinions and varied involvements than in pair work, and it encourages learner's autonomy by allowing students to make their own choices within the group, without being told what to do.

Similarly to a pair work, "group work is likely to be an interaction pattern which is typical of full of noise" (Harmer 2001: 117). Some teachers may feel that they lose control over the whole class. In addition, not all learners enjoy group work since they would prefer to be the focus of the teacher's interest rather than work with their classmate.

2.6.2. Dialogue

A dialogue is considered as an effective activity to EFL practice. Therefore, teacher adopts this skill to perform such element of interaction to communicate and produce language. Some dictionaries define the dialogue as "a conversation a between two or more people" and as "a process of negotiation through speech" (cited in Bilbrough. N, 2007: 02). Dialogue has also other interpretations like: The interaction always takes the form of spoken language that happens in everyday speech or the interaction being recorded, or it can be written to display a particular language. A dialogue is used for the purpose of form focused that is a learner can correct his mistakes of grammar pronunciation build and extract the function of the words(ibid 2007).

A dialogue can also be a transactional (asking for information) after the teacher finished the explanation of the lesson. In addition, it may takes the form of interaction between student- student and student with teacher or students interact with each other outside the classroom. According to Romney (1990), the dialogue is differing from the debate, where people discuss two opinions with the goal of proving the legitimacy or correctness of a

viewpoint over the other. Interlocutors are interested in the relation of the participants and the topic or theme being discussed.

2.6.2.1. Dialogue as a source of practice language

A dialogue represents a significant source of language production (output). It allows students build utterances, sentences and sequences to communicate. Teacher can adopt the method of audio-lingualism and situationalism in teaching a foreign language. During the dialogue task students listen to the record that contain key structures and then they attempts to repeat what they already heard in the first time, Because in each listening they range new words and ideas together then individually, practice forming the new lexical items. Learner's communication plays new roles in classroom of message communicators and message recipient. Thus, a dialogue provides the natural format in which communicative language use could occur. (Bilbrough. N, 2007).

2.6.2.2. Dialogue as the medium of instruction

The process of joint construction is achieved in extent way or through dialogue, because" it is considered as the part of the content of language instruction" (ibid). In fact, the learning process is an interaction (dialogue and interaction and conversation used interchangeably) between learner and other expertise. According to Vygotsky "emphasizes on the idea of knowledge that is socially constructed through dialogue with more capable speakers." Here we can give an example that illustrates the way a dialogue can help co-construct learning:

Me: Y cuantos meses tiene el tuyo (and how many months old is yours?)

Homber: Nueve (nine)

Me: Y gatilla? (and does he 'pull the trigger?').

Homber: Gatea? Gatea.Si (Crawl? He Crawls. Yeah)

The dialogue provides a safe framework (scaffolded learning opportunities) which can occur between two interlocutors or between students and his teacher in classroom. Learning takes many situations and places where the level of learners is different, “in classrooms heavily influenced by the communicative approach, where there is an emphasis on extensive student-to-student dialogue, however, the importance of student-to teacher dialogue has sometimes been ignored.” (Ibid).

2.6.2.3. Teaching as Dialogue

Dialogic teaching is characterized by comparatively lengthy interaction between a teacher and a student or group of in a context of collaboration and mutual support. In addition, Teaching involves communication, interaction; whether purpose is to enable students to promote intellectual or social exploration for its own sake (Culture in the form of dialogue (Stables, 2003) .There is considerable variation in the degree to which teaching is explicitly seen as dialogical. Much of the policy and professional literature stresses the need both for active student participation (often including collaborative work) and for clearly defined aims and objectives relating to curriculum and syllabus demands which do not appear open to interpretation (Ibid).

2.6.2.4. The importance of the teacher’s role in dialogue

The teachers of the oral expression plays a great role and are responsible for learner’s performance, but most of them ignore their role like in role-play, the teacher’s role is different form dialogue task. Therefore, we can analyze some of these roles in order to take them into consideration in the assessment of learners. In fact, according to (Wegerif. R, Boero. P, Andriessen and forman. J). these roles convey certain conditions (cited in Schwarz. B, Dreyfus. T, and Hershowit. R, 2009: 196):

1. First, conditions inherent in values, in the ‘ethics’ of verbal exchange (not only cooperative construction, but also constructive opposition).
2. Second, mastery of natural language: precision in producing and understanding verbal expressions, quality of verbal expressions (mastery of linguistic connectives and specific terms related to the object of the discussion).
3. Third, influences depending on the out-of-school socio-cultural environment.

The first and the third conditions are matched together to identify the importance of learner’s ethics in interaction (dialogue) and the influence of socio-cultural factors on them. Whereas the second condition is the interest of teachers in learner’s use of language (mastering the features of language, the ability of understanding and the ability to produce in an effective way).

2.6.2.6. The role of dialogue in teaching and learning

According to Rupert, dialogue has many roles in teaching and learners process of foreign language, we can mention some of them:

1. To draw students into dialogue.
2. The idea that the process of dialogue embodies two kind of skills that are important for thinking and learning.
3. Dialogue should be treated as an end in itself.

The concept of end-in-itself as a dialogue the teacher can use during the activity. We think that the useful work is to indicate the dimension of development, but learners’ abilities to reason and represent do not allow them to identify the end of dialogue, because the progress of dialogue is to see the learners’ response toward anything that is new, such

as subjects, issues and so on. In order to be master the skills of dialogue, it is best to recognize these point.

1. It is not necessary to be productive in construction knowledge instead of to be more open in the discussion with others.
2. To be able to listen to the speaker's dialogue.
3. To be able to allow new unanticipated meanings to emerge

Learners try to be more dialogic, to be able to understand the others' opining and be able to discuss in a logical way. According to Consogno, Boero & Gazzolo 2006; Boero & Consogno "the productive dialogic can be intentionally provoked by the teacher by establishing an appropriate didactic contract and assuming a suitable mediating role in the classroom, related to the mechanisms of productive of meaning"(cited in Schwarz. B,Dreyfus. T and Hershowit. R, 2009:188).

2.6.2.7. Mechanisms of productive dialogue

Paolo suggests that the use of language is based on three main mechanisms as follows:

1. Evaluates the interpretation of the situation

The teacher evaluates the interpretation of the students depending on the differentiation between personal interpretation and the proposition of the other student's interpretation that is relevant to the contribution of solution of the problem.

2. From a situation to the opposite one to a wider perspective

At the end of the task, the teacher puts the answers of students in two opposite situation.

This technique offers a wide perspective for discourse (To construct knowledge) that holds situation and all allow a jump in conceptual construction and reasoning.

3. From single case to generalization

In one task, students propose similar situation, then they attempt to take common features of the evoked situations by adopting the collective process of interdiction (Ibid, 2009). In fact, “a general statement is the outcomes of this process” cited in Schwarz. B, Dreyfus. Tand Hershowit. R, 2009:189).

In sum, mechanisms of productive dialogue depend on everyday interaction because speakers may interact in different situations, and then evaluate themselves through other’s opinions. Moreover, they may identify which expression that allows passing from specific to general situation.

2.6.3. Oral Presentation

Oral presentations are becoming a more important part of language teaching, especially in the university environment. It considered as one of the activities which are using in oral expression courses. According to Baker, “oral presentation is like a formal conversation, speaking to group as a natural activity” (2000: 115). Formal conversation is an academic talk which presented under conditions like the setting (The class), specific time, material and the means, the social distance and power. However, the purpose of the presentation such as: informative, persuasive, demonstrative, and objective of the subject of the presentation should stated at the beginning.

Similarly, Melion and Thompson state that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill,

which will be beneficial to ESL/EFL in all their education subject and later on in their work. (Cited in Zitouni, 2013: 06). Researcher have been interested in this skill as it helps learners to communicate in a different way from the role-play and dialogue. In this sense, Chivers and Shoolbred says that “doing presentation is very good learning experience” (2007: 5). Therefore, Oral presentation is important to communication without any difficulty, because it is involves control and guidance from the teacher before and during the presentation.

2.6.3.1. Teaching oral presentation

Oral presentation has become one of the successful skill in teaching language. However, students are not aware of this skill because they have a wrong idea about it, for example; it is a hard task, and this makes students afraid. Chivers and Shoolbred (2007) stated that many presenters feel highly nervous about undertaking class presentation, and feel fear of giving oral presentation especially they have no experience. In addition, some of them are not confident in their abilities. (King, 2002 posted in Zitouni, 2013) .When presenters have been asked about what is a good presentation, they have been related it to a clear talking, use appropriate language (exact items, using arguments) in order to facilitate getting the main idea from the audience(Zitouni, 2013). Therefore, it is better to teach students how to make an oral presentation and eventually let them recognize the whole presentation.

English learners need to be aware of this technique, and considered as an efficient tool to increase learner’s level. In the past, teachers used traditional methods that teach learners grammatical rules and vocabulary. Later on, they adapted the communicative approach, which aims to teach students how to organize the main ideas about a given topic in a logical order then in coherent way (Discourse level. Moreover, it intends to develop the students’ ability to produce English in a correct way (King, 2002).Accordingly, we

conclude that the main purpose of teaching students oral presentation is to help them to master their fear of making pronunciation mistakes and grammatical errors.

2.6.3.2. The Teacher's Role in oral presentation

The role of the teacher in oral presentation, as a tool to assess learner's work, is not easy as he think. For example, in lesson planning according to King(2002: 207) "teacher moves from the traditional role of teacher as an authorities expert to the new role of facilitator of learning" In addition, teacher need to prepare their students for this activity. Therefore, developing their interaction skills (Zitouni, 2013).

According to Xinaming "teachers...still play a key role in the background, as a facilitator, research guides, ultimate references, and source of encouragement." (2005: 120). We can summarize teacher's role in: a guide, organizer consultant resource person, and supporter that involves in organizing learners into groups, and preparing details. In addition, he is a contributor who provide learners with information about the topic, helping them to use visual aids in their presentation, and finally evaluating their performance (king, 2002). Teaching Oral presentation needs more interest form the designers of curriculum and programmers, and from teachers of oral expression. In addition, create efforts should be finished especially with regard to material, laboratory and professionals in oral presentation to enhance the ways of mastering foreign language.

2.6.3.3. Effective Oral Presentation

According to Chivers and Shoolbred "Effective presentations achieve their objective and usually bring some benefits to all the people and involve them whether presenters, audience or tutors" (2007: 22). Sometimes students are taught new things in a given lecture; they try to remember through the use of this skill. Chivers and Shoolbred (2007) claim that in order to prepare and deliver the content of the presentation there are some characteristics, which are important to make it effective:

- * Careful planning and preparation
- * Good time management
- * Relevant and interesting content
- * Good communication skills
- * Appropriate use of technologies
- * Clear supporting documentation
- * A suitable audience participation

Consequently, in oral presentation, it is necessary for students to know how to prepare and structure their presentation. In addition, they need to know how to delivery it because this will make its content more effective.

2.6.3.4. Students' Oral Presentation Problems

For most of students, presentation implies certain problems like the psychological and pedagogical difficulties, which should be eliminated in order to performing presentation. Generally, EFL are not able to interact in English in a fluent manner, according to Baker “speaking to group is notoriously stressful activity” (2000: 113).in this sense, delivering information through oral presentation might cause some problems that are particularly related to EFL learners.

2.6.3.5. Assessments Criteria of Oral presentation

There are certain criteria to allow teacher to evaluate learner's presentation. We can presented them as follow:

1. Grammar and Vocabulary

Teachers have to focus on assessment and appropriate use of selective forms and choice of vocabulary in order to meet the task requirement. (Thorunbury, 2005: 27)

2. Pronunciation

Generally, pronunciation of foreign language speakers is different from pronunciation of native speakers. There are main aspects that make pronunciation difficult these involve using of consents, values, stress, and intention. Therefore, pronunciation is the ability to produce speech in correct forms (Ibid, 2005).

4. Discourse Management

Teacher should look for the students' ability to express ideas and opinion in coherent speech (Ibid, 2005:127).

Teaching a foreign language is significant to assess all students 'speaking skill and the way of interaction, because speaking assessment involve the students' ability to use their knowledge about language in communication.

2.6.3.6. Effective Communication

According to Thorunbry (2005, p.146), "communication is the learner ability to response appropriately with speech ...rhythm to fulfill the task requirement." Therefore, the ability of transmitting information is the first mission of learners that is reflected in his way of presenting. Particularly to convince the audience and open the chance to discuss with them concern ambiguous issues.

2.6.3. The connection between classroom interaction and conversation Analysis

Student achieve facility in using a language when their attention is focused on conveying and receiving authentic message, In other words, it contains an important

information to speaker and listener in a situation, the way of transmitting this message is the interaction. Revers, W.M. explains the interaction as the exchange is the essential unite of learners discourse. Whereas a Linguistic interaction is a collective activity (1981). This interaction involves “the establishment of a triangular relationship between the interlocutors and the context or situation” (Welles, 1981: 29, 46-7). Without these three elements, the speech would be incomplete.

In other word, (Drew,S. F,) “conversation Analysis provides a systematic understanding of how talk-in-interaction is constructed based on how interlocutors orient to one another’s prior turns-at-talk” (2012: 03). In the initiation of conversation of any topics, students hesitate to discuss them. The teacher’s questions can serve to initiate a chain reaction of students interaction among themselves, because asking many questions in a classroom will not by any means guarantee stimulation of interaction. For example, Choudhury “display questions spend much time where students can easily grow weary of artificial context the do not involve genuine seeking of information” (2005: 03).

The connection between Classroom interaction and conversation analysis is not as clear as it should be in EFL situation. Because there are many elements are unknown in the relation of both skills and the function of each skill. However, classroom interaction has the same role as conversation analysis in improving learner’s mastery EFL.

2.6.5. The difference between Classroom interaction and Classroom discourse

One of the principal means through which patterns of interaction are. Moreover, constructed is language. To interpret the patterns of life, members need to process linguistic and non-verbal aspects of the social interactions of others. Language, in relationship to the social construction of life in classrooms, refers to the oral and written

records. Pouriran say “classroom discourse is often different in form and function from language used” (2009:118).

2.6.6. Definitions of classroom interaction and classroom discourse

Pouriran states that “the language-of the-classroom is a group of constructed phenomena, a negotiated system of meaning, and a set of conventions for interacting, participating and communicating information and knowledge within a particular classroom”(2009: 118). According to quotation, the classroom discourse is a special kind that is occurs in the class, and it has such features like unequal power relationships, turn taking at speaking, or interaction, and other elements. (Ibid)

Researchers and language teachers focus on classroom discourse in order to know what actually happens in the classroom that really matters, that makes a difference to the learners’ progress in language acquisition. (Ibid). However, Carter and Nunan “Discourse is the organization of language beyond the level of sentence and the individual speaking turn, whereby meaning is negotiated in the process of interaction” (2001: 221).

Classroom interaction is the types of the questions that are asked by the teachers.

Brown suggest two common question types are:

- A. Referential questions: make for more interaction and meaningful negotiation.
- B. Display Questions: refer to questions for which the teacher knows the answers and demand and generate longer responses (2001).

2.6.7. Learner’s communicative competence

Nowadays, many researchers adopt communicative competence (CC) as a new approach in teaching and learning English. According to Dell Hymes, Communicative competence “is learners' ability to efficiently express what they mean in the target language and successfully achieve communications in real-life situations. In order to do so, learners not only need to acquire the target pragmatic competence, but they need the

capacity to incorporate cultural knowledge into language use and choose appropriate language in different sociocultural contexts (Bachman, 1990; Hymes, 1972; Kasper, 1997 cited in Larsai.V.N, 2011). Because these competences are essential parts in language use.

Although the CLT approach attempts to involve learners in more authentic and interactive learning tasks that promote both comprehensible input and learners' language output, due to the nature of face-to-face interaction, teachers still find it challenging to exploit the approach and maximize the learning. Especially when it is a true case in EFL classrooms. (Ibid, 2011).

Conclusion

To summation, we have identified the concept of classroom interaction; hence, researchers defined this term according to specific approaches. In fact, they have been interested in its impact on EFL teaching and learning. They have mainly spotlight on the learner's interaction and the role played by the teacher. The management of interaction is depending on the skills of conversation analysis.

In oral interaction, learners should be able to negotiate meaning and understand certain utterances to carry out the communication 'the orthodoxy of communication'. Through the role of classroom interaction we discovered many elements that fits with the ability of learners to speak easily and they are capable to produce language. At the same time they express their ideas and thoughts by own style. Interaction allow students collaborate within group to share experience. Consequently, classroom interaction displays numerous contributions in the learning process particularly and teaching generally.

Furthermore, the interaction activities are considered as a key of learners efficiency in EFL. The role-play is beneficial to them, to put language in real context through personification of characters. This task of performance is facilitated through many studies especially at university level. However, the role-play is successful unless administered by the character and the teacher in accordance with his roles as: spectators, participant, facilitator and help learners correct their mistakes.

In addition, dialogue and presentation are different activities but they have the same objectives. We have focused on them as a new style of teaching EFL. In addition, how to be effective to facilitate the teaching process. In order to be able to adapt and practice the classroom activities. The problem is that they do not know the use of dialogue

and presentation. Thus, there are certain rules that govern these skills, which enable the effective mastery foreign language.

On the whole, in this chapter we have connected classroom interaction with conversation analysis, because this is an important aspect in discussing the objectives of our research. We have demonstrated that, classroom interaction differs from the classroom discourse. However, they are together in learning process; lastly, we have put insights into communicative competence, which constitutes a solid basis to any attempts to learn a new language

FIELD WORK

ANALYSIS OF TEACHERS' INTERVIEW AND STUDENTS' QUESTIONNAIRE AND CLASSROOM OBSERVATION

Introduction

The present investigation is consolidated through the extension from theoretical aspects to the practical parts. We have used three research tools to investigate the role of conversation analysis in enhancing classroom interaction. It is concerned with teachers who use the components of CA in EFL teaching in different activities in the classroom. We have also analyzed the efforts of learners to practice these components during the communication of English Language outside the class. Therefore, we have sought the help of teachers in an interview to find out whether they teach conversation analysis to render learners more eloquent in English. In addition, we have adopted questionnaires as a tool to enquire conversation analysis and the application of its elements and techniques. Then we have tried to discern if they use skills of role-play, dialogue and oral presentation (i.e. the way of speaking during these interaction activities). Moreover, we have attended number of sessions in order to observe teachers and their learners in real situation.

3.1. Sample

In line of the importance of our research topic, we have selected around (50) participants as a sample from a whole population of (365) students of third year at the University of Mohamed Kheider Biskra. The reason for choosing this sample is that the advancement of their level and ability to interact with classmates within the classroom and through the use of role-play, oral presentation and dialogue.

3.2. Teacher's interview

Teacher's interview is the selected tool to collect data appropriately and test the main hypothesis. In fact, we have conducted the interview in a structured form (i.e. written form). Because, we have faced some problems to record teacher's responses. The interview has concerned four (4) teachers of oral expression who teach third year classes of the Department of English at Biskra University.

3.2.1. Description of Teachers' Interview

The interview has been elaborated in two sections: first, it is based on the first variable -conversation analysis especially its role in EFL classes-because this concept represents a new tool in TEFL and LEFL situations. The second variable-classroom interaction- as a tool to allow students improve their conversation skills, we believe that classroom interaction helps learners to be more aware of those skills. Thus, we have prepared nineteen (19) questions in order to obtain as much information as possible.

3.2.2. The Analysis of Interview

Q. 1. Do you consider conversation analysis as a tool to teach EFL?

Teacher One: yes

Teacher Two: yes

Teacher Three: yes

Teacher Four: yes

From the responses, we deduce that conversation analysis is considered as a tool in Teaching English as a Foreign Language. We think that a new strategy is needed to teach FL classes with a different perspective. We believe that the explanation of component of conversation analysis requires efforts from teachers to recognize its content.

Q.2. Do you think that CA is an important in teaching EFL?

Teacher one: yes

Teacher two: yes

Teacher three: yes

Teacher four: yes

All the interviewees thinks that C.A. is important to teach EFL, we think they are interested in this technique, through the organizations of specified lectures to teach various concepts, elements, technique of interpreting meaning.

Q.3. If you are asked to teach CA, will you focus on learners' talking?

Teacher one: yes

Teacher two: yes

Teacher three: yes

Teacher four: yes

All the replies of the oral expression teachers indicate that they would focus on learners' talk if they are asked to teach conversation analysis. Because the communicative based approach is more learners' centered talk than teacher's talk.

Q.4. Do you use teaching techniques of CA?

Teacher one: yes

Teacher two: yes

Teacher three: yes

Teacher four: yes

Concerning the conversation analysis, all teacher of oral expression use techniques of CA in teaching EFL. We believe that they are aware well of these techniques. For example, the manner of talk, the way of apologizing, requesting, how to the interrupt and how they take turns. Therefore, it is important to adopt CA as an effective strategy to facilitate both the teaching and learning operation.

Q.5. Do you think that turn taking is a significant component of interaction practices?

Teacher one: “Of course but sometimes the large number of students is an obstacle”

Teacher two: “yes, for it helps students to communicate the language and overcome their fears and speaking problems”.

Teacher three: “yes, I do, to create an atmosphere in class, students and their teachers should take turns while speaking”.

Teacher four: yes

Teachers have confirmed that turn- taking is a significant component of interaction practices, but each one of them uses it to achieve a specific goal. Like teacher one, who use it to get rid of student’s fears, and reduce speaking problems through the practice of language and communication. However, teacher two, uses it to increase the interaction between students and the teacher, otherwise he faces problems of inactivity in ‘topic discussions’. On the other hand, teacher three, does not used it because of the large number of students, this prevents him making the interaction more practical. While teacher four does not mention any experience about it he just considers that ‘turn taking’ is a key for any kind of interaction.

Q.6. Which approach/ Method do you adopt in the course?

- a) Communicative approach

- b) Audio-lingual method
- c) Situationalism approach
- d) Functionalism approach
- e) Internationalism approach

Teacher one: “communicative approach and Audio-lingual method”

Teacher two: “communicative approach”

Teacher three: “use eclectic method depending on the nature of activities”

Teacher four: “communicative approach”

All responses of interviewees are varied between those whom adopt communicative approach and Audio-lingual method, one of them adopts the eclectic method in his/her course. The reason of the choice the communicative approach is it corresponds to each objective of the lesson. We think is also appropriate to the students to encourage them to speak as much as possible. Then the eclectic approach is suitable in topic discussion more than any other kind of interaction.

Q.7. How do you describe student’s participation in conversation?

Teacher one: Active

Teacher two: intermittent

Teacher three: Passive

Teacher four: Active

According to the result above, we can say the responses of teachers are different, two of teachers said that the students in conversation task are active. We think this depends

on the topic that is under discussion and their psychological state (i.e. if the topic interested them, it will motivate them), but if do not so, they will be demotivated even if they could not react with their teacher. One of the interviewee said that the students are passive. We believe that their levels is somehow low or they do not have much information, or they have poor vocabulary to express their ideas. Another interviewee said that they are intermittent, we think that it depends on the way of speaking (i.e. they do not master everything about the skills of conversation). As a result, In conversation skill, teacher should teach leaners the way to converse and he/she tries to give them during interaction, especially talk in different contexts.

Q.8. If you were to teach turn taking, what do you think would be the prior techniques in your lesson plans? Please classify the techniques from 1-5 in order of priority and importance?

- a) To reduce one party talk a time and let learner's talk activate.
- b) To teach Techniques of order the various turns that is not fixed.
- c) How to use various turn constructional units in one conversation.
- d) Using transition from one turn to a next.
- e) To discuss the repair mechanisms to deal with turn-taking errors and violation

Teacher one: a-2 b-5 c-1 d-3 e-4

Teacher two: a-2 b-4 c-3 d-1 e-5

Teacher three: a-1 b-2 d-4 d-3 e-5

Teacher four: a-1 b-2 c-3 d-5 e-4

All interviewees has been classified the prior techniques depends on its importance, and goals in various activities (role-play and dialogue) concerning teaching turn taking and its application. Because each lesson has its own objective. The first two teachers are ranked (a) as a second (2) prior technique: to reduce one party talking a time and let the rest students talk in activities. We have considered is an appropriate to involve all learners talk instead of keep one or two talk. While the last two interviewees have ranked the sentence(a) in first (1) class because in turn taking (T.T) we do not keep only one speaker spend over one an half to speak, it is better to motivate all learners to participate. According to sentence (b) two teachers subsumed it in different way. While other teachers of the interview are classified it at the same rank. Whereas the other sentences (c. d. e) also has been classified according to the priority of the lesson.

Q.9. In learner's conversation assessments, what you do focus on?

Teacher one: "use discourse markers (right, okay, hey...)"

Teacher two: "Principles of C.A. (turn-taking, pause, Adjacency pairs...) and using discourse markers".

Teacher three: “use discourse markers (right, okay, hey...)”

Teacher four: “Principles of C.A. (turn-taking, pause and Adjacency pairs...)”

Some of interviewees have selected the use of discourse marker (DM) in learner’s conversation assessment, the rest teachers have selected the principles of C.A (turn-taking, pauses and adjacency pairs). We think that the assessment through these principles needs the concentration from the teachers. Because there are an exceptional elements should not focus on them as others such as in speaker’s pauses assessment because it must provide material of recording to do so, particular the procedures in order to acquire an accurate results. For those whom adopts the use of DM as a condition of assessment. We disagree with them since they emphasize on grammatical errors, accuracy and fluency of use a language, and because the discourse markers uses at the beginning of turn- taking or uses as an initiation of utterances. Some of the teachers do not know the function of spoken markers. In addition, we think in ‘discussion topic’, a speaker does not speak even if uses at least one or two markers in pair conversation. Thus, the teachers of oral expression should take several considerations to assess speaker’s conversation.

Q.10. In classroom interaction, is it necessary to use role-play task to manage learner’s talk?

Teacher one: Yes

Teacher two: Yes

Teacher three: Yes

Teacher four: Yes

All interviewees agree with the use of 'role-play' task in helps learners to manage their speech during interaction, we consider that, it allows characters to choose words and expressions to start 'the role-play' and to move on through it, and using various strategies, here, enables them to show their own communication style of interaction. Moreover, role-play enable students to narrate their cultures and social behaviors in various contexts.

Q.11. Do you think that the use of role-play allows students to practice techniques of C.A.? (Overlap, pause, turn taking).

Teacher one: Yes

Teacher two: Yes

Teacher three: Yes

Teacher four: Yes

The interviewees think that the use of 'role-play' allows students to practice the techniques of C.A (overlap, pauses, turn taking). Because 'role-plays' activity is where overlap, pause and exchange turns happens, concerning overlap might be happen naturally, while a pause is obligatory because impossible the speaker continues his/her speech without stopping. A pause could be a few minutes or more, Teachers do not teach all these techniques in direct way to the learners. Moreover, they do not experienced with the students. We can support our claims by the results of student's responses, students are never know these techniques but they are just distinguished them as words not as skills.

Turn taking is the heart of interaction particularly in 'role-play' or 'dialogue'. Speakers exchange the turn to perform the role in a perfect way in order to transmit the full idea. The characters should be paid attention because the practice of the language or

constructs new structures might not be as they would like to, in order to understand the meaning of the idea. The hearer should be a good listener and have ability to investigate the real function of speech. In another way, learners must be learn what we called speech act as an additional technique to make the communication more understandable, we believe that if the teacher taught all strategies which help students to communicate well they will be a good speaker. As a result, the concepts of Conversation analysis (overlap, turn taking and pause.....) are one of practical in interaction either inside the class or outside it.

Q.12. Do you think that dialogue and oral presentation techniques are appropriate in teaching EFL? If yes, how?

Teacher one: Yes

Teacher two: Yes

Teacher three: Yes

Teacher four: “Of course, it helps students to communicate with each other”.

The above replies of interviewees indicated that the dialogue and oral presentation are appropriate in teaching EFL. According to the first answer, through presentation or dialogue, learners have putting them in a real like context to practice everything related speaking skill, because the context is where the students can personifies their social behavior, here, they practice many structures of the language to express their values, norms and habits in different ways. We agree that the oral presentation is an important skill in EFL, learners practice all components of the language and allow them to use spoken discourse markers to move on between sequences. They use certain expressions for description or for explanation, also use body language as an act whether to get audiences’

attention or to facilitate their comprehension, because any position of the body (hand, finger...etc.) has its own function(it is concern study pragmatic field as a specific to recognize the function of words). Another teacher said the dialogue and oral presentation help students develop their self –confidence, this is totally true because they try to get rid of their psychological problem like unable to faced their classmates, it reflected on the ability of speaking, consequently, dialogue and oral presentation enhance more learning EFL.

Q.13. What are the techniques that you adopt in teaching these activities (oral presentation, dialogue)?

Teacher one: “group work, pair work, role play, and simulations”.

Teacher two: “monologue through presentation in class”.

Teacher three: “dialogue/ interview each other to analyze oral presentation: we discuss topic orally”.

Teacher four: “do not adopt any techniques to do so”.

All responses of interviewees confirmed that they use other activities to teach these skills (oral presentation, dialogue), the above answers are not techniques but they are activities. Because we mean by ‘the techniques like opening and closing a dialogue, oral presentation and the ‘ voice power’ during performances and presenting and using mimic or body language, using discourse markers, transition words managing the talk.

Q.14. What are your suggestions in order to increase the effectiveness of interaction tasks?

Teacher one: “using discourse techniques and activities between students is a good test to increase the interaction between students”.

Teacher two: “integrate students in communicative activities to enhance their pronunciation and communication or ask them to present topics of their interests”.

Teacher three: “reduce teacher talk and increase learners talk”.

Teacher four: “asked students speak with classmates when they enter the classroom and forget the mother tongue”.

Teachers present their responses, in fact, one of them focused on the problem of vocabulary, because if the learners lack of vocabularies, they could not express their ideas. Therefore, they could not interact; he/ she advise them to read and to listen to the native speakers. Teachers have not interests of the techniques of conversation analysis and the skills of performance of the interaction (oral presentation and role-play and dialogue).

Q.15. Do you agree that dialogue and oral presentation help learners develop their interaction skill? Give examples

Teacher: one: “yes, a gain interaction takes place when you have appropriate activities”.

Teacher two: “Yes, I do through dialogue, students practice turn –taking as part of interaction, which trains them to have better specific accuracy and fluency”.

Teacher three: “In dialogues, students bring their background knowledge or self-experience to interact or refer to real case and all these cases and examples will enhance interaction”.

Teacher four: Yes, it depends on the activities

All interviewees agreed that dialogue and presentation helped learners to develop their interaction, some of them use the dialogue to practice turn taking. Other interviewees said that both of them helped students' speaking FL but it depends on the nature of activities. Turn taking aids them to exchange the turn orderly.

Q.16. Do learners know the skills of using the above activities in interaction? Please justify.

Teacher one: "normally they do and everybody is aware of the nature of skills".

Teacher two: "Yes, they do, they often ask the teacher to devote some sessions to practice them".

Teacher three: "Of course, they know, because, as teachers, we inform them at the beginning of each the task they are going to be included in".

Teacher four: "I do not think so, because sometimes, most of their speech full of pauses, hesitation, they may be lack of confidence, free making mistakes front of their classmates... they do not master this skills".

Most of the interviewees' responses, dictated that learners know the skills of perform the dialogue and oral presentation, In general, learners act this activities to check their fluency of English (grammatical errors, pronunciation and acquired new vocabulary and ability of communication). They ignored the strategies of conversation analysis as a skill to speak English. We agree with the last teacher's response because gave us a perfect argument about that, for example the speech of learners full off pauses, they hesitated when they began to speak because they do not master those strategies.

Q.17. Which are the criteria you focus in the assessment of learner's performance (using discourse markers, or the way of perform role-play, dialogue and oral presentation)?

Teacher one: "Everything is taken into account (the natural of low of the language, the performance, the choice of the activity...etc.)"

Teacher two: (No answer)

Teacher three: "I focus particularly on the accuracy of the language and the fluency of the discourse with special attention to interaction and the proper use of discourse markers".

Teacher four: "I focus on discourse markers but I do not give my feedback immediately, once I finish all performance, I give notice in general not to every signal group, I find some common mistakes by all students, so I prefer to give my feedback at the end of the session".

Two of interviewees have focused on taking discourse markers to assess student's performance. Learners write a task wants to perform it, and used spoken discourse markers and then practice them with an intonation and voice power in order to be able to produce the language by using these markers. Other interviewees assesses at the end of all student's performance, and then give him or her certain notice to improve the skills of performance. The next interviewee take all criteria in the assessment but it depending on the nature of the task, which technique has been used. One of them do not answer on that question, we think he/she does not understand the criteria that is used to assess learners especially 'the way of perform' the role play', 'dialogue' and 'oral presentation' and discourse marker.

Q.18. In your opinion, what the more effective interaction techniques to improve learner's conversation?

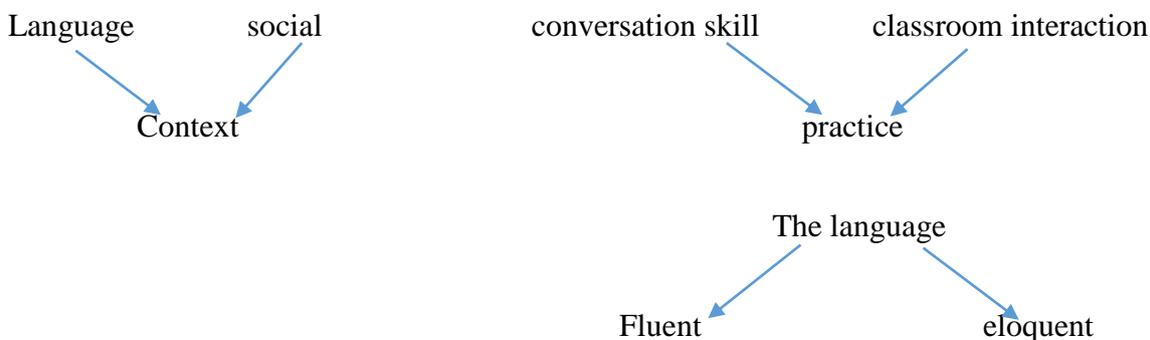
Teacher one: “the most effective once are the once did in realistic situations”.

Teacher two: “role- play, classroom discussion and dialogue”.

Teacher three: “dialogue, open discussion, role play and interview”.

Teacher four: “Role play, listening task”.

The responses of interviewees are varied between those who are suggested ‘role play’ and ‘dialogue’ as techniques to improve learner’s conversation. While those who suggested ‘discussion topic and ‘listening test’, but it is better if they related with language, and put everything in context, without language we cannot present the social behavior, cultural through interaction and using conversation.



Item 19. Do you know that conversation analysis and classroom interaction are complementary to enhance learner's FEL?

Teacher one :Aucune source spécifiée dans le document actif.: “yes, of course”.

Teacher two: “yes, I do”.

Teacher three: “absolutely true”.

Teacher four: “yes, they are complementary”.

All teachers of interview confirmed that conversation analysis and classroom interaction are complementary to enhance student's EFL, we believe that their answers depends on such opining about classroom interaction only. While conversation analysis they never used in teaching English as a foreign language.

3.2.3. Discussion of teacher's interview results

The results that is obtained from teacher's interview illustrated that the teachers of oral expression considered the conversation analysis as innovative tool to teach EL throughout interaction within classroom. by the application of the principles of CA in three interaction activities: 'role-play', 'oral presentation' and 'dialogue' because it's important to takes this kind of task to examine our hypothesis, besides that, teachers uses interaction as a means to engage students to practice the different principles of CA in order to master EL.

Teachers of oral expression tries to utilized (turn-taking, overlap and adjacency pairs) to practice the act of speech (apologize, requesting, politeness strategy, threatening) in learner's communication whether with classmates or with friends out of the class. In addition, to master the skills of performance of the interaction activities, because they are a heart of interaction, that is enable students to exercise whatever they want in order to develop their ways of communication.

3.3. Students' questionnaires

3.3.1. Description of students' questionnaires

The students' questionnaire involves twenty-three (23) questions, they are divided into three main sections; first section is about background information. The second section is about the role of conversation analysis in EFL situation. The third section is about enhancing classroom interaction. In general, the forms of the questions are arranged in

‘yes/no’ question or pick up the suitable answer from a number of choices, and open-ended questions. These questions require to the students of third year classes to give their opinion about our issue.

1.1.3.1. Analysis of the questionnaires.

1. What is your gender?

- a) Male
- b) Female

Option	Number	percentage
A	12	24%
B	38	76%
Total	50	100%

Table 01: Students’ gender

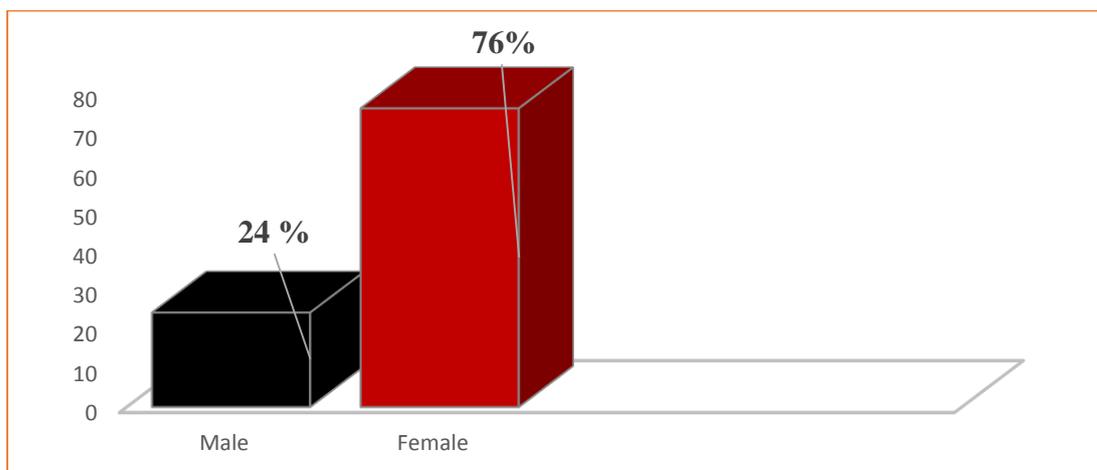


Figure 01: Students’ gender

Comment.

As the result of the above table, the number of female (76%) more than number of male (24%). We consider that female more interest to learn English language than male.

1. How old are you?

Age	Number	Percentage
20	2	4%
21	14	28%
22	25	50%
23	3	6%
24	6	12%
Total	50	100

Table 02: Students' age

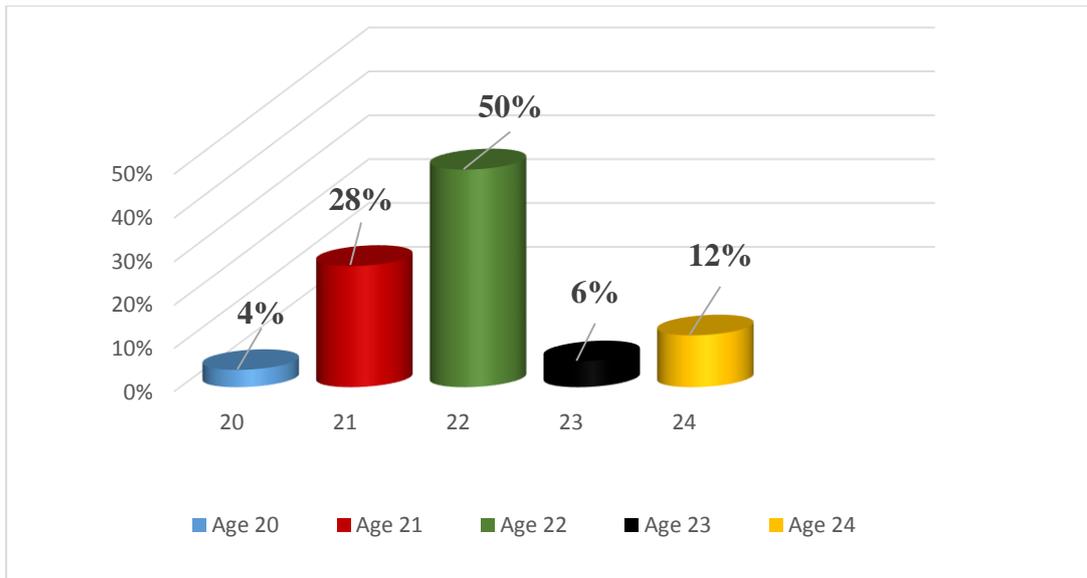


Figure 02: Students' age

Comment

Students' age are around from 20 to 24 year, where the answers are varied according to their level and age. The respondents whom age of (22) year is highly percentage (50%). while the participants of (21) year is less than (28%) percentage. the age of rest respondents are decreased from (8%) and (6%) to (4%).

3. Do you know the concept of conversation analysis?

a)-Yes

b) – No

Option	Number	Percentage
A	18	36%
B	32	64%
Total	50	100%

Table 03: the concept of conversation analysis

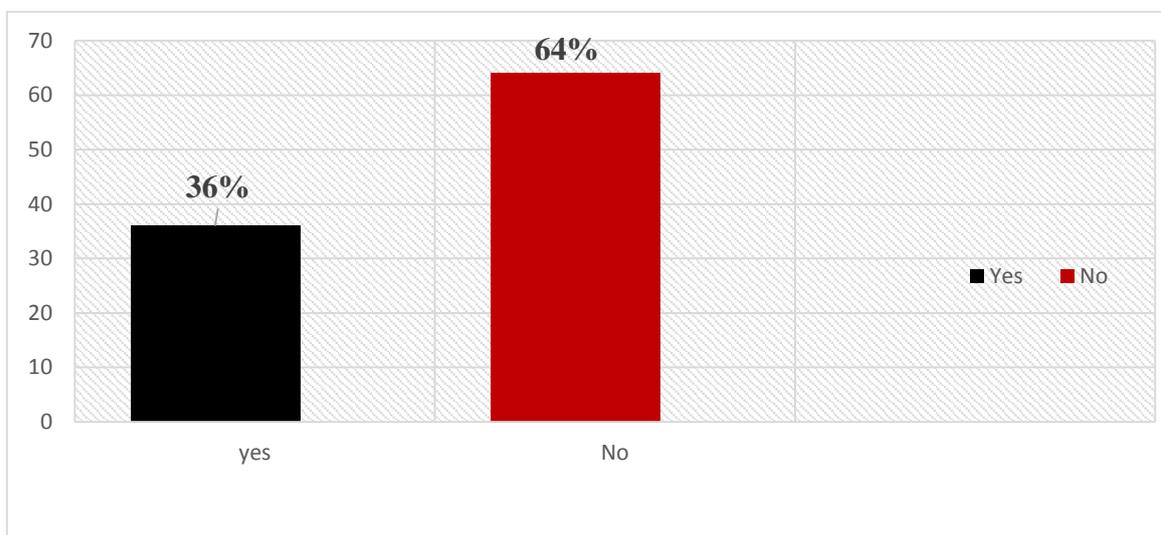


Figure 03: the concept of conversation analysis

4. In your point of view, conversation analysis can be defined as:

- a) Interaction
- b) Speech (discourse)
- c) Dialogue

Option	Number	Percentage
a	18	36%
b	25	50%
C	7	14%
Total	50	100%

Table 04: Definition of conversation analysis

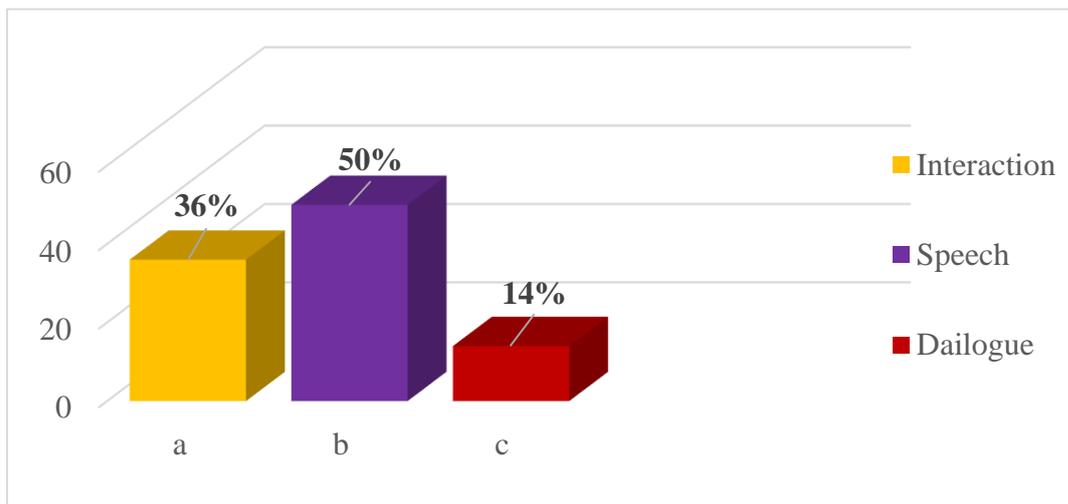


Figure 04: Definition of conversation analysis

Comment

The concept of conversation analysis as noticed in the table 04 which indicate that this term are unknown to (64%) per cent of. However, (36%) of respondents are known the term conversation analysis.

5. How do you start your conversation in classroom?

- a) Greeting
- b) Proverb
- c) Explain the main goal of the topic
- d) Go direct to present the topic
- e) Other

Option	Number	Percentage
A	33	66%
B	4	8%
C	8	16%
D	5	10%
E	0	0%
Total	50	100%

Table 05: Start conversation in classroom

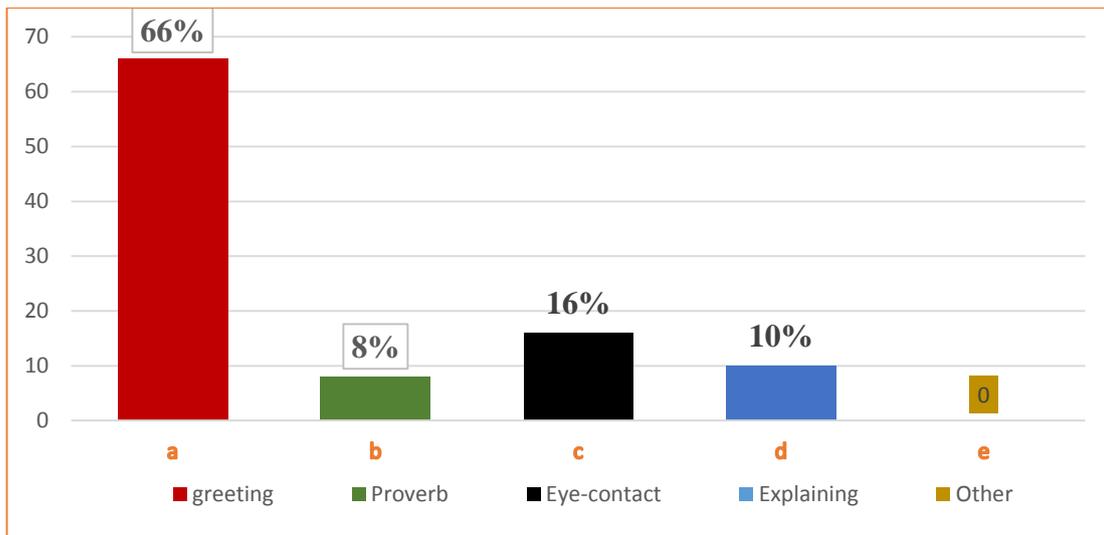


Figure 05: Start conversation in classroom

Comment

As illustrated in the table (05) sixty-six (66%) per cent of students are begin the conversation into classroom by greeting. Nevertheless (4%) per cent of speakers are started by a proverb, while (16%) of them preferred to explain the goal of the topic instead of 10% of the rest speakers are goes foreword to present of the topic.

6. In your conversation, which most responses do you use?

- a) Offer (acceptance/ refusal)
- b) Agreement/ disagreement
- c) Blame (denial/ admission)
- d) Expected others answer/ unexpected

Option	Number	Percentage
A	15	30%
B	25	50%
C	2	4%
D	8	16%
Total	50	100%

Table 06: the kind of Students' responses

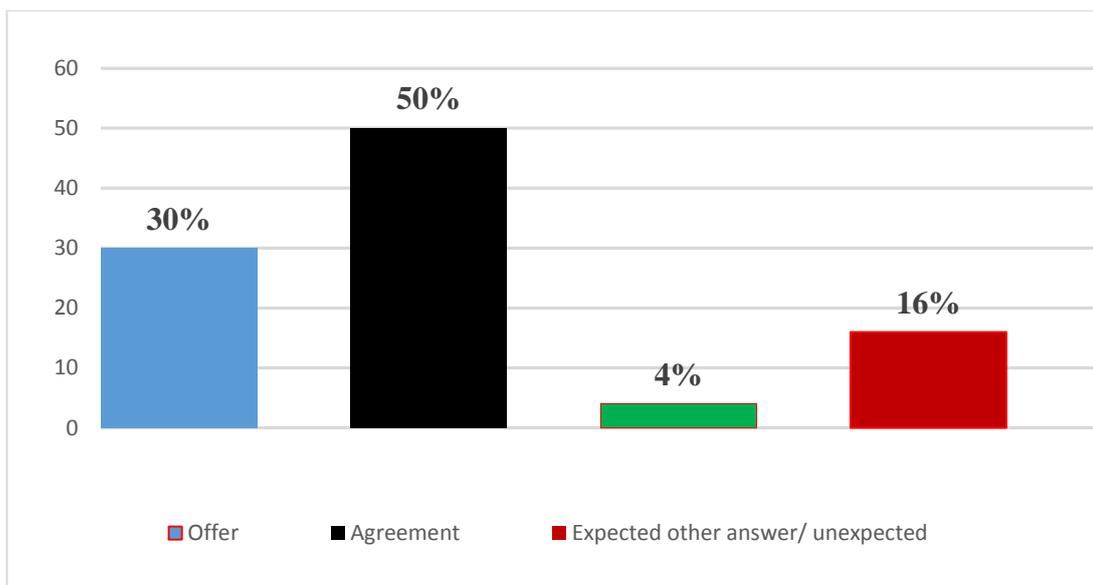


Figure 07: The students' responses

Comment

As we notice in table (06), students' responses are varied between those who are preferred to use (50%) of agreement and disagreement response. But around (30%) per cent use offer response. Less than (16%) of students favor replied by a Blame (denial/ admission) and around (4%) use Expected other answers/ unexpected.

7. Which skill do you prefer?

a) Conversation among others

b) Interaction in pair work

Option	Number	Percentage
a	28	56%
b	22	44%
Total	50	100%

Table07: The skills that students prefer

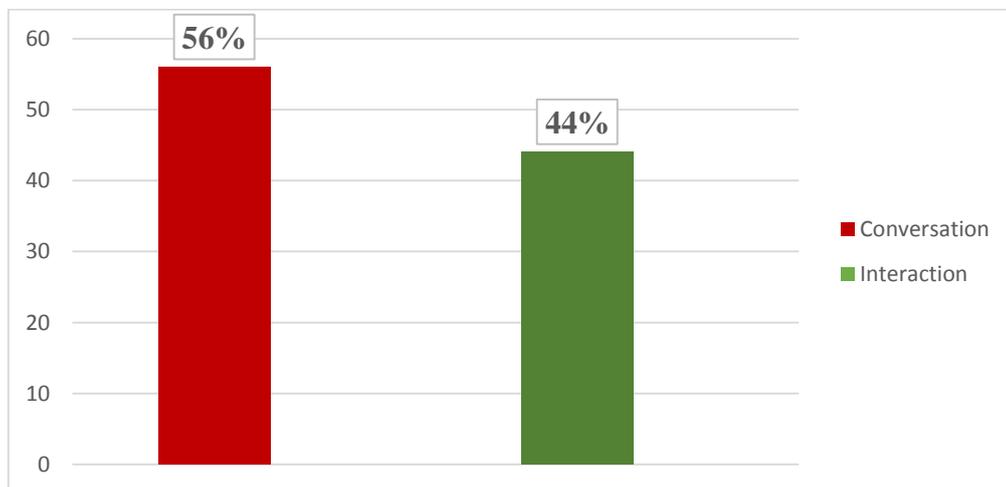


Figure 08: The skills that students prefer

Comment

The results shows that, more (56%) of students are favored conversation among others than (44%) of students are preferred interaction in peer work.

8. Do you manage turn in role-play performance?

- a) Always
- b) Sometimes
- c) Often

Option	Number	Percentage
A	20	40%
B	27	54%
C	3	6%
Total	50	100%

Table 08: Students manage turn in role-play

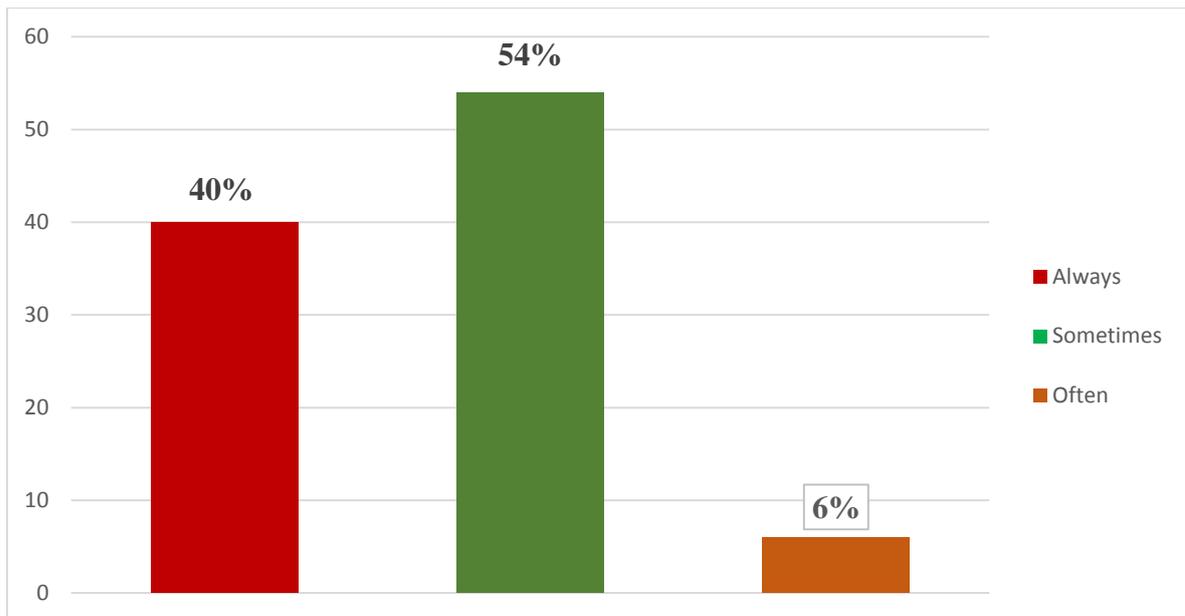


Figure 09: Students manage turn in role-play

Comment

The table illustrated that, (54%) of characters of the ‘role-play’ are sometimes managed their turn, while (40%) are always manage the turn, but just (6%) of them are often manage the turn in the above task.

9. How is turn in role-play and topic discussion organized?

- a) Ordered
- b) Fixed (official)
- d) Varied (between students)

Option	Number	Percentage
A	13	26%
B	16	32%
C	21	42%
Total	50	100%

Table 11: The organization of turn in topic discussion and role-play

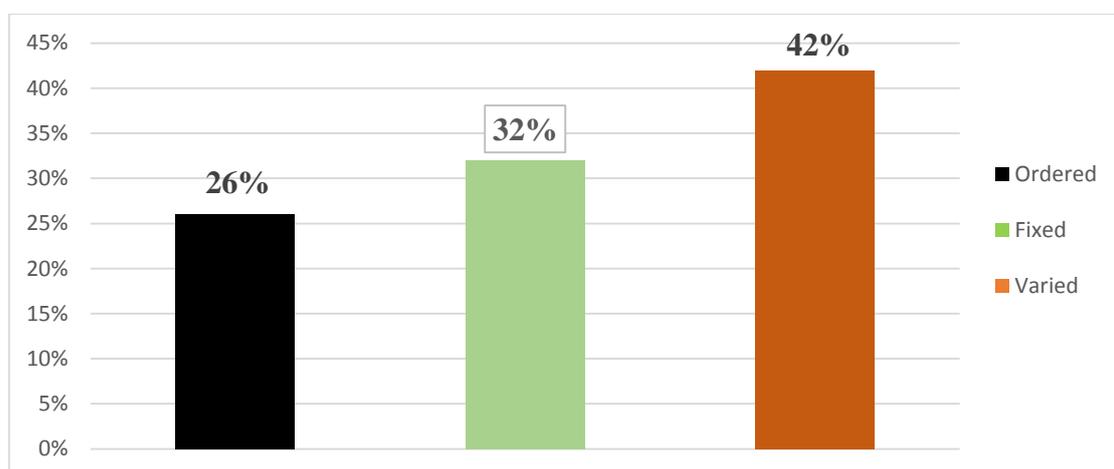


Figure 10: The organization of turn in 'topic discussion' and 'role-play'

Comment

We can notice that (42%) of students are confirmed their turn are varied during 'role-play' and 'topic discussion', and (32%) say that their turn are fixed (official) in both tasks. Whereas the rest of students (26%) say that they are ordered in the turn.

10. Do you allocate your partner?

- a) Calling his/her name
- b) One of the paralinguistic features

d) Using eye contact

Option	Number	Percentage
a	31	62%
b	7	14%
c	19	38%
Total	50	100%

Table 12: The way of allocate the partner

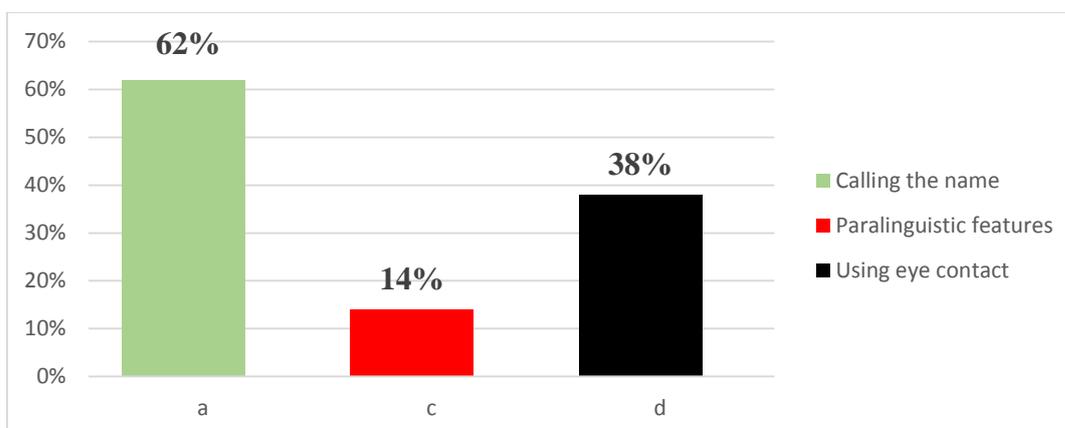


Figure 11: The way of allocate the partner

Comment

The above table illustrates that the highest number (62%) of students calling the partner by his/ her name. Instead of (14%) of students use one of the paralinguistic features to allocate their partner. The remaining percentage (38%) confirmed that students use eye contact to allocate the partner.

11. In discussion topic, how does the teacher proceed?

- a) Select the topic
- b) Select next speaker and topic
- c) Select only the next speaker

Option	Number	Percentage
A	34	68%
B	12	24%
c	4	8%
Total	50	100%

Table 13: Teacher proceed in topic discussion

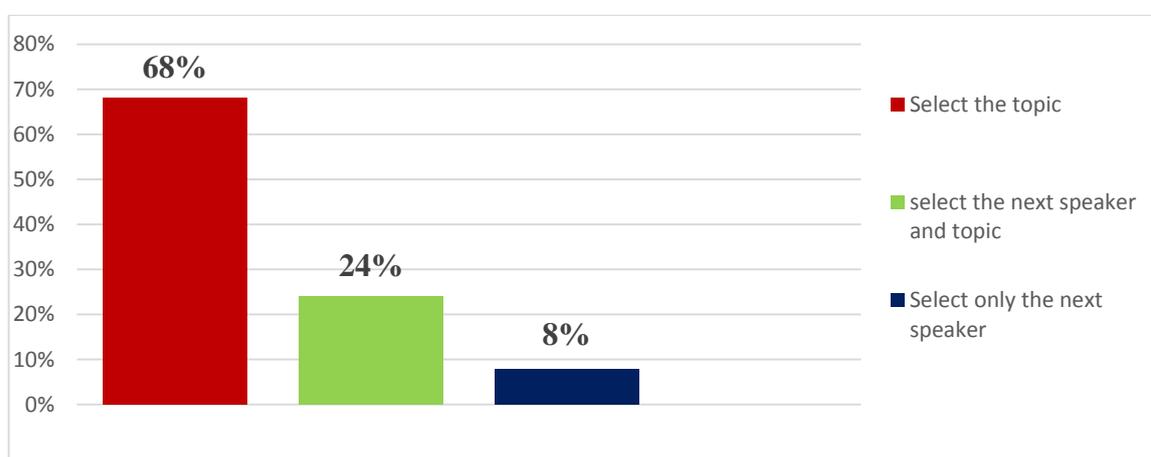


Figure 12: Teacher proceed in topic discussion

Comment

The above table describes that the highest percentage (68%) of the teacher are selected only the topic than selected next speaker and topic. Less than (8%) only he selected the next speaker.

12. During interaction and conversation, do you do?

- a) Locate yourself to speak
- b) Waite your turn
- c) Hesitated to take your turn

Option	Number	Percentage
A	10	20%
B	37	74%
C	3	8%
Total	50	100%

Table 14: The way of speaker to take turn in conversation and interaction

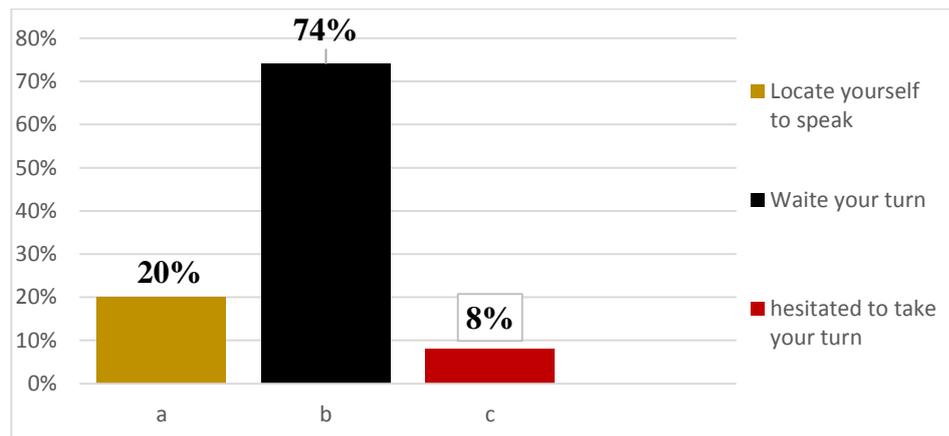


Figure 13: The way of speaker to take turn in conversation and interaction

Comment

The outcomes of student's responses shows that (74%) of students are waited their turn in 'interaction' and 'conversation' tasks. While (20%) of them are located themselves to take the floor. In contrast, (8%) are hesitate to do so.

13. In writing your dialogue, which one of the following concept you focus more?

- a) Use natural language (social issues, student problems, cultural information.
- b) Keep dialogue short enough in order to avoid grammar mistakes,
- c) Use informal language in order to make a dialogue clear

Option	Number	Percentage
A	28	56%
B	10	20%
C	12	24%
Total	50	100%

Table15: the concepts for writing dialogue

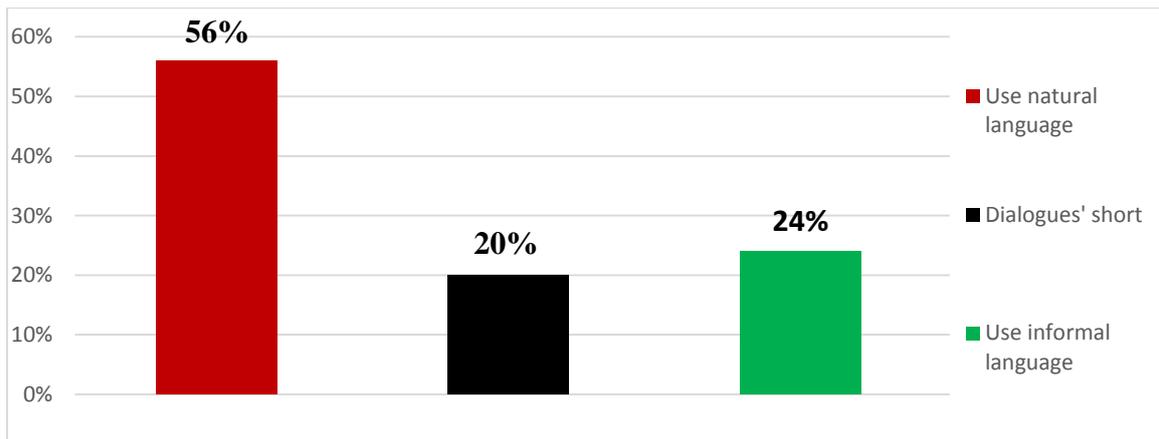


Figure14: The concepts for writing dialogue

Comment

In the above table, the result showed that more (56%) of students are used natural language than (24%) of them use informal language in order to make a dialogue clear. Less an half (20%) of students keep dialogue short enough in order to avoid grammatical mistake.

14. Does your teacher help you as?

- a) Facilitate (guidance)
- b) Correct your errors
- c) Spectator (does not intervene)

Option	Number	Percentage
A	18	36%
B	28	56%
C	4	8%
Total	50	100%

Table 16. Teachers help students

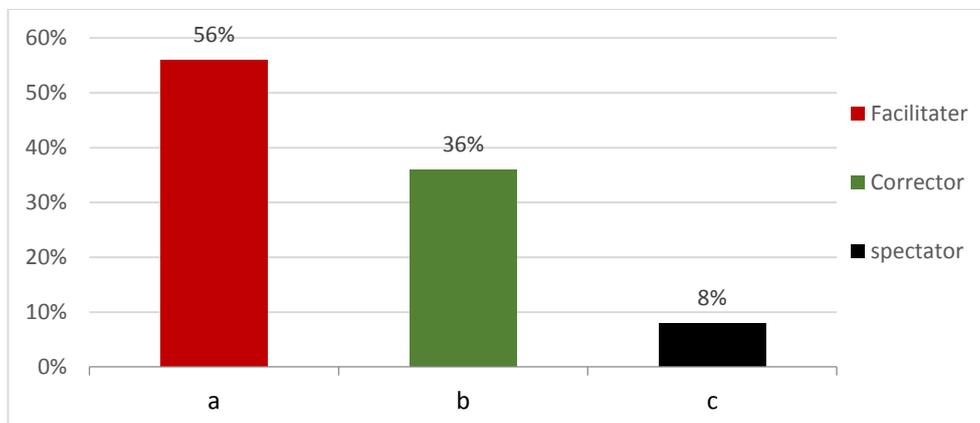


Figure 14: Teachers help students

Comment

The findings shows that (56%) of participants, teachers help them as a corrector in different types of interaction activities. Instead of (36%) of students says the teacher facilitate the work to the students, and (8%) of them that is helped them as spectator.

15. If you asked to choose between the following skills, which one do you prefer?

a) Role play

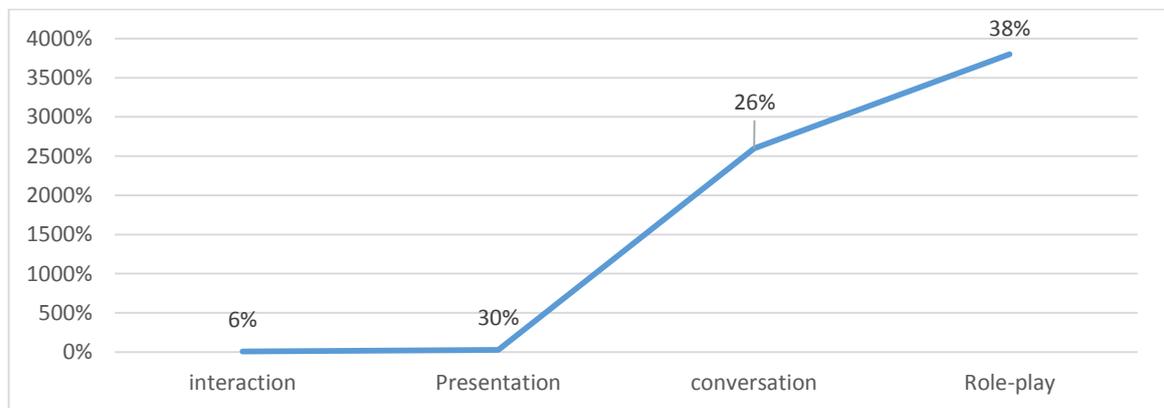
b) Conversation

c) Interaction

d) Presentation

Option	Number	Percentage
A	19	38%
B	13	26%
C	3	6%
D	15	30%
Total	50	100%

Table 15: The skills that students prefer



Figuer15: The skills that students prefer

Comment

The graph shows that the percentage of participants who are selected ‘the role-play’ task over (38%), and we can see the rating raising form (6%) for those who are

preferred the skills of ‘interaction’ to (30%) for those who are selected ‘the presentation skill’. The rating are fall down to (26%) for those who are favored the conversation skill.

16. In-group work, how many partner you collaborate?

- a) 3 students
- b) 4 students
- c) More than 5 students

Option	Number	Percentage
a	16	32%
b	31	62%
c	3	6%
Total	50	100%

Table 18: The number of partner do the speaker work with

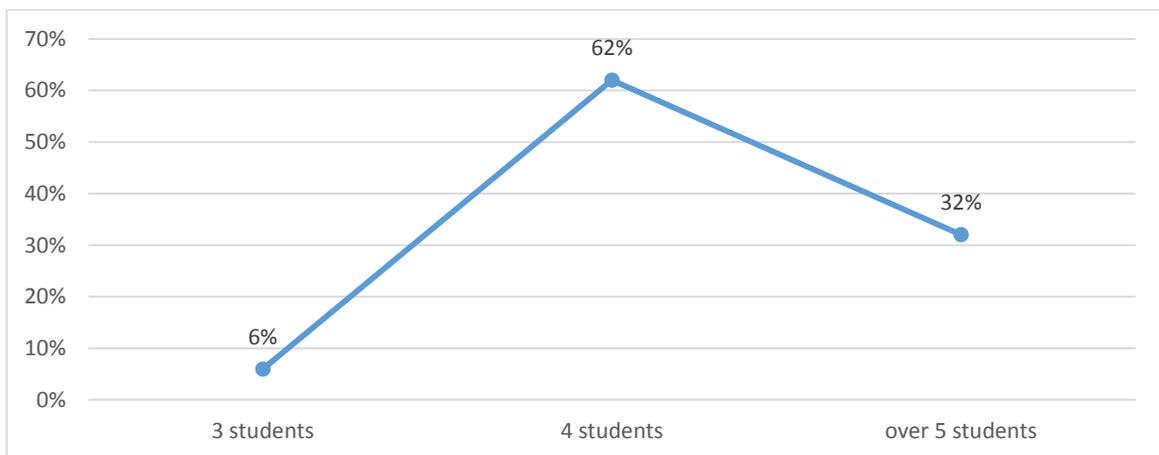


Figure 16: The number of partner do the speaker work with

Comment

The results indicates that the percentage (6%) of participants are worked with three partners. It slightly increased to (62%), but it begins declined until (32%), so that the percentage not fixed.

17. In topic discussion, are you good listener?

a) - Yes

b) - No

Option	Number	Percentage
a	38	76%
b	12	24%
Total	50	100%

Table 17: The investigate students' listening

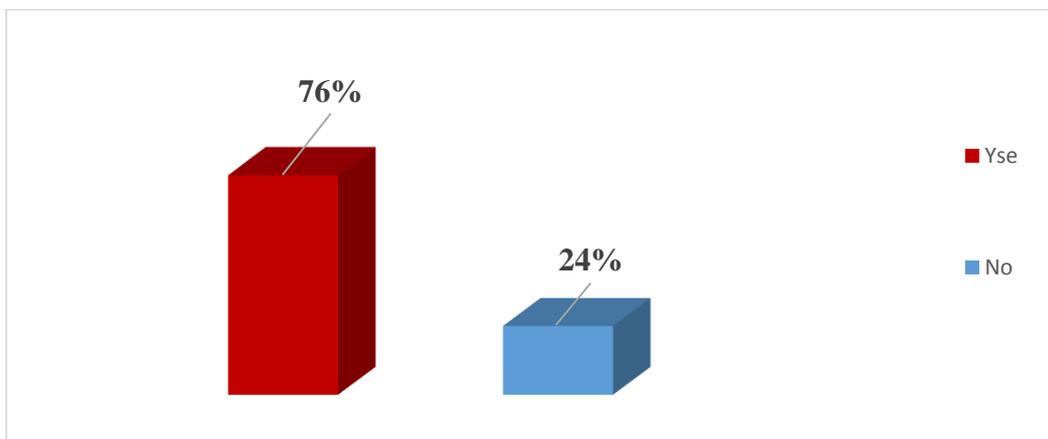


Figure 17: The investigate students' listener

Comment

The survey demonstrated that (76%) of respondents are good listeners in topic discussion task. While (24%) of them are not good listeners in the same task.

18. In presentation task, have got concentrate on presenter talk?

a) - Yes

b) – N

Option	Number	Percentage
A	39	78%
B	11	22%
Total	50	100%

Table 20: the concentration of audience to the presenter

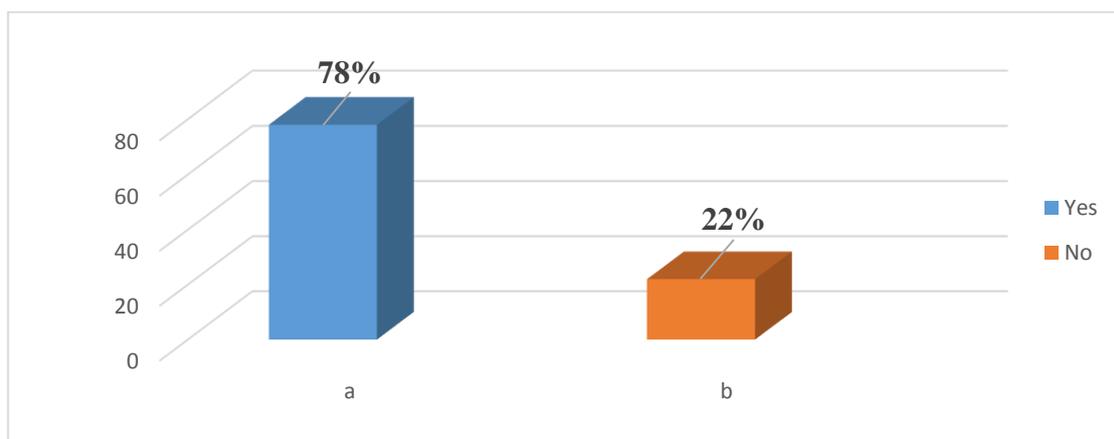


Figure18: the concentration of audience to the presenter

Comment

The table illustrated that over (78%) of students are concentrated when the presenter presented his/her project. However less than (22%) does not.

19. In your presentation, is it necessary to show the coherence in your talk?

a)- Yes

b) - No

Option	Number	Percentage
a	44	88%
b	6	12%
Total	50	100%

Table 21 The coherent of presentation

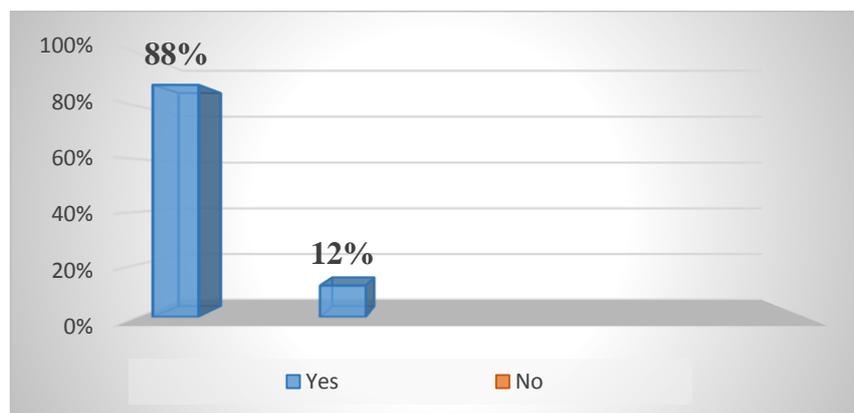


Figure 19: The coherent of presentation

Comment

The table reported that over one an half (88%) of respondents think that is necessary to be coherent in the presentation. Instead of (12%) of them are think that it is not necessary to be coherent in the presentation.

20. During presentation, do you use the connectors from one element to another?

a) - Yes

b) - No

Option	Number	Percentage
a	40	80%
b	10	20%
Total	50	100%

Table 22 The use of Connectors in presentation task

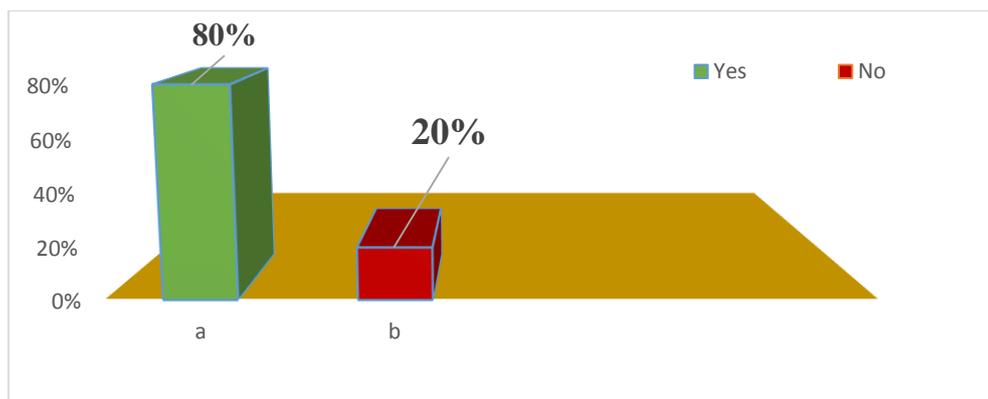


Figure 20: The use of Connectors in presentation task

Comment

The table (20) results' shows that almost (80%) of respondents are used connectors to move from one sequence to another, but (20%) of them do not use the transition in their presentation.

21. In role-play performance and dialogue, do you use discourse markers?

a) - Yes

b) - No

Option	Number	Percentage
a	41	82%
b	09	18%
Total	50	100%

Table 23: The use of discourse markers in “role-play” and “dialogue performance”

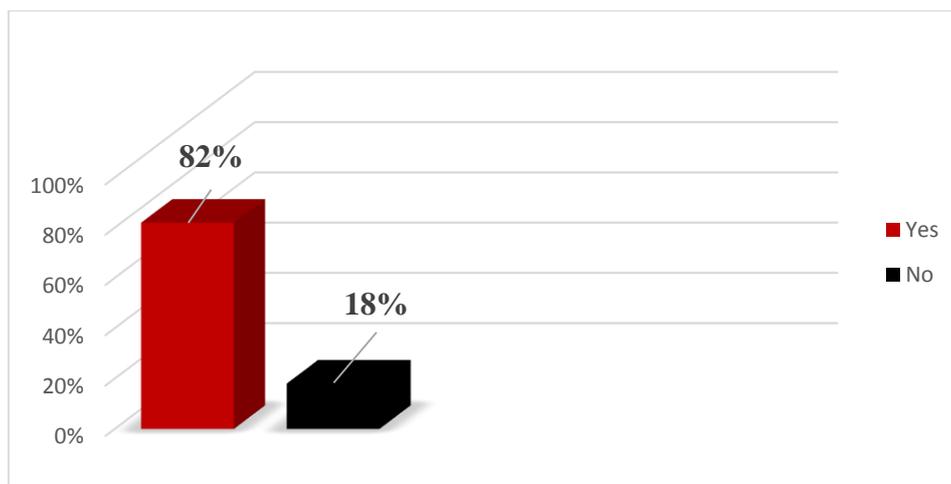


Figure21: The use of spoken discourse markers in role-play and dialogue performance

Comment

The above table illustrated that most of participants (82%) are used spoken discourse markers. While around (18%) are not used them. In fact, they use this kind of markers but does not knows its name.

21. Do you know that conversation and interaction skills influence in your speaking EFL? How?

Participants	Number of students	Percentage
Comment	35	70%
No comment	15	30%
Total	50	100%

Table 24: learners' opining about improving Interaction and Conversation

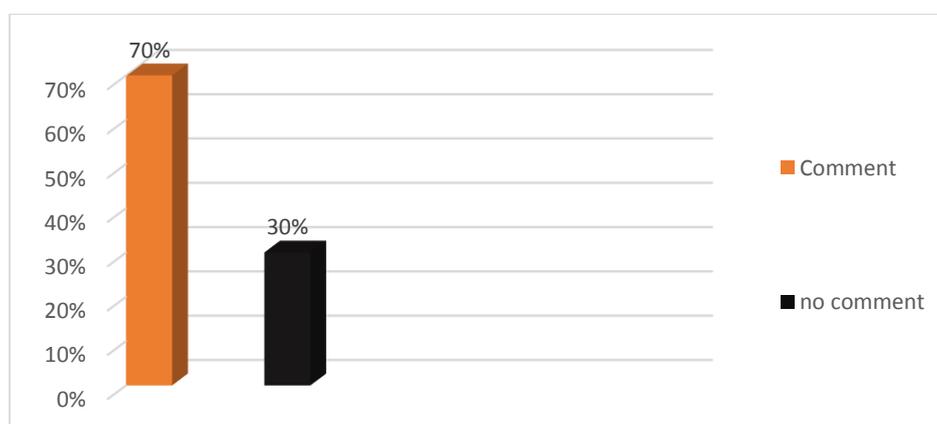


Figure 22: learners' opining about improving Interaction and Conversation

Comment

The table (22) demonstrated that over of (70%) participants give their opining about how learners can be improve 'the interaction' and 'conversation skill'. while (30%)

only does not give their opinion. Because, may be does not differentiate between either concepts or they does not want to answer.

Suggestion of Learners to improve conversation and Interaction skills

- The learner' can improve conversation and interaction through debate.
- Use language freely (i.e. use language outside the classroom).
- Listen to native speakers and watch videos.
- Use 'interaction and conversation skills' in classroom activities: role-play, presentation and talk more in classroom.
- Improve both skills through training and practice.
- Improve 'interaction and conversation skills' through interaction in order to exchange ideas, and chatting through social media.
- Develop the skills of reading and Listening.
- Motivate learners to speak and express their experience.
- Teacher should engage all students in interesting topics of conversation.
- Concentrate on classmates in order to gather unfamiliar words and expressions.

These are simple suggestions for learners to be able to improve their 'conversation and interaction'. We think that they are suitable to the use language in its context. Also, be able to master ways of communication and at the same time to apply the techniques of conversation analysis. In addition, to realize the functions of speech. Interaction makes learners comprehend and identify social-cultural aspects of the society if they used it

outside the class. Moreover, to understand complex structures of English language in various domains.

3.3.3. Interpreting students' questionnaires

The findings of students' questionnaires are summarized in the following. In section one, our sample was (50) participants as we have noticed that the number of female exceeds than number of male. This indicates that the girls seem to be more interested to learn FL especially English language since this language has become more useful in the recent years. The age of sample are varied between 20 and 24 years. We can say that it contains those who wanted to complete their studies after they have been stopped in a long period. And those who wanted to improve their level in English as additional to French language.

In section two, we have specified certain questions about the role of CA in learning English language, and how learners looks like the enhancing of interaction within classroom. In fact, third year students does not know the concept of CA before. Accordingly, we have suggested three main definitions to defined conversation analysis as they believe. Most of students have defined it as a speech (discourse). Whereas some of the others have defined the above concepts as an interaction, and others defined it as a dialogue, here, we can say all responses are acceptable, because we think that, all the concepts are the same function. But according to our perspective it is not the same, because each term has own meaning, function and procedures. In another way, we have attempted to confirm their understanding about the concept of CA in a different application.

In section three, we also specified certain questions in order to enhance classroom interaction, where we have asked students which activity they always presented and how many partners works within 'role-paly', 'presentation', 'dialogue' and 'topic discussion'.

In addition, whether they have used spoken discourse markers and transition words. We have concerned that their responses are valid, because they have already practiced these activities within classroom. In last question, they have given some counsels to the learners in order to develop the ability of ‘conversation and interaction’, we think that they are more successful to be a good communicators.

3.4. Classroom observation

In the subject we have chosen observation checks into classroom as a tool of gathering data about the application of conversation analysis skill during interaction, especially in sessions of ‘role-play’ and ‘presentation’ and ‘topic discussion’. Where learners attempts to recognize various techniques of conversation meanwhile the interaction with their classmates and teachers.

3.4.1. Design and description observation checklist

Classroom observation carried out during First semester of academic year within EFL classrooms at Biskra University. It includes only one group of oral expression. It have been taken a place on November 2015. A checklist directed just to the learners, that is contains nine items, each three questions for each one session. The lists in general aimed to investigate the role of CA in enhance learner’s interaction skill in the class. In fact, the interaction is a mutual between learner-learner and between teacher and learner. First, we have observed L-L interaction through ‘role-play’ task and ‘presentation’. Second we have observed T-L interaction during ‘topic discussion’ and presenting the lesson.

3.4.2. Analysis of observation check list

Session one: 15.11.2015

Item one: Do learners use specific word to ask for clarification?

Session 01	Yes	No
Participants	02	00
Percentage	01%	00%

Table 25: Words for Clarification

Comment

At the beginning of the session, teacher started the course by presented the instruction of the activity of “discussion topic”. It is about ‘the speech of Nelson Mandela’ teacher have given some historical information about the president of ‘Nelson Mandela’ then students listen to the speech in the form of audio, and then they have tried to concentrate on the goal of the Mandel’s speech, later on they have discussed it with the classmates. In fact, learners does not heard some words and utterances at the first time. Therefore, they have asked their teacher to repeat the record in order to listen again, some students have got the objectives the speech, but some of them are asked to clarify certain words in order to confirm their understanding, they are used expressions of ‘would you ...’ and ‘excuse me ...’ and ‘what do you mean...’. Thus, students know just of the utterances that is familiar to them, but the teacher does not focused on these words as he/she focused on the questions of clarification.

Item two: Do learners make mistakes to take turn in group of interaction?

Session 01	Yes	No
Participants	02	01
Percentage	01%	50%

Table24: students' mistakes in take a turn

Comment

In the session of 'role-play', students are performed work is about 'wedding of a man with Three wives'. the students are (04), we have noticed that three wives make a mistakes when take each one a floor, so we believed that they does not managed well the turn in advance. Because, a wife (a) is take the turn of the wife (c) and once the man take the turn the wife' turn (a). We think that the organization of turn needs more practice and take the procedures of turn-taking techniques.

Item Three: Do learners use chin to point out the next speaker in-group of conversation?

Session 01	Yes	No
Participants	05	01
Percentage	10%	02%

Table 27: The use of chin device to point out the next speaker

Comment

The observation emphasized on the ways of designate the speaker within “topic discussion”, students have used the chin (body language) techniques, sometimes they have located the person who want take coming turn, he/she understood this signal as a start talk’ or ‘ go on’. In another way, they have used when the next speaker forget his/her turn. Thus, chin device is considered as a designation strategy to point the speaker, sometimes learners use another device to allocate the actual speaker such as ‘fingers, poster orientation, eye contact...etc. We consider that these devices are suitable technique can be used either inside or outside the classroom.

Session Tow: 22.11.2015

Item 4: Is the conversation lengthy and continuity for each speaker?

Session 02	Yes	No
Participants		01
Percentage	00%	02%

Table 28: The lengthy and continuity of speakers’ conversation

Comment

We have noticed that all conversations are discontinuous and it is not length this is what we illustrated the table above (70%), because of many reasons: the turn is short and exchange between speakers like in “role-play”, the conversation being full off stopped and pauses. Some (30%) of students have interrupted the speakers to make a comment either for supporting or encouraging them. All student’ interaction are discontinuous in-group work.

Item 5: Are students know how they finish their Conversation and interaction among them?

Session 02	Yes	No
Participants	35	15
Percentage	70%	30%

Table 29: The way of ending student’s conversation

Comment

In the session of “Monologue test”, we have seen most of students does not know how finish their conversation, that is not use certain expression to show the ending of conversation. Although they have known the utterances of ending conversation. For instance, In a restaurant, a hotel or a party for example: « I am late, I have glad we got to talk to you »« really I have enjoyed by your conversation» these expressions does not used in their conversation. Nevertheless, this ending does not means the end of conversation as a whole, but just ending a turn. That is to say, may the present speaker wants to finish the whole conversation so that he/she designate himself to do so.

Item Six: Do next speaker answer the actual speaker without hesitation?

Session 02	Yes	No
Participants	02	02
Percentage	1%	01%

Table 30: Hesitation in speaker’s answers

Comment

In the session of topic discussion, students have discussed ‘the responsibility of woman in Algerians’ culture’. We have noticed that some of speakers are began hesitated, we have concerned that may be does not ready to talk or they does not wanted to speak just using certain body language to show off their willingness such as (raise hand, em em, Sir I)

Session Three: 16.02.2016

Item Seven: Do speaker interacted slowly with his/her partner?

Session 03	Yes	No
Participants	35	15
Percentage	70%	30%

Table31. Speaker interacted slowly

Comment

We had noticed that most of speakers’ interaction are slowly in role-play performance, may be they are not fluent in speaking English, and may not be concentrated well when they talk. As a result, the speedily of interaction is related to ability of speaking.

Item eight: What are the most common spoken discourse markers used in interaction activities?

Session 03	Well	Okay	Hi
Participants	05	10	35
Percentage	10%	20%	70%

Table 32: common spoken discourse markers are used in interaction activities

Comment

During the whole of activities of the interaction, we have noticed that (70%) of students have always been used the word “Hi” when the start the interaction. We have seen also the word “well” that (20%) of students used it in the dialogue. While the word “Okay” that (10%) they have been used it when they going to finish the speaking. Thus, those markers are familiar among EFL learners.

Item nine: Dose speaker interrupt his partner in topic discussion task?

Session 03	Sometimes	Rarely	always	Never	Often
participants	10	00	35	00	5
percentage	20%	00%	70%	00%	10%

Table 33: Interruption of speakership

Comment

At the beginning of the session teacher narrate a short story of ‘William Shakespeare’ and then asked students give a solution according to their opining. They have been started discussed and exchanged the idea of the story between the teacher and students, but their interaction are full off interruption this is reflected the percentage of (70%), because the topic are more interested to them and each one wanted to give their point of view. However, (20%) of students are sometimes interrupted the other’ speech. Nevertheless, (10%) of them are often use the interruption.

Item ten: Do the speaker use intonation in their interaction or presentation?

Session 03	Sometimes	Rarely	Always	Never	Often
participants	02	00	05	00	5
percentage	01%	00%	10%	00%	10%

Table 34: the use of intonation in conversation and dialogue

Comment

At the beginning of the session, teacher asked students to perform their work. One of them presented a monologue about “The best friend” and another one presented “Hello Chicago”. First, the observation is about using the tone, sometimes students’ voice being loud (raising tone) and later on began to falling until started carrying,. After five minutes his/her tone are going to rise up. Thus, the use of intonation is related to the speaker emotions and how the ways of expressing it. Students are always (10%) use the intonation. Whereas (10%) of them are often used it in speech. However, just (1%) are sometimes does and the rest of students does not used it in any kind of interaction.

3.4.3. Discussion of Classroom Observation Findings

The outcomes that have been obtained from the three sessions are somehow acceptable concerning the different items between techniques of conversation analysis and the ability of students to apply them in various interaction activities (role-play, classroom discussion, monologue, and dialogue). The questions of three sessions are different because each session has its own objectives but all of them have the same aim that is to improve learners’ interaction through a new strategy.

The general outcomes of three session are as follow: the way of asking the clarification. All students use common several expressions and utterances -to ask further information

and sometimes ask to confirm their understanding-that is acquired from their teacher. We believe that they do not know the function of this words and expressions. Because they have mixed utterances and their meaning. Turn-taking techniques and using body language to allocate the next speaker to take the floor, the students do not master the skills of initiating the speaking. Some of them are obliged to use some paralinguistic features to motivate them to talk more. In case of “keep one party talk all the time”, it reduces making errors in turns, because it always happens in-group work. However, they point out a next speaker by the chin or a posture orientation in order to avoid their errors. Similarly, when they want to take the floor, they hesitate to express their thoughts, but if they take it, they speak slowly because of the poor vocabulary or inability to speak in front of their classmates. Furthermore, they aware of the ending of turns is not the same as ending of the whole conversation. Although, they know certain utterances to end both of them. Some the students do not participate since they just hesitated .Moreover, throughout the interaction “presenting a speech” students used some of spoken discourse markers with a tone in their voice to express their emotions.

All these techniques of conversation analysis are useful to improve students’ interaction within the class, especially if the teacher of oral expression focuses on them to teach EFL and motivate learners to be eloquent to speak that language.

Conclusion

In this chapter we have emphasized the presentation of the sample that is under investigation, is to analyze teachers’ interview and students’ questions and the study analysis of the classroom checklist. The data collection tools are administrated to third year students of oral expression at Biskra University to examine the role of conversation analysis in enhancing classroom interaction in EFL situation. Thus, the results of teacher’s

interview demonstrated that CA are important to adopt in teaching EL through interaction activities in order to explore its role in TEFL and LEFL. While the student's questionnaire and classroom observation dealt with CA techniques in order to prove CA and CI are complementary to in enabling learners to be fluent in English communication.

Some Pedagogical Recommendation

The analysis of students' questionnaires and teachers' interview in addition to the classroom observation, we have been resulted procedures for both teachers and learners as a center of communication members, we have examined the role of conversation analysis as an innovative tool for learners to enabling fluent in speaking English. Therefore, we highlighted some ideas in order to develop classroom interaction in framework of CA, particularly in teachers' instruction to present the features of Conversation analysis (CA).

The findings of these analyses have emphasized on the role of teachers to introduce the management of classroom interaction in the case of mastering EFL. In

addition, explored the relationship between CA and CI within TEFL situation. We have been figured out some interested recommendations that is proposed for both teachers of oral expression and learners.

Suggestion for teachers

1. Teachers of oral expression should be aware of the importance of CA and its contribution in EFL.
2. To teach the principles and techniques of CA namely:
 - 2.1. Teach Turn-taking devise.
 - 2.2. Teacher should poste a list that contains some of the expressions of the way of ending conversation.
 - 2.3. Teacher should present paralinguistic features to the learners and explain their meanings and functions.
3. In the teaching process, teachers should link the skills of CA and social- cultural aspects.
4. Teacher should focus on the learners' competence and the ability to produce English language.
5. In CA and CI assessment, teacher should spotlight on:
 - 5.1. Learners' ability to use spoken discourse markers
 - 5.2. Learners' ability to use transition words.
 - 5.3. Learners' ability to use clarification expressions.
 - 5.4. Teacher should concentrate on the way of performing of interaction activities.

6. To motivate learners to apply conversation skills during their talk.
7. Should add conversation analysis in education process (all levels of education).

Suggestion for Learners

1. Learners should make efforts to identify the act of conversation Skill.
2. Learners should to apply the principles of CA.
3. Learners should distinguish between the performances of each interaction activities.
4. In interaction activities, learners should practice as much as possible the discourse markers.
5. Each pair of interaction, learners must train the techniques of
 - 5.1. Turn-taking
 - 5.2. Making pauses
 - 5.3. Avoiding overlap
 - 5.4. The way of responses
 - 5.6. Using body language
6. Learners have to enhance their listening and speaking skills.
 7. Learners should be aware of the ways of apologizing and requesting via learning the theories of politeness.
 8. Learners have to adopt the advices of their teachers because they are as positive supportive elements in learning EL.

To conclude, conversation analysis is an effective tool to teaching and learning EL, in order to motivate learners to adopt Conversation analysis in learning EFL.

General Conclusion

In the present study we tried to identify the role of C.A as a unique tool to in enhance classroom interaction in EFL situation. The work was the identification and adoption of different technique and mechanism in teaching and learning process. We have also explained the most effective elements of C.A that leads to the success of interaction activities within the classroom. In addition, we have demonstrated the importance of C.A in enhancing oral skills, where learner manage the talk.

The students' questionnaires and teachers' interview revealed that conversation analysis has a curial role to facilitate the teaching of EFL; especially in the of skills of role-play performance, oral-presentation and dialogue. The findings showed that Conversation analysis can be successful tool if teachers fully apply the appropriate elements of CA. Because this application has an impact on the management on interaction. In fact, the management of interaction is considered an effective way to make the speech understandable. On the other hand, the classroom observation confirmed that learners are not aware of the importance of the interaction management. However, some interaction activities such as role-play dialogue, monologue and oral-presentation) we used.

The study is based on the explanatory research, because it is designed for the identification and application of conversation analysis in order to help teachers facilitate the teaching and learning process in classroom interaction. Indeed, all three tools confirmed that conservation analysis and classroom interaction are complementary skills in enhancing foreign language. As a result, our hypothesis has been confirmed the use of C.A techniques in classroom interaction really improves on students communication skills.

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Appendices

Appendix One

Teacher's interviews

Classroom interaction and conversation are two significant techniques in teaching foreign language learners. In fact, the practice of these elements through different activities enables the learners to become more fluent in FL. The present interview has been elaborated in order to evaluate the effectiveness of these tools (conversation and interaction) in a TEFL situation. Dear teachers: would you fill in this interview by ticking the selected space or providing further information whenever necessary. Thank you.

Content information

Section One: the role of conversation analysis in teaching EFL

1. Do you consider conversation analysis as a tool to teach EFL?

Yes No

2. Do you think that CA is important in teaching EFL?

Yes No

3. If you are asked to teach CA, do you focus on learner's talking?

Yes No

4. Do you use teaching techniques of CA?

Yes No

9. Do you think that Turn-taking is a significant component of interaction practices?

.....
.....
10. Which approach/ Method do you adopt in the course?

f) Communicative approach

g) Audio-lingual method

h) Sitautionalism

i) Functionalism

j) Internationalism

11. How do you describe student's participation in conversation?

a) Active b) Passive c) intermittent

12. If you were to teach turn-taking, what do you think would be the prior techniques in your lesson plans? Please classify the techniques from 1-5 in order of priority and importance?

b) To reduce one party talk a time and let learner's talk activate.

c) To teach Techniques of order the various turns that is not fixed.

d) How to use various turn constructional units in one conversation.

e) Using transition from one turn to a next.

f) To discuss the repair mechanisms to deal with turn-taking errors and violation.

13. In learner's conversation assessments, what you do focus on?
- a) Principles of C.A. (turn-taking, pause, Adjacency pairs...)
- b) Using discourse markers (right, Ok, hey...)
- c) Others

Section tow: Enhancing classroom Interaction in EFL situation

14. In classroom interaction, is it necessary to use role-play task to manage learner's talk?

Yes No

15. Do you think that the use of role-play allows students to practice techniques of C.A.? (Overlap, pause, turn taking).

Yes No

16. Do you think that dialogue and oral presentation techniques are appropriate in teaching EFL? If yes, how?

.....
.....

17. What are the techniques that you adopt in teaching these activities (oral presentation, dialogue)?

.....
.....

18. What are your suggestions in order to increase the effectiveness of interaction tasks?

.....
.....

19. Do you agree that dialogue and oral presentation help learners develop their interaction skill? Give examples.

.....
.....

20. Do learners know the skills of using the above activities in interaction? Please justify.

.....
.....

21. Which are the criteria you focus on in the assessment of learner's performance (using discourse markers, or the way of perform role-play, dialogue and oral presentation)?

.....
.....

22. In your opinion, what are the most effective interaction techniques to improve learner's conversation?

.....
.....

23. Do you think that conversation analysis and classroom interaction are complementary to enhance learner's FEL?

.....
.....

Thank you very much for your collaboration.

Appendix Two

Student's questionnaires

Dear learners, the researchers believe that “Conversation analysis” is effective technique that can be used to teach talk in- interaction within classroom. Our main objective is to measure the extent if its application and effectiveness in the oral expression course at the English division of Mohamed Khieder University. Would you please fill in this questionnaire by ticking the selected space or providing further information whenever necessary? Thank you.

1: Background information

1. What it your gender?

a) Male

b) Female

2. How old are you?

2: Content Information

Section one: the role of conversation analysis in TEFL

3. Do you know the concept of conversation analysis?

Yes No

4. In your point of view, conversation analysis can be defined as:

a) Interaction

b) Speech (discourse)

c) Dialogue

5. How do you start your conversation in classroom?

a) Greeting

b) Proverb

f) Explain the main goal of the topic

b) Go direct to present the topic)

g) Others

6. In your conversation, which most response do you use?

a) Offer (acceptance/ refusal)

b) Agreement/ disagreement

c) Blame (denial/ admission)

d) Expected others answer/ unexpected

7. Which skill do you prefer?

a) Conversation among others

b) Interaction in pair work

8. Do you manage your turn in role-play performance?

a) Always

b) Sometimes

c) Often

9. How is turn in role-play and topic discussion organized?

a) Ordered

b) Fixed (official)

c) Varied (between students)

10. Do you allocate your partner by?

a) Calling his/ her name

b) One of the paralinguistic features

c) Using eye contact

11. In discussion topic, how does the teacher proceed?

a) Select the topic

b) Select next speaker and topic

c) Select only the next speaker

12. During interaction and conversation, what do you do?

a) Locate yourself to speak

b) Waite your turn

c) Hesitated to take your turn

13. In writing your dialogue, what is the type of the following concepts you focus on?

a) Use natural language (social issues, student problems, cultural information.

b) Keep dialogue short enough in order to avoid grammar mistakes.

c) Use informal language in order to make a dialogue clear.

14. How does teacher help you?

a) Facilitate (guidance)

b) Correct your errors

c) Spectator (does not intervene)

Section tow: Enhance Classroom Interaction

15. If you are asked to choose between the following skills, which one will you prefer or select?

a) Role play

b) Conversation

c) Interaction

d) Presentation

16. In group work, how many partners do you work with?

a) 3 students

b) 4 students

c) More than 5 students

17. In topic discussion, are you a good listener?

Yes No

18. In presentation task, do you concentrate on the presenter talk?

Yes No

19. In your presentation, do you think it is necessary to be the coherent?

Yes No

20. During the presentation, do you use connectors from one sequence to another?

Yes No

21. In role-play performance and dialogue, do you use discourse markers (well, so, oh)?

Yes No

22. In your opining, how can be the learners improve interaction and conversation?

.....
.....

Thank you very much for your collaboration

Appendix Three

Classroom observation

Observation conversation skills among Learner's interaction

Checklist

Topic Thesis: The Role of conversation Analysis in Foreign Language Teaching in
Enhancing Classroom Interaction

Case Study: 3rd year LMD

Group: 02

Oral Expression: Mr. Boukhama

Date: 09.11.2015

Candidate: Benghorbal Sabiha

Sessions: - Role Play - Presentation - topics Discussion

Introduction

In our subject we have chosen Observation checks into the Classroom as a tool in gathering data about the application of conversation skills during interaction especially in the sessions of Role-play, presentation and discussion topic. Where learners attempt to perform the skills of conversation and interaction but they might be aware the art of conversation or using it unconsciously. We are prepared eight (03) sessions of classroom observation with a teacher of oral expressions.

Session one: 15.11.2015

Number	Different items of conversation and interaction skills	Yes	No
01	Do learners use specific word to ask for clarification?		
02	Do learners make mistakes to take turn in-group of interaction?		
03	Do learners use chin to pointing the next speaker in-group of conversation?		

Session two: 22.11.2015

Number	Different items of conversation and interaction skills	Yes	No
01	Is the conversation lengthy and continuity for each speaker?		
02	Are the students know how they finish their Conversation and interaction among them?		
03	Does the next speaker answer the actual speaker without hesitation?		

Session three: 16.02.2016

Number	Different items of conversation and interaction skills	Yes	No
01	Does speaker interact slowly with his partner?		
02	What are most common spoken discourse markers more useful in of interaction activities?		

03	Dose speaker interrupt his partner in topic discussion task?		
04	Dose speaker use intonation in their interaction or presentation?		

Thank you for your collaboration.

المخلص

هدف هذه الدراسة هي دراسة دور تحليل المحادثة في تحسين التفاعل في اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية في جامعة بسكرة. موضوع البحث يسلط الضوء على استخدام تقنيات المحادثة في تمارين التفاعل مثل المسرحية، الحوار، المونولوج، المناقشة والعرض الشفهي. الغرض الرئيسي هو التعرف على فوائد تحليل المحادثة وتطبيقاتها خلال تمارين الانفة الذكر. بالإضافة إلى تحليل العناصر التفاعل في تحليل المحادثة التي تساهم في نجاح التخاطب داخل القسم، وتحليل طرق تنظيم التخاطب. الغرض المهم هو جعل الطلبة يدركون التقنيات الجيدة في التواصل. في هذا السياق، نتبنى المنهج الوصفي كمنهجية في تحليل أسئلة الطلبة (تحسين تخاطب الطلبة) والملاحظة داخل القسم مراقبة التخاطب بين الأستاذ والطالب في سياق استخدام آليات المحادثة في تواصلهم. في الواقع النتائج تؤكد أولاً، أن تحليل المحادثة تساعد عمل الأساتذة لتسهيل عملية التدريس والتعليم داخل القسم. ثانياً، تحليل المحادثة وعملية التفاعل داخل القسم يكملان بعضهما البعض في تطوير اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: تحليل المحادثة، التفاعل داخل القسم، تدريس تحليل المحادثة، تمارين التفاعل (المسرحية، الحوار، المناقشة والعرض الشفهي).