

## **Dedication**

I dedicate this thesis to my parents, little family, brothers, sisters, my teachers and for all my friends in particular Gamal Guafar.

## **Acknowledgements**

Thanks and praise exclusively be to Allah, the almighty who bestowed me with the energy and capacity to carry out this work in its present form. It is very hard to name all those who played particular roles in the creation of this thesis.

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## **Abstract**

Compensating absence of EFL communicative situations outside classroom contexts is a challenge for EFL teachers especially in Sudan. Thus, the study aims at finding out teaching and learning strategies and techniques for maximizing learners' engagement in classroom interaction through creating meaningful and realistic situations. It also focuses on finding out strategies for dealing with the difficulties which normally occur. The study uses the descriptive analytical method. A questionnaire and an observation checklist are used as tools for data collection. The SPSS and Excel are used to analyze the data collected. The study has shown that poorness of classroom interaction results from the ignorance of using social interaction activities (role-play, dialogue, discussion, simulation and improvisation). Also, English language content is not connected with the situations of students daily lives. Students perform classroom tasks that do not prepare them for actual language use. Teachers are unaware of the criteria of socializing classroom activities. In addition, English language class do not follow the strategy of teamwork interaction. In the light of these results, the study recommends that social interaction activities should be utilized for classroom interaction in accordance with everyday students' situations. Interesting learning materials should also be so designed that they match daily students' interests. Student should be encouraged to bring to the classroom whatever situations that represent their cultures, interests or needs. Students should be so arranged that they face one another. In abidance with team learning, students should be grouped in consideration of mixed ability and ties of friendship. Teachers should also assign homework that involves specific tasks such as speaking with person/s outside the classroom or listening to a radio or a T.V program.

## Abstract ( Arabic version)

### مستخلص البحث

إن تعويض حالة عدم وجود فرص تواصل خارج الصف بالنسبة لدارسى اللغة الانجليزية ، بوصفها لغة اجنبية ، يمثل تحدٍ كبير لأساتذة اللغة الانجليزية خصوصاً فى السودان. وعليه تهدف هذه الدراسة لإيجاد إستراتيجيات و أساليب تعليمية تزيد وتيرة التفاعل بين الطلاب من خلال ابتكار مواقف واقعية ذات مغزى. و تركز الدراسة أيضا على إيجاد إستراتيجيات وطرق للتعامل مع الصعوبات التى تواجه الأساتذة. استخدمت الدراسة المنهج الوصفي التحليلي ، و لجمع البيانات استخدمت اداتين هما الاستبانة و قائمة الملاحظات. و بعد تحليل نتائجهما بواسطة برنامج التحليل الإحصائى (SPSS) ، و أكسل (Excel) توصلت الدراسة لعدد من النتائج أهمها: أن ضعف التفاعل الصفى نتج لعدم استخدام أنشطة التفاعل الاجتماعى (لعب الأدوار،الحوار،المناقشة، المحاكاة ، الارتجال ). و أن محتوى المادة التعليمية ليس ذو صلة بالمواقف اليومية لحياة الطلاب. كما أن الطلاب يؤدون واجبات صفية لا تمكنهم من الاستخدام الفعلى للغة. و أيضا عدم دراية الاساتذة بالمعايير التى تُضفى الطابع الاجتماعى على الانشطة الصفية. بالإضافة الى أن فصول اللغة الانجليزية لا تتبع استراتيجية التفاعل الجماعى. على ضوء هذه النتائج تُوصى الدراسة بوجوب استخدام أنشطة التفاعل الاجتماعى بحيث تتماشى مع المواقف اليومية للطلاب. كذلك يجب تصميم مادة تعليمية مثيرة لاهتمامات الطلاب متماشية مع حاجاتهم اليومية. و أن يُشجع الطلاب لكى يجلبوا للصف مواقف أياً كانت تمثل ثقافتهم و اهتماماتهم و حاجاتهم. و أن يكون جلوس الطلاب على ترتيب وجهاً لوجه. و فى حال التقيد بالتعلم الجماعى يجب أن يقسم الطلاب الى مجموعات عمل على أساس تباين القدرات و رابط الصداقة. كما يجب على الاساتذة ان يُعيّنوا للطلاب عملاً منزلياً يتطلب مثلاً التحدث مع شخص أو أشخاص خارج الصف أو الاستماع للراديو أو التلفاز.

## List of Content

<b>Contents</b>	<b>Page</b>
Dedication	I
Acknowledgements	II
Abstract	III
Abstract (Arabic version)	IV
List of contents	V
List of Tables	VIII
List of Figures	XV
Definition of terms	XX
Abbreviations	XXII
<b>Chapter One: Introduction</b>	
1.1 Background	1
1.2 Statement of the problem	2
1.3 Objectives of the study	2
1.4 Significance of the study	3
1.5 Questions of the study	3
1.6 Hypotheses of the study	4
1.7 Limits of the study	4
1.8 Methodology	4
<b>Chapter Two: Literature Review</b>	
2.1 Introduction	5
2.2 Physical classroom organization	5
2.3 Designing classroom environment	5
2.4 The classroom as a social context	6
2.5 The classroom as communication context	8
2.6 Communication in the classroom	9

2.7 Communication outside the classroom	10
2.8 Classroom communicative competence	11
2.9 Second language classroom communication	12
2.10 Creating a classroom environment promotes positive behavior	13
2.11 Developing a safe and caring classroom community	14
2.12 Participants in classroom interaction	15
2.13 Students engagement	17
2.14 Student-teacher relationship	19
2.15 Motivation in the classroom	21
2.16 Definition of interaction	22
2.17 Classroom interaction	23
2.18 Interactive learning in language classroom	24
2.19 Interactive principles in language classroom	25
2.20 The role of the teacher in classroom interaction	26
2.21 Pair/group work	28
2.22 Flexible grouping: individual, pair and group working	28
2.23 Group work interaction in classroom	30
2.24 Strategies for helping students in classroom interaction	31
2.25 Social interaction activities : ( socializing )	36
2.26 Cultural contexts in second language classroom	46
2.27 Creating a welcoming classroom environment for diverse cultures	48
2.28 Contextual teaching and learning	52
2.29 Cooperative and collaborative learning	23
2.30 Review of some related previous studies	57
2.31 Feedback on the previous studies	60
2. 32 Summary of the chapter	61
<b>Chapter Three: Methodology</b>	
3.1 Introduction	63

3.2The study design	63
3.3 The subject of the study	63
3.4 Population of the study	63
3.5 Sampling	64
3.6 Instruments of data collection	65
3.7 Observation check list	66
3.7.1 Validity and reliability of observation check list	66
3.8 Questionnaire	67
3.8.1 Validity and reliability of the questionnaire	68
3.9 Summary of the chapter	68
<b>Chapter Four: Data Analysis, Results and Discussion</b>	
4.1 Introduction	69
4.2 The questionnaire`s data presentation	69
4.3 Analysis of the questionnaire	70
4.4 Analysis of the observation check list	172
4.5 Testing hypotheses	187
4.6 Summary of the chapter	187
<b>Chapter Five: Summary, Conclusion and recommendations</b>	
5.1 Summary	189
5.2 Conclusion	189
5.2.1 Findings	189
5.3 Recommendations	190
5.4 Suggestions for further studies	191
References	193
Appendices	197

## List of Tables

Tables	Page
G1: table(4.1) English language content is not smoothly connected with the context of students` daily interests.	70
G2: table (4.1) English language content is not smoothly connected with the context of students` daily interests.	71
T-test Tables (4.1), English language content is not smoothly connected with the context of students` daily interests.	72
G1:table (4.2), classroom activities are biased to particular cultures.	73
G2: table (4.2), classroom activities are biased to particular cultures.	74
T -test tables (4.2), classroom activities are biased to particular cultures.	75
G1: table (4.3), few students take part in classroom interaction.	76
G2: table (4.3), few students take part in classroom interaction.	77
T-test tables (4.3) few students take part in classroom interaction.	78
G1: table (4.4), teachers are unaware of the criteria that are used to socialize classroom situations.	79
G2: table (4.4), teachers are unaware of the criteria that are used to socialize classroom situations.	80
T-test tables (4.4), teachers are unaware of the criteria that are used to socialize classroom situations.	81
G1: table (4.5), insufficient time of classroom interaction results in poor practice of classroom learning.	82
G2: table (4.5), insufficient time of classroom interaction results in poor practice of classroom learning.	83
T-test tables (4.5), insufficient time of classroom interaction results in poor practice of classroom learning.	84
G1: table (4.6), crowded classes create less opportunities for classroom interaction.	85
G2: table (4.6), crowded classes create less opportunities for classroom interaction.	86
T-test: tables (4.6), crowded classes create less opportunities for classroom interaction.	87
G1: table (4.7), problematic behaviors in classroom have a negative impact on classroom interaction.	88
T-test tables (4.7), problematic behaviors in classroom have a negative impact on	90



classroom interaction.	
G1: table (4.8), the majority of students at secondary English classes lack communicative competence.	91
G2: table (4.8), the majority of students at secondary English classes lack communicative competence.	92
T-test tables (4.8), the majority of students at secondary English language classes lack communicative competence.	93
G1: table (4.9), absence of communicative situations outside the classroom creates a big gap for language practice.	94
G2: table (4.9), absence of communicative situations outside the classroom creates a big gap for language practice.	95
T-test tables (4.9), absence of communicative situations outside the classroom creates a big gap for language practice.	96
G1: table (4.10), exclusive use of one method results in poor classroom interaction.	97
G2: table & (4.10), exclusive use of one method results in poor classroom interaction.	98
T-test tables (4.10), exclusive use of one method results in poor classroom interaction.	99
G1: Table (4.11), teachers are unaware of techniques of grouping classroom appropriately.	100
G2: Table (4.11), teachers are unaware of techniques of grouping classroom appropriately.	101
T-test Tables (4.11), teachers are unaware of techniques of grouping classroom appropriately.	102
G1: table (4.12), everyday life communicative situations are very hard to be achieved as tasks in classrooms.	103
G2: table (4.12), everyday life communicative situations are very hard to be achieved as tasks in classrooms.	104
T-test tables (4.12), everyday life communicative situations are very hard to be achieved as tasks in classrooms.	105
G1: table (4.13), as cultural differences emerge, teachers must make their classroom a model of openness , tolerance and respect.	106
G2: table (4.13), as cultural differences emerge, teachers must make their classroom a model of openness , tolerance and respect.	107
T-test tables (4.13), as cultural differences emerge, teachers must make their classroom a model of openness , tolerance and respect.	108

G1: table (4.14), It is useful that teachers have few minutes of personal conversation with their students related to everyday activities.	109
G2: table (4.14), It is useful that teachers have few minutes of personal conversation with their students related to everyday activities.	110
T-test tables (4.14), It is useful that teachers have few minutes of personal conversation with their students related to everyday activities.	111
G1: table (4.15), Using humor, pleasantries and interesting games may help class develops a friendly classroom atmosphere.	112
G2: table (4.15), Using humor, pleasantries and interesting games may help class develops a friendly classroom atmosphere.	113
T-test tables (4.15), Using humor, pleasantries and interesting games may help class develops a friendly classroom atmosphere.	114
G1: table (4.16), helping students to personalize the information and learning experience is an effective strategy for maximizing classroom interaction.	115
G2: table (4.16), helping students to personalize the information and learning experience is an effective strategy for maximizing classroom interaction.	116
T-test: tables (4.16), helping students to personalize the information and learning experience is an effective strategy for maximizing classroom interaction.	117
G1: table (4.17), It is useful that teachers assign learners` home works that involve specific speaking task with person/s outside the classroom, listening to a radio or T.V program.	118
G2: table (4.17), It is useful that teachers assign learners` home works that involve specific speaking task with person/s outside the classroom, listening to a radio or T.V program.	119
T-test tables (4.17), It is useful that teachers assign students` home works that involve specific speaking task with person/s outside the classroom, listening to a radio or T.V program.	120
G1: table (4.18), Student should be encouraged to bring to the classroom items that represent their cultures to describe them.	121
G2: table (4.18), Student should be encouraged to bring to the classroom items that represent their cultures to describe them.	122
T-test tables (4.18) Student should be encouraged to bring to the classroom items that represent their cultures to describe them.	123
G1: table (4.19), A type of interaction in which students take responsibility of their learning from each others should be established.	124
G2: table (4.19), A type of interaction in which students take responsibility of their learning from each others should be established.	125

T-test tables (4.19), A type of interaction in which students take responsibility of their learning from each others should be established.	126
G1: table (4.20), Varying classroom learning techniques to be in accordance with classroom situations that occur.	127
G2: table (4.20), Varying classroom learning techniques to be in accordance with classroom situations that occur.	128
T-test tables (4.20), Varying classroom learning techniques to be in accordance with classroom situations that occur.	129
G1: table (4.21), classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom.	130
G2: table (4.21), classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom.	131
T-test tables (4.21), classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom.	132
G1: table (4.22), poor production of students outside the classroom context results from poor classroom interaction.	133
G2: table (4.22), poor production of students outside the classroom context results from poor classroom interaction.	134
T-test tables (4.22), poor production of students outside the classroom context results from poor classroom interaction.	135
G1: table (4.23), modern media is not fully exploited for the purpose of classroom interaction.	136
G2: table (4.23), modern media is not fully exploited for the purpose of classroom interaction.	137
T-Test tables (4.23), modern media is not fully exploited for the purpose of classroom interaction.	138
G1: table (4.24), group and pair work have greater influence in classroom interaction.	139
G2: table (4.24), group and pair work have greater influence in classroom interaction.	140
T-Test table (4.24), group and pair work have greater influence in classroom interaction.	141
G1: table (4.25), most teachers in classrooms act as controllers more than co-communicators and facilitators.	142
G2: table (4.25), most teachers in classrooms act as controllers more than co-communicators and facilitators.	143
T-Test tables (4.25), most teachers in classrooms act as controllers more than co-	144

communicators and facilitators.	
G1: table (4.26), the first days of classroom are crucial days in establishing a classroom interaction.	145
G2: table (4.26), the first days of classroom are crucial days in establishing a classroom interaction.	146
T-Test tables (4.26), the first days of classroom are crucial days in establishing a classroom interaction.	147
G1: table (4.27), effective classroom management creates a healthy atmosphere for interaction.	148
G2: table (4.27), effective classroom management creates a healthy atmosphere for interaction.	149
T-Test table (4.27), effective classroom management creates a healthy atmosphere for interaction.	150
G1: table (4.28), multi-cultural and social classes require teachers to be well-rounded and sophisticated.	151
G2: table (4.28), multi-cultural and social classes require teachers to be well-rounded and sophisticated.	152
T-Test tables (4.28), multi-cultural and social classes require teachers to be well-rounded and sophisticated.	153
G1: table (4.29), social interaction activities (role-play, dialogue, discussion ...est.) are not commonly used for classroom interaction.	154
G2: table 29), social interaction activities (role-play, dialogue, discussion ...est.) are not commonly used for classroom interaction.	155
T-Test tables (4.29), social interaction activities (role-play, dialogue, discussion ...est.) are not commonly used for classroom interaction.	156
G1:table (4.30), in some classes, positive common beliefs may be effective if they are involved in classroom interaction.	157
G2:table (4.30), In some classes, positive common beliefs may be effective if they are involved in classroom interaction.	158
T-Test table (4.30), in some classes, positive common beliefs may be effective if they are involved in classroom interaction.	159
G1: table (4.31), students perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context.	160
G2: tab & fig (4.31), students perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context.	161
T-Test table (4.31), students perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context.	162

G1: table (4.32), in some classes, there are still false-beginners who affect classroom interaction negatively.	163
G2: table (4.32), In some classes, there are still false-beginners who affect classroom interaction negatively.	164
T-Test: table (4.32), In some classes, there are still false-beginners who affect classroom interaction negatively.	165
G1: table (4.33), de-motivated students have a negative impact on classroom interaction.	166
G2: table (4.33), de-motivated students have a negative impact on classroom interaction.	167
T-Test tables (4.33), de-motivated students have a negative impact on classroom interaction.	168
G1: table (4.34), students learn better from teachers with whom students have friendly relationship.	169
G2: table (4.34), students learn better from teachers with whom students have friendly relationship.	170
T-Test tables (4.34), students learn better from teachers with whom students have friendly relationship	171
G3: table (4.1) teacher closes classroom door/s to lessen auditory interference and noise.	172
G3: table (4.2), teacher organizes his/her class so that the students sit in face-to-face arrangement or in a semicircle facing him if possible.	173
G3: table (4.3), teacher distributes opportunities of participation in a way cover whole class.	174
G3: table (4.4), teachers makes student from diverse cultural backgrounds feel comfortable.	175
G3: table (4.5), teacher groups classroom (individual, pair and group work) if needed in classroom activities.	176
G3: table (4.6), teacher stimulates interaction and teamwork interaction in the classroom.	177
G3: table (4.7), teacher uses classroom activities that stimulate students` interests and create meaningful situations.	178
G3: table (4.8), teacher varies classroom techniques to foster Social and emotional skills and healthy attitudes.	179
G3: table (4.9), teacher adopts strategies that prevent classroom problems from ever developing.	180
G3: table (4.10), teacher intentionally gives students breaks during the lesson for	181

social interaction.	
G3: figure (4.11), teacher uses pair and group work for the purpose of classroom interaction.	182
G3: table (4.12), teacher helps students with behavior and attention disorders to get involved in classroom interaction.	183
G3: table (4.13), teacher stimulates students` critical thinking and creativity.	184
G3: table (4.14), teacher relates academic subjects to the students` real life.	185
G3: table (4.15), teacher adopts techniques to deal with interaction` difficulties in overcrowded class.	186

## List of Figures

Figures	Page
G1: figure (4.1) English language content is not smoothly connected with the context of students` daily interests.	70
G2: figure (4.1) English language content is not smoothly connected with the context of students` daily interests.	71
G1: Figure (4.2), classroom activities are biased to particular cultures.	73
G2: figure (4.2), classroom activities are biased to particular cultures.	74
G1: figure (4.3), few students take part in classroom interaction.	76
G2: figure (4.3), few students take part in classroom interaction.	77
G: figure (4.4), teachers are unaware of the criteria that are used to socialize classroom situations.	79
G2: figure (4.4), teachers are unaware of the criteria that are used to socialize classroom situations.	80
G1: figure (4.5), insufficient time of classroom interaction results in poor practice of classroom learning.	82
G2: figure (4.5), insufficient time of classroom interaction results in poor practice of classroom learning.	83
G1: figure (4.6), crowded classes create less opportunities for classroom interaction.	85
G2: figure (4.6), crowded classes create less opportunities for classroom interaction.	86
G1: figure (4.7), problematic behaviors in classroom have a negative impact on classroom interaction.	88
G2: figure (4.7), problematic behaviors in classroom have a negative impact on classroom interaction.	89
G1: figure (4.8), the majority of students at secondary English classes lack communicative competence.	91
G2: figure (4.8), the majority of students at secondary English classes lack communicative competence.	92
G1: figure (4.9), absence of communicative situations outside the classroom creates a big gap for language practice.	94
G2: figure (4.9), absence of communicative situations outside the classroom creates a big gap for language practice.	95

G1: figure (4.10), exclusive use of one method results in poor classroom interaction.	97
G2: figure (4.10), exclusive use of one method results in poor classroom interaction.	98
G1: figure (4.11), teachers are unaware of techniques of grouping classroom appropriately.	100
G2: figure (4.11), teachers are unaware of techniques of grouping classroom appropriately.	101
G1: figure (4.12), everyday life communicative situations are very hard to be achieved as tasks in classrooms.	103
G2: figure (4.12), everyday life communicative situations are very hard to be achieved as tasks in classrooms.	104
G1: figure (4.13), as cultural differences emerge, teachers must make their classroom a model of openness , tolerance and respect.	106
G2: table (4.13), as cultural differences emerge, teachers must make their classroom a model of openness , tolerance and respect.	107
G1: figure (4.14), It is useful that teachers have few minutes of personal conversation with their students related to everyday activities.	109
G2: figure (4.14), It is useful that teachers have few minutes of personal conversation with their students related to everyday activities.	110
G1: figure (4.15), Using humor, pleasantries and interesting games may help class develops a friendly classroom atmosphere.	112
G2: figure (4.15), Using humor, pleasantries and interesting games may help class develops a friendly classroom atmosphere.	113
G1: figure (4.16), helping students to personalize the information and learning experience is an effective strategy for maximizing classroom interaction.	115
G2: figure (4.16), helping students to personalize the information and learning experience is an effective strategy for maximizing interaction.	116
G1: figure (4.17), It is useful that teachers assign students` home works that involve specific speaking task with person/s outside the classroom, listening to a radio or T.V program.	118
G2: figure (4.17), It is useful that teachers assign students` home works that involve specific speaking task with person/s outside the classroom, listening to a radio or T.V program.	119
G1: figure (4.18), Student should be encouraged to bring to the classroom items that represent their cultures to describe them.	121



G2: figure (4.18), Student should be encouraged to bring to the classroom items that represent their cultures to describe them.	122
G1: figure (4.19), A type of interaction in which students take responsibility of their learning from each others should be established.	124
G2: figure (4.19), A type of interaction in which students take responsibility of their learning from each others should be established.	125
G1: figure (4.20), Varying classroom learning techniques to be in accordance with classroom situations that occur.	127
G2: figure (4.20), Varying classroom learning techniques to be in accordance with classroom situations that occur.	128
G1: figure (4.21), classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom.	130
G2: figure (4.21), classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom002E	131
G1: figure (4.22), poor production of students outside the classroom context results from poor classroom interaction.	133
G2: figure (4.22), poor production of students outside the classroom context results from poor classroom interaction.	134
G1: figure (4.23), modern media is not fully exploited for the purpose of classroom interaction.	136
G2: figure (4.23), modern media is not fully exploited for the purpose of classroom interaction.	137
G1: figure (4.24), ), group and pair work have greater influence in classroom interaction.	139
G2: figure (4.24), group and pair work have greater influence in classroom interaction.	140
G1: figure (4.25), most teachers in classrooms act as controllers more than co-communicators and facilitators.	142
G2: figure (4.25), most teachers in classrooms act as controllers more than co-communicators and facilitators.	143
G1: figure (4.26), the first days of classroom are crucial days in establishing a classroom interaction.	145
G2: figure (4.26), the first days of classroom are crucial days in establishing a classroom interaction.	146
G1: figure (4.27), effective classroom management creates a healthy atmosphere for interaction.	148

G2: figure (4.27), effective classroom management creates a healthy atmosphere for interaction.	149
G1: figure (4.28) , multi-cultural and social classes require teachers to be well-rounded and sophisticated.	151
G2: figure (4.28), multi-cultural and social classes require teachers to be well-rounded and sophisticated	152
G1: figure (4.29), social interaction activities (role-play, dialogue, discussion ...est.) are not commonly used for classroom interaction.	154
G2: figure (4.29), social interaction activities (role-play, dialogue, discussion ...est.) are not commonly used for classroom interaction.	155
G1: figure (4.30), in some classes, positive common beliefs may be effective if they are involved in classroom interaction.	157
G2: figure (4.30), In some classes, positive common beliefs may be effective if they are involved in classroom interaction.	158
G1: figure (4.31), ), students perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context.	160
G2: figure (4.31), ), students perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context.	161
G1: figure (4.32), in some classes, there are still false-beginners who affect classroom interaction negatively.	163
G2: figure (4.32), In some classes, there are still false-beginners who affect classroom interaction negatively.	164
G1: figure (4.33), de-motivated students have a negative impact on classroom interaction.	166
G2: figure (4.33), de-motivated students have a negative impact on classroom interaction	167
G1: figure (4.34), students learn better from teachers with whom students have friendly relationship.	169
G2: figure (4.34), students learn better from teachers with whom students have friendly relationship.	170
G3: figure (4.1), teacher closes classroom door/s to lessen auditory interference and noise.	172
G3: figure(4.2), teacher organizes his/her class so that the students sit in face-to-face arrangement or in a semicircle facing him if possible.	173
G3: figure (4.3), teacher distributes opportunities of participation in a way cover whole class.	174

G3: figure (4.4), teachers makes student from diverse cultural backgrounds feel comfortable.	175
G3: figure (4.5), teacher groups classroom (individual, pair and group work) if needed in classroom activities.	176
G3: figure (4.6), teacher stimulates interaction and teamwork interaction in the classroom.	177
G3:figure (4.7), teacher uses classroom activities that stimulate students` interests and create meaningful situations.	178
G3: figure (4.8), teacher varies classroom techniques to foster Social and emotional skills and healthy attitudes.	179
G: figure (4.9), teacher adopts strategies that prevent classroom problems from ever developing.	180
G3: figure (4.10), teacher intentionally gives students breaks during the lesson for social interaction.	181
G3: figure (4.11), teacher uses pair and group work for the purpose of classroom interaction.	182
G3: figure (4.12), teacher helps students with behavior and attention disorders to get involved in classroom interaction.	183
G3: figure (4.13), teacher stimulates students` critical thinking and creativity.	184
G3: figure G3: table (4.15), teacher adopts techniques to deal with interaction` difficulties in overcrowded class. (4.14), teacher relates academic subjects to the students` real life.	185
G3: figure (4.15), teacher adopts techniques to deal with interaction` difficulties in overcrowded class.	186

## **Definition of Terms**

### **Conceptual Definitions**

The following conceptual definitions are defined according to Longman Dictionary of Applied Linguistics (Richard & Schmitt, 2002).

#### **1- Classroom Interaction**

The pattern of verbal and non-verbal communication and the types of social relationships which occur within classroom.

#### **2. False-beginner**

(in language teaching) a learner who has had a limited amount of previous instruction in a language, but who because of extremely limited language proficiency is classified at the beginning level of language. A false-beginner is sometimes contrasted with true beginner i.e. someone who has no knowledge of the language.

### **Operational Definitions**

#### **1. Classroom Interaction**

The researcher adopted the conceptual definition as operational.

The pattern of verbal and non-verbal communication and the types of social relationships which occur within classroom.

#### **2. False-beginner**

(in language teaching) a learner who has had a limited amount of previous instruction in a language, but who is assigned to an advanced level. In other words, his knowledge does not match the level in which he is in.

### **3. Realistic Situations**

Refer to daily real communicative situations that encounter EFL students outside classroom context (real world).

## **Abbreviations**

L1: First Language (mother tongue)

L2 : Second Language

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English language Teaching

ELLs: English Language Learners

n.d: no date

G: group