Chapter One

Introduction

1.1 Background

Classroom dynamics remain one of the most critical areas in the field of English language teaching and methodology. Classroom interaction is deemed appropriate or inappropriate based on the situation (context) in which the classroom interaction occurs. So, classroom context has been variously studied as beliefs, goals , values , perceptions , behaviors , classroom management, social relationships , cultural matters , physical space , and social - emotional and evaluative climates that contribute to the participants` understanding of the classroom. The variety of lenses that have been suggested to examine classrooms reflects the multiple and interconnected situations within each classroom.

Teaching language as a foreign language inevitably imposes lack of communicative situations outside the classroom (for example, teaching English language in Sudan). Such lack of communicative situations of practicing English language outside classroom inevitably lessens students` opportunities of interaction. So, this case results in students` inability to interact with each other appropriately. Thus, no doubt maximizing classroom interaction maximize students` practice for the language. So, this practice helps students to use English language for their daily needs (e.g. personalizing learning experiences and information). So, the study attempt to increase classroom interaction through creating real meaningful situations that much appropriate for students` interaction . Thus, teachers need to become more sophisticated in their understanding to the effect of situations and students variability on teaching and learning. Instead of implementing set routines, teachers need to become more skillful in their ability to vary classroom situations

that can be effective under different circumstances. Thus, the teacher's role is multifaceted: he is charged not only with creating and designing a learning situations that maximizes students' opportunities to interact with each other and other experts, but also with the job of acting as an expert, model, guide, and facilitator of these social interactions. The teacher takes the lead to design the tasks, develop resources, and establish the classroom culture and norms for interactions. Thus, the teacher makes his class interact in an effective classroom learning situations, by relating these situations to everyday learners` interests in accordance with the norms of the social and cultural setting.

Maximizing students` engagement in classroom interaction is not a simple task to be established. It requires effective teaching and learning techniques and appropriate strategies.

1.2 Statement of the Problem

Most of the Sudanese English language students, namely secondary school students, reflect their inability of expressing themselves in real life situations. So, meaningful and realistic situations should be created to help students share their thoughts in everyday actions and meet their needs in terms of using English language for communication purposes. Therefore, the study is conducted to suggest teaching and learning strategies and techniques for maximizing learners` engagement in classroom interaction through establishing meaningful and realistic situations as much appropriate for students` interaction as possible. It also focuses on investigating strategies for dealing with the difficulties which normally occur.

1.3 Objectives of the Study

This study is intended to:

a)   bridge the gaps between learners` communication inside classroom context and outside classroom context(real world).

b) find out effective classroom strategies and techniques that may help EFL teachers in creating meaningful and realistic classroom situations as much appropriate for classroom interaction as possible.

c) identify EFL teachers` difficulties in establishing effective classroom interaction.

d) make classroom situations as similar to real world`s situations (outside classroom).

1.4 Significance of the Study

It is important that teachers design classroom learning situations that maximize students interaction inside classroom and outside classroom context (real world). Thus, this thesis is expected to have the following significance:

a. It is hoped to be worthwhile resource for teachers who are interested in developing their own teaching strategies and techniques for maximizing classroom interaction.

b. It is also hoped to help syllabus designers, methodologists and applied linguists to consider meaningful and realistic situations for classroom interaction.

C. Above all, the research is hoped to be of great value for the other researchers who are going to look into the area of the study attentively.

1.5 Questions of the Study

The study attempts to answer the following questions:

a) What are the strategies and techniques that teachers could follow to introduce meaningful and realistic situations?

b) To what extent does creating real meaningful situations in classroom help students take part in classroom interaction?

c) What are the difficulties that encounter EFL teachers in establishing classroom interaction?

1.6 Hypotheses of the Study

The study is planned to test these hypotheses:

a) EFL teachers connect English language content (current syllabus) with the situations of students daily lives.

b) Students do not take part in classroom interaction because classroom situations are not similar to communicative situations outside classroom context.

c) Teachers are unaware of the strategies that stimulate students to engage in classroom interaction.

1.7 Limits of the Study

The study is limited to Sudanese supervisors of English language and English language classes at secondary level. Also, it is limited to EFL lecturers who work at faculties of education in Khartoum state. Thus, the study is limited to university level and secondary level at Khartoum State (2014 -2015).

1.8 Methodology

The study is conducted through a descriptive analytical method for achieving objectives of the study. In this respect, a questionnaire and an observation check list are used as tools for data collection.

Chapter Two

Literature Review

2.1 Introduction

This chapter will discuss and define classroom situations that maximize classroom interaction. It also discusses classroom interaction in its different forms. The teacher`s role in each classroom aspect is implied and discussed.

2.2 Physical Classroom Organization

The physical environment has continued to appear in contemporary studies as an influence on behavioral and academic outcomes. McVetta & McCorskey (1978:100) point out that, the physical appearance and strategic location of furnishings, materials and equipment do make a difference in classroom management, student productivity and teacher effectiveness. The worst arrangement is the traditional "teacher desk up front facing rows of student desks" model. Unfortunately, most Sudanese classrooms look like this. Motivation, wellness and attitudes are favorably impacted by color, personalized space and face-to face engagement. Seating arrangements that enable occupants to see the faces of the people speaking are judged more pleasant by teachers and students. These factors do, in fact, more productive environments.

2.3 Designing Classroom Environment

Before teacher begins his lesson he needs to think about the physical space he is working in. will his students be able to see and hear everything properly? Will teacher and his students be able to move around safely when necessary? Will he need to change anything during the lesson?. Salend (2004:100) contests that, the design of the classroom environment can complement teachers` teaching style and help his students learn, behave well, and develop social skills. He can affirm

students and the value of education by creating an aesthetically pleasing, cheerful, and inviting classroom that is clean, well-lit, odor free, colorful, and respectful of his students' unique identities and challenges. For example ,background music in selected locations and at selected times, varied and comfortable furniture, and quiet areas for reflection can establish a classroom environment that values learning and individuality. Teacher can also design classroom that to ensure student safety if he checks to make sure that high-traffic locations are accessible to all of his students and free of congestion, electrical wires are anchored and covered, dangerous materials and equipment are locked in cabinets, sharp edges and broken furniture are removed, and walls, floors, and equipment are in good condition.

As for seating arrangements, Salend states that students should be seated in areas that allow them to see clearly all presentations and displays. These locations also allow teacher to see and reach his students. When small-group teacher-directed instruction is used, students can be seated in a semicircle facing him. In a larger-group teacher-directed activity, it may be better for all students to face their teacher sitting in a row, circular, or horseshoe arrangement. When students work in groups, they can arrange their desks so that they face each other, allowing them to share information efficiently and quietly. Teacher also can encourage students to personalize their work area.

Researcher thinks that classroom arranged should be according to ongoing activity. He adds that the most appropriate classroom arrangement for classroom interaction that seating students in face-to-face arrangement.

2.4 The Classroom as a Social Context

Everything students learn takes place in a social context. From birth and throughout their lives, their interactions with others shape their

understanding of the world. The classroom teacher plays a key role in shaping these social interactions when he carefully assesses students current understanding and creates situations that allow students to grow further. Littlewood (1981:44) points out that, the classroom is often called as artificial environment for learning and using a foreign language. If it is taken as a yardstick for what is 'real' the situations outside the classroom for which learners are being prepared, this is undoubtedly the case. However, it should not be forgotten that the classroom is also a real social context in its own right, where learners and teacher enter into equally real social relationships with each other. It is true that language teaching aims to equip learners for different contexts and that they will later have no cause to ,say, 'ask where the chalk is' or explain why their homework is late'. However, they will still have cause to 'ask about location' or 'offer explanations', based on similar forms of language and perhaps differing only in individual vocabulary items.

Language structures and communicative situations: once they have been mastered so that they can be used creatively, they can be transferred to contexts other than the one where they were initially acquired. That is why, that learners in their mother tongue , they can acquire the basic communication skills in the close family context, and transfer them in later life to a much wider range of social situations. In the same way, the structures and skills that a foreign language learner acquires during classroom interaction can later be transferred to the other kinds of situation. From his part Holliday (1994:15) states that a macro view of the social context of teaching and learning requires that getting a look at how the classroom relates to the world outside. Indeed there are many ways in which what is happens within the classroom reflects this world outside. He adds that "the classroom is a microcosm which, for all its universal magisterial conversations, reflects in fundamental social terms

the world that lies outside the window". The way in which the classroom mirrors the world outside can be seen in the interest taken in it by 'a variety of disciplines: sociology, anthropology, ethnography, social psychology ,communicative ethnography'

From the above it can be pointed out that the structures and skills that learner acquires during classroom interaction can later be transferred to the other kinds of situation. Teacher plays a central role in creating situations that shape social interactions. These interactions allow learners and teacher enter into equally real social relationships with each others. So, these type of interactions facilitate the process of transferring them smoothly into outside classroom social interactions 'real-life'.

2.5 The Classroom as Communication Context

Communication is a process, it is insufficient for students to simply have knowledge of target language forms, and functions. Students must be able to apply this knowledge in negotiating meaning. It through the interaction between speaker and listeners or (reader and writer) that meaning becomes clear. Johnson (1995:4) points out that all communication occurs in a context. The same speaking can communicate different meaning when it takes place in different context. Differences in the meaning and structure of communication are also determined by the ways in which participants perceive themselves in a particular context. The communication context can also determined the rules that govern how speakers communicate , or the structure of communication. In classrooms, the structure of communication is easily recognizable. Teachers tend to control the topic of discussion, what counts as relevant to the topic, and who may participate and when. Students tend to respond to teacher-directed questions, direct their talk to teachers, and wait their turn before speaking. Teachers can ignore students who talk off-topic, or listen patiently and then direct them back on-topic. They can allow

students to call out during a lesson, or insist that they wait to be called on before speaking. Teachers can place their students in small groups so they have more opportunities to control their own talk, to select which topics to talk about, and to direct their talk to whomever they wish. At any point, however, teachers retain the right to regain control over the structure of classroom communication. Thus, teachers, by virtue of the status they hold in their classrooms, plays a dominant role in determining the structure of classroom communication.

Researcher strongly agrees with above writer 'Johnson' who believes that classroom communication must be designed to occur in context. So, teacher plays dominant role in determining the structure of classroom communication.

2.6 Communication in the Classroom

Davies (n.d.: 72) points out that Classroom considered limited and 'special' context. But classroom communicative interaction can be established as follow:

- Establish English as the main classroom language – without that, the development of oral communication skills will be very restricted.

- Try to use interesting topics and stimulating activities, which take the learners` minds off the language, at least a little.

- Support and encourage learners in their efforts to communicate their ideas instead of trying to control what they say and interrupting them to correct their language mistakes.

The classroom is certainly is very specific context for communication. There are four walls with a board on one of them. The same teacher and learners meet class after class, and visitors are usually very rare. And the class takes place at the same time on the same days.

If you as a teacher want real communication, you will need to exploit:

- events and changes in the classroom (for example , the weather, the learners` clothes, their health and mood, and pictures and realia you and the learners bring to the class)

- events in the world outside (for example, a circus in town, a national sport victory, the learners` families, new films)

- potentially interesting listening and reading texts.

- potentially useful or amusing role-plays and simulations.

Without your imaginative use of these and other resources, the limitations of the classroom can severely restrict communication.

2.7 Communication Outside the Classroom

Davies (n.d:70) adds that how do we use language in communication outside the classroom? In our L1 we have conversations and carry out transactions, listen to radio or television, read newspapers, magazines, and books, write note or letters, and sometimes essays or longer texts. Some people regularly do some, or all, of these things in a second language, for example immigrants and foreign students. Many more use a foreign language, very often English, reading professional books and journals, attending courses or conferences, travelling aboard, and in social and professional contact with foreigners.

All of these communicative uses of language have certain features in common:

- We communicate because we want to or need to, not just to practise the language.

- Our attention is focused on what we are communicating (for example, information, ideas, opinions, feelings), how we are communicating (for example, the grammar of the language).

- The language is usually very varied in grammar and vocabulary, and a single structure or a few structures are not normally repeated over and over again.

2.8 Classroom Communicative Competence

Understanding the dynamics of classroom communication is essential since how students talk and act in classrooms greatly influence what they learn. Johnson (1995:5) states that students need to know with whom, when and where they can speak and act, they must have speech and behavior that are appreciate for classroom situations and they must be able interpret implicit classroom rules. full participation in classroom activities requires competence in both the social and interactional aspects of classroom language; in other words, classroom competence. Classroom communicative competence is essential for second language students to participate in and learn from their second language classroom experiences.

Differences in students` linguistic and cultural backgrounds inevitably influence how, when, where and why they communicate in second language classrooms. If students are unaware of the social and interactional norms that regulate participation in classroom activities, they may learn little from their classroom experiences. Hence, knowledge of and competence in the social and interactional norms that govern classroom communication are essential components of successful participation in second language instruction.

For second language students, classroom communicative competence means not successfully participating in classroom activities, but also becoming communicatively competent in the second language. To understand the communicative demands placed on their second language students, teachers must recognize that the dynamics of

classroom communication are shaped by the classroom context and the norms for participation in that context.

From the above section it can be come to that full participation in classroom activities requires competence in both the social and interactional aspects of classroom language ; in other words, classroom competence. So, knowledge of and competence in the social and interactional norms that govern classroom communication are essential components of successful participation in second language instruction. Therefore, If students are unaware of the social and interactional norms that regulate participation in classroom activities, they may learn little from their classroom experiences. Thus, teacher must vary classroom techniques to establish students` social and interactional norms.

2.9 Second Language Classroom Communication

Johnson (1995:3) points out that if teachers understand how the dynamics of classroom communication influence second language students` perceptions of and participation in classroom activities, they may be better able to monitor and adjust the patterns of classroom communication in order to create an environment that is conducive to both classroom learning and second language acquisition. He characterizes the patterns of classroom communication established and maintained by the teachers as determining not only the ways in which students use the language but also what students ultimately learn. He disagree with the notion that students are passive receivers of knowledge and claims this to be an inadequate account of actually occurs in classrooms.

He believes that the classroom learning is a negotiation between teachers` meanings and students` understandings- a sort of give-and-take between teachers and students as they construct shared understandings through face-to-face communication. Also he argues that classroom

learning is based primarily on the relationship between what students know and what teachers offer them in the classroom. Ultimately, he recognizes the patters of communication in classroom as representing a crucial aspect in the learning process in that they constrain, to a greater or lesser degree, students` participation in learning and in the construction of knowledge.

Thus, classroom communication is examined not only in terms of what actually occurs in second language classrooms, but also in terms of what teachers and students bring to second language classrooms, and how that shapes what occurs there. To do this, it is necessary to acknowledge that there are two dimensions to how teachers and students talk, act, and interact in second language classrooms. The first represents the moment-to-moment actions and interactions that constitute what actually occurs in second language classrooms. The second represents what teachers and students bring to the second language classroom. The interrelatedness of these two dimensions implies that what resides within teachers and their students(who they are, what they know, and how they act and interact) shapes how they will communicate with one another in second language classrooms.

2.10 Creating a Classroom Environment Promotes Positive Behavior

Teacher can help his students by developing their social skills, explains to them its importance, and when it should used. Zins, et al (1997: 68) point out that appropriate academic , social , and behavioral skills allow students to become a part of the class , the school , and the community. Therefore, teacher may need to have a comprehensive and balanced classroom management plan . This involves using many of the different strategies and physical design changes that help his/her students engage in behaviors that support their learning and socializing with

others. A good classroom management systems recognizes the close relationship between positive behavior and effective instruction. Therefore, an integrate part of a classroom management system includes teachers` use of such effective instructional practices as understanding students` learning and social needs; providing students with access to an engaging and appropriate curriculum ; and using innovative , motivating , differentiating teaching practices and instructional accommodations. According to what is mentioned above, teacher plays central role in supporting and socializing classroom learning in a way make learners feel they need each others to learn. This can be achieved by adopting a variety of helpful classroom techniques which can be carried out by the teacher.

2.11 Developing a Safe and Caring Classroom Community

A successful classroom community promotes positive social skills and academic achievement. So learners can learn best when they feel they are part of a community. According to Zins et al (1997:45) in a safe and caring community of learners, students feel they can freely express themselves and risk making mistakes because they know they will be accepted no matter what. Teachers create such a learning community by providing safe, firm boundaries and modeling respectful, supportive interaction with others. They insist that their students also be respectful and supportive of others, and they provide specific learning experiences that nurture and serve the community. An emotional attachment to teachers, peers, and school is a vital link to academic success. Educators accomplish this goal by communicating caring in their teaching and inspiring students to identify with them and feel hopeful about their ability to learn.

GreenBery et al (1997:46) cited from Rutter (1990) point out that, equally important is fostering students` abilities to form and maintain mutually supportive relationships, which serves as a buffer against developing social, emotional, physical, and academic problems. In this way, the classroom becomes a microcosm of the larger community, giving students an opportunity to try out and develop the social skills that elicit caring and support.

GreenBery et al (1997:46) cited from Lewis et al (1996) add that, any teachers use meetings or sharing circles schools for building a sense of community . These communities offer a structured opportunity for each student to speak without interruption. Students may be asked to "check in" by describing what they think about topics being ordered in lessons, or how they are feeling about class, school, or civic event. In this context Zins, et al (1997:43) states that, classroom system (eig rules, discipline, behaviors, and physical classroom) is very important to be established at first days of classroom and should be preceded by advance preparation. The whole class practice the routine until go smoothly.

From the above, teacher should build positive emotion relations which are crucial in creating classroom community. So, he establishes behaviors that show respect between learners whenever respect practiced at any classroom routines. Thus, teacher creates classroom a conditions in which students feel they can freely express themselves without fearing of making any mistakes. These help teacher develops the students` feeling in the term that they respect and support each others.

2.12 Participants in Classroom Interaction

In term of classroom participation in classroom interaction Dagrin (2004:129) states that, the most frequent ways of organizing classroom interaction, depending on who communicate with whom:

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a. Teacher - learners

b. teacher - learner/ a group of learners

c. learner - learner

d. learners - learners

The first form of interaction (teacher – learners) is established when a teacher talks to the whole class at the same time. He takes the role of a leader or controller and decides about the type and process of the activity. The primary function of such interaction is controlled practicing of certain language structures or vocabulary. Mostly, they are in the form of repeating structures after the teacher (the model). This type of practice is also referred to as 'a drill'.

The second arrangement is conducted when the teacher refers to the whole class, but expects only one student or a group of students to answer. It is often used for evaluation of individual students. This arrangement can also be used for an informal conversation at the beginning of the lesson or for leading students into a less guided activity.

The third type of interaction is called 'pair work'. Students get an assignment, which they have to finish in pairs. The teacher holds the role of a consultant or adviser, helping when necessary. After the activity, he puts the pairs into a whole group and each pair reports on their work. The last type of classroom interaction is called 'group work'. As with pair work, the teacher`s function here is that of a consultant and individual groups report on their work as a follow-up activity.

The last two ways of organization are particularly useful for encouraging interaction among students. In large classes, they present the only possibility for as many students as possible to use the foreign language. Previous studies has shown that students use more language functions in pair-and group- work than in other forms of interaction. Also students perceive these forms of interaction as the most pleasant

ways of learning, because they feel relaxed and subsequently communicate better. Such work encourage independent learning and gives some responsibility for learning to students. It approaches real-life communication where students talk to their peers in a small groups or pairs. Nevertheless, whole-organization should not be completely neglected since it is still more appropriate for guided and controlled activities.

With no any doubt from the above teacher plays a key role in monitoring classroom interaction accordingly. So, It is very important for classroom interaction is to be graded from first type of interaction (teacher - learner) up to reach last type of classroom interaction (group work) as they can learn cooperatively and collaboratively. The emphasis is clear on pair and group work as they maximize classroom interaction better than other forms of interaction. Learners themselves consider them most pleasant forms of interaction. However, it is necessary that early classroom interaction should be varied depending on the goals and context of the activity accordingly.

2.13 Students Engagement

Students who are engaged in their work are energized by four goals that are success, curiosity, originality, and satisfying relationships. Flectcher (2005:1) argues that students engagement is increasingly seen as an indicator of successful classroom interaction, and is increasingly valued as an outcome of school improvement activities. Students are engaged when they are attracted to their work, persist in despite challenges and obstacles, and take visible delight in accomplishing their work. Student engagement also refer to "a student`s willingness, need, desire, and compulsion to participate in, and be successful in, the learning process. According to Willms (2011:3) identifies three dimensions of students engagement as follow:

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a. **Social engagement**: A sense of belonging and participation in the school life and classroom interaction.

b. **Academic or institutional engagement**: participation in the formal requirements of schooling.

c. **Intellectual engagement**: A serious emotional and cognitive investment in learning, using higher order thinking skills (such as analysis and evaluation) to increase understanding, solve complex problems, or construct new knowledge.

Flectcher (2005: 2) adds that, a number of studies have shown that student engagement overlaps with, but is not the same as , student motivation.

Students who are engaged show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.

Indicator of the absence of student engagement include unexcused absences from classes, cheating on tests, and damaging school property. The opposite of engagement is disaffection (disengagement). Disaffected students are passive, do not try hard and give up easily in the face of challenges. They can be bored, depressed, anxious, or even angry about their presence in classroom; they can be withdrawn from learning opportunities or even rebellious toward teachers and climates.

Many studies list requirements that must exist for student engagement to occur. These studies consistently imply that educators actively create the conditions that foster student engagement. The first step to whole-school improvement in the area of students engagement is for the entire building faculty to share a definition of students. Other steps

include teachers clearly articulating learning criteria and providing student with clear, immediate , and constructive feedback; clear and systematic demonstrations to students of the skills they need to be successful, and ; demonstrations of engagement in learning as a valuable aspect of their personalities.

Relationships between students and adults in schools, and among students themselves, are a critical factor of student engagement. This is especially true among students considered to be at-risk and without other positive adult interaction. There are several strategies for developing these relationships, including acknowledging student voice, increasing international equity between students and adults in schools, sustaining student/adult partnerships throughout the learning environment. A variety of teaching approaches, including didactic, experiential and other forms, can foster student engagement. Some instruments, including the popular national survey of student engagement, identify dozens of every day indicators of student engagement, including hand-rising, technology usage and verbal interaction with peers.

With reference to the above, it is clear that there is stress lays on teacher that should consistently create a condition that fosters student engagement. Since simply student engagement plays very effective role in establishing successful classroom interaction.

2.14 Student-Teacher Relationship

Students learn better from teachers with whom students have friendly relationship. So teachers who aim to attain appropriate classroom interaction require to build good social relations in his class. According to Ali (2012:9) cited from Maley and Duff (1982) the teacher should be so friendly with his students, praise them when they make a good attempt, criticizing them, and try as far as possible to create a nice atmosphere for learning to help students reach the level of free communication in target

language. knowing the names of his students is also possible as it has a considerable advantages as it creates a friendly relationship and a secure atmosphere for learning, besides, it speeds up the organization of the pair and group work.

Learning largely depends on the students feeling of well-being and self-esteem. It is therefore better not to force students into roles in which they are acutely uncomfortable. Nearly always if let to themselves the member of the group will come up with or choose the roles which suit them best. Period of silence are necessary and natural. The students should be able to create and interact spontaneously without feeling that they are to be penalized for being wrong and this is easily done if the relationship between the teacher and his learner is good. Unless they fell free to talk, students will not be able to give themselves fully to what they are doing. So, the teacher must encourage students to communicate freely and feel incline to try again, so he is to accept their message without correction and show that it is understood, and through practice, they will improve more and more.

 So, teachers should train their students not to fear making mistakes or else they should never make an independence sentence". This implies a special treatment to learners and it is the teacher's role to do so. In general students will cooperate if they feel their teacher will help them when they need help and they will not be made so foolish in front of their fellow students.

Researcher adds that a good teacher who offer informal opportunities to his students to interact with him. These opportunities enable them to benefit from their teacher so much . So, it is occasionally recommended that students and teacher should have involved in friendly relationship.

2.15 Motivation in the Classroom

Motivation is the key to all learning. So if the students are motivated enough, this help teachers so much in building appropriate classroom interaction. Woolfolk (2010: 374) defines motivation as an internal state that arouses, directs, and maintains behavior. He (2010: 374) adds that, most educators agree that motivating students in one of the critical tasks of teaching. In order to learn, students must be cognitively, emotionally, and behaviorally engaged in productive class activities. Naway (2009: 31) cited from Chuahan (1988) says that, it is crucial to monitor the motivation in the classroom, a learner may be motivated for an action in particular situation and the other learner might not be motivated in that situation. A number of variables operate in the process of motivation. He (1988) mentions that:

> *Psychologists have developed some common techniques which may be used by class-room teacher to motivate children in their work. The teacher should not adhere to one theory of motivation but he should make use of various approaches in his teaching. Keep into consideration the individual differences among the studies.*

Also mentions that there are many important techniques of motivation in the class-room teaching and learning situation:

1. *Use the principle of pleasure and pain*. The oldest theory of behavior holds that pleasant experiences which give satisfaction are sought and painful experience are avoided by the organism. This theory has direct implication in classroom teaching-learning in the sense that teacher must provide a pleasant and satisfying experiences to his student. Such type of experiences will motivate students for further learning.

2. *Use reward and punishment*. The teacher must occasionally administer reward and punishment in his classroom teaching. Rewards create interest in the students. They are motivated to get the reward. The

teacher must use punishment very sparingly because punishment creates behavior troubles. The teacher must see that rewards for learning should be so engineered that after serving their introducing role, they should lead learners to independent learning beyond the classroom situation.

3. *Aspiration level*. It means the level of performance to which one aspires for future. The teacher must see that the activity of the class is tailored in accordance with the aspiration level of the students. The teacher should design the level of difficulty of the classroom task keeping into consideration the level of aspiration of the class.

4. *Use praise and blame*. It is human nature that everyone wants some praise of his achievement. An experiment was conducted by Harlock to study the effect of praise and blame on children. She found that praise is more effective than blame for motivating children. Praise and blame have different effects on individual students. Some students may be praised for minor achievement because of their limited abilities but other will be motivated by praise for more worthy accomplishment related to their high ability.

Teacher can use praise in different ways as he can node, give encouraging smile, cast a good look, and use verbal praise etc.

The above section recommended that teacher should develop appropriate techniques to motivate his students to interact with each other effectively.

2.16 Definition of Interaction

Theories of communicative competence emphasize the importance of interaction as human being use language in various contexts to *negotiate* meaning, or simply stated , or to get an idea out of one person`s head and into the head of another person and vice versa. Brown (2007:213) defines interaction as it is "the collaborative exchange of thoughts, feeling, or ideas between two or more people , resulting in a

reciprocal effect on each other". From the very beginning of language study, classrooms should be interactive. He puts it this way:

> *Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits , joint problem-solving task, or dialogue journals. In interaction, students can use all they possess of language - all they have learned or casually absorbed - in real-life exchanges ...Even at an elementary stage. They learn in this way to exploit the elasticity of language.*

From the other hand, Gaffths (2008) cited from Eltis (2004) states that " interactionists view language learning as an outcome of participating in discourse ,in particular face-to-face interaction".

From other side, Dagrin (2004:128) defines the verb 'to interact 'as 'to communicate with or react to (each other)'. And he defines the noun 'interaction' as a 'reciprocal action or influence' . therefore interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other. Brown (2007,165) relates interaction to communication, saying,"…interaction is, in fact, the heart of communication: it is what communication is all about".

The above definitions confirm one thing that the interaction is a process in which people involve with others in the process of real participating through which they exchange thoughts, feeling, or ideas in different forms.

2.17 Classroom Interaction

Teachers can help students to develop their interaction skills and students themselves can apply various strategies to become effective communicators in a foreign language. Dagrin (2004:128) discusses that interaction has a similar meaning in the classroom to interaction between people. Classroom interaction can be defined as a two-way process

between the participants in the learning process. The teacher influences the learners and vice versa.

Teacher   Students

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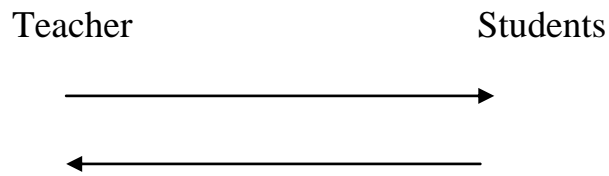
Interaction is mainly achieved by two means of resources: language and non-verbal means of expression. This holds true for a classroom as well as for other social situations. The one thing that makes the classroom different from any other social situation is that it has a primary pedagogic purpose. Teachers spend a lot of time talking, lecturing, asking questions, giving instructions, and so on. The teacher does not only use language for these functions, but he or she demonstrates and uses mime a lot.

2.18 Interactive Learning in Language Classroom

At the heart of the current theories of communicative competence is the essentially interactive nature of communication. Brown (2007:53) states that when someone speaks, for example, the extent to which his/her intended message is received is a factor of both his/her production and the listener`s reception. Most meaning, in a semantic sense, is a product of negotiation , of give and take , as interlocutors attempt to communicate. Thus, the communicative purpose of language compels us as teachers to create opportunities for genuine interaction in the classroom. An interactive course or techniques will provide for such negotiation. Brown (2007:53) points out that, interactive classes will most likely be found:

a. Doing a significant amount of pair work and group work.

b. Receiving authentic language input in real-world contexts.

c. Producing language genuine , meaningful communication.

d. Performing classroom tasks that prepare them for actual language use "out there".

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e. Practicing oral communication through the give and take spontaneity of actual conversations.

f. Writing to and for real audiences, not contrived ones.

To sum up the above is that interactive classroom learning requires employing a variety of teaching principles and techniques in classroom. Thus, teacher to create opportunities for genuine interaction in classroom , need to exert great effort so as to establish this process properly.

2.19 Interactive Principles in Language Classroom

Here after is the most principles which are considered for structuring a theory of interaction in the language classroom which are stated by Brown (2007:213) as follows.

a. Automaticity: Richards & Schmidt (2002:43) defines this term, as it is the ability to carry out an activity or to process information without effort or attention). True human interaction is best accomplished when focal attention is on meanings and messages and not on the grammar and other linguistic forms. Learners are thus freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing.

b. Intrinsic motivation: As students become engaged with each other in speech acts of fulfillment and self-actualization, their deepest drives are satisfied. And as they more fully appreciate their own competence to use language, they can develop as system of self-reward.

c. Strategic investment: Interaction requires the use of strategic language competence both to make certain decisions on how to say or write or interpret language, and to make repairs-when communication pathways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension.

d. Willingness to communicate: Interaction requires an attitude on the part of the learner that says , " I want to reach out to others and communicate." This willingness to communicate further implies the risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone else), of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks.

e. The language-culture connection: The cultural loading of interactive speech as well as writing requires that interlocutor be thoroughly versed in the cultural nuances of language.

f. Interlanguage: (Richards & Schmidt (2002:267) defines the term as the type of language produced by second-and foreign learners who are in the process of learning a language). The complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development. And the role of teacher feedback is crucial to the developmental process.

g. Communicative competence: All of the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in human interaction. All aspects must work together for successful communication to take place.

These above principles will be very helpful in enriching classroom interaction if they are established parallel to a particular classroom teaching techniques.

2.20 The Role of the Teacher in Classroom Interaction

Classroom interaction stimulates the student involvement in the classroom. It fuels student motivation and arouse their interests to learn further. Thus, teacher plays a key role in establishing classroom interaction. Dagrin (2004:128) argues that in a traditional classroom the teacher had the dominant role of an all-knowing leader who 'filled' students' empty heads with knowledge. This role has changed and the

teacher has now got many roles depending on different classroom situations. In a board sense, he is a, 'facilitator of learning', which includes the following which are stated by littlewood (1981):

a. A general **overseer** of learning, who coordinates the activities so that they form a coherent progression from lesser to greater communicative ability.

b. A classroom **manager**, who is responsible for grouping activities into lessons and for their overall organization.

c. A language **instructor**, who presents new language, controls, evaluates and corrects learners` performance.

d. In free communicative activities he will act as a **consultant** or **adviser**, helping where necessary. He may move around the classroom and monitor student`s progress, strengths and weakness.

e. Sometimes he will participate in an activity as a ' **co-communicator'** with the learners. He may encourage learners without taking their main role.

The roles of a consultant or a co-communicator encourage classroom interaction most, but they need the support of other roles (e.g. for organizing and controlling activities).

From the other side and in terms of roles of an interactive teacher, Brown (2007:214) defines that the interactive teacher is one who is fully aware of the group dynamics of classroom. Interactive teacher plays many roles as he can be as controller, resource, facilitator, director and manager .

From the above roles that interactive teacher plays many roles depending on different classroom situations. So, Teachers need to become more sophisticated in their understanding to the effect of situations and learner variability on teaching and learning.

2.21 Pair/Group Work

Group and pair work are type of work that enrich classroom learning and help students to transfer their experiences and knowledge about the language to real situation. EL-Mansour (2009:12) cited from Al-Arashi (2006:14) points out that, pair work and group work maximize students speaking time and help them to build confidence with the target language. Group work increases talking time and allows students to be matched to similar interests and ability levels. He (2006:14) explains that:

> *Pair and group work are the most basic communicative tasks*
> *which allow learner to interact independently in the classroom.*
> *They improve students' attitudes toward the course and the*
> *discipline, and occur more frequently in many English lessons*
> *classes.*

They are regarded as effective patterns in classroom interaction, so well-planned and well-organized of pair and group activities can help in enhancing classroom interaction process. From his part Richard (1994: 153) adds that group work increases the amount of students' participation in the classroom. It increases the opportunities for individual students to practice and use new features of the target language. It enables the teacher to work more as a facilitator and consultant.

2.22 Flexible Grouping: Individual, Pair and Group Working

Appropriate classroom interaction requires to vary grouping of classroom. So to vary to different types of classroom interaction inside classroom is to vary classroom techniques, teacher`s and learner/s` role and classroom context. Valentino (2000) Suggests that as a teacher it is important to vary groupings depending on the goals and context of the activity and it is important to know what supports to offer students for each situation. Anna & Lily (2000) discuss that pair work, group work

and individual work can all be effective, if they are used at the right times and if structured in an appropriate way. For teachers, pair work and group work can be excellent tools to promote student interaction; individual work, on the other hand is easier to assess and often appeals to students with intrapersonal intelligences. In the following table Anna & Lily (2000) state different ways that can be adopted to group students and how structure can be provided at each level.

Table (2.1) Individual, pair and group Working

Type of Student Work	Benefits	Challenges	When It Is Suitable
Individual	Students work at their own pace, they are confident about what they know and what they need to send more time on, they can use their preferred learning styles and strategies.	Students don't get the benefit of learning from and working with their peers	Giving it, Getting it, final tasks/assignment
Pair	Students have the chance to work with and learn from their peers; struggling students can learn from more capable peers; it is especially useful for students who prefer interpersonal learning settings	If students are not matched up well (i.e. low students together, high students together, a higher student with a low student but they don't work well together, etc.) pair work won't be useful; the ability of the students to work in this way needs to be taken into consideration	Giving it and Getting it activities, Inductive learning activities
Group	Group work provides more opportunity for practice, an increased variety of activities is possible and increased student creativity.	As with pair work, the groups must be carefully selected to ensure students can work productively; not all students are able to work to their full potential in this situation; assessment of student progress can be challenging	Giving it and Getting it activities

To justify using these different ways of working is that each type of work-individual, pair and group, has its place in the language classroom. As the above table (2.1) shows, there are certain pros and cons of each approach, but all can be connected to theory dealing with effective language learning. Some activities and topics may be best suited to one particular style of work, but the key is to use variety and give students a sufficient number of opportunities to work and learn from one another.

2.23 Group Work Interaction in Classroom

Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. Awad (2011:19) cited from Judith (2010: 24) argues that group work is one pedagogical strategy that promotes participation and interaction. It also fosters a deeper and more active learning processes. In addition to exposing students to different approaches and ways of thinking, working with other students in groups, can promote a sense of belonging to combats anonymity, isolation or even shyness that often accompany a student's experience at a large campus. Working together in groups also gives students the opportunity to learn from and teach each other.

There are many learning objectives that can be achieved by having students collaborate either in pairs or in small groups. In groups, students can summarize main points; review problems for exams , compare and contrast knowledge, ideas, or theories ; solve problems; or generate comments for their teacher on class progress or on their levels of skill and understanding.

For classroom interaction , class grouping should be based on different classroom situations and variety of   activities in classroom. So, involving class in pair work, group work and individual work can be effective if they are well-structured and used at a proper time. pair and

group work is extremely excellent in promoting classroom interaction and developing positive feeling toward learning. But, the key is to use variety of situations and give students a sufficient number of opportunities to work and learn from one another.

2.24 Strategies for Helping Students in Classroom Interaction

The reality of classroom interaction is far more complicated. It requires teacher to plan and design beforehand strategies which may help his class interact actively. Dagrin (2004:133) suggests the following strategies thinks that they can be helpful in classroom interaction.

1) **Teacher`s help**: Teachers can help students to develop their interaction skills in a foreign language. Some of the ways of teacher`s help are the following:

a) *Asking questions*: It is easier for students to answer questions than to initiate a conversation or make up an independent statement. The teacher indicates with questions some of the words and language structures which will appear in the answer. He can ask additional questions to bring the student to the right answer. The strategy can be used in retelling stories or descriptions. Nevertheless, this form of help is still very guided and does not really lead to freedom of expression. Therefore, it is especially appropriate for beginners. The example below is taken from a recorded lesson of ten-year-old children.

T: *What color is the crocodile?*
Ss: *Green, black and grey.*
T: *Is it dangerous?*
S1: *Yes*
T: *How long is it?*
S2: *Six meters.*
T: *How many legs has it got?*
S3: *Four.*
T: *Can it fly?*

S4: *No*.

…..

(Dagarin 2002)

b) *Body language*: Allan & Pease (2004) point out that, students can obtain a lot of information from teacher`s gestures and mime. The teacher can help students to express themselves with body language. The example below is taken from the lesson in which an ostrich is described. Sometimes students did not know how to continue speaking and their teacher prompted them exaggeratedly acting out body movements of animals:

T (teacher points to his legs and show emphatically their length): *It`s got..*
Ss: *... long legs*
S1: *It a long neck.*
Ss: *And a long …*
S2: *He lives in Africa.*
S1: *It can hard kick.*
S3:*It can run.*
S4: *It`s got eggs.*
S5: *Big eggs.*
T: *It can`t …*(teacher mimes the action of flying with his arms)
Ss: *…fly.*
(Ibid.)

Researcher thinks this strategy is very important and helpful, however it requires teacher who is able of using parts of his body skillfully to convey target meaning. So, the body language will be helpful if teacher does appropriate rehearsing beforehand .

c) *A topic*: Dagarin (2002) says that, teachers can stimulate students` interaction by choosing appropriate topics. Young students prefer talking about sport, computer, music, dinosaur, spaceship etc. Students can say a lot more about a topic of their interest than something they don`t really know well.

He (2000: 134) also describes some other strategies taken by teachers that might help students understand the teacher`s utterance and interact appropriately:

1. Regular checking of understanding,

2. using familiar words,

3. Applying lower cognitive level,

4. Immediate repetition,

5. Recycling of information,

6. Paraphrase,

7. Other aspects of redundancy,

7. Slower, clearer talk,

8. Exaggerated intonation, emphasis,

9. Structurally simplified language,

10. Clarify of discourse markers,

11. Key vocabulary and structures, notified in advance,

12. Simple tasks, notified in advance,

13. Routinisation,

14. translation into students` language.

He also describes some of such strategies as well:

a. Showing genuine interest in and responding positively to pupil`s answers so as to motivate them to want to speak, e.g. Yes? With an encouraging smile.

b. Encouraging attention to language accurately but in a constructive way.

c. Using English at a level pupils can understand to that pupils are getting more input.

d. Helping pupils to express their message by prompting or cueing pupils to say more (so they are 'pushed' to use the language to communicate).

e. Relating talk to familiar context which are meaningful for pupils, thus encouraging them and making them want to talk, e.g. pupils own news.

f. working in partnership with pupils to achieve a common goal.

These are some of the strategies a teacher might employ to encourage students` communication. General classroom atmosphere is

also important. At every attempt to speak, students are exposed to the criticism of their listeners and they need high self-esteem to take risk. The atmosphere should be supportive and it should prompt students to be creative with the language .

2) **Communication Strategies**

'To say something is often just as important as to say what you would actually like to say' (Corder1983,17).

In addition to teachers helping students when interacting in a foreign language, students can apply a number of strategies to overcome communication difficulties. Dagrin (2004:135) defines communication strategy as 'a systematic attempt by the learner to express or decode meaning in the target language, in situation where the appropriate systematic target language rules have not been formed'. Therefore, communication strategies are particularly helpful to beginners who do not have many rules formed yet.

He (2003:135) suggests the following criteria for characterizing communication strategies:

a. 'A speaker desire to communicate a meaning **X** to a listener.

b. The speaker believes the linguistic or sociolinguistic structure desired to communicate meaning **X** is unavailable, or is not shared with listener.

c. The speaker chooses to:

- *Avoid – not attempt to communicate meaning* **X***; or,*

- *Attempt alternate means to communicate meaning* **X***.'*

The second choice is more effective than the first one and it encourage risk taking in learning and using a foreign language.

Dagarin (2000: 137) divides communication strategies into two main parts:

a) Achievement strategies

1. Guessing strategies

2. paraphrase strategies

3. co-operative strategies

b) Reduction strategies

4. Avoidance strategies

Both achievement strategies and reduction strategies compensate for a problem of expression. The former compensate for a language gap by improvising a substitute and the latter are used when a part or a complete message is abandoned. The speaker adapt his utterance to his language competence by reducing his speaking to what he can express. However, he is still able to keep the fluency of an interaction even though he shortens his speaking turn.

A speaker who deploys guessing strategies probes for a word which he does not know or is not sure what it means. If the listener recognizes and understands the expression then his strategy was successful. There are various types of guessing strategies but it is not necessary to be mentioned in this section.

Paraphrase strategies are one of the most effective communication strategies, because they can be applied in a monolingual as well as in a multilingual environment.

A third type of achievement strategies is **co-operative strategies.** The speaker searches for help in different ways: He may ask for a translation of his mother-tongue word, he may point to the object he wants to name or by miming. Young learners very often use these strategies. In the middle of their utterance they ask for a translation, e.g. "*crocodile is….'translated into learner`s mother tongue'*" (Dagarin 2002)

Avoidance strategies prompt speakers to alter the message in order to avoid communication trouble. They may want to avoid phonemic, grammatical or lexical problems. Nevertheless, speakers have to be aware

that in this case the original intention of their message is partly or wholly lost.

According to the above, researcher points out that, teacher should be skilful in varying his/her teaching techniques and strategies to establish high classroom interaction. Thus, teacher must be able to:

1. Act many different roles skillfully.

2. Use body language in a way allow class get information impressively.

3. Grade classroom interaction from one level to the next appropriately.

4. Select a topics that stimulate students` interests and meet their needs.

5. Vary classroom strategies depending on classroom context.

6. Motivate and arouse students` interest.

7. Relate talk to familiar context.

8. Help students overcome their communicative problems.

9. Develop cooperative learning.

2.25 Social Interaction Activities : (Socializing)

Creating opportunities for students to socially interact is important in developing strong social skills. Littlewood (1981:62) points out that Social context means that learners must pay greater attention to the social as well as the functional meanings that language conveys. It also means that the activities approximate more closely to the kind of communication situation encountered outside the classroom, where language is not only a functional instrument, but also a form of social behavior. Hence, it is possible to ask learners to stimulate the social roles involved in the interaction. They must then attempt to communicate in ways that are not only functionally effective, but also conform to the social conventions governing how friends would express themselves in that situation. Littlewood. (1981:62) defines a "social interaction activity", in which :

a. The learner is expected to let social as well as functional considerations affect his choice of language.

b. Accordingly, the language he produces will be evaluated in the terms of its social acceptability as well as its functional effectiveness.

In activities which bear a clear resemblance to recognizable-social situations, learners will often not need to be promoted, but will attempt automatically to conform to an appropriate social role in which they speak. So, teachers can prepare learners for the varied social contexts in which they will need to perform outside the classroom.

So, it is appropriate to consider in this section two following approaches which can be employed to create effective classroom interaction and appropriate social classroom context for foreign language use, namely as follow:

1- Conversation or Discussion Session.

2-Basing Dialogues and Role-plays on School Experience.

2.25.1 Conversation or Discussion Sessions

The conversation session is sometimes regarded as source of relief from more 'serious' language work. It can performs very important functions that are helpful in developing communicative ability. For example:

1- It opens up a rich stimulus for communicative interaction, namely the varied experiences, interests, and opinions of the learners. These may be complemented by written or visual materials which bring further aspects of the outside world into the class.

2-It thus provides a context for a wide range of communicative functions and domains of meaning. In addition, learners must practice the skills required for managing longer sessions of social interaction, such as introducing a new topic, turn-taking, or sustaining the conversation through difficult periods.

3-It provides learners with opportunities to express their own personality and experience through the foreign language. It also gives them valuable experience in using the language as a means of handling their own social relationships.

If the conversation session is to perform its proper role as social interaction activity, the teacher must perform as 'co-communicator' rather than 'director'. He may guide and stimulate, but not take away the learners` responsibility as equal participants in the interaction.

2.25.2 Basing Dialogues and Role Play on School Experience

Alfaki & Ahmed (2007:64) state out that dialogues are certainly the most natural form of language practice. This is because most real communication takes place orally, in the form of conversation between two or more people. So, dialogues in fact, provide meaningful communicative situations. Moreover, dialogues can be used at all stages of the lesson. Littlewood. (1981:62) contests that, through foreign language activities, the aim is to help young learners to understand their environment and cope with its problems. So, teachers make the theme of dialogues and role-playing activities. For example, after a discussion about why children fail at school , the teacher and\or learners might compose a dialogue like the following (alternatively, the dialogue, might be presented first, and serve as springboard for subsequent discussion and role-playing):

Edith: Where`s Elizabeth these days? I haven`t seen her for ages

Molly: Elizabeth ? she`s left school.

Edith: Not intelligent enough, eh?

Molly: Rubbish! She`s as intelligent as you and me.

Edith: It serves her right. She never did her homework, did she? I always do mine.

Molly: You needn`t boast. Your mother keeps you at it. And your father helps you with maths.

Edith: What`s that got to do with it?

2.25.3 Some Limitations of the Classroom Situation

There are some of the possibilities that can be considered for social interaction that lie within the classroom situation. However, it must be recognized some of its limitations. In particular:

a. In situations outside the classroom, learners will need to satisfy a much wider variety of communicative needs, arising from the events of everyday life.

b. They will need to cope with a greater variety of patterns of interaction. These may vary from the formal interview, with its tightly controlled structure, to the informal gathering, where everybody competes on an equal basis for turns to speak.

c. They will need to become involved in different kinds of social relationship, for which different kinds of language will be appropriate.

In order to prepare learners to cope with these wider functional and social needs, it must be looked for ways of extending the possibilities for communicative interaction in the classroom.

2.25.4.Simulation and Role-playing

Hornby (2010: 1200) defines simulation as a situation in which a particular set of conditions is created artificially in order to study or experience something that could exist in reality. And he (2010:1108) defines role-play as a learning activity in which you behave in the way somebody else would behave in a particular situation. From his part Lodousse (1987:159) says that a simulation is an event or an action which must have the following characteristics:

1- It must have 'reality of function' in other words, the participants must step inside the role they have accepted and act accordingly.

2- The environment is simulated. There is no contract with real world.

3- A simulation must have structure. The participants must not present an event. They must have all the facts and information provided for them.

In looking for ways of creating more varied forms of interaction in the classroom, teachers of foreign languages (like their colleague in mother-tongue teaching) have turned increasingly to the field of simulation and, within that field, especially role-playing. With these techniques:

a. learners are asked to imagine themselves in a situation which could occur outside the classroom. This could be anything from a simple occurrence like meeting a friend in the street, to a much more complex event such as series of business negotiations.

b. They are asked to adopt a specific role in this situation. In some cases, they may simply have to act as themselves. In others, they may have to adopt a simulated identity.

c. They are asked to behave as if the situation really existed, in accordance with their roles.

Simulation and role-playing are well established as techniques for organizing controlled, pre-communicative language practice.

In any case, the extent to which learners identify with the roles and meanings depends ultimately not on the teacher, but on the individual learners. However, the teacher can adjust the nature of his own control over the activity, in order to allow greater or lesser scope for the learners` creative involvement in it.

In the discussion that follows, the nature of the control exercised by the teacher (mostly through the materials that he uses) is the main criterion for grouping the examples of role-playing activities. As this control becomes less right and specific, so there is increased scope for the learners` creativity. In this respect, the activities can be viewed as part of

a single continuum which links pre-communicative and communicative activities:

Control   ↑   Performing memorizing dialogues

                 Contextualized drills

                   dialogues

                 Role-playing

Creativity   ↓   Improvisation
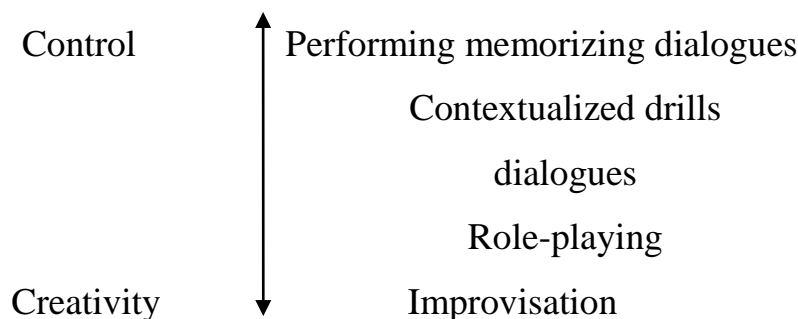
All of these activities involve simulation, but differ in terms of teacher, control and learner creativity. This in dialogue performance, the teachers` control is at a maximum and the learners` creativity is at a minimum in the contextualized drills, the learner creates sentences may be new to him, but they have been predetermined by the teacher. In cued dialogues, it is in the borderline between pre-communicative and communicative simulation: the teacher exercises direct control over the meanings that are expressed, but not over the language that is used for expressing them(though he may exercise indirect control, by previously equipping the learners with suitable forms).

2.25.5 Types of Role-play

1. Role-playing Controlled Through Cued Dialogues

Example:
  Lerner A
You meet B in the street.

A: Greet B.

B: …………………

A: Ask B where he is going

B: ……………..

A: Suggest somewhere to go together.

B: ……………

A: Accept B`s suggestion.

B: …………………..

Learner B
You meet A in the street.

A: ……………………..

B:Greet A.

A: ………………………

B: Say you are going for a walk.

A: ………………………….

B: Reject A`s suggestion. Make a different suggestion.

A: ……………………….

B:express pleasure.

The teacher can use cued dialogues to elicit forms which he has just taught or which his learners would otherwise avoid.

2. Role-playing Controlled Through Cues and Information

In cued dialogues, two sets of cues must interlock closely, in such a way that no cue produces an utterances which conflicts with what follows. This places tight limits on the amount of creativity that is possible within that format.

A more flexible framework is created if only one learner is given detailed cues. The other has information that enable him to respond as necessary. Here, for example, two learners play the role of a prospective guest at a hotel and the hotel manager(ess):

Student A: you arrive at a small hotel one evening. In the foyer, you meet the manager(ess) and:

Ask if there is a room vacant.

Ask the price, including the breakfast.

Say how many nights you would like to stay.

Ask where you can park your car for the night.

Say what time you would like to have breakfast.

Student B : you are the manager(ess) of a small hotel that prides itself on its friendly, homely atmosphere. *You have a single and a double room vacant for tonight. The prices: $8.50 for the single room, $15.00 for the double room. Breakfast is $1.50 extra per person. In the street behind the hotel, there is a free car park.*

3. Role-playing Controlled Through Situation and Goals

All activities that are mentioned above provides a framework of specific cues for the learners. These enable the teachers to control the interaction and to ensure that learners express a particular range of meanings (in addition to any variations they may introduce). The cues also provide learners with supportive framework which relieve them of some of the responsibility for creating the interaction themselves.

As learners progress, the teacher will not necessarily abandon the use of specific cues. He will still sometimes want to produce a particular kind of interaction and elicit a particular range of functional meanings and form. Teacher provides a looser structure, which gives greater responsibility for creating the interaction themselves. The control now determines not so much the specific meanings that learners express. It is directed at the higher level of *situation* and the *goals* that learners have to achieve through communication. For example:

Student A: *you wish to buy a car. You are in a showroom , looking at a second-hand car that might be suitable. You decide to find out more about it, for example how old it is, who the previous owner was, how expensive it is to run and whether there is a guarantee. You can pay up to about $900 in cash.*

Student B: *you are a car salesman. You see a customer looking at a car in the showroom. The car is two years old and belonged previously to the captain of a national team. It does about twenty miles to the gallon. Your firm offers a three – month guarantee and can arrange hire purchase. The price you are asking for the car is $1.400.*

During the activity, the learners` attention might be focused on a picture of the car in question, in order to add realism and avoid misunderstanding about its appearance.

4. Improvisation

The starting point for an improvisation may be a simply everyday situation into which the learners are asked to project themselves. For example, they could be asked to improvise (in pairs) a scene in which a visitor to their town asks advice about what is worth seeing, or (in pairs or groups) a meeting between two old friends who have not seen each other for several years.

In other cases, the situation may be less ordinary and demand more imagination and dramatic effort (which can be strong motivating force for some groups). Dubin and Olshtain (1986:140) add that, when the teacher is preparing improvisation, he must think about: the characters (how many? Who?) , the place (where? E.g. an airplane flying across the Pasific), the time (when? E.g. the present day,a weekday morning), the dialogue (what will each person say?), the action (what will happen? What gestures and facial expression will be used?) . For example, groups of six may be asked to act out the stages in this scene, in which tension grows and is finally resolved (the teacher can indicate when the stages begin and end).

Situation. *You are travelling on an underground train (a subway). Suddenly it stops between two stations. At first you take on notice, but soon you all begin to wonder what is happening. It gets warmer and warmer. You become more and more nervous. After ten minutes, to your relief, the train begins to move.*

For some activities, there may be more emphasis on identifying with certain types of character. For example, working in pairs or groups, learners may be told to imagine that they are the people shown in a particular photograph. They have to decide what events have led up to the situation shown in the photo and improvise what happens next. A similar

type of activity can take place if learners are given the first few lines of a dialogue and told to continue it.

In some improvisation activities (such as the train example above), the teacher may decide that the richest interaction is likely to occur if he simply outlines the situation and lets the learners perform impromptu.

So, to sum up social interaction activities and in considering what kinds of activity, situation and role are best suited a specific learning group, the teacher must consider a number of factors, including the following:

a. He must match the linguistic demands of an activity as closely as possible with linguistic capabilities of his learners.

b. The teacher should remember the point made in connection with classroom interaction, that structures and functions are not bound to specific situations. Therefore, the situations that he selects do not have to be restricted to those in which learners expect to perform outside the classroom. Communication skills can be developed in the context of , say, a classroom discussion or a simulated detective enquiry, and later be transferred to the other contexts of language use.

c. On the other hand, the teacher has to aim for maximum efficiency and economy in his students` learning. It therefore make sense to engage them in a large proportion of situations which bear as direct a resemblance as possible to the situations where they will later need to use their communicative skills.

d. The situation must be capable of stimulating learners to a high degree of communicative involvement. As it makes learners are more likely to feel involved in situations where they can see the relevance of what they are doing and learning. Many learners have no clear connection of their future needs with foreign language. They may therefore find greater

stimulation in situations that are of *immediate* rather than future relevance.

It can be pointed out that social activities are type of activities prepared in a way to be approximate more closely to the kind of communication situation encountered outside the classroom, where language is not only a functional instrument, but also a form of social behavior. So, teacher can prepare learners for varied social contexts in which they will need to perform outside the classroom. In the term of implementing social interaction activities, the teacher must perform as 'co communicator' rather than 'director'.

Socializing activities are better to be established in the form of conversation or discussion session and implement in the form of basing dialogue and role-plays on school experience. However, much stress is laid on the discussion session. Thus, heavy burden casts upon teacher`s shoulder as what concerns with activities` structuring and adapting process so as to go parallel between real social situation and students` needs and interests. Researcher thinks that these types of activities require teacher to be well-trained, creative and imaginative, with well knowledge about learners` social backgrounds and be able to act as co-communicator skillfully.

2.26 Cultural Contexts in Second Language Classroom

Cultural factor is essential in learning second language. Brown .(2007:132) discusses that, culture establishes for each person a context of cognitive and affective behavior, a template for personal and social existence. Teachers tend to perceive reality within the context of their own culture, a reality that they have "created", and therefore not necessarily a reality that is empirically defined.

In the second classroom context, it should be obvious, then , that culture is highly important in the learning of a second language. A

language is a part of a culture , and a culture is a part of a language. The two are intricately interwoven so that one cannot separate them without losing the significance of either language or culture. Acquisition of a second language is also the acquisition of a second culture.

Brown (2007:135) cited from Finkbeiner (2003,2005) adds that, no matter where classrooms are situated in the world where is usually a tacit contract between teachers and learners. This contract presuppose how classroom discourse and communication function and how students behave and act within the given framework. How does an understanding of the relationship of language to culture affect second language teacher`s teaching?, the possibilities are almost endless. Whether he is teaching ESL(in an "inner circle" country where English is the dominant language) or EFL (in an outer or expanding circle country), cultural factors affects him. In ESL contexts, his students are usually "guests" from other countries learning both a new language and a new culture simultaneously; in EFL contexts his students are in their home culture attempting to learn language imbued with foreign cultural connotations. The following points are guidelines on accounting for cultural issues in his classroom:

1. A student`s cultural identity is often a deeply seated bundle of emotions. Practice empathy as teacher relates to his students in cultural matters: behavior patters and expectations; expected relationship to authority, family, and peers; ambiguity tolerance, and openness to new ideas and ways of thinking; students` attitudes toward their own and the L2 culture; their view of individualism versus collectivism ; linguistic conventions of politeness , formality, and other sociopragmatic factors.

2. Teacher has to recognize the cultural connotations and nuances of English and of the first language of his students. Capitalize on them in his teaching.

3. He must use his classroom as opportunity to educate his students about other cultures and help them to see that no one culture is "better" than other. So, he has to practice it in words and deed his respect for his students` deeply ingrained emotions that stem from their cultural schemata.

4. As cultural differences emerge, he must help his students to appreciate and celebrate diversity. Especially in an ESL context where students in the same class may represent many different cultures , so he must try to make his classroom a model of openness , tolerance and respect.

From the above it can be summarized that cultural factor is crucial factor in learning language and as for teacher is a key factor affect teacher`s teaching based on his understanding of the relationship of language to culture. Language and culture, each one represents a part of another. So, one cannot separate them without losing the significance of either language or culture. Therefore, teacher requires to understand carefully his student`s cultural identity. Also he must help his students to appreciate and celebrate diversity and must try to make his class a model of openness, tolerance and respect.

2.27 Creating a Welcoming Classroom Environment for Diverse Cultures

Managing a culturally diverse classroom is not so simple task. In which teacher requires to embrace and welcome cultural diversity into his classroom. While cultural differences among students can occasionally create challenges in the classroom, they should be viewed as opportunities to create positive, trusting relationships. Colorado (2007:1) points out that, challenges of the teacher that, his English language learners (ELLs) come from a culture with traditions and family values that differ from mainstream target culture. These young children not only

have the challenge of learning a new language, but also of adjusting to an unfamiliar cultural setting and school system. Imagine what it would be like to step into a foreign classroom where learner/s didn't understand the language, rules, routines, or expected behavior.

On a daily basis, ELLs are adjusting to new ways of saying and doing things. So, teacher is an important bridge to this unknown culture and school system. There are a number of things teacher can do to help make ELLs' transitions as smooth as possible.

2.27.1 Classroom Strategies: Helping ELLs Adjust to New Surroundings

Although there are no specific teaching techniques to make ELLs feel that they belong in a new culture, Colorado suggests ways, underneath, for the teacher to make these learners feel welcome in his classroom.

a. Learning ELL`s names

Teacher should take the time to learn how to pronounce his ELLs' names correctly. As he asks them to say their names, he should listen carefully and repeat until he knows them very well.

b. Offering one-on-one assistance when possible

Some ELLs may not answer voluntarily in class or ask their teacher for help even if they need it. ELLs may smile and nod, but this does not necessarily mean that they understand. So, the teacher should go over to their desks to offer individual coaching in a friendly way. For convenience, it may be helpful that the teacher to have ELLs sit near of his desk.

c. Assigning a peer partner

teacher should identify a classmate who really wants to help those ELL as a peer. This student can make sure that the ELL understands what

he or she is supposed to do. It will be even more helpful if the peer partner knows the ELL's first language.

d. Posting a visual daily schedule

Even if ELLs do not yet understand all of the words that the teacher speaks, it is possible for them to understand the structure of each day, whether through chalkboard art or images on Velcro. The teacher can post the daily schedule each morning. By writing down times and having pictures next to words like lunch, wash hands, math, and field trip. ELLs can have a general sense of the upcoming day.

e. Inviting ELL`s culture into the classroom

Teacher should encourage ELLs to share their language and culture with him and his class. The teacher shows-and-tells is a good opportunity for ELLs to bring in something representative of their culture, if they wish. They could also tell a popular story or folktale using words, pictures, gestures, and movements. ELLs could also try to teach the class some words from their native language.

f. Using materials related to ELLs' cultures

Children respond when they see books, topics, characters, and images that are familiar. Therefore, teacher should try to achieve a good balance of books and materials that include different cultures.

g. Labeling classroom objects in both languages

Labeling classroom objects will allow ELLs to better understand their immediate surroundings. These labels will also assist teacher when explaining or giving directions. Start with everyday items, such as "door/puerta," "book/libro," and "chair/silla."

h. Including ELLs in a non-threatening manner

Some ELLs may be apprehensive about speaking out in a group. They might be afraid to make mistakes in front of their peers. Their

silence could also be a sign of respect for their teacher as an authority and not a sign of their inability or refusal to participate. Therefore, teacher should find ways to involve ELLs in a non-threatening manner, such as through Total Physical Response activities and cooperative learning projects.

i. Involving ELLs in cooperative learning

Some ELLs are used to work cooperatively on assigned tasks. What may look like cheating to teacher is actually a culturally acquired learning style, an attempt to mimic, see, or model what has to be done. Using this cultural trait is a plus in the classroom. So, teacher should assign buddies or peer tutors so that ELLs are able to participate in all class activities and check out these cooperative learning strategies which the teacher can use with ELLs.

j. Helping ELLs follow established rules

All students need to understand and follow classroom rules from the very beginning, and ELLs are no exception. So, their teacher should teach them classroom management rules as soon as possible to avoid misunderstandings, discipline problems, and feelings of low self-esteem. Here are a few strategies that teacher can use in class:

1. Using visuals like pictures, symbols, and reward systems to communicate his expectations in a positive and direct manner.

2. Physically model language to ELLs in classroom routines and instructional activities. ELLs will need to see their teacher or his peers model behavior when he wants them to sit down, walk to the bulletin board, work with a partner, copy a word, etc.

3. The teacher should be consistent and fair with all students. Once ELLs clearly understand what is expected, hold them equally accountable for their behavior.

Learners who come from diverse cultures to learning language classroom encounter hard challenges to learn. So, the teacher plays central role to adjust the case of unfamiliar cultural setting and school systems. Thus, he acts as an important bridge to this unknown culture and school systems. So, he must adopt a variety of classroom techniques that enable him to help his learners make their transition as smooth as possible.

2.28 Contextual Teaching and Learning

The mind naturally seeks meaning in context. That is the environment where the student is located. This way of learning encourages teachers to create appropriate classroom environment that incorporates as many different forms of experience as possible, including social, cultural, physical and psychological. I.e. context, thus the expression, "*When in Rome, does as the Romans do.*" Also a famous comedian once said, *"If you fall down, it's funny. If I fall down it's not funny."* It's all in the context.

Teachers exert great effort in order to enable them to offer a type of learning process that helps them to relate subject matter content to real world situations. According to Robert (2001:3) teachers help their students connect the content they are learning to the life contexts in which that content could be used. Students find meaning in the learning process.

Johnson (2002:21) suggests the following and defines the contextual teaching and learning (CTL) system is an educational process that aims to help the students see meaning in the academic material they are studying by connecting academic subjects with the context of their

daily lives, that is, with the context of their personal, social, and cultural circumstances.

He adds that contextual teaching is teaching that enables students to reinforce, expand, and apply their academic knowledge and skills in a variety of- in-school and out-of-school settings in order to solve simulated or real-world problems. Contextual learning occurs when students apply and experience what is being taught referencing real problems associated with their roles and responsibilities as family members, citizens, students, and workers. Contextual teaching and learning emphasizes higher-level-thinking, knowledge transfer across academic disciplines, and collecting, analyzing and synthesizing information and data from multiple sources and viewpoints.

According to the above contextual teaching and learning is the concept of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connection between knowledge and its applications to their lives as family members, citizens, and workers etc instead of just students. In this way, students' ability to apply the knowledge learned would not just stay inside the school, a learning environment, but goes out to society, family or workplace, an applying environment, an environment where problems need to be solved. Therefore, in order to cover different possibilities, the variety of context is stressed. So, variety of classroom context and the strategy of relating learning to every day learners` situation which enhance classroom interaction.

2.29 Cooperative and Collaborative Learning

It's extremely common for teachers to require students to work in groups. Dooly (2008:1) Collaborative learning requires working together toward a common

goal. This type of learning has been called by various names: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, or team learning. What they have in common is that they all incorporate group work. However, collaboration is more than co-operation. Collaboration entails the whole process of learning. This may include students teaching one another, students teaching the teacher, and of course the teacher teaching the students, too. More importantly, it means that students are responsible for one another`s learning as well as their own and that reaching the goal implies that students have helped each other to understand and learn. So, students are actively exchanging, debating and negotiating ideas within their groups increase students` interest in learning. Importantly, by engaging in discussion and taking responsibility for their learning, students are encouraged to become critical thinkers. Many researchers have reported that students working in small groups tend to learn more of what is being taught. Moreover, they retain the information longer and also appear more satisfied with their classes.

From their parts Rodgers & Richards (2001)192) add that, cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. And they define cooperative learning as it is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his/her own learning and is motivated to increase the learning of other.   On the other hand, Dooly (2008) states that, cooperative learning is a process meant to facilitate the accomplishment of a specific end product or goal through people working together in groups. Inevitably, cooperation and collaboration seem to

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overlap, but in the cooperative model of learning, the teacher still controls most of what is going on in the class, even if the students are working in groups. Collaborative learning, on the other hand, is aimed at getting the students to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together.

The basis of both collaborative and cooperative learning is constructivism: knowledge is constructed, and transformed by students.

While Crowell (2003:1) adds that cooperative learning is often confused with collaborative learning, but the two represent very different types of group interaction. Members of cooperative learning groups participate because they are required to do so, and they are held individually accountable because of the teacher. On the other hand, members of collaborative learning groups enjoy working together because they value each person's contribution. They work together voluntarily and hold themselves individually accountable because they share authority and have a high level of respect for each other.

From the above it can be pointed out that Cooperative and collaborative learning are both working in group. The former is structured by the teacher and s/he requires each student to participate in the group work. While the latter is when students choose to work together as a team to accomplish the learning task or goal.

2.29.1 Elements of Cooperative Learning

Crowell (2003:3) argues that, simply working in a group does not guarantee cooperative learning. There are five elements that define true cooperative learning in groups:

1. Face-to-face interaction

2. Positive interdependence

3. Individual accountability

4. Collaborative skills

5. Group processing

Face-to-face interaction is a bit counter-intuitive because it doesn't necessarily mean face-to-face as in 'in-person'. It actually just refers to direct interaction. So, it can be literally face-to-face, or it could be over the phone, on chat, via Skype, through email, etc. It's just referring to the fact that group members have to actually interact in order to cooperate. The second element is *positive interdependence*, which means that the group members rely on each other and can only succeed together. This goes hand-in-hand with the third element, which is *individual accountability*. As an interdependent group, each individual is responsible for his or her own work and can be held accountable for that `work. The fourth element of cooperative learning is *collaborative skills*. The group members must be able to work together, but the ability to do so doesn't always come naturally; sometimes these skills need to be taught. And the final element is *group processing*, which refers to the fact that the group needs to monitor itself to ensure that the group, as a whole, is working together effectively.

2.29.2 Jigsaw

Crowell (2003:4) suggests that an example of a very popular cooperative learning activity that teachers use is jigsaw, where each student is required to research one section of the material and then teach it to the other members of the group. Just like a jigsaw puzzle, each piece

or section is put together at the end, and only then does the entire picture make sense.

For example, imagine X `s been placed in a group that has been tasked with researching the life of  Sudanese international novelist El-Tayeb Salih. In jigsaw, X and the members of  X`s group would each be responsible for researching certain periods of his life. Let's say there are four members of X`s group. X is responsible for researching his childhood, and the other members of X`s group are responsible for other periods of his life. When X is finished of his/her individual research, he/she report what X `s learned to the other members of his/her group. Once everyone is finished with their reports, X `s a complete picture of the novelist entire life.

2.30 Review of Some Related Previous Studies

Many studies have been carried out to deal with classroom interaction matters. This section covers some of M.A and PhD theses which are investigated in different terms of classroom interaction.

One of these studies is an M.A. thesis entitled "Teacher's Role in Creating Effective Classroom Contexts" by Haj Bashir (2009), University of Gezeria, Faculty of Education- Hasahisa. The study investigates the roles teacher plays and the problems face him in order to find out appropriate techniques for classroom interaction. The main findings of the study are that teacher plays different roles so as to create ideal classroom atmosphere. Classroom context requires effective techniques for managing and organizing classroom and pair and group work requires special roles from the part of teacher.

An M.A thesis entitled " Stimulating and Improving Interaction in Sudanese EFL Classes" by Ali (2012), University of Gezeria, Faculty of Education- Hasahisa.   This study is mainly conducted to develop classroom interaction. Researcher aims to enhance learner-learner interaction. The main findings of this study are that as follow:

a. Teacher dominates most classroom talk , so little time is left for learners to interact.

b. Teachers are not creative in designing activities that enhances interaction among the students.

c. The time allotted for interaction is not sufficient for pupils to practice the language.

d. Overcrowded classes sometimes deprive the majority of pupils to interact.

Also Abdullah (2009), his M.A thesis under the title "Factors Influencing Learners' Interaction in EFL Classroom" University of Gezeria, Faculty of Education- Hasahisa, conducts   this study mainly to investigate the role of the teacher in facilitating the learning of English language and increase students' participation in classroom. The main findings of this study are that as follow:

1. Teacher's student interaction was done through display questions only, and most of these questions concerned textual information for example comprehension check and meaning of the words.

2. Most teachers used Arabic language to communicate with students when they asked something or made comments.

3. Most teachers did not make students interact in communicative activities. They regulate and limit students' participation through the use of repeated activities which do not stimulate meaningful learning.

4. Pair and group work are essential activities that increase participation.

5. The teachers dominated the interaction within the classroom as well as the choice of activities.

This study disagrees with some of the above results in particular that classroom interaction to be established through questioning strategy. However, the both studies are in agreement of using pair and work as an strategy in classroom intratction.

Some results of above study come in agreement and others disagreement the results of this study.

A PhD thesis entitled " Strategies for Developing English Oral Communication in Sudanese Secondary School by AL-fadil " (2010), Sudan University of Science and Technology, Faculty of Education. This study mainly aims at finding out teaching strategies that can be adopted to develop English language oral communication skills for Sudanese secondary school students. The main findings of this study as follows:

1- English language classes lack of using proper strategies for teaching English speaking skills is obviously reflected in the students` disability to say even a single correct English sentence.

2. Teachers do not use an effective listening strategies because they do not teach listening lessons.

3- Disuse of proper strategies in teaching and learning English language represents the factor that justifies the deterioration of oral communication.

A PhD thesis entitled " Developing Effective Techniques in Teaching English Language in Overcrowded Classes at Secondary School Level in Khartoum state, Sudan " by Hamad (2011), Sudan University of Science and Technology, Faculty of Education. The study aims at locating and highlighting problems which encounter both teachers and students in

overcrowded classes and how to overcome these obstacles. It also aims at investigating difficulties which hinders teachers in implementing interactive activities in overcrowded at classes secondary school classes . The main findings of this study as follows:

1- Pair work is appropriate technique in teaching and learning English language in overcrowded classes.

2- Majority of students are not motivated to take part in classroom interaction.

3.There is no good coverage for whole class in terms of classroom interaction.

4.There are no enough opportunities for classroom interaction.

M.A thesis entitled " Simulation of Oral interaction in Sudanese EFL Classes " by Mohamed (2008), Sudan University of Science and Technology, Faculty of Education. This study aims at exploring the ways and effective means to stimulate oral interaction in EFL classes. Also it aims to investigate difficulties that encounter students in oral production and to suggest solution for them. The main findings of this study as follows:

1- Students have difficulties in oral interaction.

2- the teachers at university level do not have enough materials to perform their activities.

3. Students have a positive attitudes towards speaking English language.

4. the use of an effective techniques increase students` abilities in oral interaction.

2.31 Feedback on the Previous Studies

Generally, most of the results, but for one, of the related previous studies are in agreement with the results of the current study (summarized in chapter five).

The results of the previous studies that are in agreement with the results of this study as follows:

1. Sufficient opportunities are not created and sufficient allotted-time for classroom interaction are not provided.

2. Effective activities for classroom interaction are not utilized.

3. Teachers are unaware of effective teaching techniques.

4. Students have difficulties in oral interaction.

5. Pair and group work are effective learning strategy for classroom interaction.

6. Teachers act as controller more than facilitators and co-communicators.

7. crowded classes cause difficulties in classroom interaction.

From the other hand, the current study is in disagreement with the result that claims that employing appropriate techniques of teaching and learning English language are crucial in increasing classroom interaction. In fact, there are many other factors and strategies which can integrated together to achieve effective classroom interaction. Some of these factors concern with soci-cultural norms, psychological factor and physical setting. These factors should be matched with students needs, interests, and their soci-cultural backgrounds.

2. 32 Summary of the Chapter

This chapter discusses different topics that relate to classroom contexts (situations) and classroom interaction. Appropriate physical classroom arrangement do make different in student productivity and teacher effectiveness . Therefore, this chapter starts with discussing classroom environment in terms of physical classroom organization and arrangement. It also contests classroom in its different contexts, classroom as social context, communication context , communicative competence... est. Classroom as social context reflects that classroom is

taken as a yardstick for what is 'real' situations outside the classroom. Classroom as a communication context concerns with that all communication occur in context. Communication inside classroom and outside classroom are also contested. It also suggests safe and caring classroom community in which students feel they can freely express themselves and risk mistakes because they know they will be accepted no matter what. Participations and roles of students in classroom interaction is widely discussed. This chapter also focuses on classroom interaction in its different forms. Thus, strategies for helping students in classroom interaction are detailed and discussed. Social interaction activities (socializing) namely, (role-play, dialogue, discussion, simulation and improvisation) are detailed with exemplifying. Culture as essential factor in learning foreign language is reflected. Contextual teaching and learning as way of learning that connect learners with daily lives is presented. Cooperative and collaborative learning are included as an effective learning strategies for classroom interaction. Finally, review of some related previous studies are summarized and their results compared with the results of this study.

Chapter Three

Methodology

3.1 Introduction

This chapter is devoted to the procedures adopted in conducting the study ; sampling procedures and collecting data. It provides a description of sample of the study, data collection techniques and procedures used in conducting this study. It discusses the description of the teachers and secondary English language classes. Two instruments have been adopted in this research; questionnaire and observation checklist.

3.2 The study design

The researcher has adopted the descriptive analytical method for conducting this study , how data were collected , analyzed and the procedures used. It describes the validity and reliability and analysis of the data .

3.3 The Subjects of the Study

This study took place at secondary school level and faculties of education at Khartoum State universities. They are in the Khartoum state. The sample which the researcher sets out to investigate in this study composed of three groups. These groups are EFL lecturers, secondary school English language supervisors and secondary school English language classes. They are all (81).

3.4 Population of the study

The population of this study consists of three groups. The first group is ELT lecturers of faculties of education of Khartoum State universities. The second group is secondary level English supervisors. The people of the first and second group are intended to answer the

questionnaire items. The third group is secondary school English language classes. They are all in Khartoum state. These classes are intended to deliver English language lessons in which the researcher tested the items of the observation check list.

3.5 Sampling

The data has been collected from the a sample consisting of three groups. The first group consists of thirty six ELT lecturers. It took place at faculties of education of Khartoum state universities. The second group made up of twenty secondary level English language supervisors. It took place at three major localities of Khartoum state (Khartoum, Bahri and Umdorman). The third group took place in Khartoum locality of Khartoum state . It composes of twenty five secondary school English language classes. Details of the three groups are illustrated in the following three tables.

Table (3-1)

Group One – ELT Lecturers of Faculties of Education			
University	Number of lecturer	Gender	
		Male	Female
University of Khartoum	7	6	1
Sudan University Science & Technology	6	4	2
Umdorman Islamic University	5	5	-
University of Al-zaeem	6	6	-
University of Bahri	8	6	2
International African University	4	4	-
Total	36	31	5

Table (3-2)

Group Two – Secondary School English Language Supervisors			
Locality	Number	Gender	
		Male	Female
Khartoum	7	3	4
Bahri	7	5	2
Umdorman	6	4	2
Total	20	12	8

Table (3-3)

Group Three – Secondary School English language Classes								
Locality	Number of Schools`	Class Level			Gender		Class`s number range	Students` age range
		First	Second	Third	Male	Female		
Khartoum	13	11	6	8	11	14	--- 50 25	15 --- 20

From table (3.3) it observed that classes of female are more than the male ones. This because that secondary schools for girls contain number of classes more than that in the boy ones.

3.6 Instruments of Data Collection

Two tools for data collection were employed in this study. An observation check list for secondary school English language classes and questionnaire for secondary school English language supervisors and ELT lecturers.

3.7 Observation Check List

3.7.1 Observations Check List Design

The observation check list is designed to provide information about classroom procedures and techniques which can be taken place in English language classes.

3.7.2 The Content of Observation Check List

It consist of fifteen statements each of which is accompanied by the options   *Yes* and *No*. The first five statements were formulated to investigate how classroom learning situations is established and organized. The rest ten of statements were designed to investigate the techniques that teacher can employ to establish classroom interaction.

3.7.3 The Procedures of Observations Check List

The researcher himself administered the observations check list by attending English language periods at different classes in secondary school namely (first, second, third). Thus, he selects twenty five English language classes from thirteen secondary schools to observe teachers` work inside English language classroom of these schools.

3.7.4 Reliability and Validity of the Observation Check List

Before putting the observation check list in its final draft , it was distributed to be judged .It was judged by five ELT experts and they are all associate professors. On the light of their comments, the observations check list was put in its final draft. Thus, the study used the statistical package for social sciences to analysis the data collected. Thus, the results are obtained as follows:

$$r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{[N(\Sigma X^2) - (\Sigma X)^2][N(\Sigma Y^2) - (\Sigma Y)^2]}}$$

Reliability 2*r/1+r   = 0.76

Validity $= \sqrt{\text{reliability}} = 0.87$, so, it is reliable and valid.

3.8 Questionnaire

3.8.1 Questionnaire Design

Questionnaire is designed to investigate the difficulties may teacher encounters and strategies and techniques that may help teacher to create meaningful and realistic situations for classroom interaction.

3.8.2 The Content of the Questionnaire

The questionnaire includes thirty four statements each of which is accompanied by the options *agree* , *to some extent* and *disagree*. This questionnaire is divided into four main parts. Each part contains a set of statements which can be illustrated as follow:

The first set of the statements, from 1 up to 12 were formulated to investigate EFL teachers` difficulties in creating real meaningful situations.

The second set of statements, from 13 up to 20 were designed to investigate the techniques that teachers may employ for maximizing classroom interaction.

The third set of statements, from 12 up to 30 were prepared to investigate maximizing classroom interaction in terms of creating meaningful and realistic situations in classroom.

The last group of the statements, from 31 →34 are made to investigate learners` attitudes in English language classroom interaction.

3.8.3 Procedures of Questionnaire

The questionnaire was distributed to (56) of secondary school English language supervisors and EFL lecturers. The questionnaire composed of thirty four statements to determine the difficulties and suggest teaching techniques for creating real meaningful situations for

classroom interaction.

3.8.4 Reliability and Validity of Questionnaire

Before putting the questionnaire in its final draft , it was distributed to be judged .It was judged by the same ELT experts who judge observation check list. On the light of their comments, the questionnaire was put in its final draft. Thus, the study used the statistical package for social sciences to analysis the data collected. Thus, the results are obtained as follows:

a- Reliability & Validity of ELT Lecturers as follows:

$$r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{\left[N(\Sigma X^2) - (\Sigma X)^2\right]\left[N(\Sigma Y^2) - (\Sigma Y)^2\right]}}$$

Reliability 2*r/1+r   = 0.84

Validity $= \sqrt{\text{reliability}}$ = 0.92. So, these indicate it is reliable and valid.

b-Reliability & Validity of English Supervisors as follow

$$r_{XY} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{\left[N(\Sigma X^2) - (\Sigma X)^2\right]\left[N(\Sigma Y^2) - (\Sigma Y)^2\right]}}$$

Reliability 2*r/1+r   = 0.88

Validity $= \sqrt{\text{reliability}}$ = 0.79 so these mean it is reliable and valid.

3.9 Summary of the Chapter

This chapter provides a description of population , sample of the study and tools of data collection. It also shows the techniques and procedures that are used in collecting data. Validity and reliability of two tools of data collection are calculated by SPSS program.

Chapter Four

Data Analysis, Results and Discussion

4.1 Introduction

This chapter is concerned with analyzing data collected and discussing results of analyzed data which has been collected by means of questionnaire and observation check list. The findings of this analysis and discussion of the data serve to test the hypotheses and answer the questions and achieve the objectives of the study. It is worth mentioning that data analysis is conducted by using the SPSS program which stand for "statistical package for social science and Excel program.

4.2 Questionnaire`s Data Presentation

Primarily, The questionnaire is intended to two groups. Group one (**G1**) represents EFL lecturers and group two (**G2**) is secondary school English supervisors. The visual presentation of data is presented in form of table accompany with figure except in the independent T test two tables are used to show differences between two groups. For each statement two tables and two figures of both groups are presented as each table accompany with figure represent group. Thus, the two tables accompany with their figures are followed by two independent T test tables (**T test tables**) to show difference between two groups (**G1&G2**) for a particular question. In other words, each statement is analyzed and discussed from the part of first group and followed by analysis and discussion of second group and then the results of both groups are analyzed and discussed by using Independent T Test for seeing if there is significant difference between the two groups or not.

4.3 Analysis of the Questionnaire

4.3.1 EFL Teachers` Difficulties

The following ten statements which are presented in tables and figures (from 1 up to 10) are aimed to investigate EFL teachers` difficulties in establishing effective classroom interaction. The following ten tables shows the statistical results of these difficulties.

G1: table(4.1) **English language content is not smoothly connected with the context of students` daily interests.**

q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	3	8.3	8.3	8.3
	to some extent	9	25.0	25.0	33.3
	agree	24	66.7	66.7	100.0
	Total	36	100.0	100.0	

G1: figure (4.1) **English language content is not smoothly connected with the context of students` daily interests.**
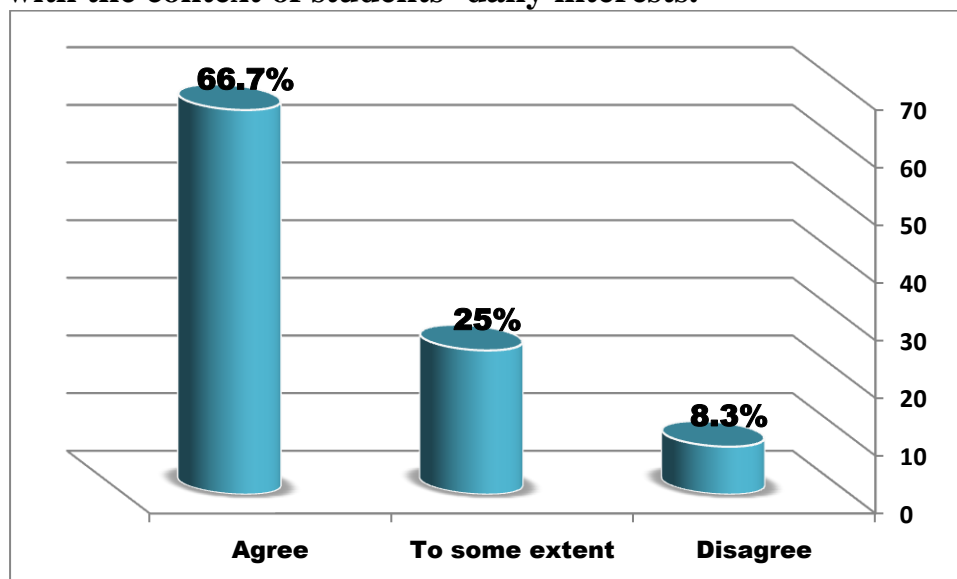
According to table and figure (1.4) the statistical results show that (8.3%) of the respondents disagree with statement, (25%) of them response for the option 'to some extent' and the majority (66.7%) of the respondents support the statement which claims that current English language content is not appropriate to stimulate daily learners` interests for classroom interaction.

G2: table (4.1) **English language content is not smoothly connected with the context of students` daily interests.**

q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	5.0	5.0	5.0
	to some extent	9	45.0	45.0	50.0
	agree	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.1) **English language content is not smoothly connected with the context of students` daily interests.**
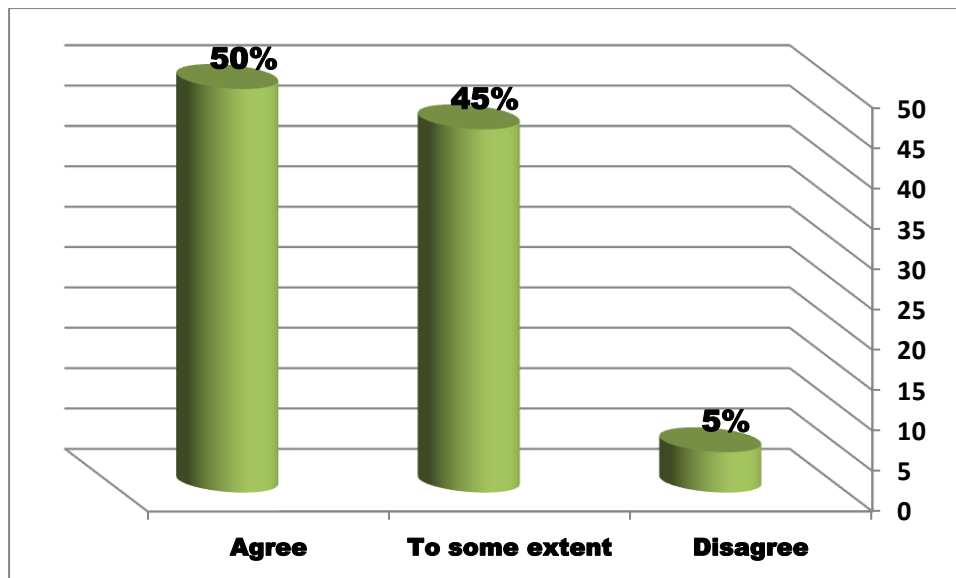
From the above table (G2:table1.4) illustrates that, the item is rejected by (5%) of the respondents and supported by (50%) of the respondents whereas (45%) of the respondents response for the option 'to some extent'. It is means that the majority of the second group support what is claimed in the above statement .

4.3.2 Independent T Test

The Independent T test is used for association (difference) between the two groups. In each two tables of T-test are presented, the result is usually taken from the second one (Independent Sample Test table) in which signified by the lower number of column six (**sig. (2-tailed)**). So, if the number obtained is less than (0.05), this means there is significant difference between the two groups however, if it is more than (0.05) means there is no significant difference between two groups around the point.

T-test Tables (4.1), **English language content is not smoothly connected with the context of students` daily interests.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q1	leccturer	36	2.58	.649	.108
	supervisor	20	2.45	.605	.135

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q1	Equal variances assumed	.005	.945	.754	54	.454	.133	.177	-.221	.488
	Equal variances not assumed			.770	41.808	.446	.133	.173	-.216	.483

According to above table, the statistical treatment shows that the **sig** is (.446), which indicates it is more than (0.05). So, there is no significant differences between two groups. Thus, the both groups support the claim of the above statement that current English language content is not appropriate to simulate learners` daily interests.

G1:table (4.2**), classroom activities are biased to particular cultures.**

q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	3	8.3	8.3	8.3
	to some extent	5	13.9	13.9	22.2
	agree	28	77.8	77.8	100.0
	Total	36	100.0	100.0	

G1: Figure (4.2), **classroom activities are biased to particular cultures.**
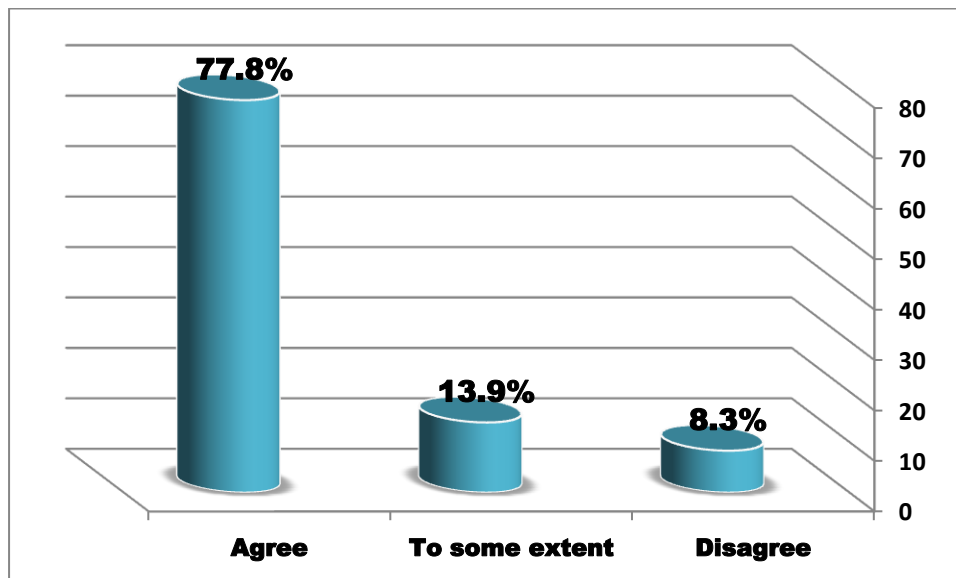
It is clear that the statement of table G1: (4.2) was supported by (77.8%) of respondents and opposed by (8.3%) of them. While (13.9%) of respondents response for the option 'to some extent'. So, the statement supports the claim that classroom activities are biased to a particular culture.

G2: table (4.2**), classroom activities are biased to particular cultures.**

q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	20.0	20.0	20.0
	to some extent	4	20.0	20.0	40.0
	agree	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.2), **classroom activities are biased to particular cultures.**
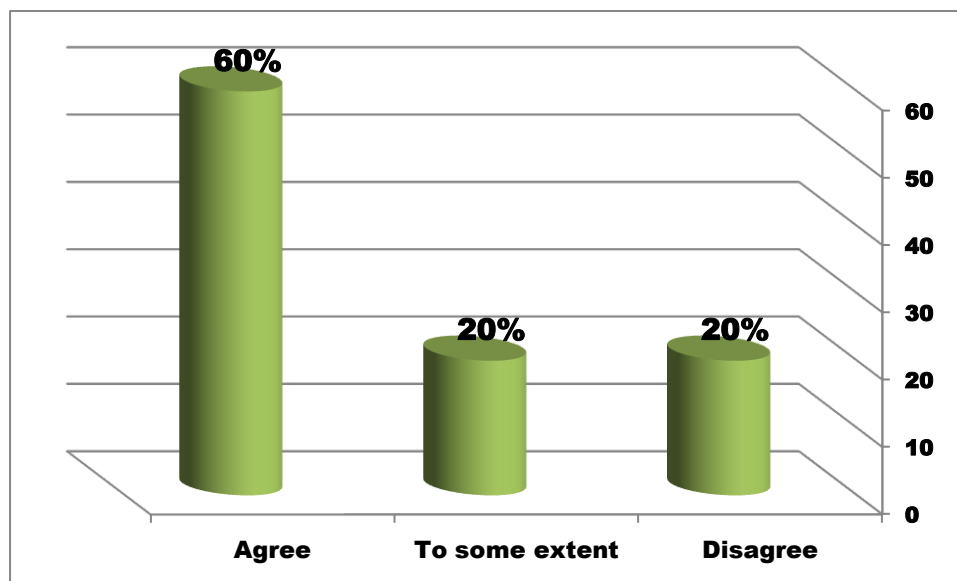
With reference to the above table G2: table (4.2) the results show that (60.1%) of the English language supervisors support the statement , (20.%) of the them response for the option 'to some extent' and (20%) of the respondents disagree with the suggestion of the statement. So, the majority of the respondents reflect that the activities that are used for classroom interaction are biased for a particular cultures.

T -test tables (4.2), **classroom activities are biased to particular cultures.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q2	leccturer	36	2.69	.624	.104
	supervisor	20	2.40	.821	.184

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q2	Equal variances assumed	5.237	.026	1.509	54	.137	.294	.195	-.097	.686
	Equal variances not assumed			1.396	31.413	.173	.294	.211	-.136	.724

According to above table the obtained result show that the **sig.** is (.173).

it indicates to that there is no significant difference between two groups.

It means that both groups agree that classroom activities are biased to a

particular culture so that affect on learners` engagement and interaction

in classrooms of diverse cultures. So , classroom should be a model of

openness, tolerance and respect.

G1: table (4.3)**, few students take part in classroom interaction.**

q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	5.6	5.6	5.6
	to some extent	4	11.1	11.1	16.7
	agree	30	83.3	83.3	100.0
	Total	36	100.0	100.0	

G1: figure (4.3), **few students take part in classroom interaction.**
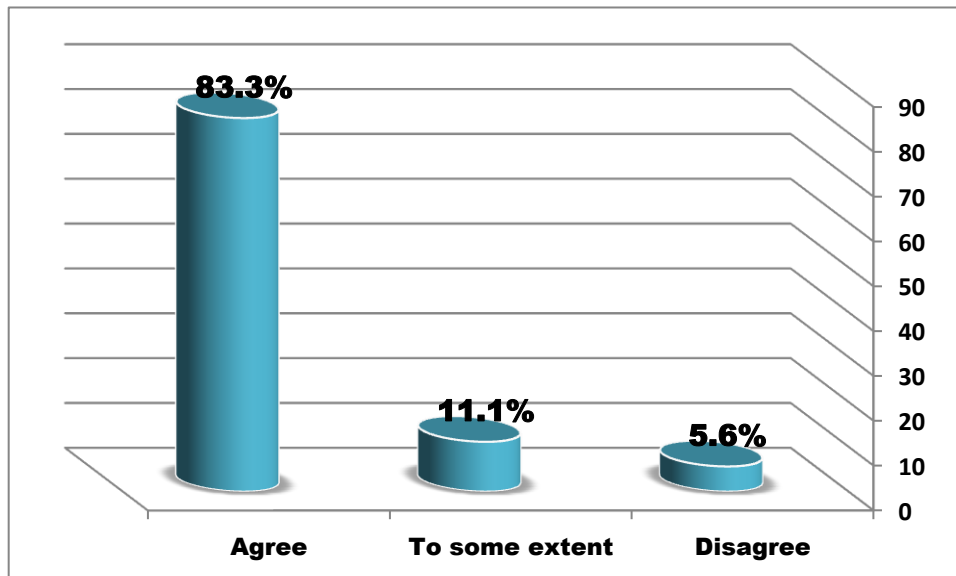
From table G: (4.3), it is clear that the statement is rejected by (5.6%) of the respondents, (11.1%) of them response for the option 'to some extent' and the majority (83.3%) of the respondents supported it. So, this means that few students take part in classroom interaction.

G2: table (4.3)**, few students take part in classroom interaction.**

q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	3	15.0	15.0	15.0
	agree	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.3), **few students take part in classroom interaction.**
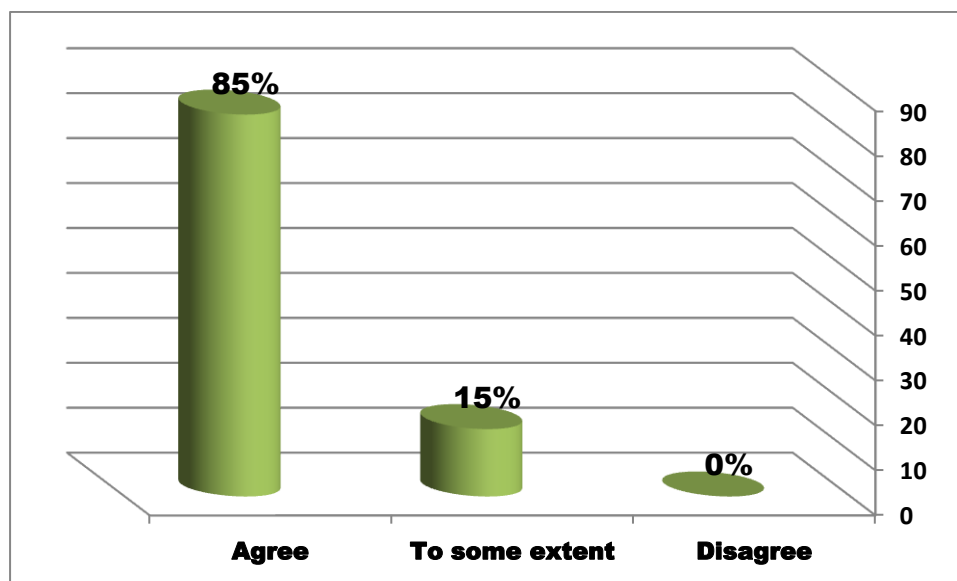
With reference to above table G2: (4.3) shows that the majority (85%) of the English language supervisors support the statement , (15 %) of them are for option 'to some extent' while no respondent disagrees with what is claimed in the statement. This shows that the majority of learners do not take part in classroom interaction.

T-test tables (4.3) **few students take part in classroom interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q3	leccturer	36	2.78	.540	.090
	supervisor	20	2.85	.366	.082

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q3	Equal variances assumed	1.414	.240	-.532	54	.597	-.072	.136	-.344	.200
	Equal variances not assumed			-.593	51.695	.556	-.072	.122	-.317	.172

It is clear that the above table demonstrates that the **sig** is (.556) which can be interpreted that there is no significant difference between the both groups. Thus, the both groups supported the statement that the majority of learners at secondary English classes do not take part in classroom interaction. So, this means that the interaction may be exclusive on those who are well-motivated, communicatively competence …est.

G1: table (4.4), **teachers are unaware of the criteria that are used to socialize classroom situations.**

q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	11.1	11.1	11.1
	to some extent	8	22.2	22.2	33.3
	agree	24	66.7	66.7	100.0
	Total	36	100.0	100.0	

G: figure (4.4), **teachers are unaware of the criteria that are used to socialize classroom situations.**
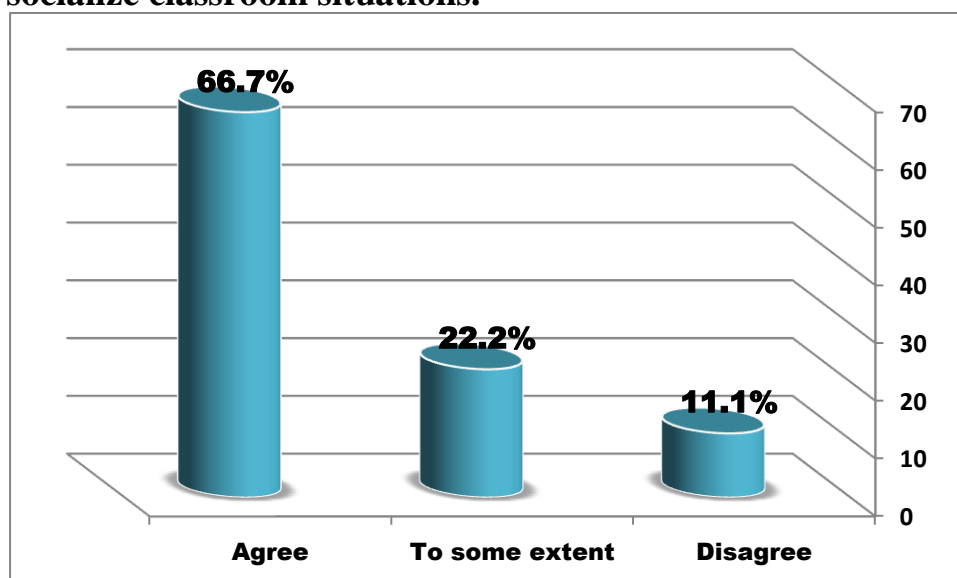
The above table G1: (4.4) shows that (11.1%) of the respondents disagree with claim of the statement, while (66.7%) of the respondents agree with the statement and (22.2%) of them response for the option 'to some extent'. So, the claim of the statement is positively supported that secondary school teachers are unaware with criteria that can be used to socialize classroom situations.

G2: table (4.4), **teachers are unaware of the criteria that are used to socialize classroom situations.**

q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	9	45.0	45.0	45.0
	agree	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.4), **teachers are unaware of the criteria that are used to socialize classroom situations.**
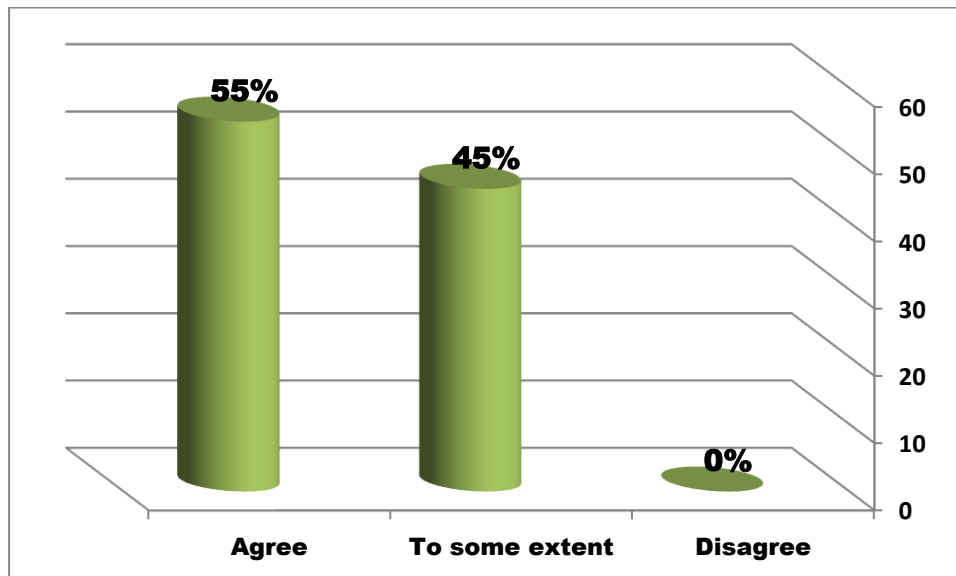
According to the above table G2:(4.4) the majority (55%) of the English language supervisor agree with the claim of the statement while, (45%) of the respondents response for the option 'to some extent' and no respondent disagrees with what is claimed in the statement. This means that secondary school English language teachers are unaware criteria that can be adopted to socialize classroom situations.

T-test tables (4.4), **teachers are unaware of the criteria that are used to socialize classroom situations.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q4	leccturer	36	2.56	.695	.116
	supervisor	20	2.55	.510	.114

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q4	Equal variances assumed	1.539	.220	.031	54	.975	.006	.177	-.350	.361
	Equal variances not assumed			.034	49.670	.973	.006	.163	-.321	.332

According to above table, the statistical treatment shows that (**sig** .973), this indicates that there is no significant difference about what is claimed in the above statement. So, it is supported by both groups that secondary school English teachers are unaware of the criteria that are used to socialize classroom situations.

G1: table (4.5), **insufficient time of classroom interaction results in poor practice of classroom learning.**

q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	4	11.1	11.1	13.9
	agree	31	86.1	86.1	100.0
	Total	36	100.0	100.0	

G1: figure (4.5), **insufficient time of classroom interaction results in poor practice of classroom learning.**
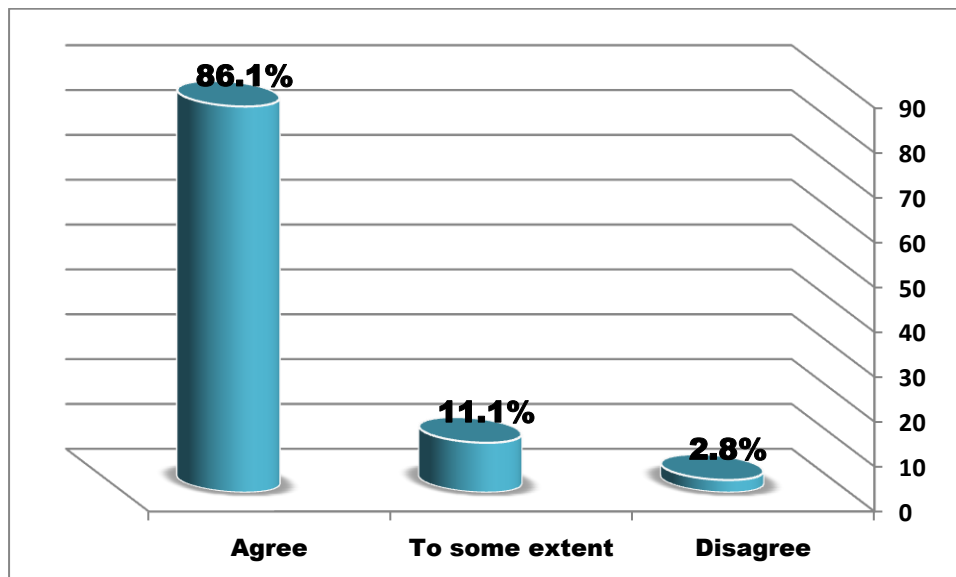
From the above table it seems (86.1%) of the respondents agree, (11.17%) of them are for the option 'to some extent and (2.8%) disagree with what is claimed in the statement. So, it means that the majority of the respondents support the statement that says insufficient time for classroom interaction create poor practice for classroom learning.

G2: table (4.5), **insufficient time of classroom interaction results in poor practice of classroom learning.**

q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	10.0	10.0	10.0
	agree	18	90.0	90.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.5), **insufficient time of classroom interaction results in poor practice of classroom learning.**
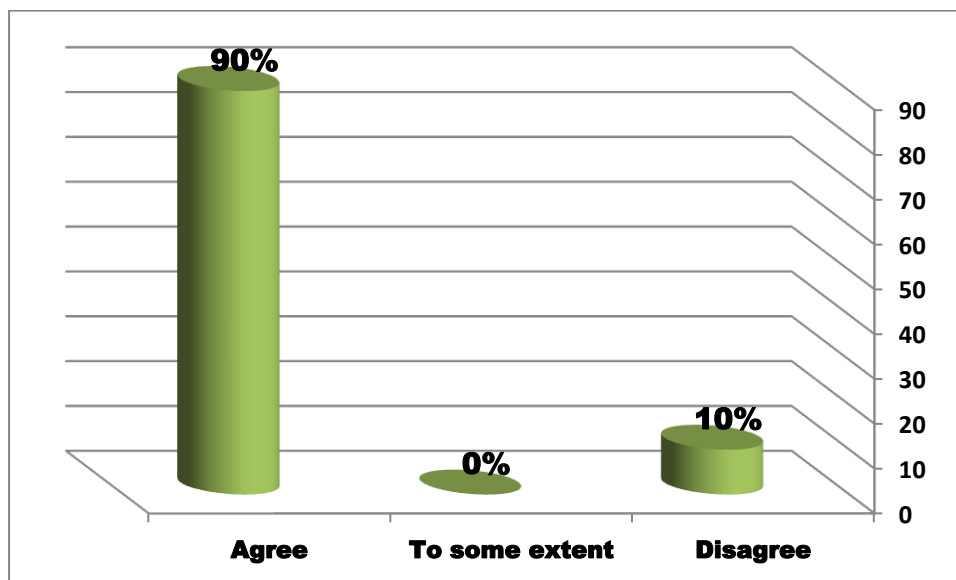
With reference to the above table shows the majority (90.0%) of the respondents support the statement, while (10.0%) of the respondents disagree with what is claimed in the statement. So, the supervisors strongly support the idea that insufficient time of classroom interaction create poor practice for classroom learning.

T-test tables (4.5), **insufficient time of classroom interaction results in poor practice of classroom learning.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q5	leccturer	36	2.83	.447	.075
	supervisor	20	2.80	.616	.138

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q5	Equal variances assumed	.428	.516	.233	54	.817	.033	.143	-.253	.320
	Equal variances not assumed			.213	30.359	.833	.033	.157	-.286	.353

According to the statistical treatment in the above table demonstrates that the **sig** is (.833) which can be interpreted that there is no significant difference between the both groups. Therefore, both groups supported the statement that insufficient times which are allotted for classroom interaction creates poor practice for classroom learning. The time factor is real challenge for English language classes in particular in Sudan. Without given enough time for practicing language, it cannot be expected that there will be good classroom interaction.

G1: table (4.6)**, crowded classes create less opportunities for classroom interaction.**

q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	2	5.6	5.6	5.6
	agree	34	94.4	94.4	100.0
	Total	36	100.0	100.0	

G1: figure (4.6), **crowded classes create less opportunities for classroom interaction.**
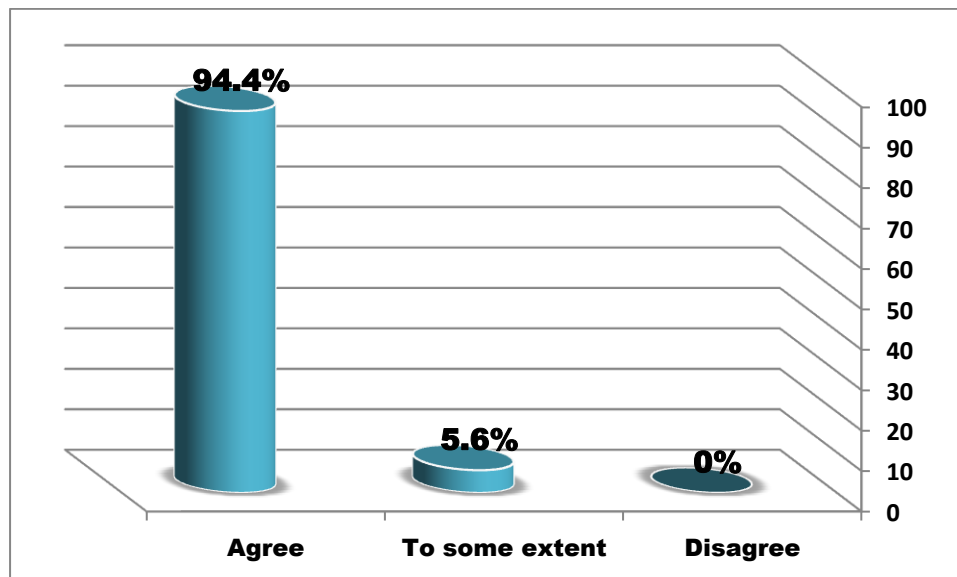
From the above table (4.6), it is clear that the statement is supported by the majority (94.4%) of the respondents, whereas (5.6%) of them response for the option 'to some extent' while no respondent disagrees with what is claimed in the statement. So, crowded class create insufficient opportunities for classroom interaction . Thus, this statement causes big challenge for teachers of grouping overcrowded class into groups and then establishing cooperative learning strategy.

G2: table (4.6)**, crowded classes create less opportunities for classroom interaction.**

q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	20	100.0	100.0	100.0

G2: figure (4.6)**, crowded classes create less opportunities for classroom interaction.**
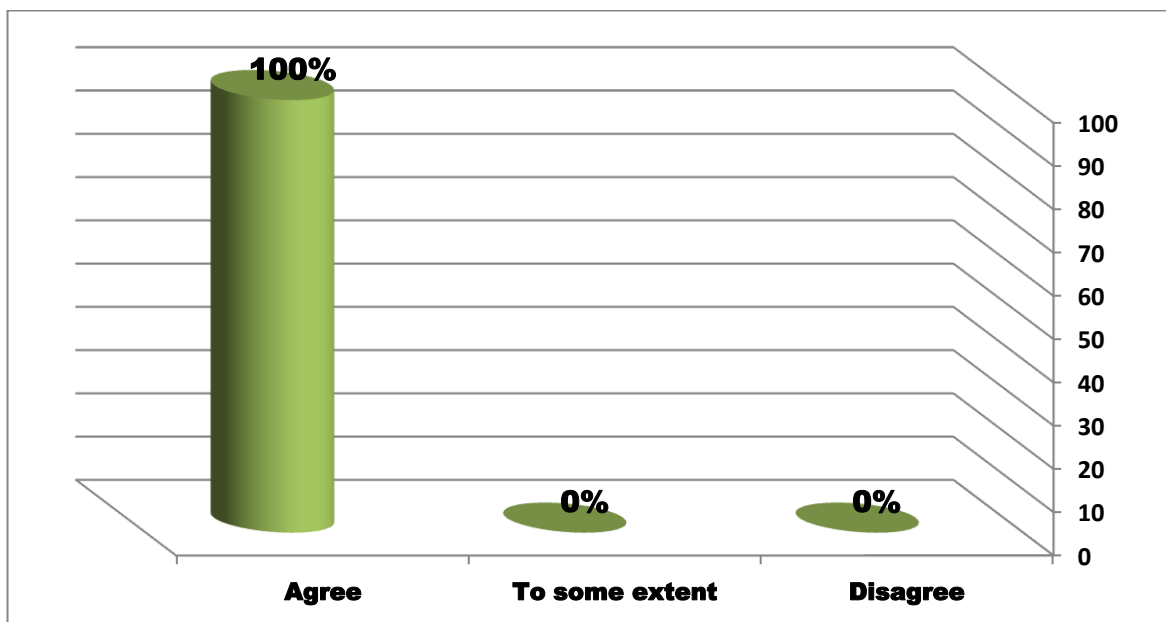
It is clear that the above table shows that all respondents strongly supported what is claimed in the above statement by (100%) of the responses. The statement claims that crowded classes create less opportunities for classroom interaction. So, crowded class is big challenge for the purpose of classroom interaction in particular.

T-test: tables (4.6)**, crowded classes create less opportunities for classroom interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q6	leccturer	36	2.94	.232	.039
	supervisor	20	3.00	.000	.000

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q6	Equal variances assumed	5.123	.028	-1.065	54	.292	-.056	.052	-.160	.049
	Equal variances not assumed			-1.435	35.000	.160	-.056	.039	-.134	.023

The result of the above table demonstrate that the **sig**. is (.160) which is more than (0.05). So, this illustrates that there is no significant difference between the two groups . In other words, they support the item. Thus, crowded classes are real challenge for teachers who intended to establish effective classroom interaction. So, it is appropriate to group class for small learning groups and adopt cooperative learning strategy as for crowded class interaction.

G1: table (4.7), **problematic behaviors in classroom have a negative impact on classroom interaction.**

q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	8	22.2	22.2	25.0
	agree	27	75.0	75.0	100.0
	Total	36	100.0	100.0	

G1: figure (4.7), **problematic behaviors in classroom have a negative impact on classroom interaction.**
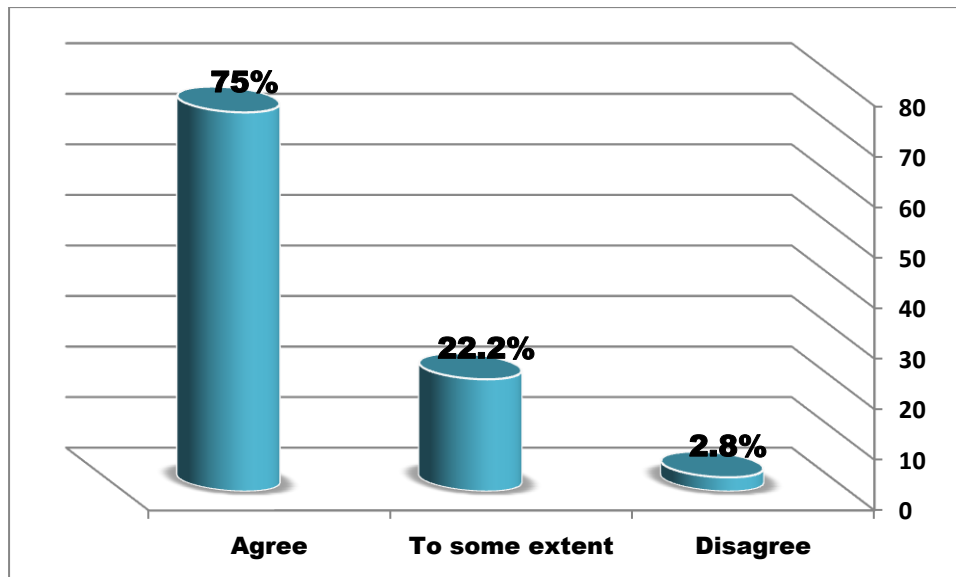
The previous table shows that (75%) of the respondents agree with the statement that problematic behavior impact classroom interaction, (22.2%) of the respondents responses 'to some extent', whereas (2.8%) of the respondents disagree with the claim of the statement. So, teachers must develop strategies to deal with these type of class`s problems.

G2: table (4.7), **problematic behaviors in classroom have a negative impact on classroom interaction.**

q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	5	25.0	25.0	25.0
	agree	15	75.0	75.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.7)**, problematic behaviors in classroom have a negative impact on classroom interaction.**
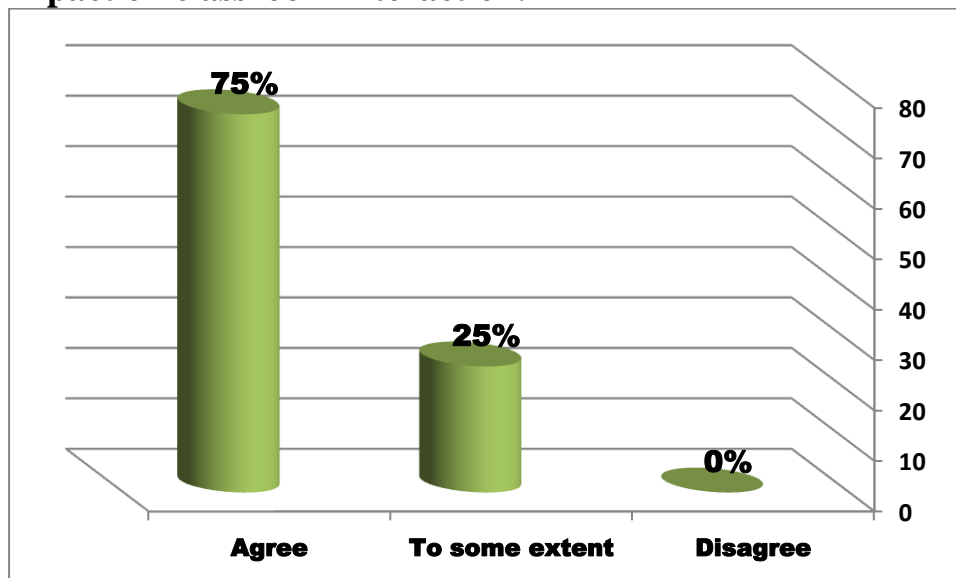
From the statistical treatment, it is clear that (75.0%) of the respondents agree with what is the statement claims and (25.0%) of the respondents are for the option 'to some extent' while no respondent disagree with what is claimed in the statement. So, the item is supported by English language supervisors that discipline`s problems impact on classroom interaction negatively.

T-test tables (4.7), **problematic behaviors in classroom have a negative impact on classroom interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q7	leccturer	36	2.72	.513	.086
	supervisor	20	2.75	.444	.099

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q7	Equal variances assumed	.308	.581	-.203	54	.840	-.028	.137	-.302	.246
	Equal variances not assumed			-.212	44.382	.833	-.028	.131	-.292	.236

According to the above table, the statistical treatment shows that the **sig** is (.833), this indicates that the claim of the above statement is supported by both groups. problematic behavior of learners impact classroom interaction. So, teacher must develop appropriate classroom strategies to deal with these problems. Thus, teachers play very important role in changing negative behaviors of the students to the positive ones.

G1: table (4.8), **the majority of students at secondary English classes lack communicative competence.**

q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	5.6	5.6	5.6
	to some extent	8	22.2	22.2	27.8
	agree	26	72.2	72.2	100.0
	Total	36	100.0	100.0	

G1: figure (4.8), **the majority of students at secondary English classes lack communicative competence.**
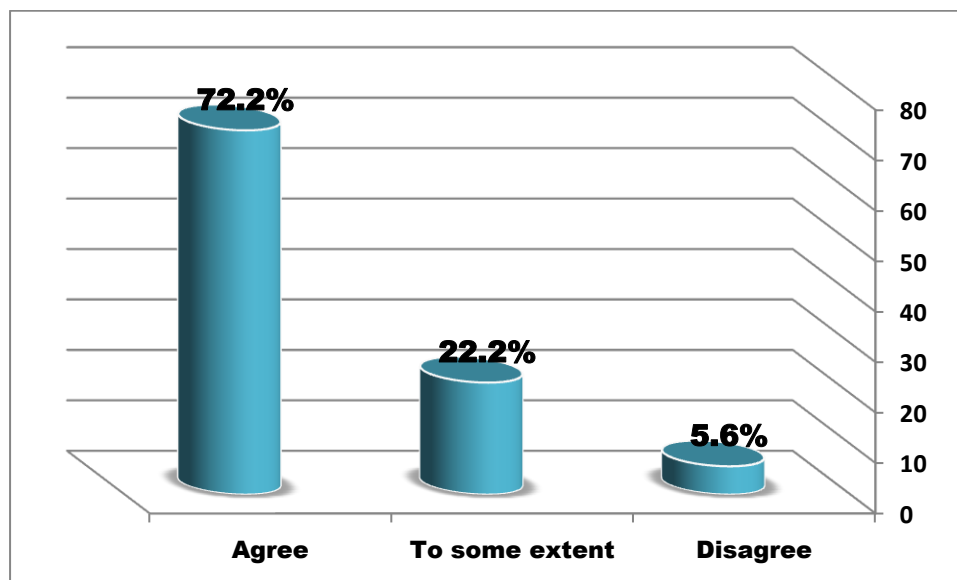
According to the above table   absolute majority (72.2%) of the respondents support the claim of the statement that, the most students in English language classes lack communicative competence, (22.2%) of the respondents response for the option 'to some extent' and (5.6%) of respondents disagree with what is claimed.

G2: table (4.8), **the majority of students at secondary English classes lack communicative competence.**

q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	6	30.0	30.0	30.0
	agree	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.8)**, the majority of students at secondary English classes lack communicative competence.**
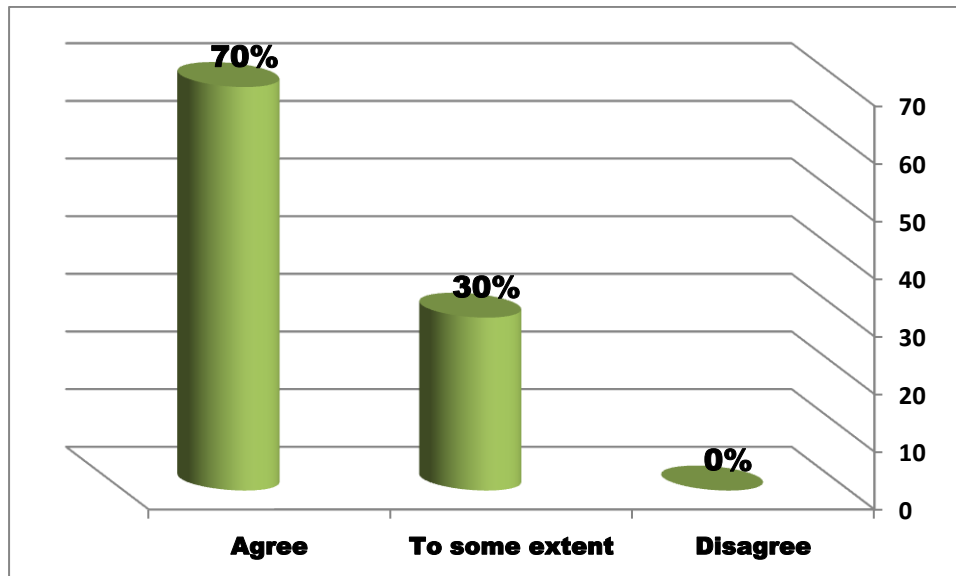
It is clear that the above table (4.8) from group two demonstrates that (70.0%) of the respondents agree that most English language learners lack communicative competence , (30.0%) of the respondents are for the option 'to some extent' while no respondent disagrees with what is claimed in the statement.

T-test tables (4.8), **the majority of students at secondary English language classes lack communicative competence.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q8	leccturer	36	2.67	.586	.098
	supervisor	20	2.70	.470	.105

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q8	Equal variances assumed	.607	.439	-.218	54	.828	-.033	.153	-.340	.273
	Equal variances not assumed			-.232	46.934	.817	-.033	.143	-.322	.255

It is clear that the above table demonstrates that the **sig** is (.817) which emphasize that both groups support the statement that the majority of students at secondary English language classes lack communicative competence. So, it may be the major reason behind ineffectiveness of classrooms interaction at secondary level.

G1: table (4.9), **absence of communicative situations outside the classroom creates a big gap for language practice.**

q9

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	to some extent	1	2.8	2.8	2.8
	agree	35	97.2	97.2	100.0
	Total	36	100.0	100.0	

G1: figure (4.9), **absence of communicative situations outside the classroom creates a big gap for language practice.**
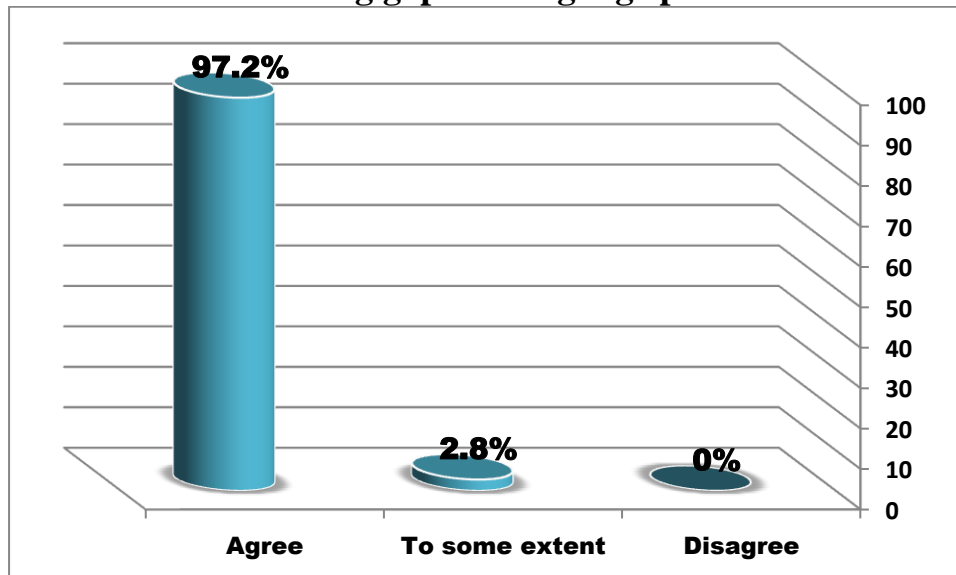
The above table demonstrates that the majority (97.2%) of the respondents emphasize the statement that the absence of communicative situation outside classroom create a big gap for language practice, (2.8%) of the respondents response for the option 'to some extent' while no respondent disagrees with what is claimed in the statement. It is worth to mentioned that no respondent disagree with the statement. So, the statement is strongly supported.

94

G2: table (4.9), **absence of communicative situations outside the classroom creates a big gap for language practice.**

q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	5.0	5.0	5.0
	to some extent	1	5.0	5.0	10.0
	agree	18	90.0	90.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.9), **absence of communicative situations outside the classroom creates a big gap for language practice.**
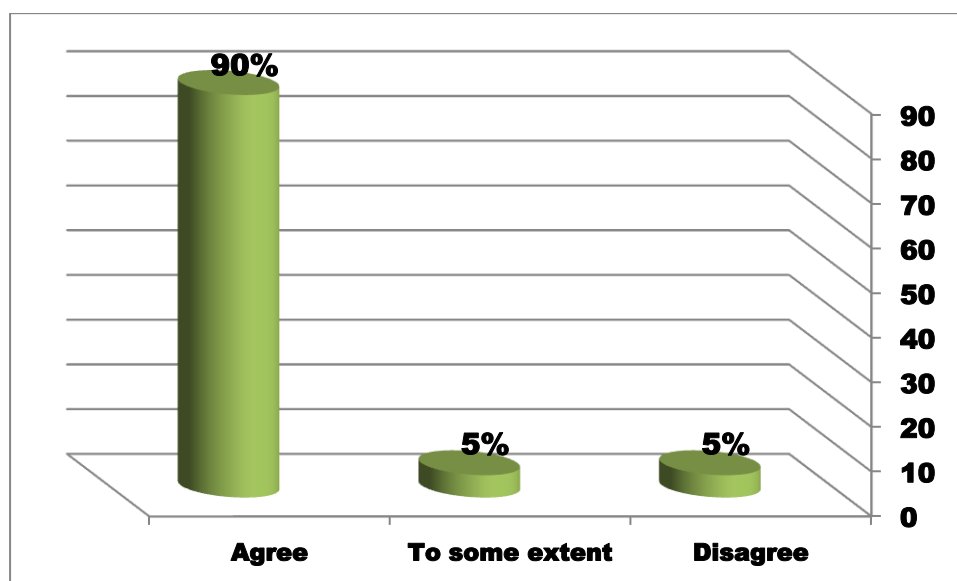
The above table reflects that the majority (90 %) of the respondents agree with what the above statement claims, (5%) of the responses disagree with the statement and (5%) of the respondents response for the option 'to some extent'. So, the claim of the statement is supported by the majority of the respondents.

T-test tables (4.9), **absence of communicative situations outside the classroom creates a big gap for language practice.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q9	leccturer	36	2.97	.167	.028
	supervisor	20	2.85	.489	.109

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q9	Equal variances assumed	8.181	.006	1.370	54	.176	.122	.089	-.057	.301
	Equal variances not assumed			1.083	21.479	.291	.122	.113	-.112	.357

With reference to the above able the statistical result demonstrates that the **sig.** is (.291) which is more than (0.05). Thus, the result indicates that there is significant difference between the two groups. So, the statement is supported that the absence of communicative situations outside the classroom creates a big gap for language practice. So, teacher must develop   activities that provide learners with opportunities to practice language outside classroom context.

G1: table (4.10), **exclusive use of one method results in poor classroom interaction.**

q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	8	22.2	22.2	25.0
	agree	27	75.0	75.0	100.0
	Total	36	100.0	100.0	

G1: figure (4.10), **exclusive use of one method results in poor classroom interaction.**
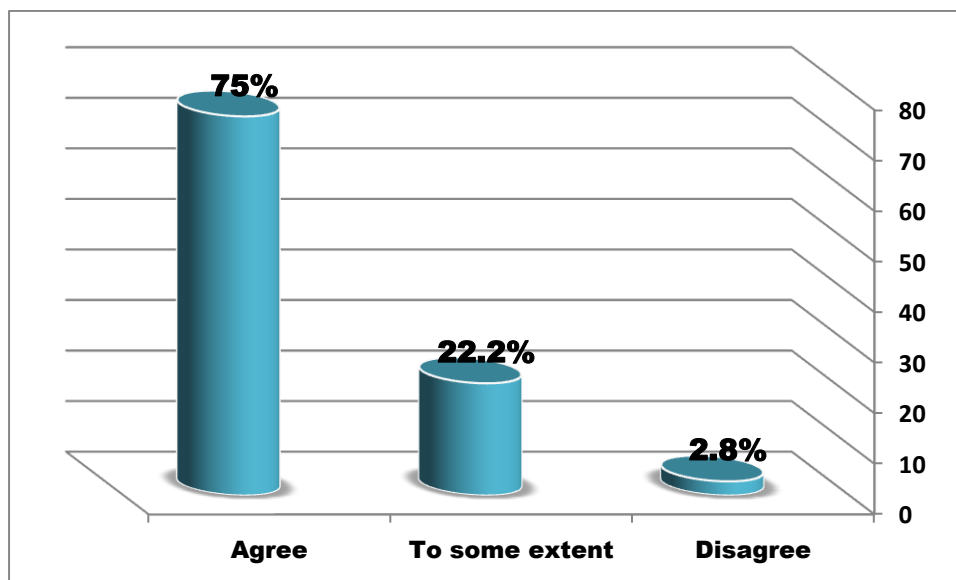
This table explains that (75%) of the respondents agree with claim of the statement, (22.2%) of the respondents response for the option 'to some extent' and (2.8%) of the respondents oppose the statement which claims that exclusive use of one method results in poor classroom interaction. So, teachers require to vary classroom techniques to suit different classroom situations.

G2: table & (4.10), **exclusive use of one method results in poor classroom interaction.**

q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	10.0	10.0	10.0
	to some extent	8	40.0	40.0	50.0
	agree	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.10), **exclusive use of one method results in poor classroom interaction.**
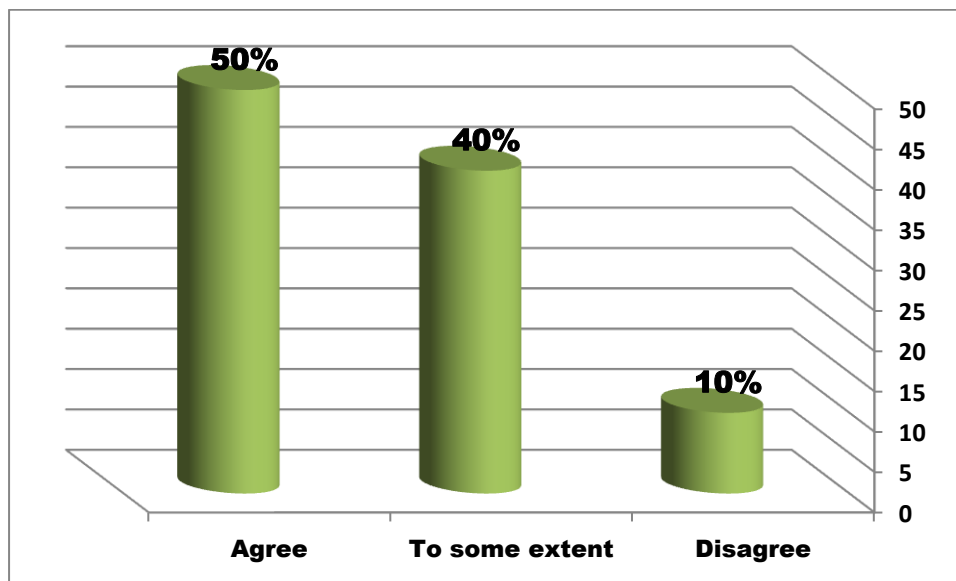
The above table demonstrates that (10%) of the respondents oppose what is claimed in the above statement, (40.0%) of the respondents response for the option 'to some extent' and (50.0%) of the respondents support the statement. So, the statement is supported by secondary school English language supervisors.

T-test tables (4.10), **exclusive use of one method results in poor classroom interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q10	leccturer	36	2.72	.513	.086
	supervisor	20	2.40	.681	.152

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q10	Equal variances assumed	5.104	.028	2.000	54	.051	.322	.161	-.001	.645
	Equal variances not assumed			1.846	31.215	.074	.322	.175	-.034	.678

From the above tables the statistical treatment shows that the **sig**. is (.074) which is more than (0.05). This result can be interpreted that there is no significant difference between the two groups. So, the statement supports the claim that secondary school English language teachers depend on exclusive one method in their English language classes. Classroom interaction considers different situations, and using only one method actually does not suit all classroom situations. Therefore, teachers should vary classroom techniques to suit different classroom situations.

G1: Table (4.11), **teachers are unaware of techniques of grouping classroom appropriately.**

q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	11.1	11.1	11.1
	to some extent	10	27.8	27.8	38.9
	agree	22	61.1	61.1	100.0
	Total	36	100.0	100.0	

G1: figure (4.11)**, teachers are unaware of techniques of grouping classroom appropriately.**
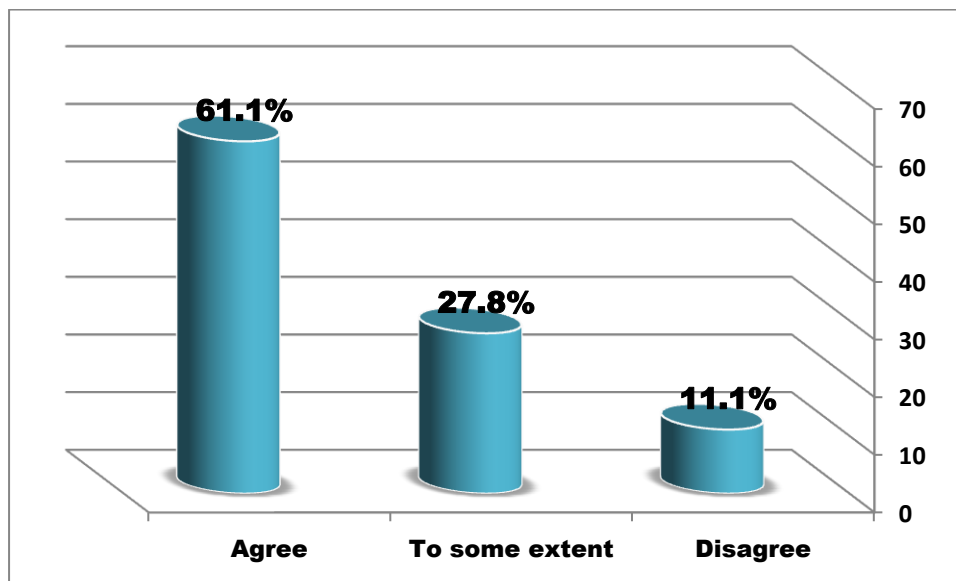
The above table shows that (61.1%) of the respondents agree with the item, (27.8%) of the respondents response for the option 'to some extent' and (11.1%) of the respondents oppose the item. So, the majority of the respondents support what is claimed in the statement that teachers are unaware of techniques that can be employed to group learners so as to interact and learn from each others.

G2: Table (4.11)**, teachers are unaware of techniques of grouping classroom appropriately.**

q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	9	45.0	45.0	45.0
	agree	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.11)**, teachers are unaware of techniques of grouping classroom appropriately.**
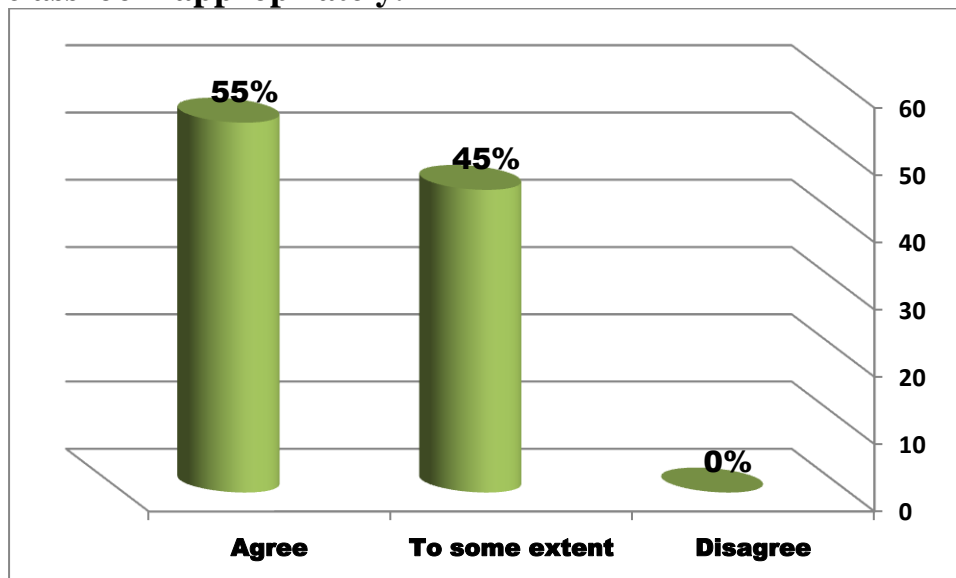
The above table displays that (55%) of the respondents agree with the claim that secondary English language teacher are unaware of grouping classroom and (45.0%) of the respondents response for the option 'to some extent'. While no respondent disagrees with the item.

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T-test Tables (4.11), **teachers are unaware of techniques of grouping classroom appropriately.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q11	leccturer	36	2.50	.697	.116
	supervisor	20	2.55	.510	.114

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q11	Equal variances assumed	2.596	.113	-.281	54	.780	-.050	.178	-.406	.306
	Equal variances not assumed			-.307	49.762	.760	-.050	.163	-.377	.277

According to above table the obtained result displays that the **sig**. is (.760) which indicates that there is no significant difference between group 1&2. So, this supports the statement that teachers are unaware of techniques that can be employed to group classroom. Many temporary studies recommend that secondary school classes should be grouped into 3 to 4 persons and to be based on mixed-ability and ties of friendship.

G1: table (4.12), **everyday life communicative situations are very hard to be achieved as tasks in classrooms.**

q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	11.1	11.1	11.1
	to some extent	9	25.0	25.0	36.1
	agree	23	63.9	63.9	100.0
	Total	36	100.0	100.0	

G1: figure (4.12)**, everyday life communicative situations are very hard to be achieved as tasks in classrooms.**
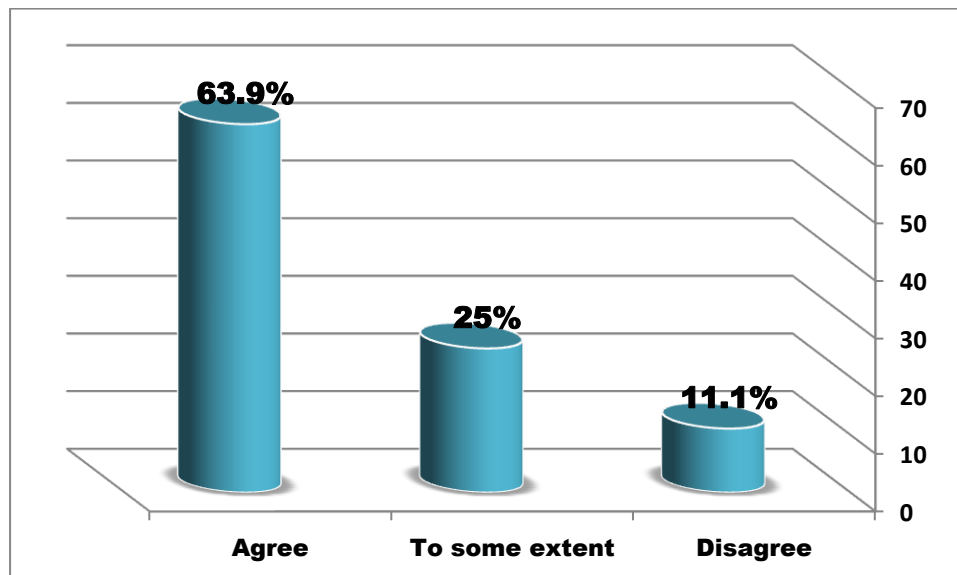
It is clear the above table illustrates that (63.9%) of the respondents support the claim of the statement, (25%) of the respondents response for the option 'to some extent' and (11.1%) of the respondents oppose the statement. So, the result supports the claim that it is difficult to involve class to carry out activities that cover everyday communicative situations.

103

G2: table (4.12), **everyday life communicative situations are very hard to be achieved as tasks in classrooms.**

q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	10.0	10.0	10.0
	to some extent	6	30.0	30.0	40.0
	agree	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.12), **everyday life communicative situations are very hard to be achieved as tasks in classrooms.**
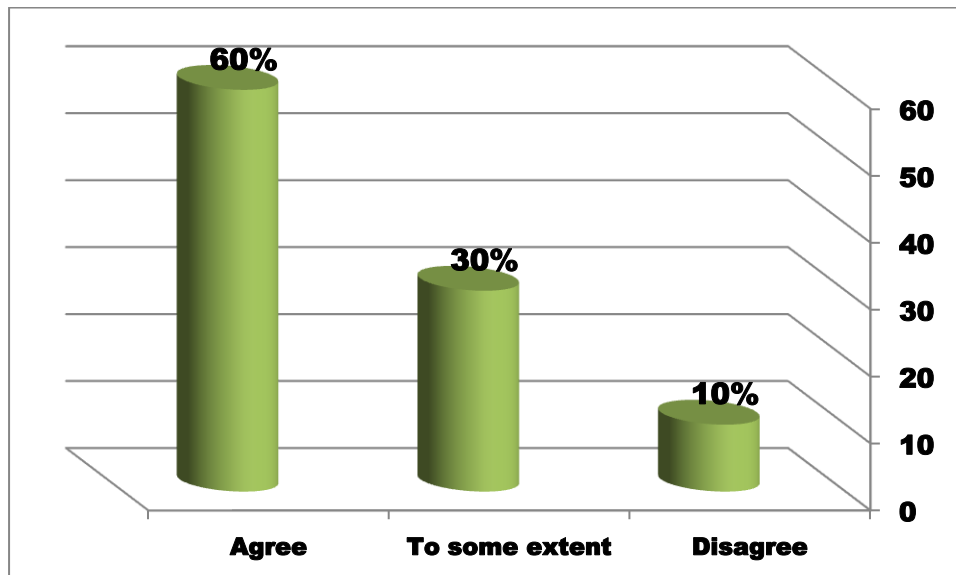
The table above illustrates that , (60.0%) of the respondents support what is claimed in the above statement, (30.0%) of the respondents answer to the option 'to some extent' and (10.0%) of the respondents oppose to the statement. So, the statement is supported by majority of secondary school English language supervisors.

T-test tables (4.12), **everyday life communicative situations are very hard to be achieved as tasks in classrooms.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q12	leccturer	36	2.53	.696	.116
	supervisor	20	2.50	.688	.154

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q12	Equal variances assumed	.001	.970	.144	54	.886	.028	.193	-.360	.416
	Equal variances not assumed			.144	39.774	.886	.028	.193	-.362	.417

The above table illustrates that the **sig.** is (.886) which confirms that there is no significant difference between group 1&2 about the above item. So, the result supported by the two groups that everyday life communicative situations are very hard to be achieved as tasks in classrooms. So, teachers should involve his class in everyday actions in which his students are more interested in.

4.3.3 EFL Teachers` Techniques for classroom interaction

The following eight statements that are presented in tables and figures (from 13 up to 20) are aimed to investigate classroom` techniques that can be adopted to establish effective classroom interaction through creating meaningful and realistic situations. The following eight tables shows the statistical results of these techniques.

G1: table (4.13), **as cultural differences emerge, teachers must make their classroom a model of openness , tolerance and respect.**

q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	4	11.1	11.1	11.1
	agree	32	88.9	88.9	100.0
	Total	36	100.0	100.0	

G1: figure (4.13)**, as cultural differences emerge, teachers must make their classroom a model of openness , tolerance and respect.**
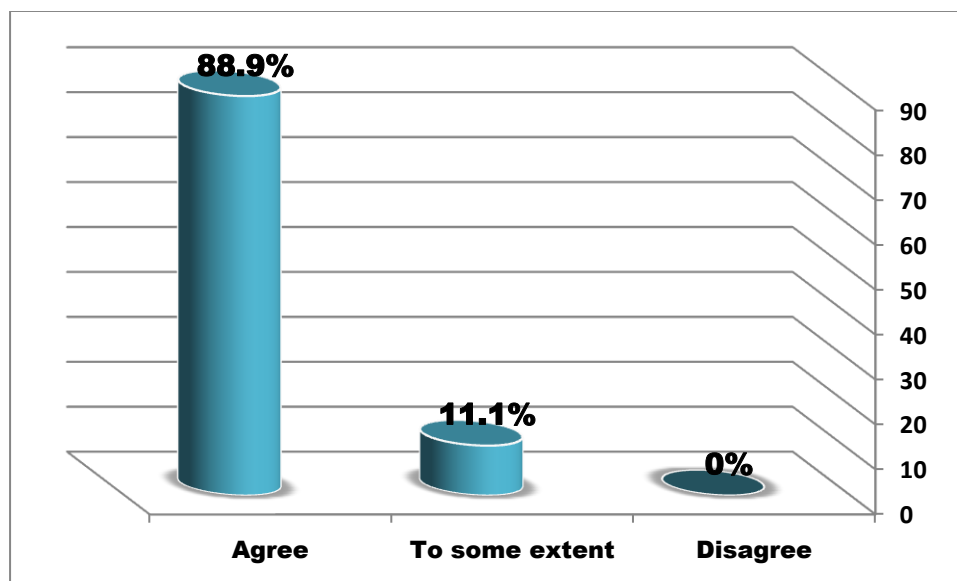
This table shows that (88.9%) of the respondents confirm the claim that teachers must make their classes a model of openness, tolerance and respect for classes that include students from different backgrounds and (11.1%) of the respondents response for the option 'to some extent'

whereas no respondent disagrees with the statement. So, it means that the majority emphasize on the technique.

G2: table (4.13), **as cultural differences emerge, teachers must make their classroom a model of openness , tolerance and respect.**

q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	3	15.0	15.0	15.0
	agree	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.13), **as cultural differences emerge, teachers must make their classroom a model of openness , tolerance and respect.**
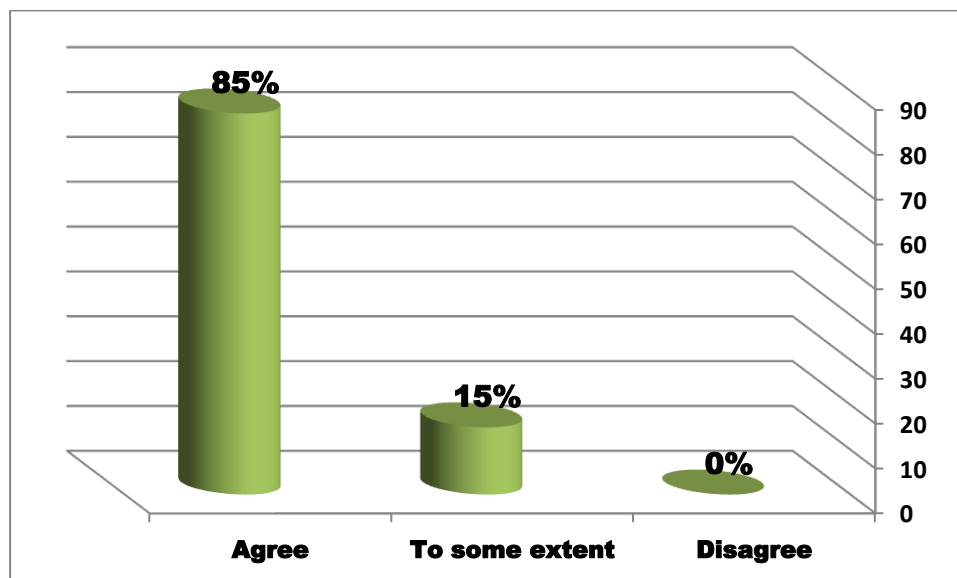
According to the above statistical treatment that (85%) of the respondents support the suggestion of the statement and (15%) of the respondents response for the 'to some extent'. No respondent opposes the statement.

T-test tables (4.13), **as cultural differences emerge, teachers must make their classroom a model of openness , tolerance and respect.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q13	leccturer	36	2.89	.319	.053
	supervisor	20	2.85	.366	.082

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q13	Equal variances assumed	.674	.415	.415	54	.680	.039	.094	-.149	.227
	Equal variances not assumed			.398	34.981	.693	.039	.098	-.159	.237

This independent sample test table demonstrate that the **sig.** is (.693) . So, it indicates that the two groups support the claim that the teachers must make their classroom a model of openness , tolerance and respect in particular for the classes that include students from different cultural backgrounds. Moreover, these type of classes require teachers to be well-aware with learners` cultures so that help him to make his class comfortable for all learners and every one of them feel that the class is their own.

G1: table (4.14), **It is useful that teachers have few minutes of personal conversation with their students related to everyday activities.**

q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	5	13.9	13.9	16.7
	agree	30	83.3	83.3	100.0
	Total	36	100.0	100.0	

G1: figure (4.14), **It is useful that teachers have few minutes of personal conversation with their students related to everyday activities.**
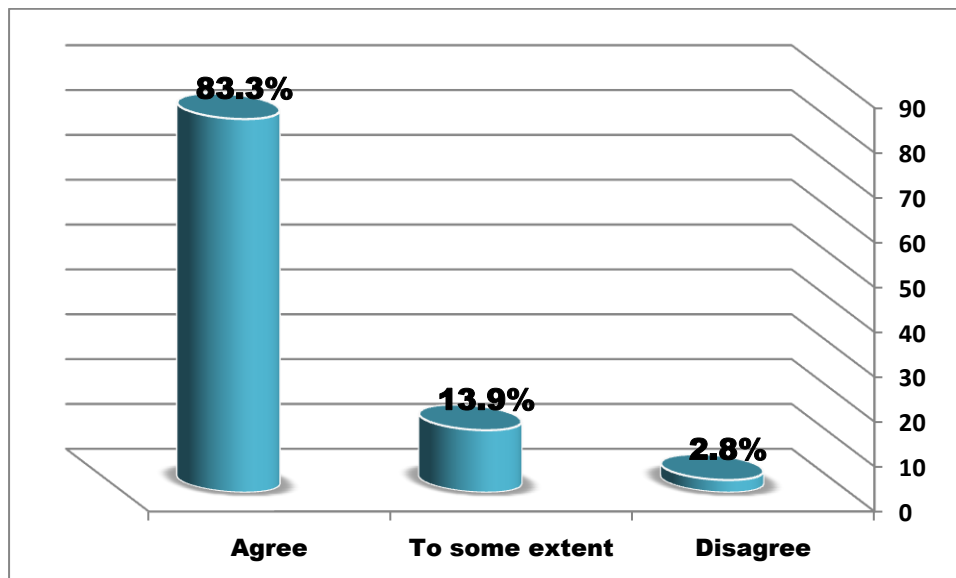
With reference to the above table (83.3%) of the respondents emphasize the idea that teachers should have few minutes as personal conversation with their students , (13.9%) of the respondents response for the option 'to some extent' and (2.8%) of the respondents oppose the suggestion of the statement.

G2: table (4.14), **It is useful that teachers have few minutes of personal conversation with their students related to everyday activities.**

q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	1	5.0	5.0	5.0
	agree	19	95.0	95.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.14), **It is useful that teachers have few minutes of personal conversation with their students related to everyday activities.**

The above table shows that (85%) of the respondents confirm the statement positively , while (5%) of the respondents response for the option 'to some extent' whereas no respondent agrees with what is claimed in the statement.

T-test tables (4.14), **It is useful that teachers have few minutes of personal conversation with their students related to everyday activities.**

Group Statistics
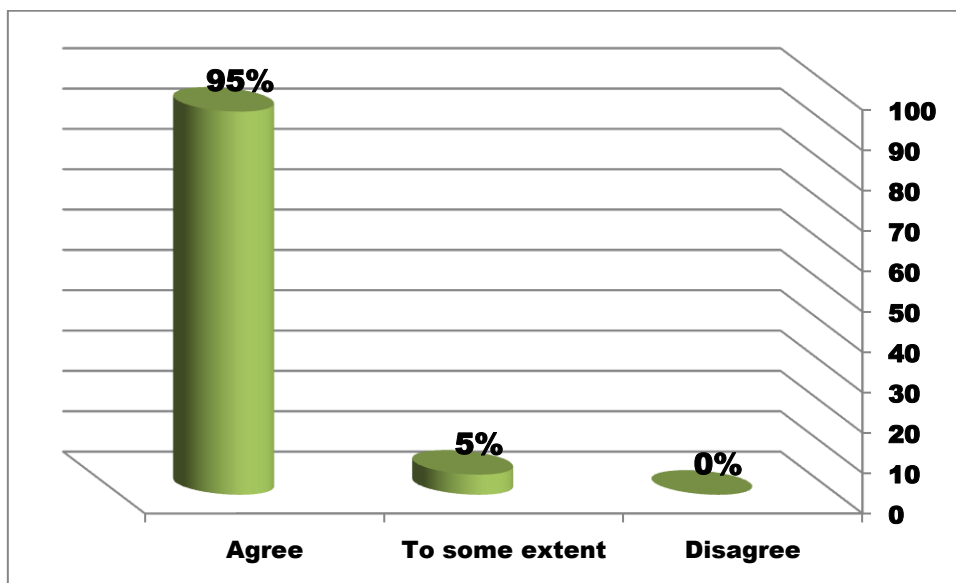
	reponse	N	Mean	Std. Deviation	Std. Error Mean
q14	leccturer	36	2.81	.467	.078
	supervisor	20	2.95	.224	.050

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q14	Equal variances assumed	7.873	.007	-1.299	54	.200	-.144	.111	-.367	.079
	Equal variances not assumed			-1.561	53.164	.124	-.144	.093	-.330	.041

With reference to the statistical result in the above table shows that the obtained **sig.** is (.124) which demonstrates that the two group support the statement that teachers should have few minutes of personal conversation with their students related to everyday activities. So, this build learners` confidence with their teachers and motivate them to breakout classroom conversations.

G1: table (4.15), **Using humour, pleasantries and interesting games may help class develops a friendly classroom atmosphere.**

q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	1	2.8	2.8	5.6
	agree	34	94.4	94.4	100.0
	Total	36	100.0	100.0	

G1: figure (4.15), **Using humour, pleasantries and interesting games may help class develops a friendly classroom atmosphere.**
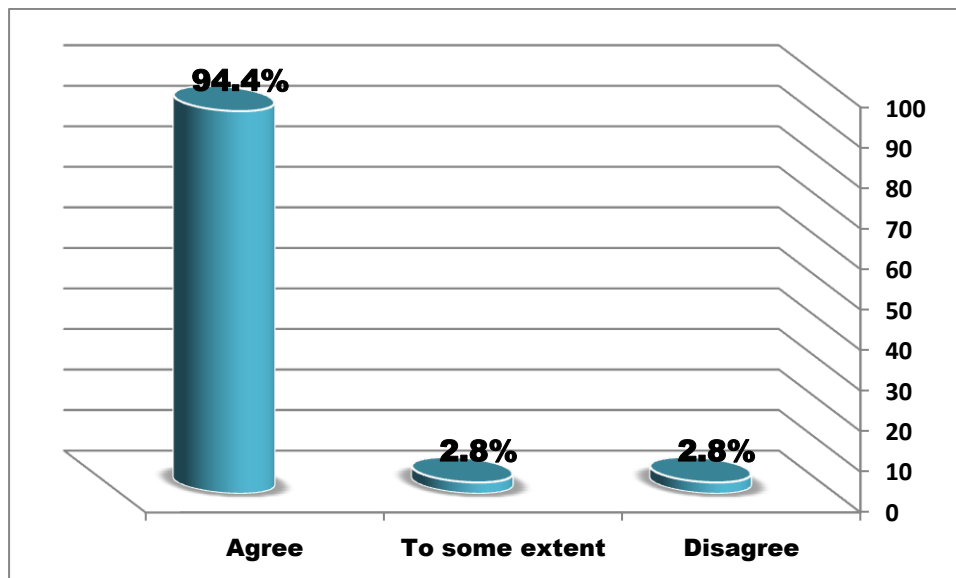
With reference to the results obtained in the above table the respondents reflect that (94.4%) of the respondents agree that using humour, pleasantries and interesting games create a friendly classroom atmosphere, (2.8%) of the them response for the option 'to some extent' and (2.8%) of the respondents oppose the claim. This means that creating pleasantries in classroom develop interesting learning atmosphere.

112

G2: table (4.15), **Using humour, pleasantries and interesting games may help class develops a friendly classroom atmosphere.**

q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	5.0	5.0	5.0
	to some extent	2	10.0	10.0	15.0
	agree	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

G1: figure (4.15), **Using humour, pleasantries and interesting games may help class develops a friendly classroom atmosphere.**

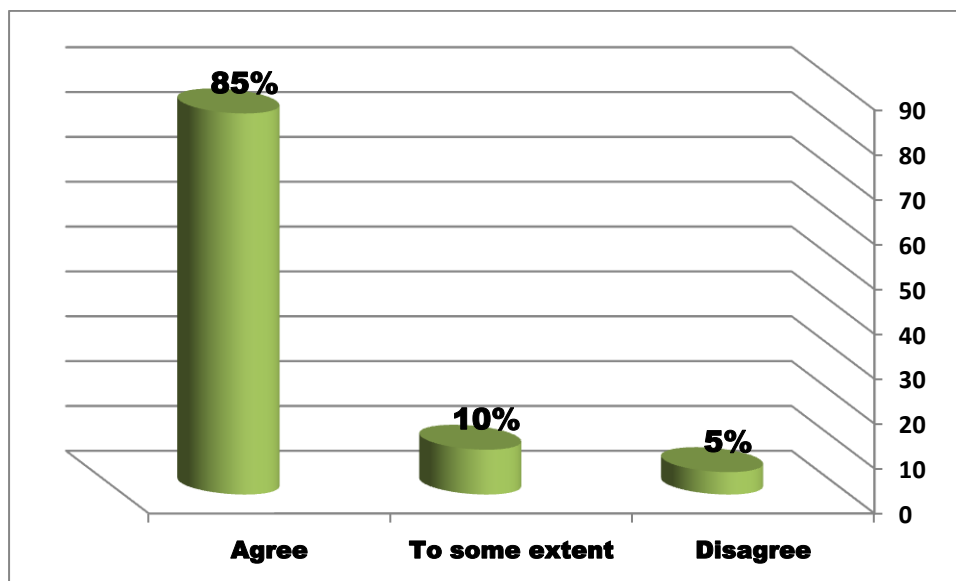The table demonstrates that the majority (85%) of the respondents agree with what is the statement claims, (10%) of the respondents response for the option 'to some extent' and (5%) of the respondents disagree with the suggestion of the statement.

113

T-test tables (4.15), **Using humour, pleasantries and interesting games may help class develops a friendly classroom atmosphere.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q15	leccturer	36	2.92	.368	.061
	supervisor	20	2.80	.523	.117

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q15	Equal variances assumed	3.431	.069	.975	54	.334	.117	.120	-.123	.357
	Equal variances not assumed			.883	29.687	.384	.117	.132	-.153	.387

From the above table the statistical result demonstrates that the **sig.** is (.408) which can be interpreted that the both groups support the claim of the statement that using humor, pleasantries and interesting games create a friendly classroom atmosphere. So, teacher must do their best to create interesting learning atmosphere to increase learners` engagement in classroom interaction.

G1: table (4.16), **helping students to personalize the information and learning experience is an effective strategy for maximizing classroom interaction.**

q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	8	22.2	22.2	25.0
	agree	27	75.0	75.0	100.0
	Total	36	100.0	100.0	

G1: figure (4.16), **helping students to personalize the information and learning experience is an effective strategy for maximizing classroom interaction.**
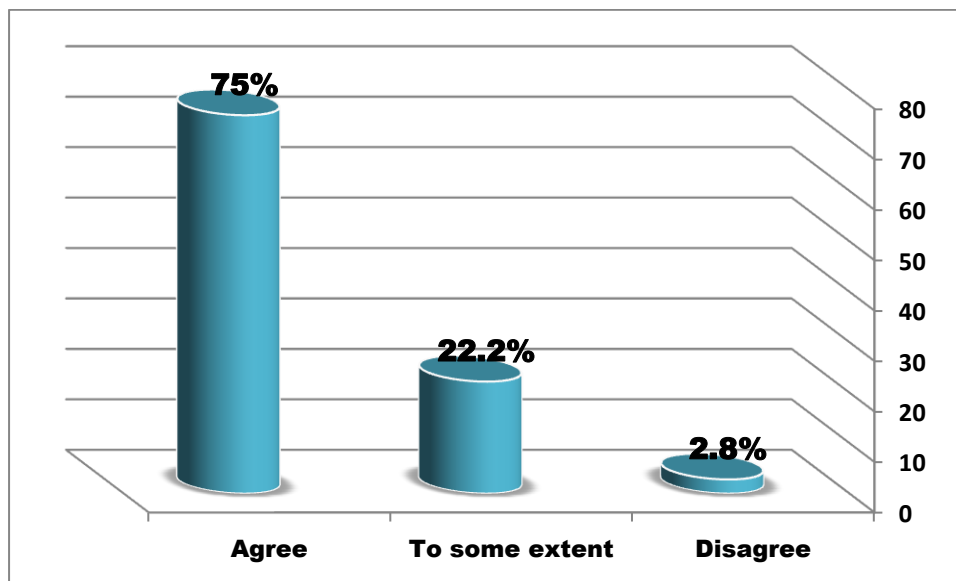
With reference to the results obtained from the above table which reflects that (75%) of the respondents agree with the statement that students should be helped to personalize the information and learning experience, (22.2%) of the respondents response for the option 'to some extent' and (2.8%) of respondents disagree with the claim of the statement. So, the teachers` role here is to encourage his students to make learning experiences their own.

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G2: table (4.16), **helping students to personalize the information and learning experience is an effective strategy for maximizing classroom interaction.**

q16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	2	10.0	10.0	10.0
	agree	18	90.0	90.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.16), **helping students to personalize the information and learning experience is an effective strategy for maximizing interaction.**

The above table demonstrates that the majority (90%) of the respondents agree with what is the statement`s claim ,(10%) of respondents response for the option 'to some extent' whereas no respondent disagree with what is claimed in the statement.

116

T-test: tables (4.16), **helping students to personalize the information and learning experience is an effective strategy for maximizing classroom interaction.**
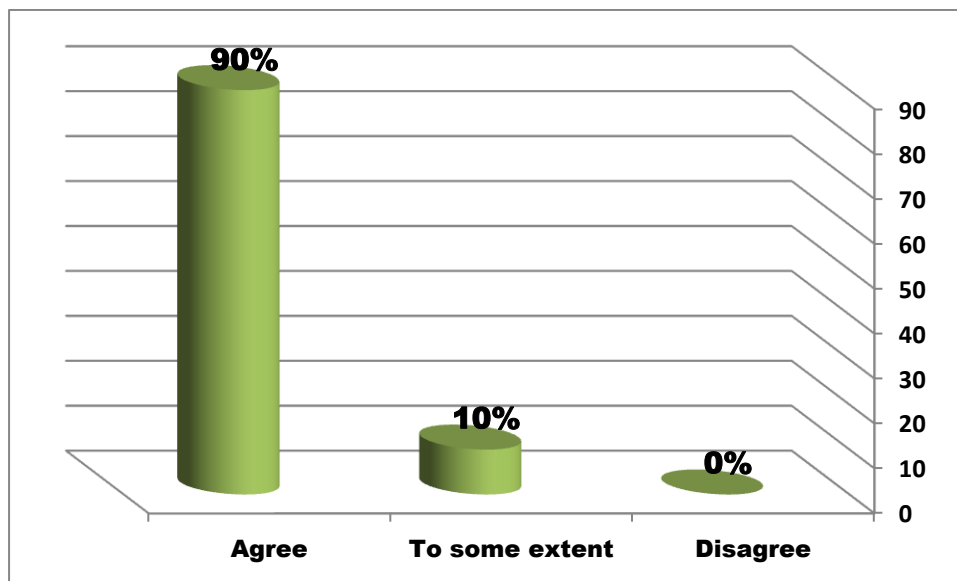
Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q16	leccturer	36	2.72	.513	.086
	supervisor	20	2.90	.308	.069

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q16	Equal variances assumed	9.429	.003	-1.411	54	.164	-.178	.126	-.430	.075
	Equal variances not assumed			-1.619	53.604	.111	-.178	.110	-.398	.042

With reference to the above table the result obtained shows that the **sig.** is (.111) which means that there are no significant difference between two groups. in other words, both groups support the suggestion that teachers should help their students to personalize the information and learning experience. Therefore, teachers` role must encourage their learners to make learning experiences their own.

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.**

q17

		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	to some extent	7	19.4	19.4	19.4
	agree	29	80.6	80.6	100.0
	Total	36	100.0	100.0	

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.**
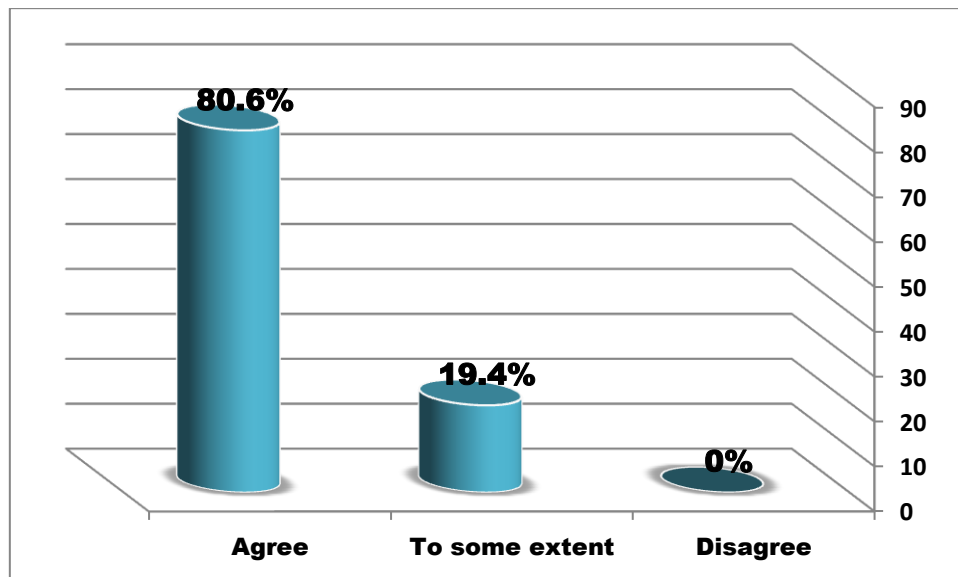
The table illustrates that (80.6%) of the respondents confirm that students should be given assignment that its achievement requires students to be involved in actual interaction with whom outside classroom contexts , (19.4%) of the respondents response for the option 'to some extent' while no respondent disagree with what is claimed in the statement. It is clear that teachers should relate their students to the real world outside classroom contexts.

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.**

q17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	2	10.0	10.0	10.0
	agree	18	90.0	90.0	100.0
	Total	20	100.0	100.0	

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.**
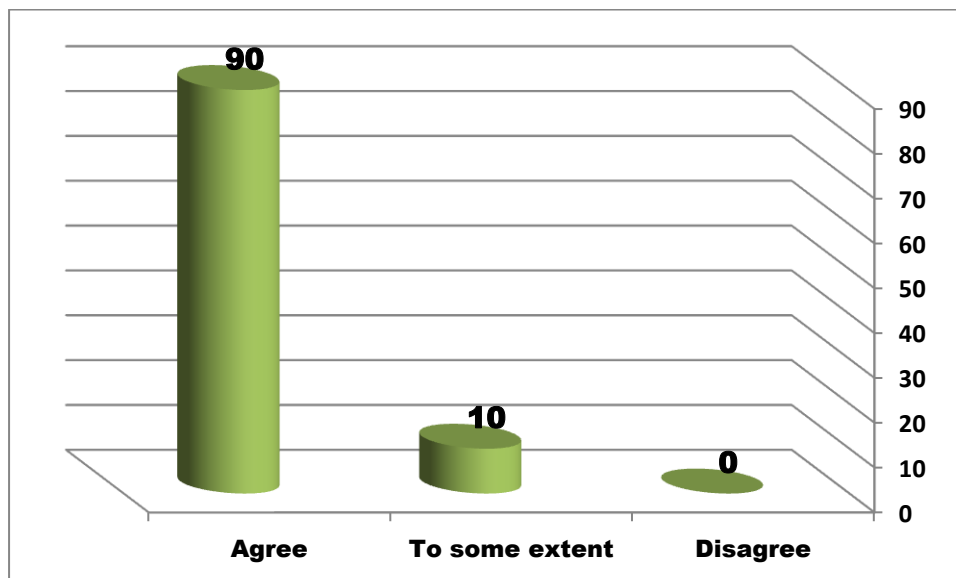

From the above table statistical treatment shows that (90%) of the respondents agree that students should be related to outside classroom situations by assigning home works that to be achieved in their real life, (10%) of the respondents response for the option 'to some extent' while no respondent opposes what is claimed in the statement.

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.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q17	leccturer	36	2.81	.401	.067
	supervisor	20	2.90	.308	.069

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q17	Equal variances assumed	3.785	.057	-.912	54	.366	-.094	.104	-.302	.113
	Equal variances not assumed			-.984	48.406	.330	-.094	.096	-.287	.098

Independent samples test in the above table shows that the **sig.** (.330), which confirms that the both groups support the statement, students should be involved in assignment that its achievement requires learners to be involved in actual interaction with people not from their classroom contexts. It is clear that teachers should relate their students with outside classroom situations (real world).

G1: table (4.18),   **Student should be encouraged to bring to the classroom items that represent their cultures to describe them.**

q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	4	11.1	11.1	13.9
	agree	31	86.1	86.1	100.0
	Total	36	100.0	100.0	

G1: figure (4.18), **Student should be encouraged to bring to the classroom items that represent their cultures to describe them.**
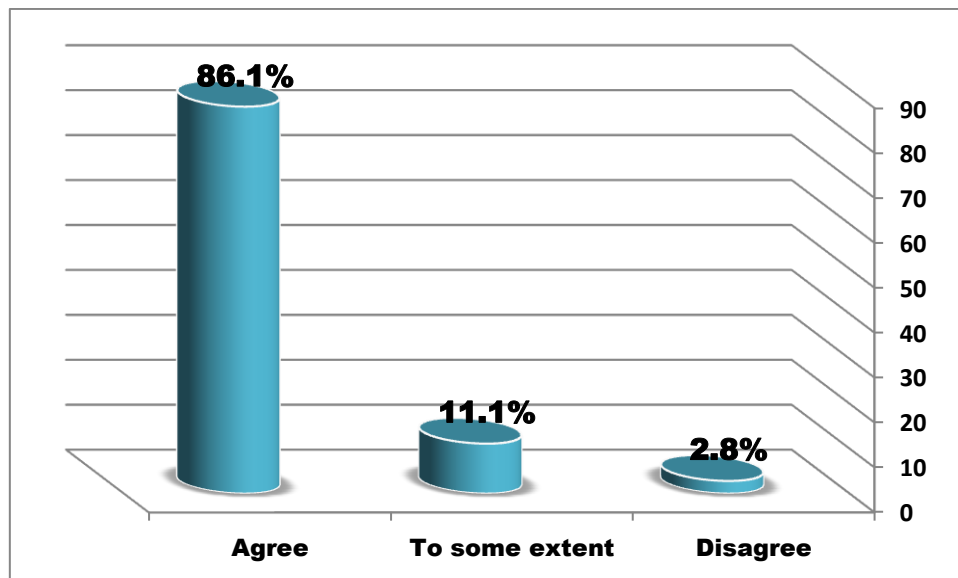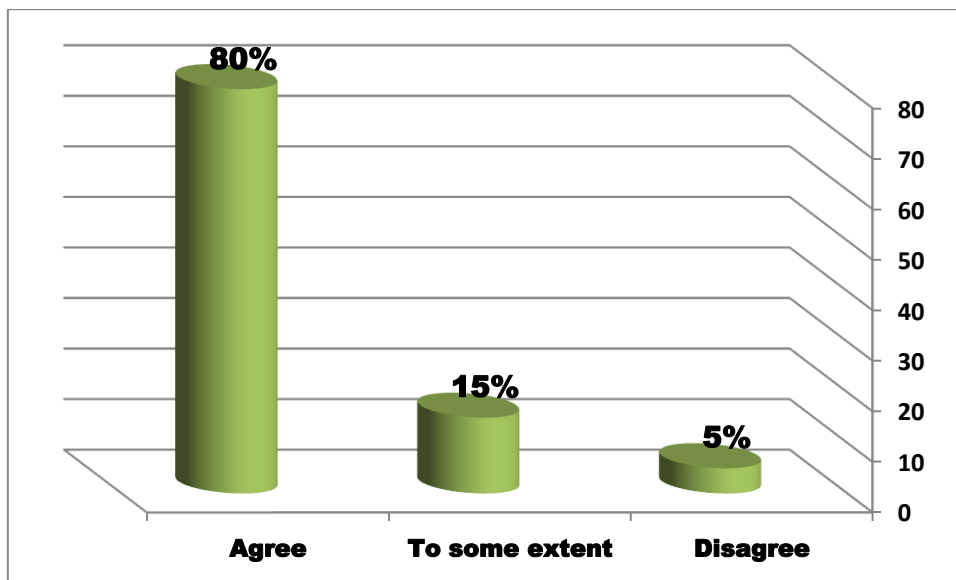

According to the above   table (86.1%) of the respondents agree that students should be encouraged to bring to the classroom items that represent their cultures to describe them, (11.1%) of the respondents response the option 'to some extent' while (2.8%) of the respondents disagree the claim of the statement.

G2: table (4.18),   **Student should be encouraged to bring to the classroom items that represent their cultures to describe them.**

q18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	5.0	5.0	5.0
	to some extent	3	15.0	15.0	20.0
	agree	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.18), **Student should be encouraged to bring to the classroom items that represent their cultures to describe them.**

In the preceding table (80%) of the respondents agree with claim of the statement, (15%) of respondents response for the option 'to some extent' while (5%) of the respondents disagree with that is claimed in the statement.

T-test tables (4.18) **Student should be encouraged to bring to the classroom items that represent their cultures to describe them.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q18	leccturer	36	2.83	.447	.075
	supervisor	20	2.75	.550	.123

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q18	Equal variances assumed	1.346	.251	.615	54	.541	.083	.136	-.188	.355
	Equal variances not assumed			.579	33.091	.566	.083	.144	-.209	.376

The results in the preceding table indicates that the **sig**. is (.566) which means there is no significant difference between the two groups. So, the obtained result supports the statement that students should be encouraged to bring to the classroom items that represent their cultures to describe them. So, it is important that students` culture to be presented in such way in classroom interaction so as to everyone see himself in class. In other words to become a part of classroom context.

G1: table (4.19), **A type of interaction in which students take responsibility of their learning from each others should be established.**

q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	7	19.4	19.4	19.4
	agree	29	80.6	80.6	100.0
	Total	36	100.0	100.0	

G1: figure (4.19)**, A type of interaction in which students take responsibility of their learning from each others should be established.**
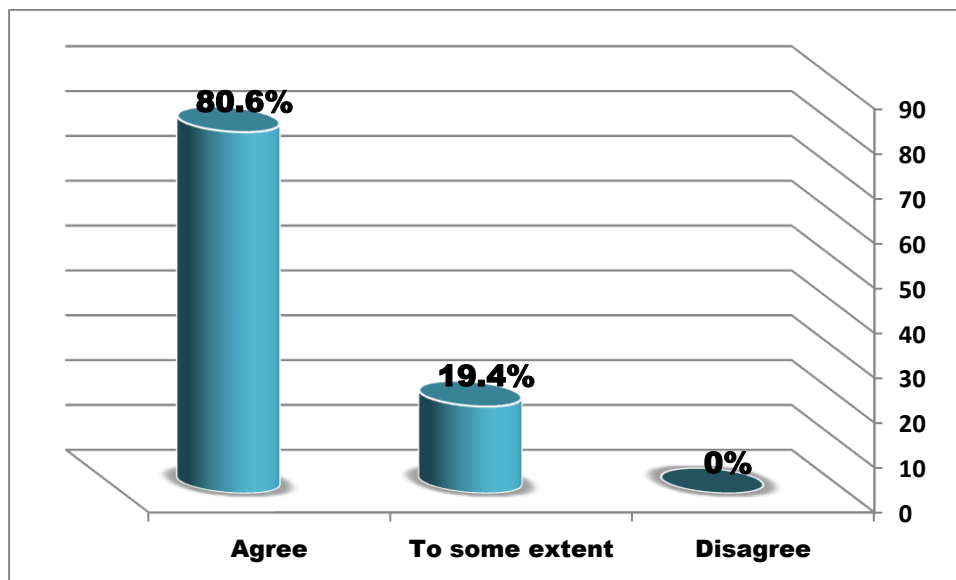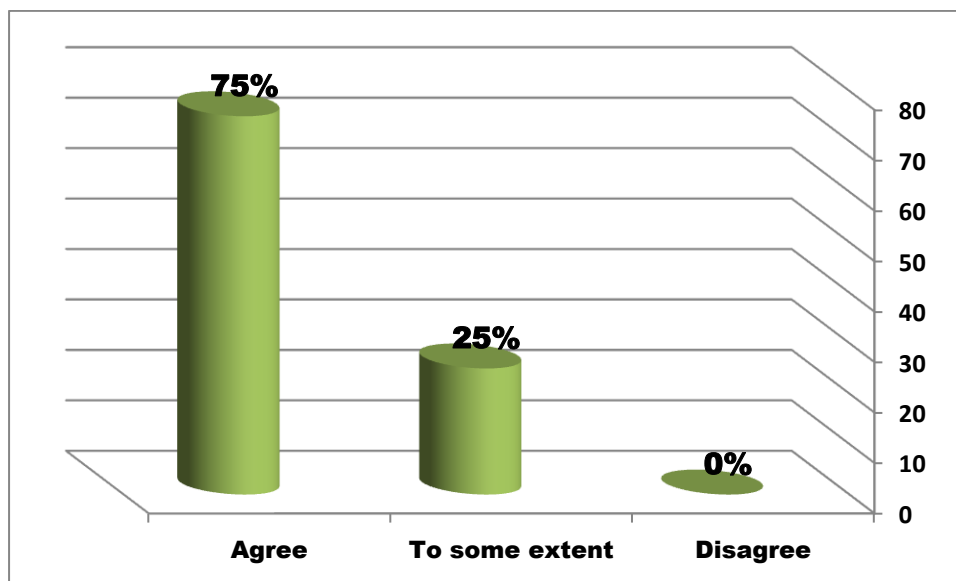

According to the statistical table treatment, (80.6%) of the respondents agree with the statement which claims; a type of interaction in which students take responsibility to learn from each others should be established , (19.4%) of the respondents response for the option 'to some extent' while no respondent scored to the option 'disagree'.

G2: table   (4.19), **A type of interaction in which students take responsibility of their learning from each others should be established.**

q19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	5	25.0	25.0	25.0
	agree	15	75.0	75.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.19), **A type of interaction in which students take responsibility of their learning from each others should be established.**

The statistical results shows that (75%) of the respondents agree with the statement above , (25%) of the respondents response for the option 'to some extent' while no respondent responses to the option 'disagree'.

T-test tables (4.19), **A type of interaction in which students take responsibility of their learning from each others should be established.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q19	leccturer	36	2.81	.401	.067
	supervisor	20	2.75	.444	.099

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q19	Equal variances assumed	.869	.355	.478	54	.635	.056	.116	-.178	.289
	Equal variances not assumed			.464	36.109	.646	.056	.120	-.187	.298

According to the results obtained in the preceding table the **sig.** is (.646) which means that the both groups are equally supported the statement which said; a type of interaction in which students take responsibility of their learning from each others should be established.

G1: table (4.20), **Varying classroom learning techniques to be in accordance with classroom situations that occur.**

q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	3	8.3	8.3	8.3
	agree	33	91.7	91.7	100.0
	Total	36	100.0	100.0	

G1: figure (4.20), **Varying classroom learning techniques to be in accordance with classroom situations that occur.**
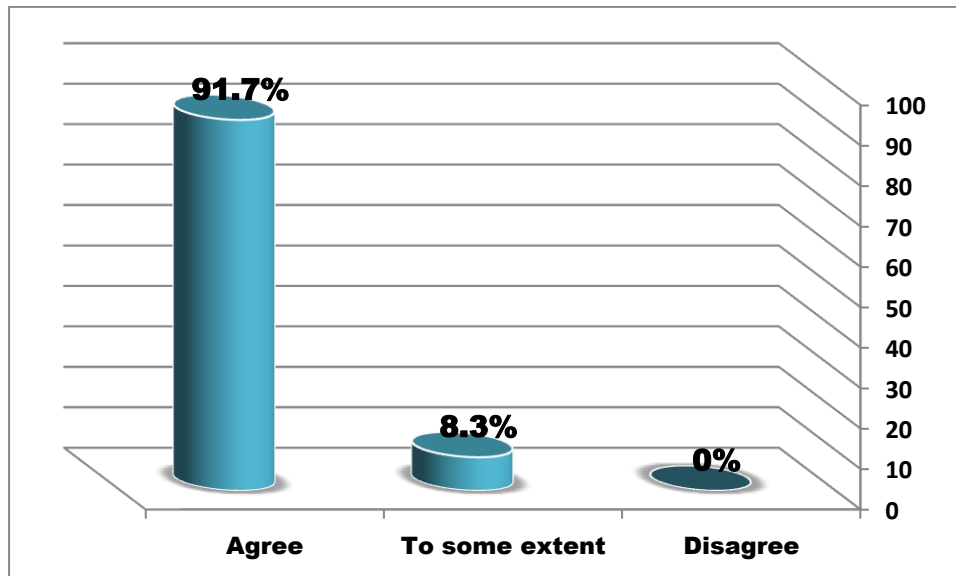

It is clear from the above table that the majority (91.7%) of the respondents agree that classroom learning techniques and strategies should be varied to suit classroom situations , (8.3%) of the respondent response for the option 'to some extent' while no respondent disagree with the suggestion of the statement.

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G2: table (4.20), **Varying classroom learning techniques to be in accordance with classroom situations that occur.**

q20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	3	15.0	15.0	15.0
	agree	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.20), **Varying classroom learning techniques to be in accordance with classroom situations that occur.**
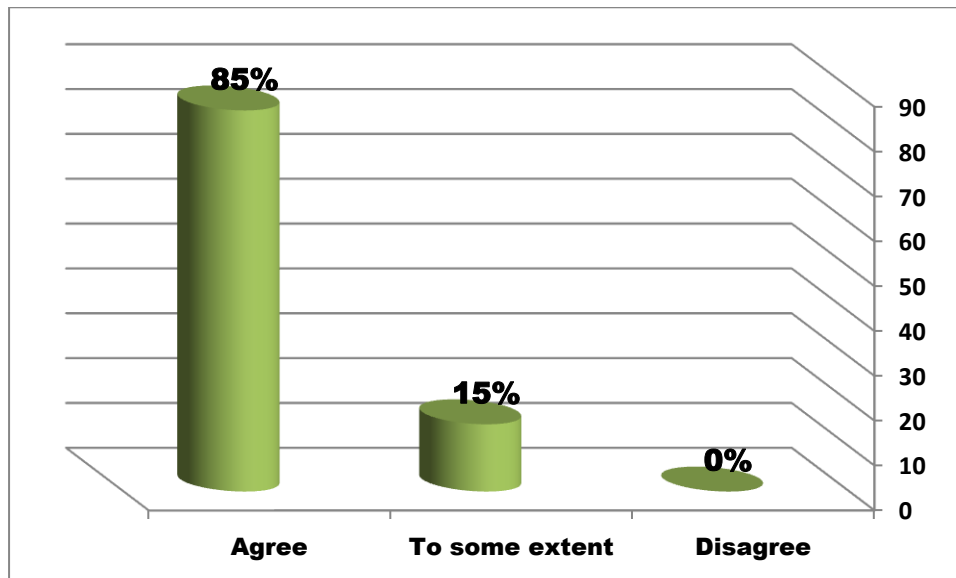
It is clear that the majority (85%) of the respondents agree with what is suggested in the above statement , (10%) of the respondents response for the option 'to some extent' while no respondent opposes the idea that suggested in the above statement.

T-test tables (4.20), **Varying classroom learning techniques to be in accordance with classroom situations that occur.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q20	leccturer	36	2.92	.280	.047
	supervisor	20	2.85	.366	.082

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q20	Equal variances assumed	2.296	.136	.763	54	.449	.067	.087	-.109	.242
	Equal variances not assumed			.707	31.557	.485	.067	.094	-.126	.259

The above table shows that the **sig.** is (.485), which means there is no significant differences between the two groups. So, the obtained result support the statement which reflects; classroom learning strategies should be varied to suit classroom situations. It is clear that teacher should vary their classroom teaching techniques for different classroom situations.

4.3.4 Classroom Activities and Procedures

The following ten statements which are presented in form of tables and figures (from 21 up to 30) show the statistical results of these activities and procedures.

G1: table (4.21), **classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom.**

q21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	11.1	11.1	11.1
	to some extent	8	22.2	22.2	33.3
	agree	24	66.7	66.7	100.0
	Total	36	100.0	100.0	

G1: figure (4.21), **classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom.**
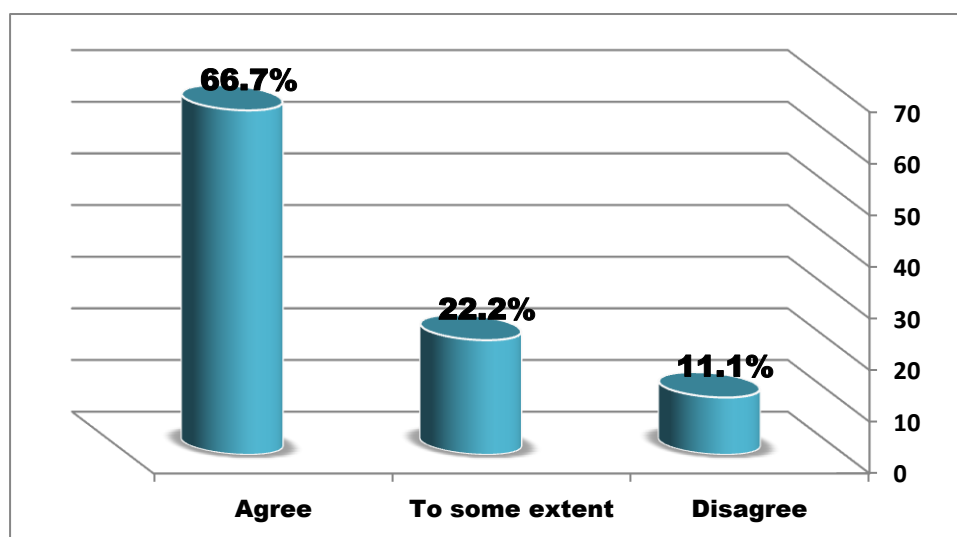
The results in the preceding table indicates that (66.7%) of the respondents agree with the statement that classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom, (27.7%) of the respondents response

for the option 'to some extent' while (16.7%) of the respondents oppose to what is claimed in the statement. So, this means that what is practiced in the classroom are not related to what is practiced in everyday situations.

G2: table (4.21), **classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom.**

q21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	4	20.0	20.0	20.0
	agree	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.21), **classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom.**
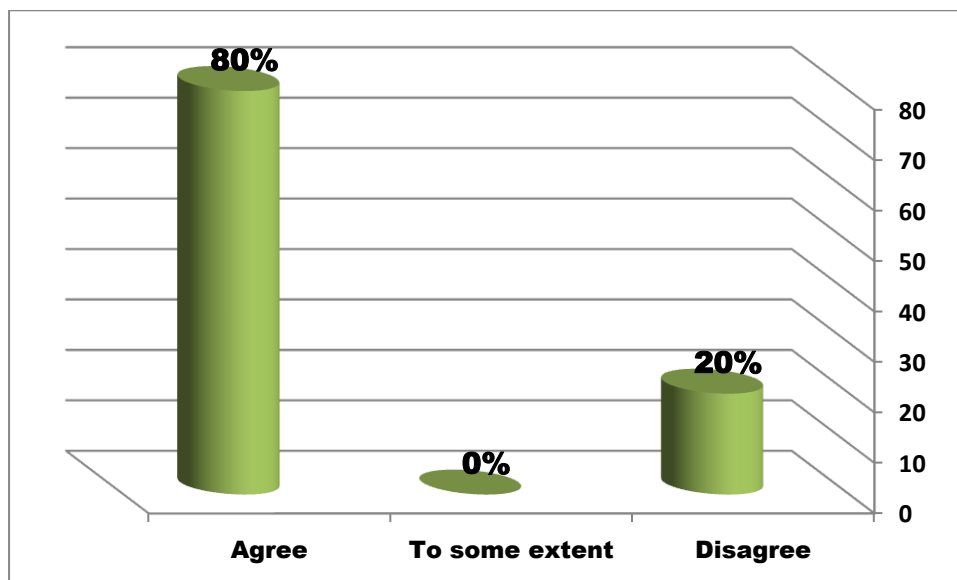
According to the statistical treatment of the above table, it is showed that (75%) of the respondents agree with the statement`s claim while (25%) of the respondents oppose the claim of the statement.

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T-test tables (4.21), **classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q21	leccturer	36	2.56	.695	.116
	supervisor	20	2.60	.821	.184

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q21	Equal variances assumed	.176	.676	-.215	54	.831	-.044	.207	-.459	.370
	Equal variances not assumed			-.205	34.191	.839	-.044	.217	-.485	.396

According to the above table the result obtained illustrates that the **sig**. is (.839), which indicates that there is significant difference between two groups in what is the statement claims. Classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom. So, this means that the both groups support the statement.

G1: table (4.22), **poor production of students outside the classroom context results from poor classroom interaction.**

q22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	5.6	5.6	5.6
	to some extent	9	25.0	25.0	30.6
	agree	25	69.4	69.4	100.0
	Total	36	100.0	100.0	

G1: figure (4.22), **poor production of students outside the classroom context results from poor classroom interaction.**
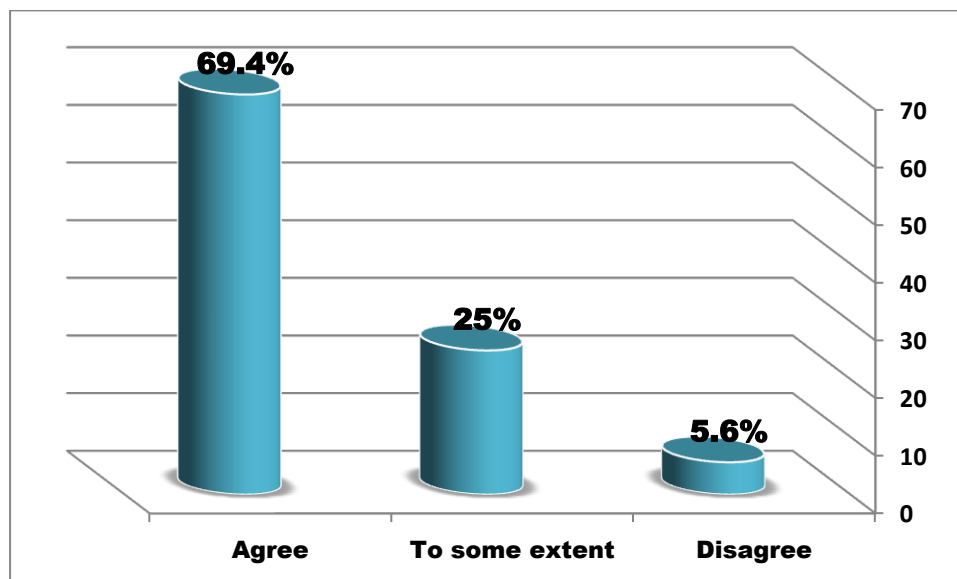
The statistical results shows that (69.4%) of the respondents agree with the statement above that claims poor production of students outside the classroom context results from poor classroom interaction, (25%) of the respondents response for the option option 'to some extent' while (5.6%)
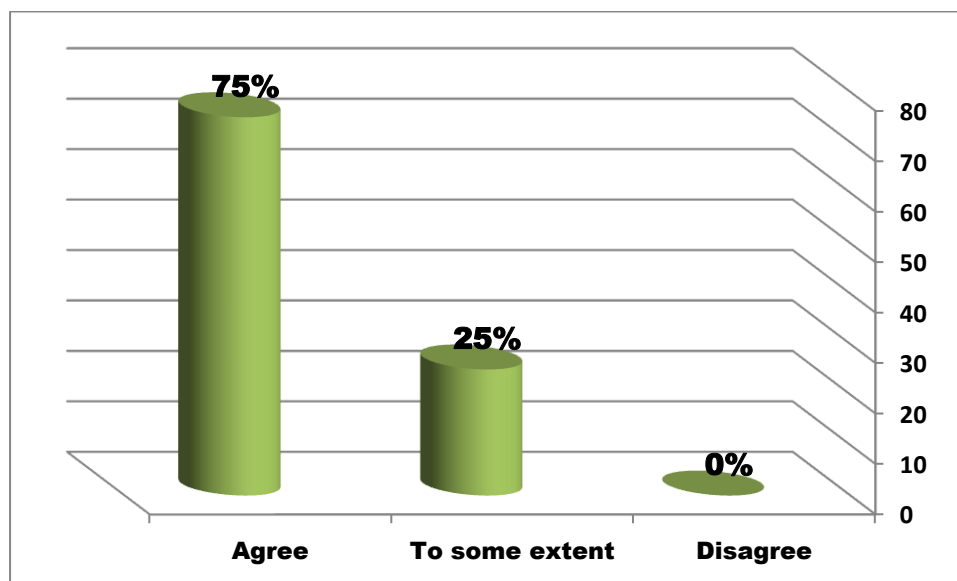
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disagree with the statement. So, classroom interaction should be maximized.

G2: table (4.22), **poor production of students outside the classroom context results from poor classroom interaction.**

q22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	5	25.0	25.0	25.0
	agree	15	75.0	75.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.22), **poor production of students outside the classroom context results from poor classroom interaction.**

According to the statistical treatment in the above table it is observed that (75%) of the respondents agree with the statement, while (25%) of the respondents disagree with the statement above.

T-test tables (4.22), **poor production of students outside the classroom context results from poor classroom interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q22	leccturer	36	2.64	.593	.099
	supervisor	20	2.75	.444	.099

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q22	Equal variances assumed	2.655	.109	-.731	54	.468	-.111	.152	-.416	.194
	Equal variances not assumed			-.793	49.107	.432	-.111	.140	-.393	.170

The table above shows that the obtained **sig** is (.432), which confirms that the both groups support the statement that poor production of students outside the classroom context results from poor classroom interaction. Therefore, classroom interaction should be maximized.

G1: table (4.23), **modern media is not fully exploited for the purpose of classroom interaction.**

q23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	3	8.3	8.3	8.3
	to some extent	9	25.0	25.0	33.3
	agree	24	66.7	66.7	100.0
	Total	36	100.0	100.0	

G1: figure (4.23), **modern media is not fully exploited for the purpose of classroom interaction.**
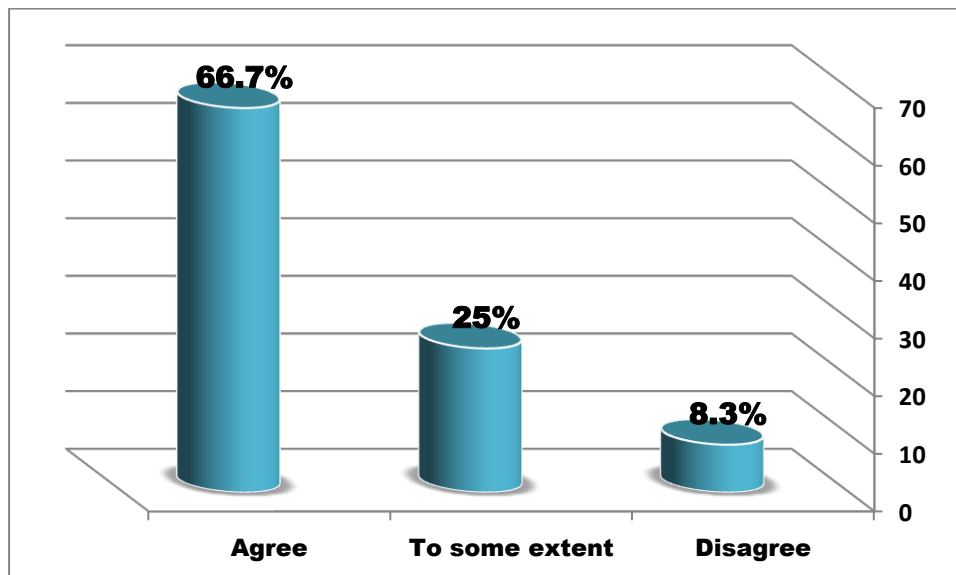
With reference to the above statistical treatment, it clearly demonstrated that (66.7%) of the respondents agree that modern media is not fully exploited for the purpose of classroom interaction, (25%) of the respondents response for the option ' to some extent' while (8.3) of the responses disagree with what is claimed above. Therefore, modern available media should be exploited in favour of classroom interaction.

G2: table (4.23), **modern media is not fully exploited for the purpose of classroom interaction.**

q23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	6	30.0	30.0	30.0
	agree	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.23), **modern media is not fully exploited for the purpose of classroom interaction.**
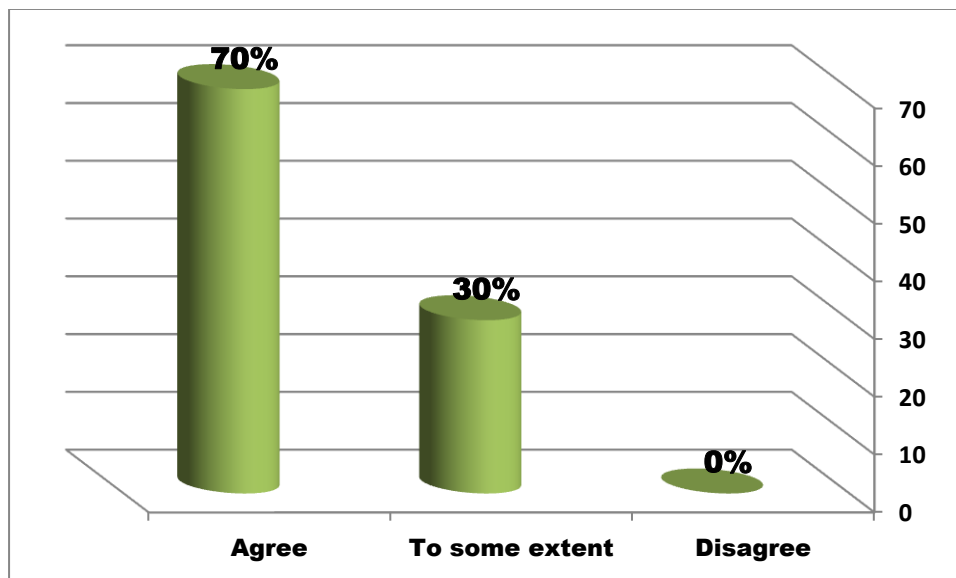
The statistical results shows that (70%) of the respondents agree with the statement above , (30%) of the respondents response for the option 'to some extent' while no respondent opposes what is claimed in the statement. So, the statement is supported by the majority.

T-Test tables (4.23), **modern media is not fully exploited for the purpose of classroom interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q23	leccturer	36	2.58	.649	.108
	supervisor	20	2.70	.470	.105

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q23	Equal variances assumed	2.959	.091	-.706	54	.483	-.117	.165	-.448	.215
	Equal variances not assumed			-.773	50.070	.443	-.117	.151	-.420	.186

The results in the preceding table indicates that the **sig** is (.443) which means there is no significant difference between the two groups. In other words, the two groups support the statement that modern media is not fully exploited to the purpose of classroom interaction. Therefore, modern available media should be exploited in favour of classroom interaction.

G1: table (4.24), **group and pair work have greater influence in classroom interaction.**

q24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	4	11.1	11.1	11.1
	agree	32	88.9	88.9	100.0
	Total	36	100.0	100.0	

G1: figure (4.24),), **group and pair work have greater influence in classroom interaction.**
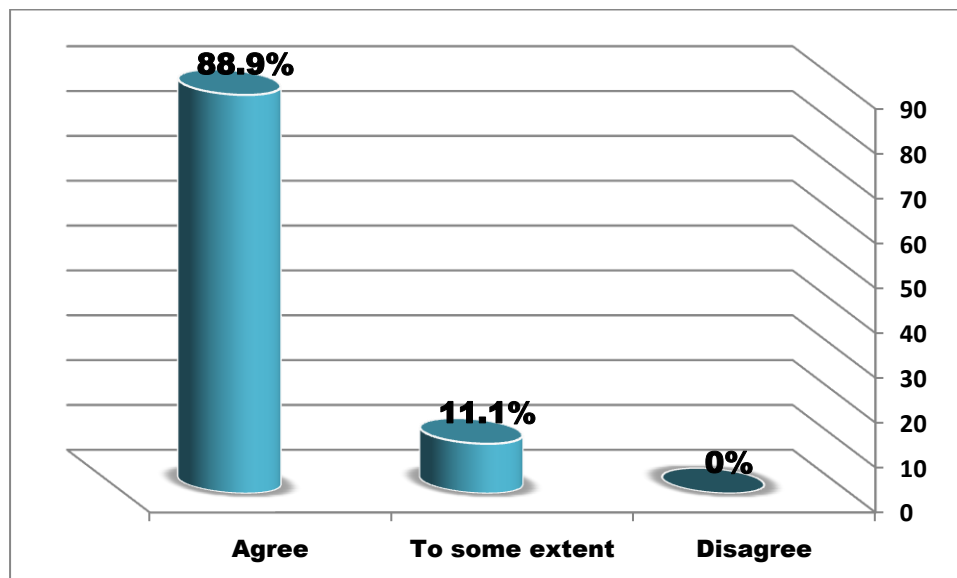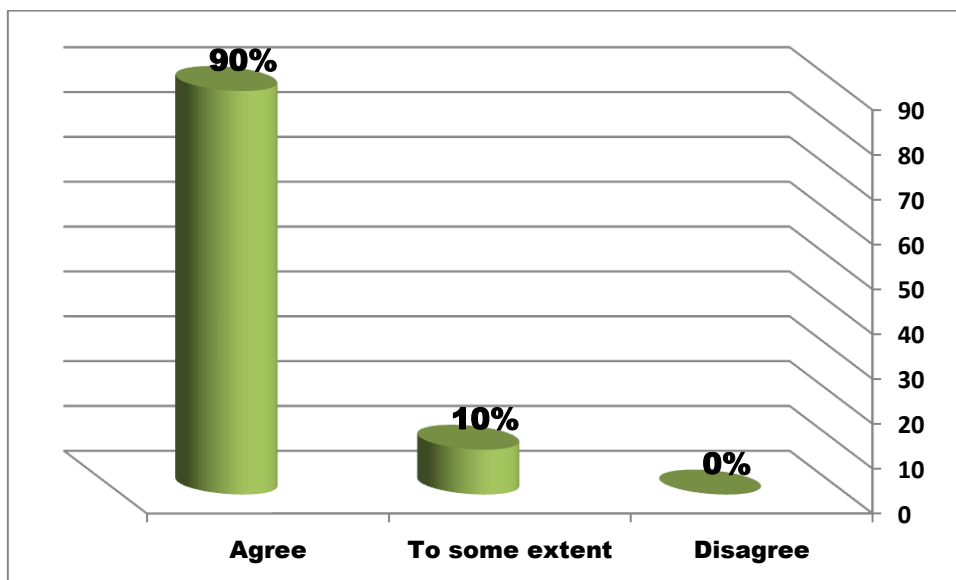

The results in the preceding table indicates the majority (88.9%) of the respondents agree that group and pair work have greater influence in classroom interaction , (11.1%) of the respondents response for the option 'to some extent' while no respondent disagrees with what is suggested above.

G2: table (4.24), **group and pair work have greater influence in classroom interaction.**

q24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	2	10.0	10.0	10.0
	agree	18	90.0	90.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.24), **group and pair work have greater influence in classroom interaction.**

According to statistical treatment in the above table it is observed that the majority (90%) of the respondents agree with what is claimed in the statement, (10%) of the respondents response for the option 'to some extent' while the option 'disagree' scores no response from the part of English language supervisors of secondary level.

T-Test table (4.24), **group and pair work have greater influence in classroom interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q24	leccturer	36	2.89	.319	.053
	supervisor	20	2.90	.308	.069

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q24	Equal variances assumed	.065	.800	-.127	54	.900	-.011	.088	-.187	.165
	Equal variances not assumed			-.128	40.565	.899	-.011	.087	-.187	.165

The above table shows that the obtained **sig** is (.899), this indicates that there is no significant difference between group 1&2. So, the result obtained means the two groups support the statement that group and pair work have greater influence in classroom interaction. Therefore, group and pair work should be employed as major strategy for classroom interaction.

G1: table (4.25), **most teachers in classrooms act as controllers more than co-communicators and facilitators.**

q25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	5.6	5.6	5.6
	to some extent	4	11.1	11.1	16.7
	agree	30	83.3	83.3	100.0
	Total	36	100.0	100.0	

G1: figure (4.25), **most teachers in classrooms act as controllers more than co-communicators and facilitators.**
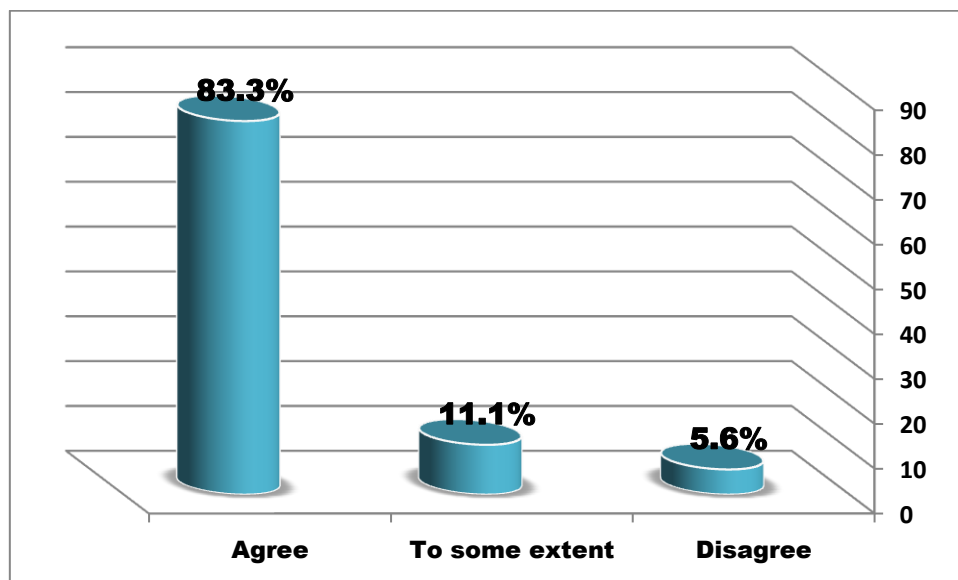
The statistical analysis to the above statement indicates that (83.3%) of the respondents agree with the statement that, most teachers in classrooms act as controllers more than co-communicators and facilitators , (11.1%) of the respondents response for the option 'to some extent' and (5.6%) of the respondents disagree with statement. This reflects that most of the teachers act the role of dominant which is unhelpful for interaction process.

G2: table (4.25), **most teachers in classrooms act as controllers more than co-communicators and facilitators.**

q25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	10.0	10.0	10.0
	to some extent	5	25.0	25.0	35.0
	agree	13	65.0	65.0	100.0
	Total	20	100.0	100.0	

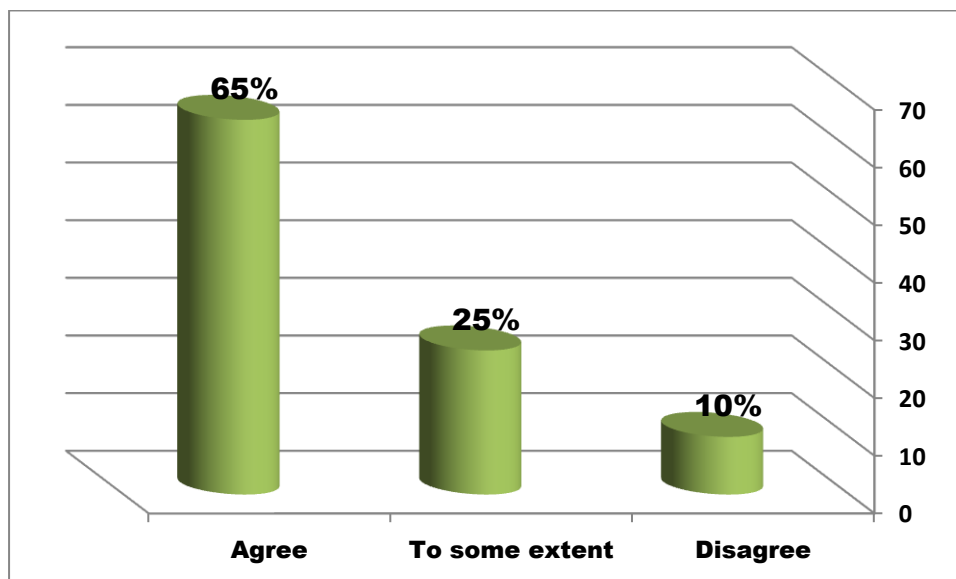**G2:** figure (4.25), **most teachers in classrooms act as controllers more than co-communicators and facilitators.**

The previous table shows that (65%) of the respondents agree with the statement above, (25%) of them response for the option 'to some extent' whereas (10%) of the respondents disagree with what is claimed in the statement.

T-Test tables (4.25), **most teachers in classrooms act as controllers more than co-communicators and facilitators.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q25	leccturer	36	2.78	.540	.090
	supervisor	20	2.55	.686	.153

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q25	Equal variances assumed	4.328	.042	1.371	54	.176	.228	.166	-.105	.561
	Equal variances not assumed			1.280	32.266	.210	.228	.178	-.135	.590

The results in the preceding table indicates that the **sig** is (.210) which means there is no significant difference between group one and two about what is claimed in the above statement. So, the two groups support the claim that most teachers in classrooms act as controllers more than co-communicators and facilitators. This means there are many other helpful roles for classroom interactions can be employed.

G1: table (4.26),   **the first days of classroom are crucial days in establishing a classroom interaction.**

q26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	5.6	5.7	5.7
	to some extent	5	13.9	14.3	20.0
	agree	28	77.8	80.0	100.0
	Total	35	97.2	100.0	
Missing	System	1	2.8		
Total		36	100.0		

G1: figure (4.26), **the first days of classroom are crucial days in establishing a classroom interaction.**
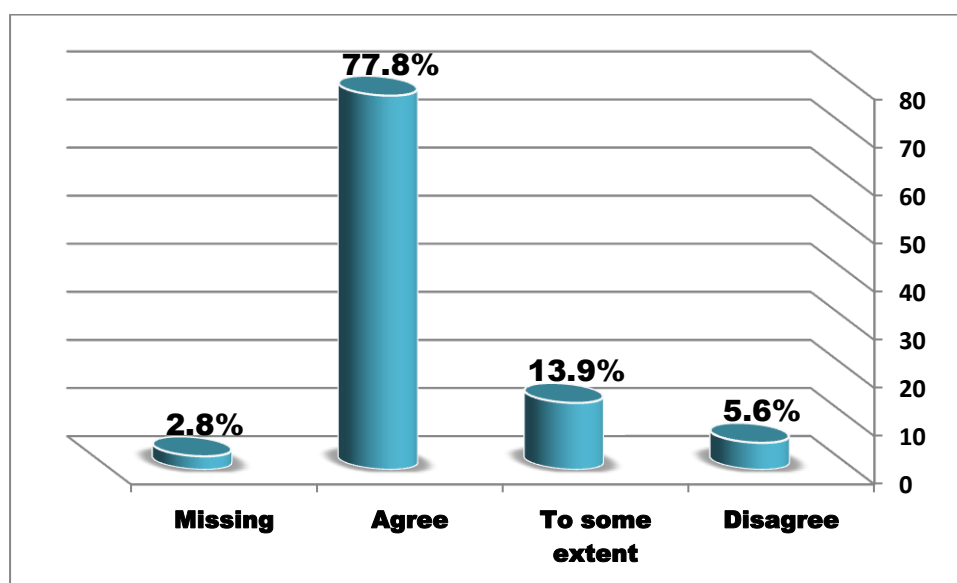
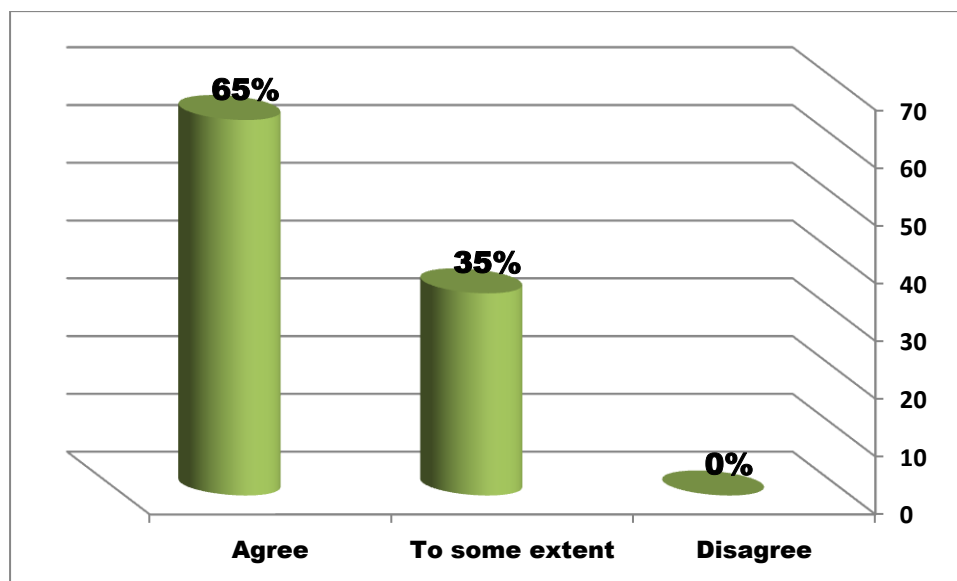The statistical analysis to the above statement indicates that (78.8%) of the respondents agree with the statement that, the first days of classroom are crucial days in establishing a classroom system, whereas (5.6%) of the respondents disagree with the statement, (13.9%) of the respondents response for the option 'to some extent'. So, teacher should be attentive for these days and plan very well for them.

G2: table (4.26),   **the first days of classroom are crucial days in establishing a classroom interaction.**

q26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	7	35.0	35.0	35.0
	agree	13	65.0	65.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.26), **the first days of classroom are crucial days in establishing a classroom interaction.**

The statistical treatment shows that (65%) of the respondents agree with the statement, (35%) of the respondents response for the option 'to some extent' whereas no one of respondent rejects the statement. So, the statement is supported.

T-Test tables (4.26), **the first days of classroom are crucial days in establishing a classroom interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q26	leccturer	35	2.74	.561	.095
	supervisor	20	2.65	.489	.109

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q26	Equal variances assumed	.248	.621	.618	53	.539	.093	.150	-.209	.394
	Equal variances not assumed			.641	44.270	.525	.093	.145	-.199	.385

With reference to the above table the obtained result demonstrates that the **sig** is (.525) which means the two groups support the statement that the first days of classroom are crucial days in establishing a classroom system. So, it is important that the first days of classroom interaction are crucial and for them teachers should do his best.

G1: table (4.27), **effective classroom management creates a healthy atmosphere for interaction.**

q27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	2	5.6	5.6	8.3
	agree	33	91.7	91.7	100.0
	Total	36	100.0	100.0	

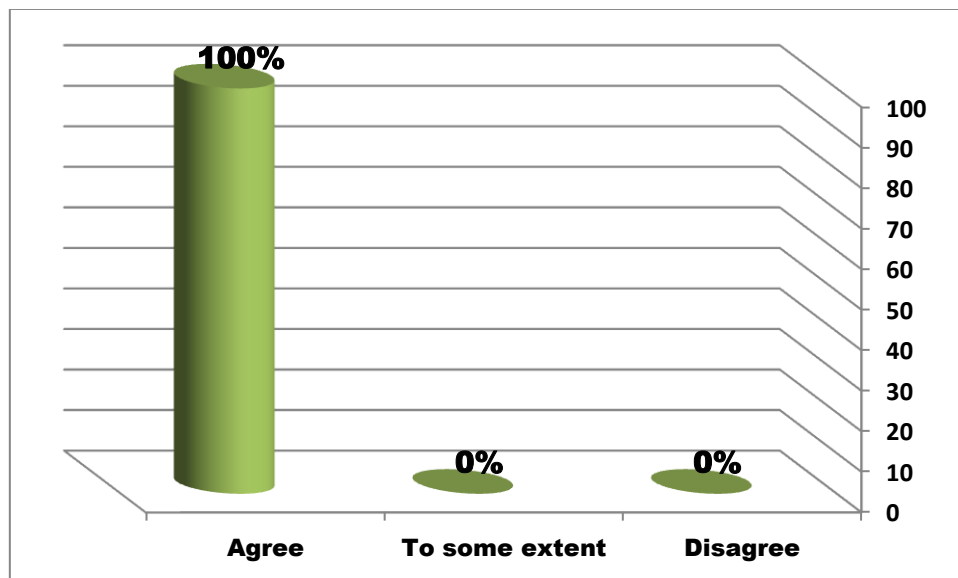**G1:** figure (4.27), **effective classroom management creates a healthy atmosphere for interaction.**
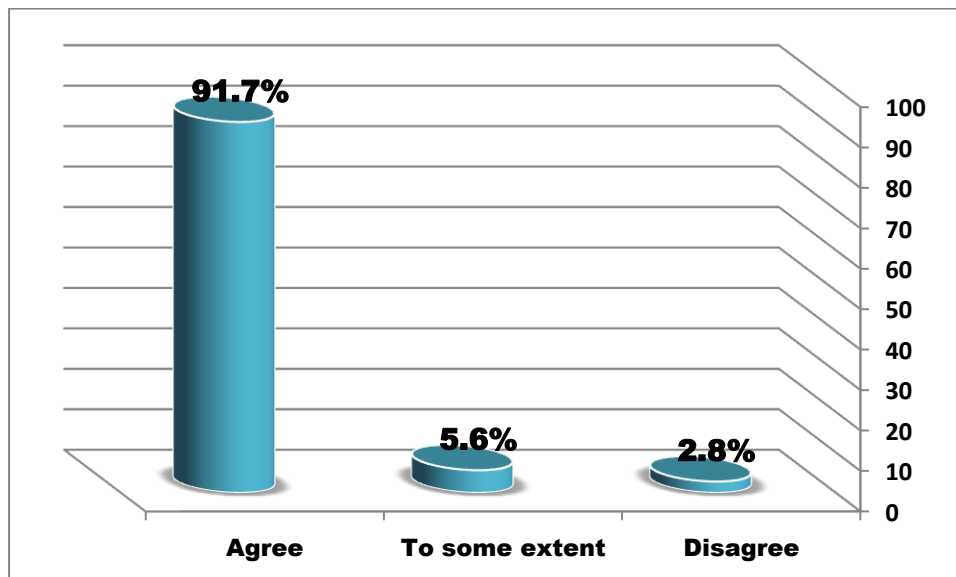
The above table displays that (91.7%) of the respondents agree that effective classroom management creates a healthy atmosphere for interaction, (5.6%) of the respondents response for the option 'to some extent', while (2.8%) of the respondents disagree with the statement.

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G2: table (4.27), **effective classroom management creates a healthy atmosphere for interaction.**

q27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	agree	20	100.0	100.0	100.0

G2: figure (4.27), **effective classroom management creates a healthy atmosphere for interaction.**

According to the statistical treatment in the above table it is observed that (100%) of the respondents agree with the statement that, effective classroom management creates a healthy atmosphere for interaction. It is clear that classroom management is crucial for classroom interaction.

T-Test table (4.27), **effective classroom management creates a healthy atmosphere for interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q27	leccturer	36	2.89	.398	.066
	supervisor	20	3.00	.000	.000

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q27	Equal variances assumed	7.093	.010	-1.242	54	.220	-.111	.089	-.290	.068
	Equal variances not assumed			-1.673	35.000	.103	-.111	.066	-.246	.024

The above table shows that the obtained **sig**. is (.103) which means that the both groups support the above statement that effective classroom management creates a healthy atmosphere for interaction. So, classroom management is crucial for classroom interaction.

G1: table (4.28), **multi-cultural and social classes require teachers to be well-rounded and sophisticated.**

q28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	10	27.8	27.8	30.6
	agree	25	69.4	69.4	100.0
	Total	36	100.0	100.0	

G1: figure (4.28) , **multi-cultural and social classes require teachers to be well-rounded and sophisticated.**
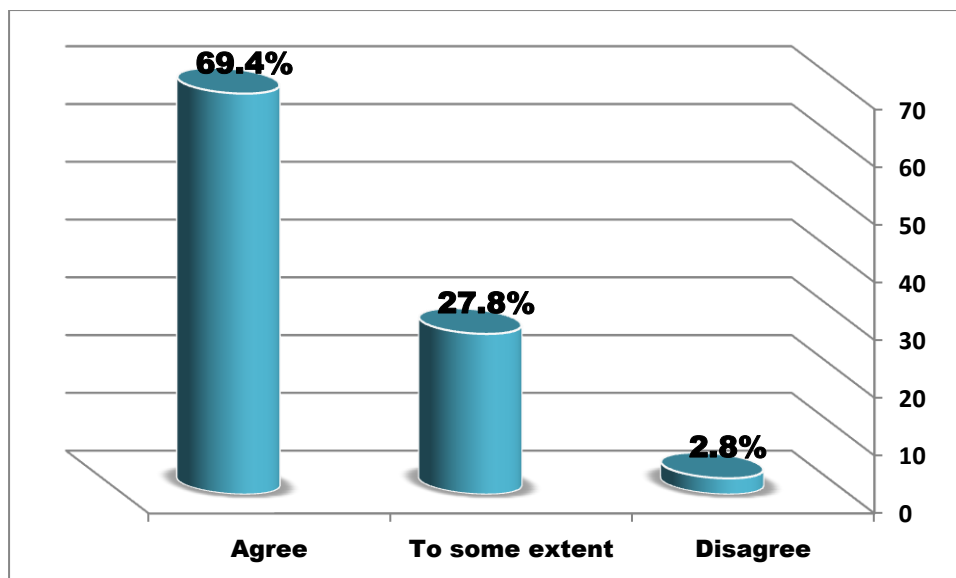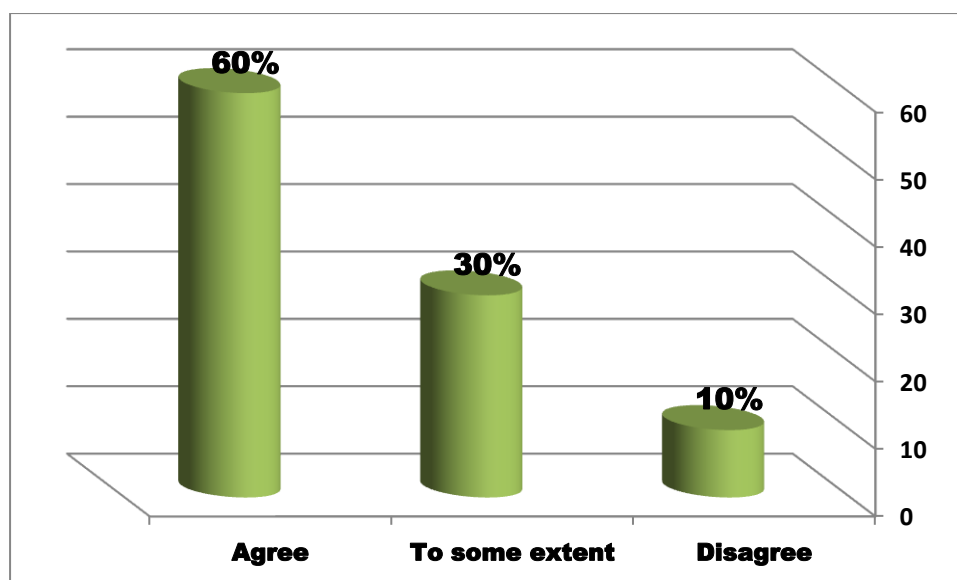

This table displays that (69.4%) of the respondents agree that multi-cultural and social classes require teachers to be well-rounded and sophisticated, (27.8%) of the respondents response for the option 'to some extent' and (2.8%) of the respondents disagree with the claim of the statement above.

G2: table (4.28), **multi-cultural and social classes require teachers to be well-rounded and sophisticated.**

q28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	10.0	10.0	10.0
	to some extent	6	30.0	30.0	40.0
	agree	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.28), **multi-cultural and social classes require teachers to be well-rounded and sophisticated**

With reference to the results obtained in the above table that (60%) of the respondents support the above statement, (30%) of the respondents response for the option 'to some extent' and (10%) of the respondents disagree with the above statement.

T-Test tables (4.28), **multi-cultural and social classes require teachers to be well-rounded and sophisticated.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q28	leccturer	36	2.67	.535	.089
	supervisor	20	2.50	.688	.154

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q28	Equal variances assumed	3.193	.080	1.007	54	.318	.167	.165	-.165	.498
	Equal variances not assumed			.937	31.921	.356	.167	.178	-.196	.529

According to the statistical treatment in the above table shows that the obtained **sig.** is (.356) . so, it can be interpreted that the two groups show their agreement with the statement that multi-cultural and social classes require teachers to be well-rounded and sophisticated.

G1: table (4.29), **social interaction activities** (role-play, dialogue, discussion …est.) **are not commonly used for classroom interaction.**

q29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	5.6	5.6	5.6
	to some extent	14	38.9	38.9	44.4
	agree	20	55.6	55.6	100.0
	Total	36	100.0	100.0	

G1: figure (4.29)**, social interaction activities** (role-play, dialogue, discussion …est.) **are not commonly used for classroom interaction.**
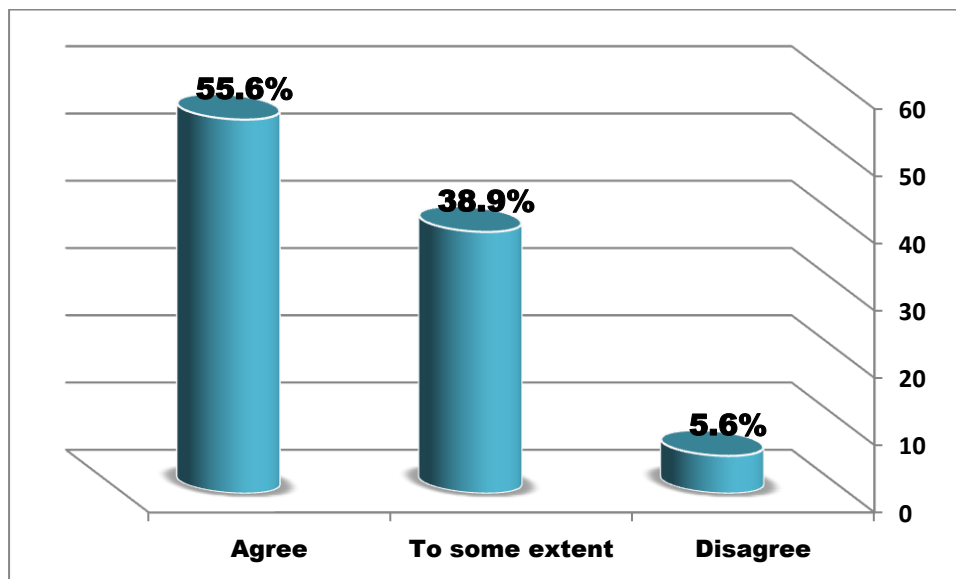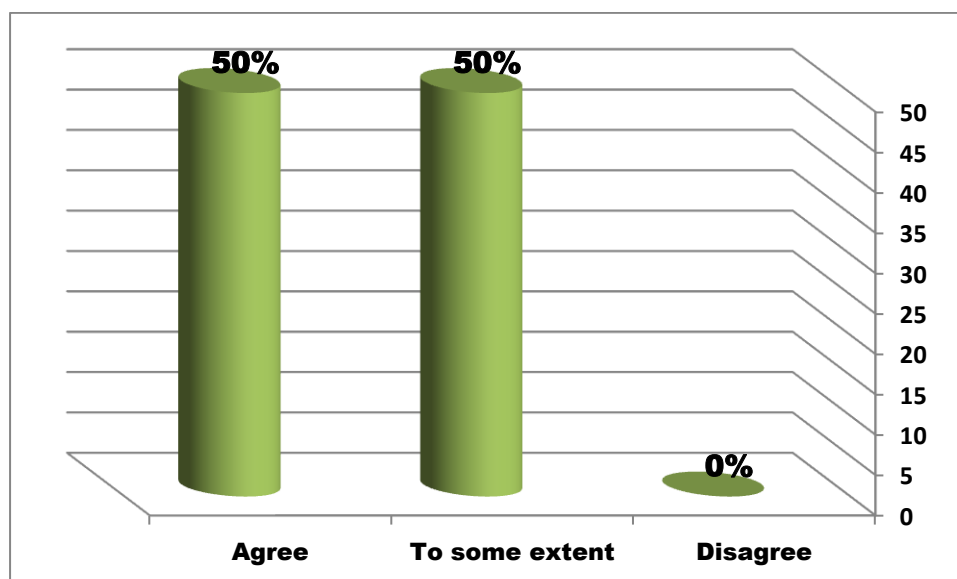

The above table displays that (55.6%) of the respondents agree with the statement that social interaction activities (role-play, dialogue, discussion, simulation, improvisation) are not commonly used for classroom interaction while (38.9%) of the respondents response for the option 'to some extent' and (5.6%) of the respondents disagree with the above statement. This means it is supported by the majority and rejected by just some of the respondents.

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G2: table 29), **social interaction activities** (role-play, dialogue, discussion …est.) **are not commonly used for classroom interaction.**

q29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	10	50.0	50.0	50.0
	agree	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.29), **social interaction activities** (role-play, dialogue, discussion …est.) **are not commonly used for classroom interaction.**

The table shows that (50%) of the respondents agree with statement that, social interaction activities are not commonly used for classroom interaction and (50%) of the respondents response for the option 'to some extent'. It is worth to mention that no one of respondent oppose the statement above. So, the statement is supported by the half of respondents and anther half of the respondents agrees but to some extent.

T-Test tables (4.29), **social interaction activities** (role-play, dialogue, discussion …est.) **are not commonly used for classroom interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q29	leccturer	36	2.50	.609	.102
	supervisor	20	2.50	.513	.115

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q29	Equal variances assumed	1.134	.292	.000	54	1.000	.000	.161	-.323	.323
	Equal variances not assumed			.000	45.344	1.000	.000	.153	-.309	.309

According to statistical treatment in the above table the obtained **sig.** is (1.000) indicates that the two groups are equally supported the claim that social interaction activities (role-play, dialogue, discussion, simulation improvisation) are not commonly used for classroom interaction. So, the statement recommends that teacher should use these social interaction activities for classroom interaction.

G1:table (4.30), **in some classes, positive common beliefs may be effective if they are involved in classroom interaction.**

q30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	10	27.8	27.8	30.6
	agree	25	69.4	69.4	100.0
	Total	36	100.0	100.0	

G1: figure (4.30), **in some classes, positive common beliefs may be effective if they are involved in classroom interaction.**
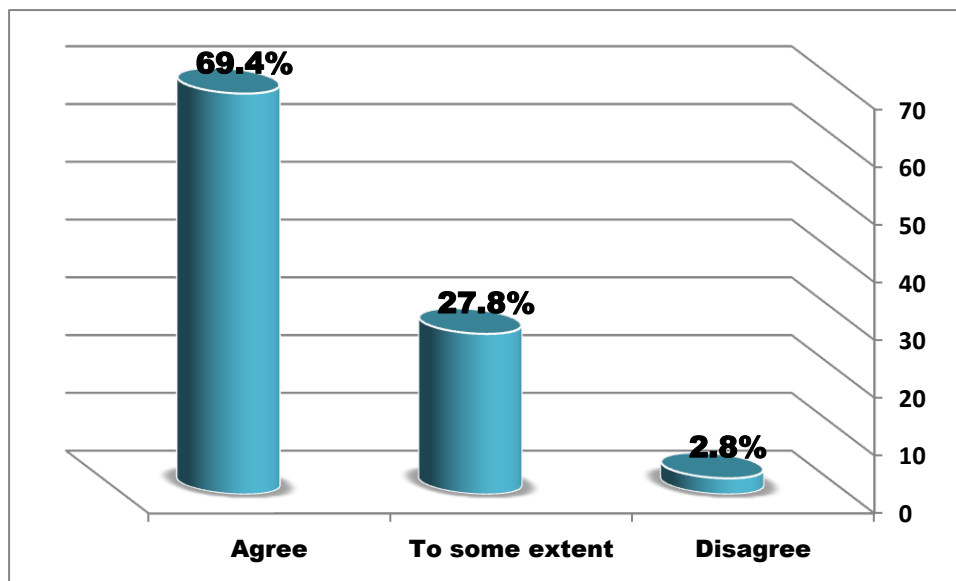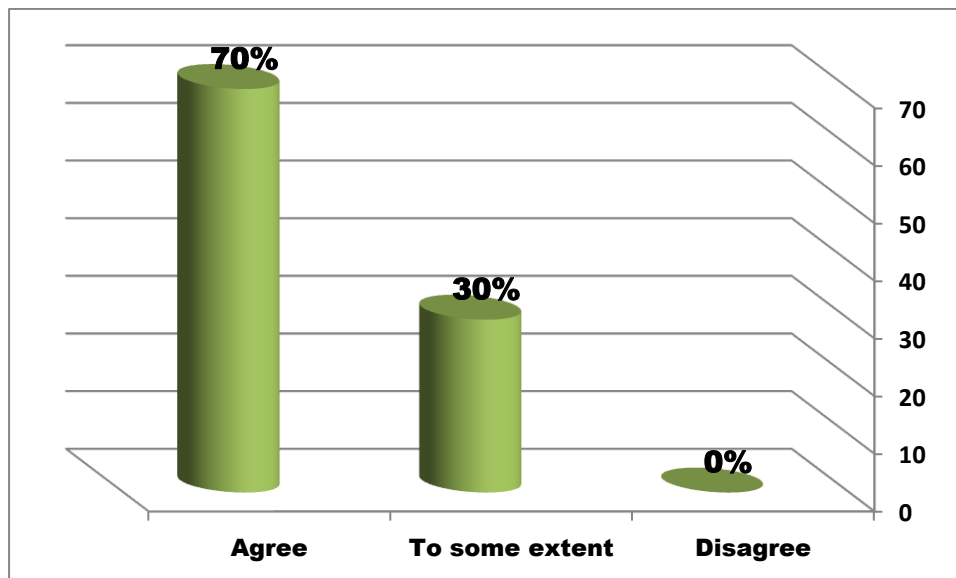

According to above table that (69.4%) of the respondents agree with statement that, in some classes, positive common beliefs may be effective if they are involved in classroom interaction. (27.8%) of the respondents response for the option 'to some extent' and (2.8%) of the respondents disagree the claim of the above statement. So, social beliefs may contribute in classroom interaction.

G2:table (4.30), **In some classes, positive common beliefs may be effective if they are involved in classroom interaction.**

q30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	6	30.0	30.0	30.0
	agree	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.30), **In some classes, positive common beliefs may be effective if they are involved in classroom interaction.**

From the above table (70%) of the respondents agree with what the above statement reflect, while (30%) of the respondents response for the option 'to some extent' and no one of the respondent disagree with the statement.

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T-Test table (4.30), **in some classes, positive common beliefs may be effective if they are involved in classroom interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q30	leccturer	36	2.67	.535	.089
	supervisor	20	2.70	.470	.105

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q30	Equal variances assumed	.434	.513	-.233	54	.817	-.033	.143	-.320	.253
	Equal variances not assumed			-.242	43.818	.810	-.033	.138	-.311	.244

From the statistical treatment in the above table the **sig.** is (.810) which means that there is no significant difference between the two groups. So, the group one and two support the claim of the statement that in some Sudanese secondary classes, positive common beliefs may be effective if they are involved in classroom interaction. Thus, teachers should involve his class in using some social beliefs for the purpose of classroom interaction.

4.3.5 Learners` Attitudes

The following four statements which are presented in form of tables and figures (from 31 up to 34) show the statistical results of learners` attitudes towards classroom interaction.

G1: table (4.31), **students   perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context.**

q31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	9	25.0	25.0	27.8
	agree	26	72.2	72.2	100.0
	Total	36	100.0	100.0	

G1: figure (4.31),), **students   perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context.**
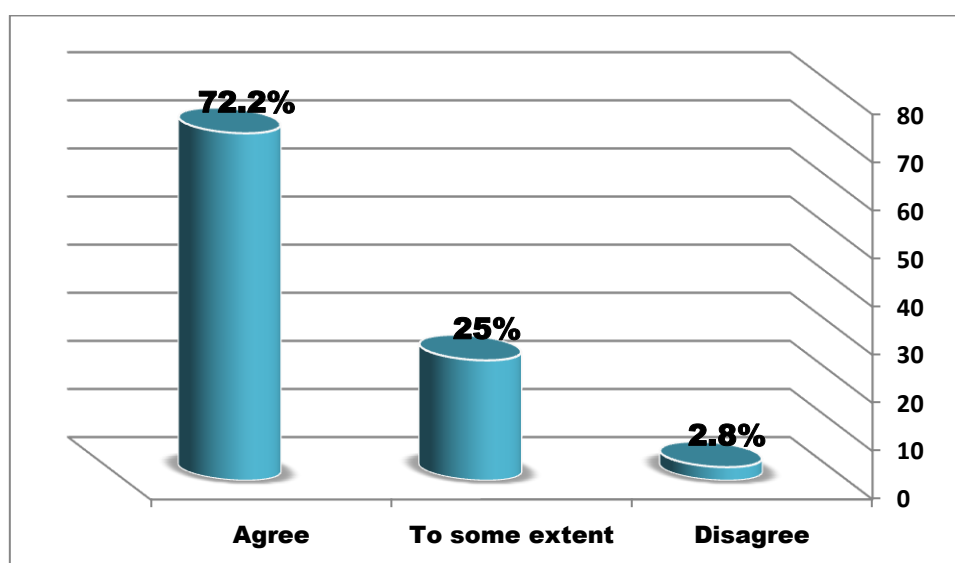
 The above table displays that the majority (72.2%) of the respondents agree with the statement that students perform tasks classroom interaction that do not prepare them for their everyday actions, whereas (25%) of the respondents response for the option 'to some extent' and (2.8%) of the

respondents oppose the idea. It means that classroom learning situations are not adapted to match real-world interactions.

G2: tab & fig (4.31), **students perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context.**

q31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	5.0	5.0	5.0
	to some extent	3	15.0	15.0	20.0
	agree	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.31),), **students   perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context.**
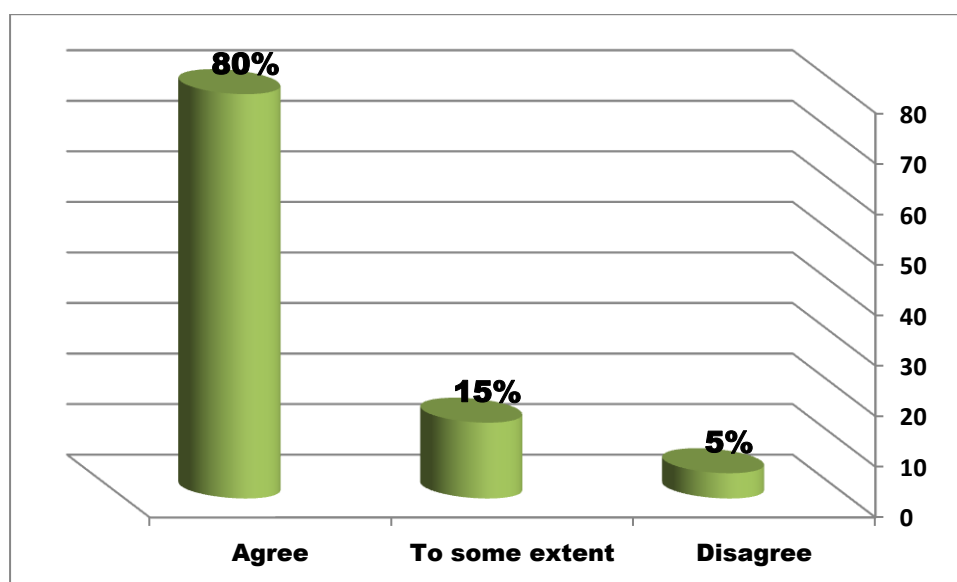
The table shows that (80%) of the respondents support what the statement claims, (15%) of the respondents response for the option 'to some extent' while (5%) of the respondents disagree with idea of the statement.

T-Test table (4.31), **students   perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q31	leccturer	36	2.69	.525	.087
	supervisor	20	2.75	.550	.123

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q31	Equal variances assumed	.229	.634	-.373	54	.710	-.056	.149	-.354	.243
	Equal variances not assumed			-.368	37.820	.715	-.056	.151	-.361	.250

According to the statistical treatment in the above table shows that the obtained **sig**. is (.715) which means that the two groups support the statement which claims that students perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context. So, classroom learning situations should be designed so as to help them to interact inside and outside classroom appropriately.

G1: table (4.32), **in some classes, there are still false-beginners who affect classroom interaction negatively.**

q32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	2	5.6	5.6	5.6
	to some extent	12	33.3	33.3	38.9
	agree	22	61.1	61.1	100.0
	Total	36	100.0	100.0	

G1: figure (4.32), **in some classes, there are still false-beginners who affect classroom interaction negatively.**
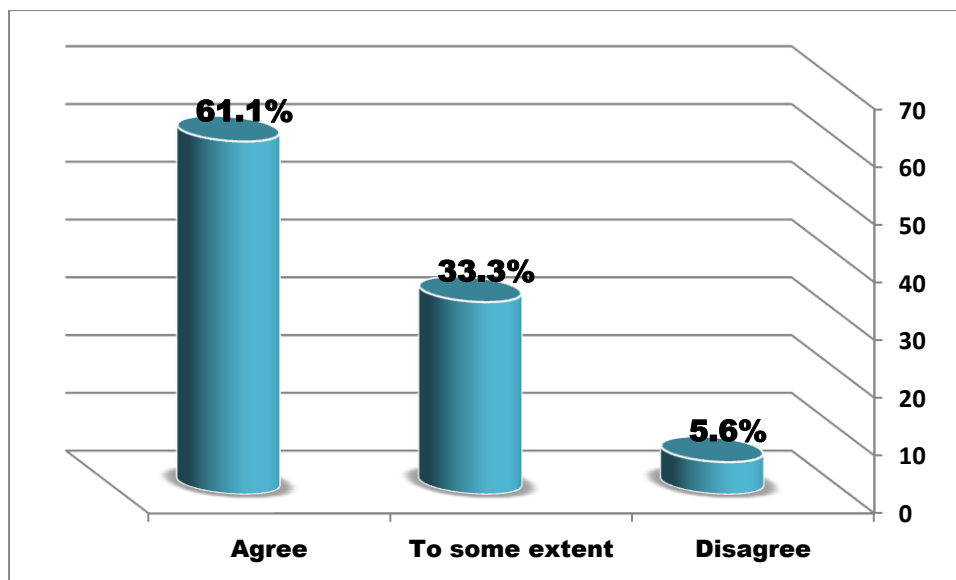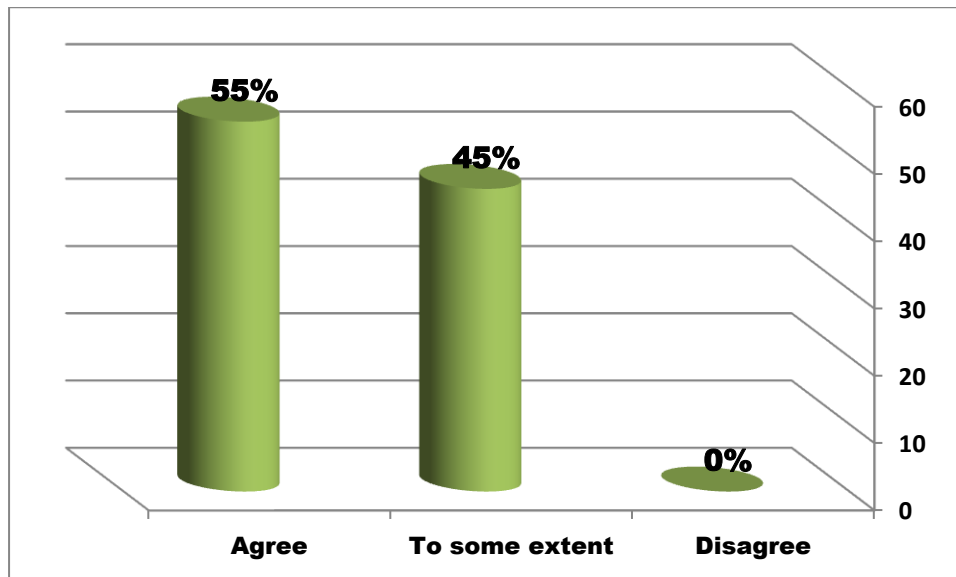

With the reference to the above table that (61.1%) of the respondents agree with that false-beginners affect classroom interaction negatively, (33.3%) of the respondents response for 'to some extent' while (5.6%) of the respondents disagree with idea of the above statement. Therefore, teacher must adopt strategies and techniques to help false-beginners to involve in classroom interaction.

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G2: table (4.32), **In some classes, there are still false-beginners who affect classroom interaction negatively.**

q32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	9	45.0	45.0	45.0
	agree	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.32), **In some classes, there are still false-beginners who affect classroom interaction negatively.**

The table above shows that (55%) of respondents agree with what the statement claims, while (45%) of respondents response for the option 'to some extent' and no one of the respondent disagree with claim of the above statement.

T-Test: table (4.32), **In some classes, there are still false-beginners who affect classroom interaction negatively.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q32	leccturer	36	2.56	.607	.101
	supervisor	20	2.55	.510	.114

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q32	Equal variances assumed	.697	.408	.035	54	.972	.006	.160	-.316	.327
	Equal variances not assumed			.036	45.369	.971	.006	.152	-.302	.313

With the reference to statistical treatment in the above table illustrates that the obtained **sig**. is (.971) which means there is significant difference between the two groups that , false-beginners of learners affect classroom interaction negatively. Therefore, teacher must adopt strategies and techniques to help false-beginners to engage in classroom interaction.

G1: table (4.33), **de-motivated students have a negative impact on classroom interaction.**

q33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	2.8	2.8	2.8
	to some extent	11	30.6	30.6	33.3
	agree	24	66.7	66.7	100.0
	Total	36	100.0	100.0	

**G1:** figure (4.33), **de-motivated students have a negative impact on classroom interaction.**
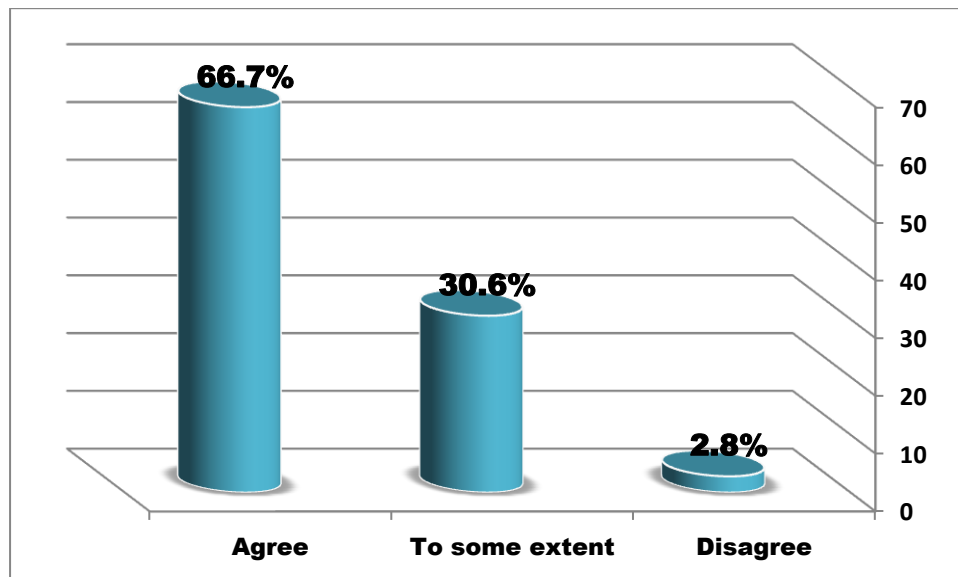
The above table illustrates that, the statement is supported by (66.7%) of the respondents which reflects that de-motivated students impact classroom interaction , (30.6%) of the respondents response for the option 'to some extent' and (2.8%) of the respondents disagree with the statement. So, it is very important that teacher should eliminate the negative feeling and replace positive one for better interactive learning atmosphere.

G2: table (4.33),   **de-motivated students have a negative impact on classroom interaction.**

q33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	5.0	5.0	5.0
	to some extent	2	10.0	10.0	15.0
	agree	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.33), **de-motivated students have a negative impact on classroom interaction**
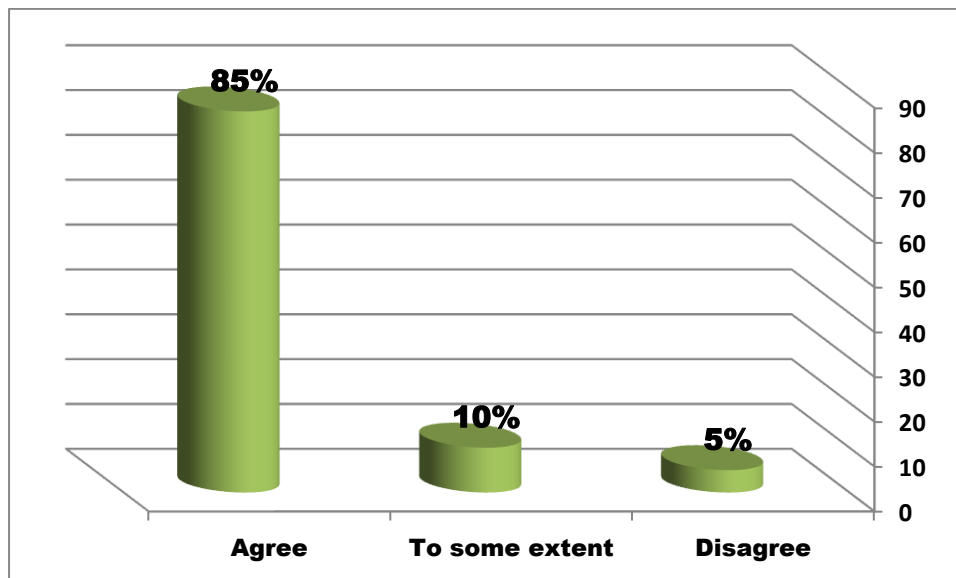
The table above shows that (85%) of the respondents agree with what is claimed in the above statement, (10%) of the respondents response for the option 'to some extent' and (5%) of the responses disagree with the idea of the statement.

T-Test tables (4.33), **de-motivated students have a negative impact on classroom interaction.**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q33	leccturer	36	2.64	.543	.090
	supervisor	20	2.80	.523	.117

Independent Samples Test

|		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q33	Equal variances assumed	2.867	.096	-1.078	54	.286	-.161	.149	-.461	.139
	Equal variances not assumed			-1.090	40.622	.282	-.161	.148	-.460	.138

With reference to the statistical treatment in the above table shows that the **sig.** is (.282) which means there is no significant difference between the two groups. So, the two groups support the statement that claims de-motivated students have a negative impact on classroom interaction. Therefore, it is very important that teacher should do his best to make them to be more interested and try to eliminate the negative feeling and replace it by a positive one for better interactive learning atmosphere.

G1: table (4.34), **students learn better from teachers with whom students have friendly relationship.**

q34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	to some extent	5	13.9	13.9	13.9
	agree	31	86.1	86.1	100.0
	Total	36	100.0	100.0	

G1: figure (4.34), **students learn better from teachers with whom students have friendly relationship.**
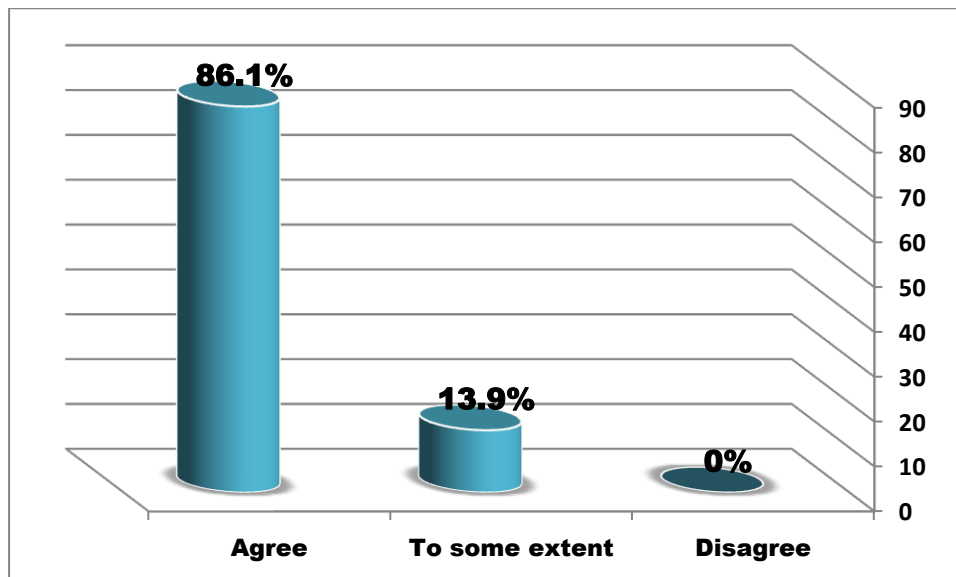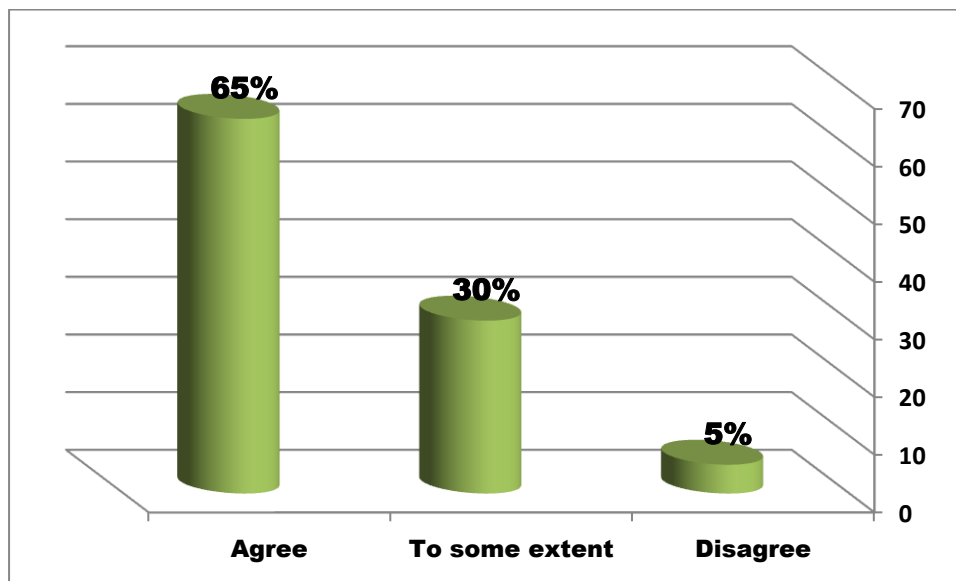

The above table illustrates that (86.19%) of the respondents agree with that, students learn better from teachers with whom students have friendly relationship , (13.9%) of the respondents response for the option 'to some extent' and there is no disagreement with the claim of the statement. Therefore, classroom interaction requires friendly relationship between teacher and their students.

G2: table (4.34), **students learn better from teachers with whom students have friendly relationship.**

q34

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	1	5.0	5.0	5.0
	to some extent	6	30.0	30.0	35.0
	agree	13	65.0	65.0	100.0
	Total	20	100.0	100.0	

G2: figure (4.34), **students learn better from teachers with whom students have friendly relationship.**

According to the above table (65%) of the respondents agree with the above statement , (30%) of the respondents response for the option 'to some extent' and (5%) of the respondents disagree with claim of the statement.

T-Test tables (4.34), **students learn better from teachers with whom students have friendly relationship**

Group Statistics

	reponse	N	Mean	Std. Deviation	Std. Error Mean
q34	leccturer	36	2.86	.351	.058
	supervisor	20	2.60	.598	.134

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
q34	Equal variances assumed	15.049	.000	2.065	54	.044	.261	.126	.008	.515
	Equal variances not assumed			1.789	26.426	.085	.261	.146	-.039	.561

With reference to the statistical treatment in the above table illustrates that the **sig.** is (.085) which means the two groups support the statement that, friendly relationships between teachers and their students provide better learning atmosphere. So, friendly relationships are required for classroom interaction.

4.4 Analysis of the Observation Check List

The observation check list is intended for secondary English language classes which represent group three (G3) in this study. The visual presentation of the data of the observation check list is presented in form of tables accompany with figures.

4.4.1 Organizing Classroom Situations

The following five statement which are presented in form of tables and figures (from 1 up to 5). They are formulated to investigate how classroom environment is designed, organized and arranged.

G3: table (4.1) **teacher closes classroom door/s to lessen auditory interference and noise.**

q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	25	100.0	100.0	100.0

G3: figure (4.1), **teacher closes classroom door/s to lessen auditory interference and noise.**
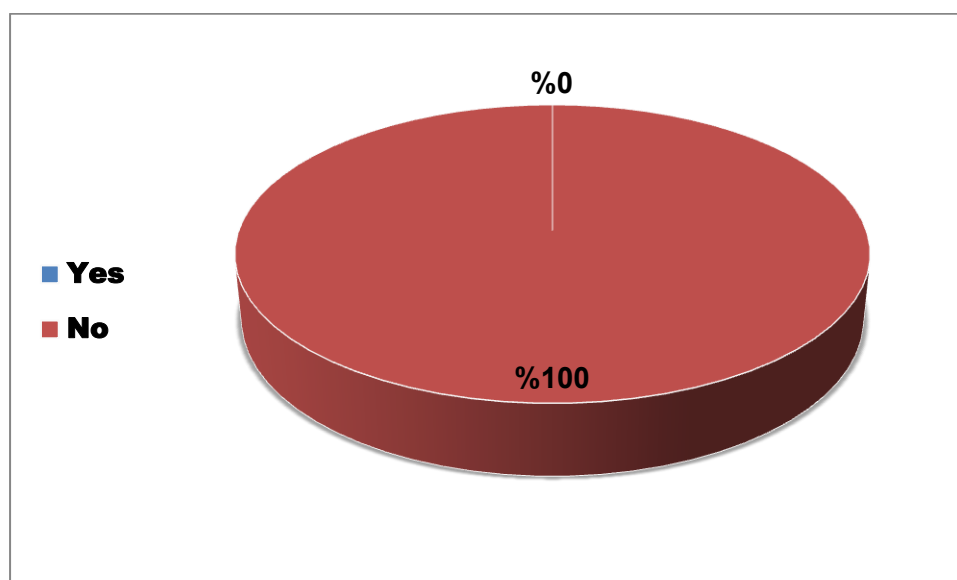
With reference to the above table illustrate that (100%) of English language teachers do not close door of classes so as to lessen auditory interferences or noise that come from the outside classroom. Because,

these sounds affect classroom interaction in such way. So, teachers must adopt such way to avoid his classes irrelevant sounds during class interaction.

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.**

q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	25	100.0	100.0	100.0

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.**
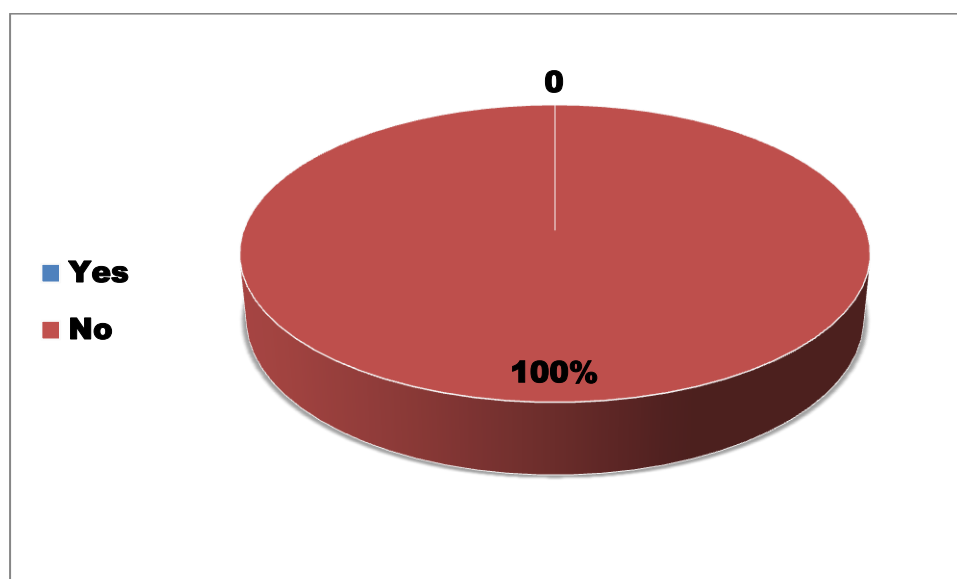

From the above table it is clear that (100%) of the secondary English language classes observed that they are not arranged in face-to-face arrangement or semi-circle or U shape as inevitable requirement for real classroom interaction. It means that classes of secondary schools follow traditional arrangement in which all students sit facing their teachers. So, those who sit at the back of class tell the backs of those who sit front of them.

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G3: table (4.3), **teacher distributes opportunities of participation in a way cover whole class.**

q3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no	23	92.0	92.0	92.0
Yes	2	8.0	8.0	100.0
Total	25	100.0	100.0	

G3: figure (4.3), **teacher distributes opportunities of participation in a way cover whole class.**
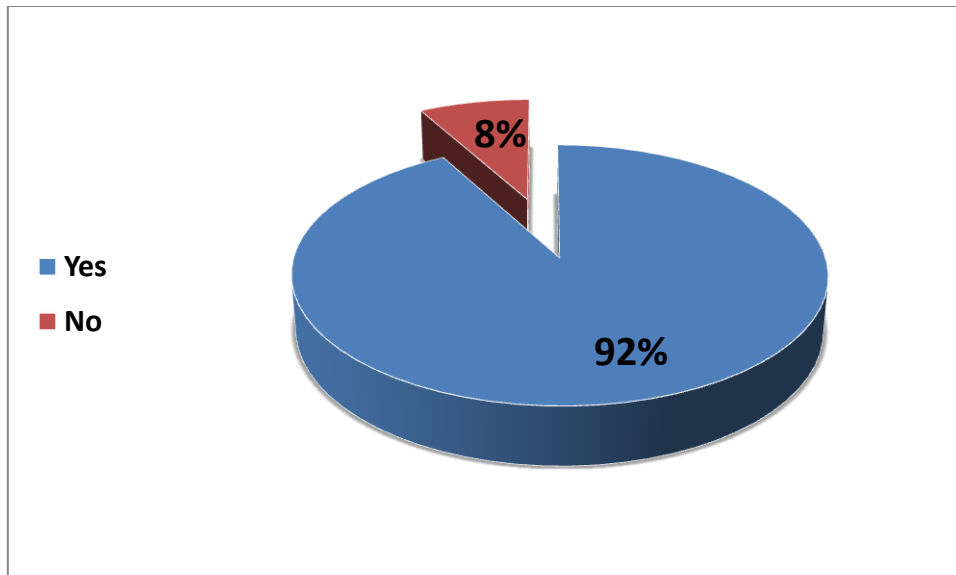

According to above table G3 (4.3) the statistical treatment shows that the majority that represent (92%) of teachers do not distribute opportunities of participation in a way cover whole class while (8%) of English language teachers do. This means that teachers depend on particular students and ignore the other. So, this result in poorness of classroom interaction. It very important that teacher to try as possible to involve large number of students in classroom interaction as possible.

G3: table (4.4), **teachers makes   student from diverse cultural backgrounds feel comfortable.**

q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	5	20.0	20.0	20.0
	yes	20	80.0	80.0	100.0
	Total	25	100.0	100.0	

G3: figure (4.4), **teacher makes students from diverse cultural backgrounds feel comfortable.**
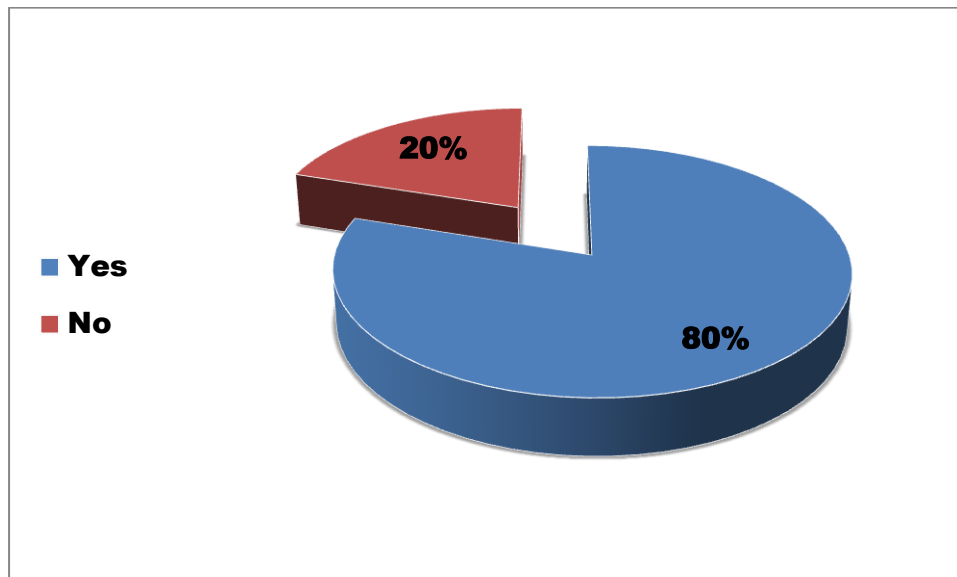

It is clear this table and figure show that (80%) of Sudanese secondary English language teachers make students from different backgrounds feel comfortable and (20%) do not care to involve students from different culture in classroom interaction. It is so important for classroom interaction that teachers make every student of their class feel class his own.

G3: table (4.5), **teacher groups classroom (individual, pair and group work) if needed in classroom activities.**

q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	23	92.0	92.0	92.0
	yes	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

G3: figure (4.5), **teacher groups classroom (individual, pair and group work) if needed in classroom activities.**
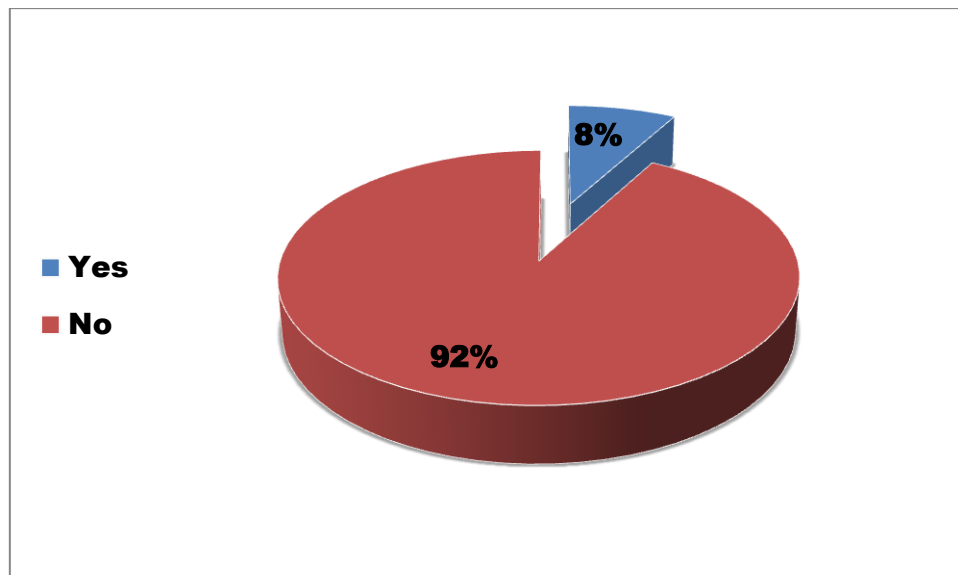
According to the above table observed that the majority (92%) of teachers do not group class to work as teamwork in particular for the purpose of classroom interaction. Just (8%) of teachers are observed that group their classes, not to serve classroom interaction , but for the reason of shortage of students` books.

4.4.2 Techniques of Classroom Interaction

The following ten statements which are presented in tables and figures (from 6 to 15) are formed to observe teachers` techniques for classroom interaction.

G3: table (4.6), **teacher stimulates interaction and teamwork interaction in the classroom.**

q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	19	76.0	76.0	76.0
	yes	6	24.0	24.0	100.0
	Total	25	100.0	100.0	

G3: figure (4.6), **teacher stimulates interaction and teamwork interaction in the classroom.**
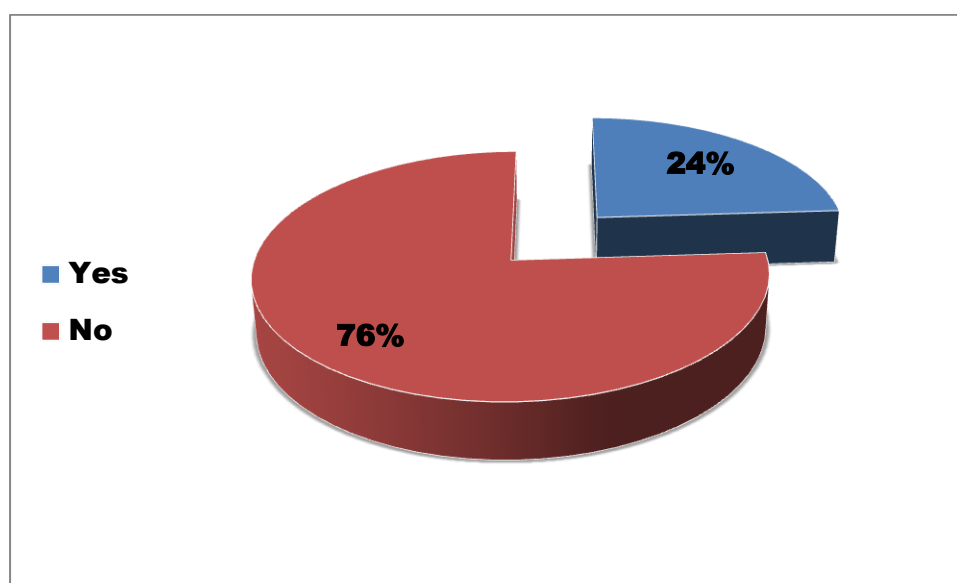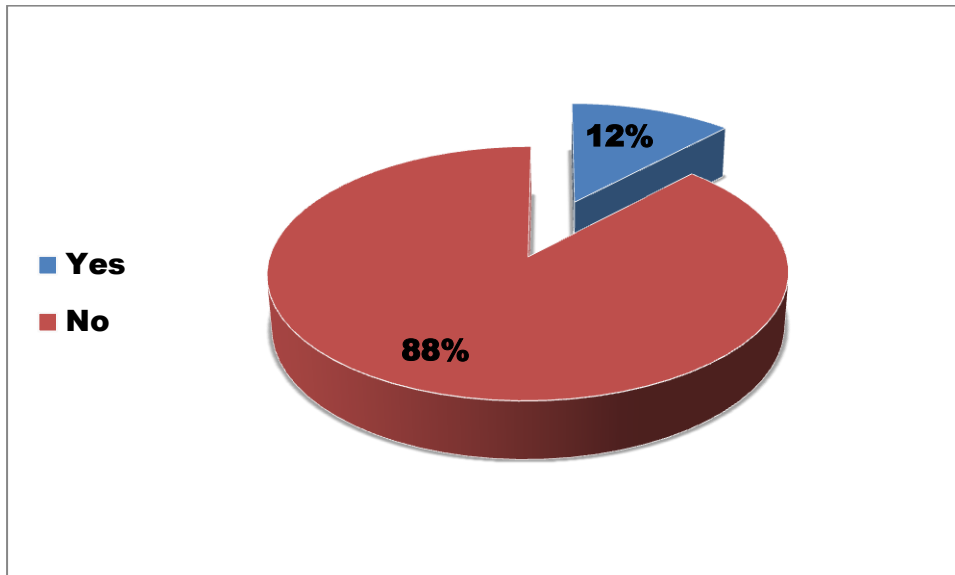

From the above table it is observed that (76%) of the teachers do not stimulate his students for classroom interaction and (24%) of them stimulate their students for participation but not in teamwork interaction. Students are stimulated for reading comprehension or for individual participation.

177

G3: table (4.7), **teacher uses classroom activities that stimulate students` interests and create meaningful situations.**

<table>
<tr><td colspan="5" align="center">q7</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Valid Percent</td><td>Cumulative Percent</td></tr>
<tr><td>Valid   no</td><td>22</td><td>88.0</td><td>88.0</td><td>88.0</td></tr>
<tr><td>yes</td><td>3</td><td>12.0</td><td>12.0</td><td>100.0</td></tr>
<tr><td>Total</td><td>25</td><td>100.0</td><td>100.0</td><td></td></tr>
</table>

G3: figure (4.7), **teacher uses classroom activities that stimulate students` interests and create meaningful learning.**


It is observed from the above table that the majority (88%) of English language classes don not use activities that stimulate students` interests so as to motivate them to involve in classroom interaction such as (role-play, dialogue …). (12%) of classes use activities that stimulate students for classroom interaction. Teachers usually adopt repetition drills and chorusing cooperatively for students learning.

G3: table (4.8), **teacher varies classroom techniques to foster Social and emotional skills and healthy attitudes.**

q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	17	68.0	68.0	68.0
	yes	8	32.0	32.0	100.0
	Total	25	100.0	100.0	

G3: figure (4.8), **teacher varies classroom techniques to foster Social and emotional skills and healthy attitudes.**
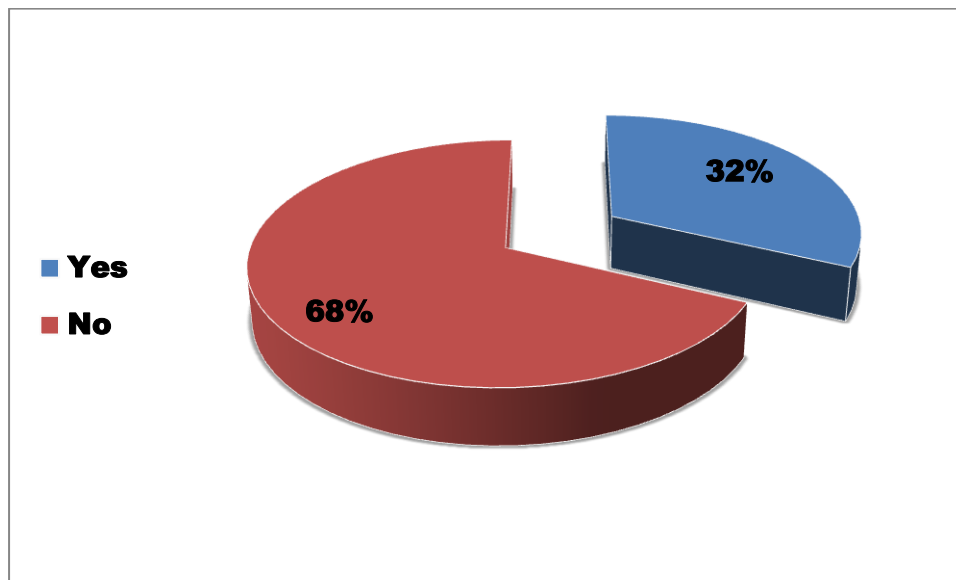

According to the above table observed that (68%) of the teachers do not varies classroom techniques to foster Social and emotional skills and healthy attitudes while (32%) of the teachers are observed that they vary classroom techniques for social interaction.

G3: table (4.9), **teacher adopts strategies that prevent classroom problems from ever developing.**

q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	10	40.0	40.0	40.0
	yes	15	60.0	60.0	100.0
	Total	25	100.0	100.0	

G3: figure (4.9), **teacher adopts strategies that prevent classroom problems from ever developing.**
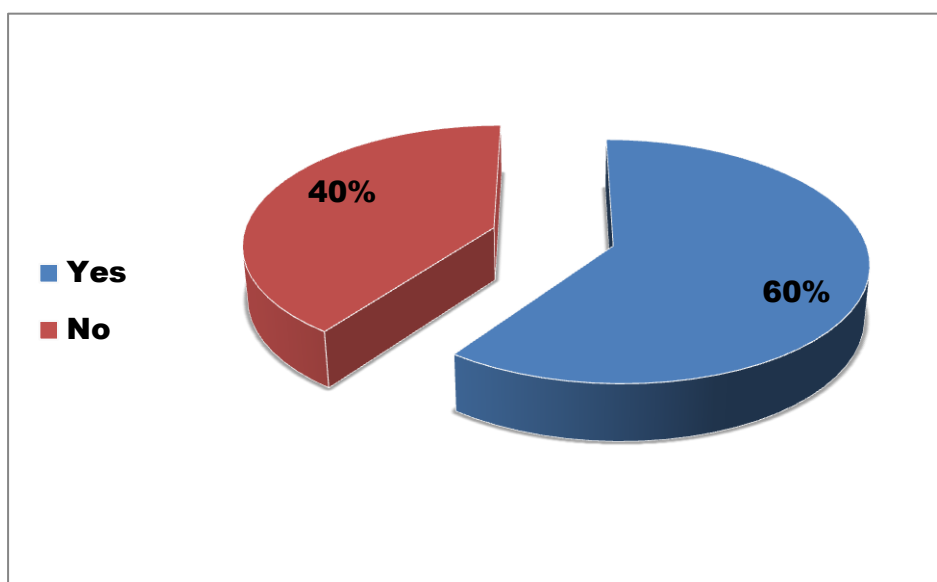

It is clear this table and figure show that (60%) of Sudanese secondary English language teachers adopt strategies that prevent classroom problems from ever developing whereas (40%) do not employ any strategies for classroom problems from ever escalating.

G3: table (4.10), **teacher intentionally gives students breaks during the lesson for social interaction.**

q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	25	100.0	100.0	100.0

G3: figure (4.10), **teacher intentionally gives students breaks during the lesson for social interaction.**
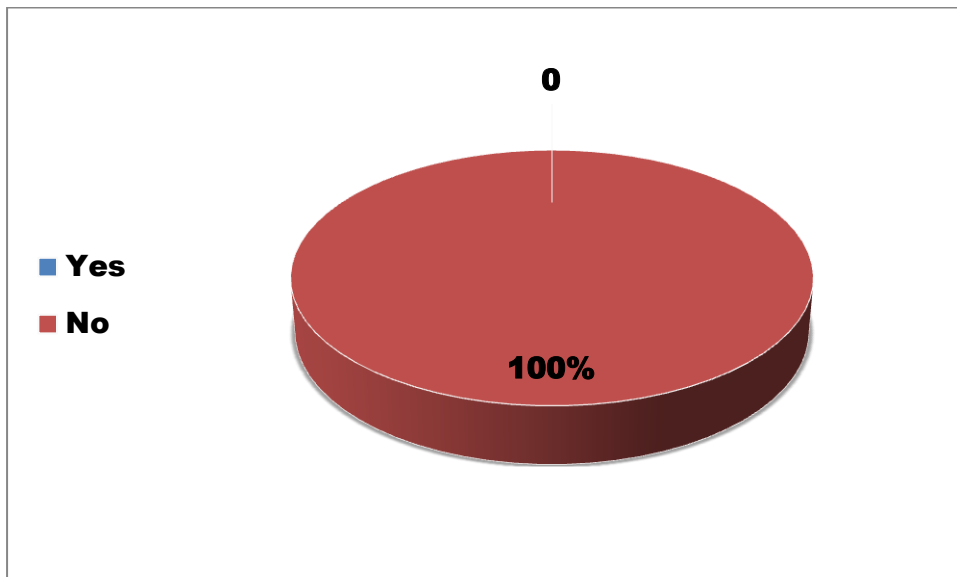

According to above table it observed that (100%) that teacher intentionally do not give their students breaks during the lesson for social interaction.

G3: table (4.11), **teacher uses pair and group work for the purpose of classroom interaction.**

q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	21	84.0	84.0	84.0
	yes	4	16.0	16.0	100.0
	Total	25	100.0	100.0	

G3: figure (4.11), **teacher uses pair and group work for the purpose of classroom interaction.**
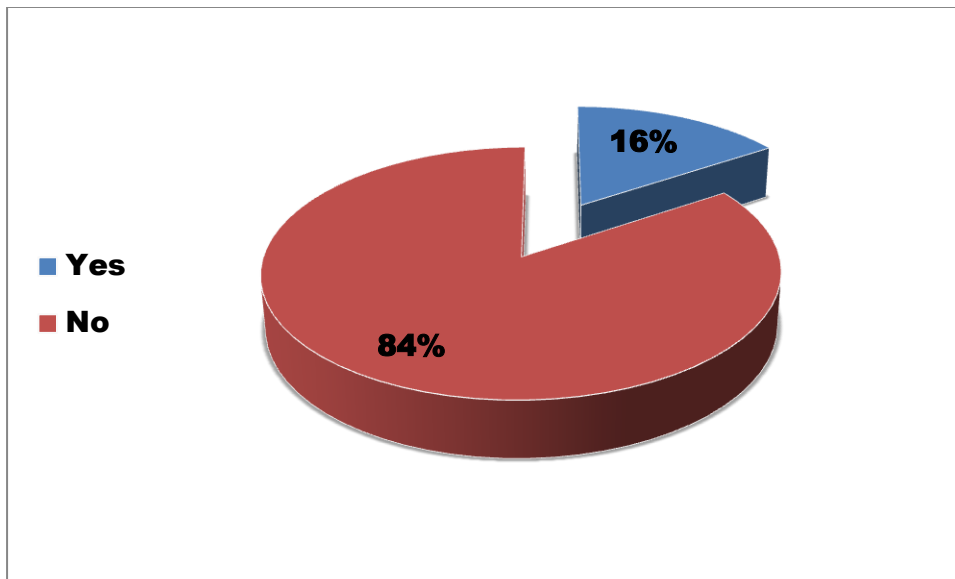

With reference to the above table observed that (84%) of secondary school English language teachers do not use pair and group work for the purpose of classroom interaction while (12%) of teachers use them.

G3: table (4.12), **teacher helps students with behavior and attention disorders to get involved in classroom interaction.**

q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	23	92.0	92.0	92.0
	yes	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

G3: figure (4.12), **teacher helps students with behavior and attention disorders to get involved in classroom interaction.**
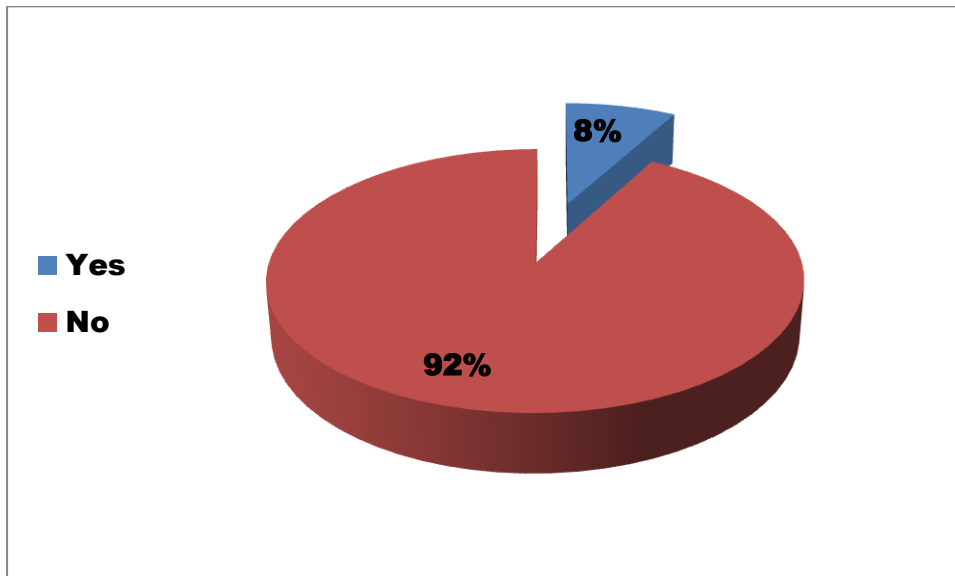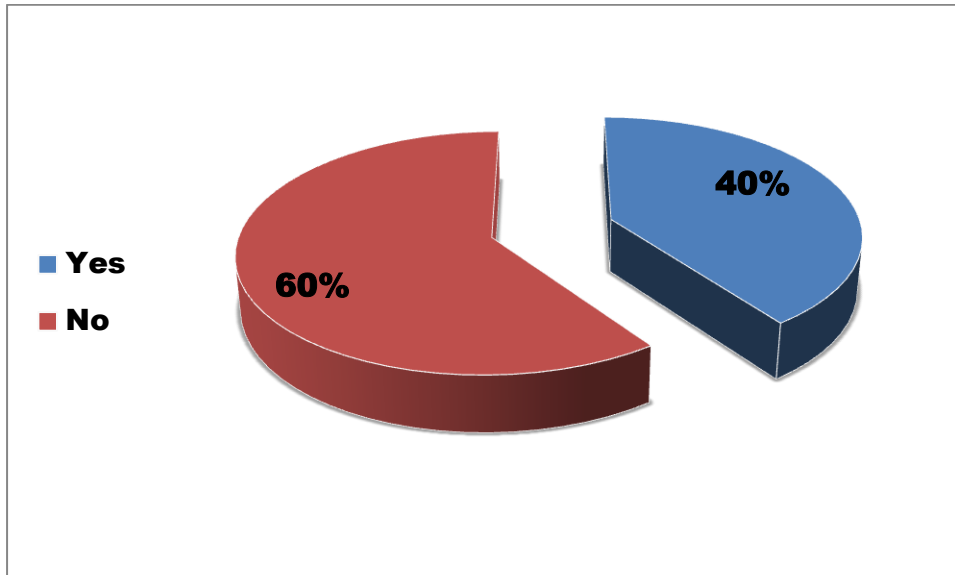

From the above table it is observed that (92%) of teachers do not help students with behaviors and attention disorders to get involved in classroom interaction while (8%) of teachers help them for interaction.

G3: table (4.13), **teacher stimulates students` critical thinking and creativity.**

q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	15	60.0	60.0	60.0
	yes	10	40.0	40.0	100.0
	Total	25	100.0	100.0	

**G3**: figure (4.13), **teacher stimulates students` critical thinking and creativity.**

According to the above table it is observed that teacher do not stimulate students` critical thinking and creativity while (40%) of secondary teachers simulate their students` critical thinking.

G3: table (4.14), **teacher relates academic subjects to the students`**
real life.

q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	23	92.0	92.0	92.0
	yes	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

G3: figure (4.14)**, teacher relates academic subjects to the students`**
**real life.**
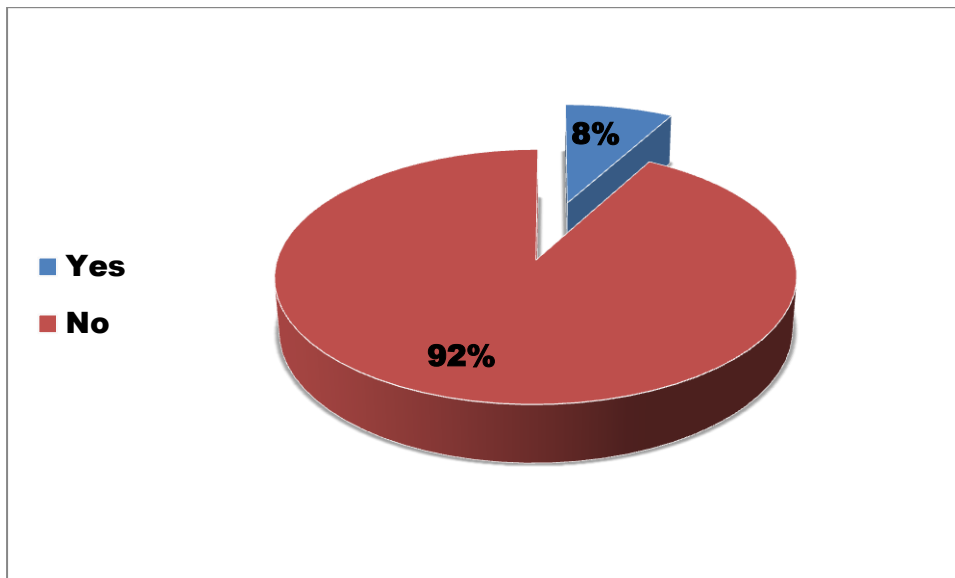
With reference to the above table it is observed that (92%) of the
secondary school English language teachers do not relate academic
subjects to the students` real life while (8%) of teachers do but to some
extent.

G3: table (4.15), **teacher adopts techniques to deal with interaction` difficulties in overcrowded class.**

q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	8	32.0	80.0	80.0
	yes	2	8.0	20.0	100.0
	Total	10	40.0	100.0	
Missing	System	15	60.0		
Total		25	100.0		

G3: figure (4.15), **teacher adopts techniques to deal with interaction` difficulties in overcrowded class.**
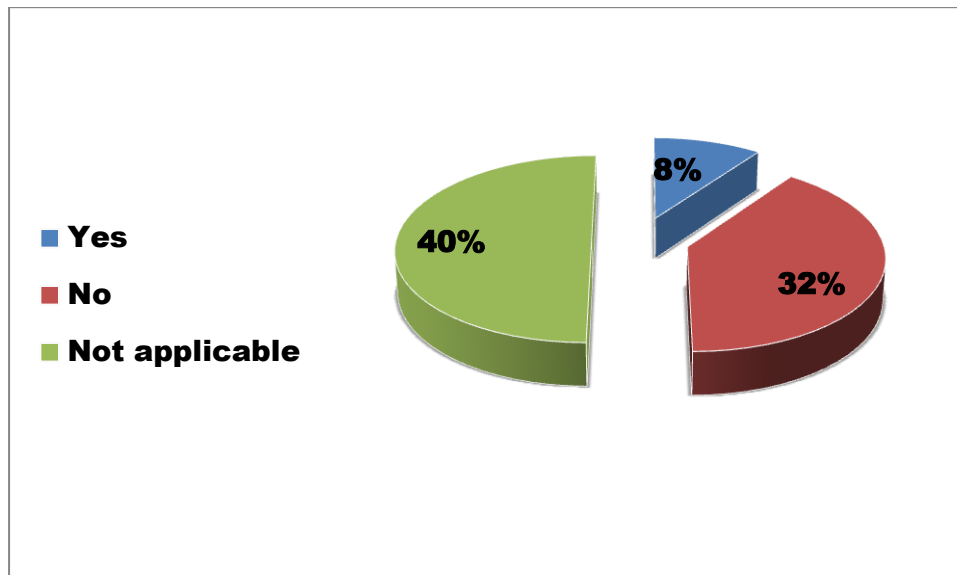
It is observed from the above table that (40%) of the secondary school English language classes at Khartoum locality are observed that to some extent they are not crowded. (32%) of teachers do not adopts techniques to deal with interaction` difficulties in overcrowded class while just (8%) of teachers do.

4.5 Testing the Hypotheses

The hypotheses of the study will present individually and related to the results obtained from the data analysis and discussion.

Hypothesis One: EFL teachers connect English language content (current syllabus) with the situations of students daily lives.

With reference to the statistical results in the tables of group3 are: (4.7, 88%) and (4.14, 92%). This result has proved that the hypothesis is negative. So, it is rejected.

Hypothesis Two: Students do not take part in classroom interaction because classroom situations are not similar to communicative situations outside classroom context.

According to the statistical results, in the T-Test tables: (4.21, .839 sig) and (4.31 .715sig). In addition to the tables of group3 which are: (4.7, 88%) and (4.4, 92%). all these support this hypothesis greatly and it is so accepted.

Hypothesis Three: Teachers are unaware of the strategies that stimulate students to engage in classroom interaction.

.According to the statistical results, in the T-Test tables: (4.4, .973 sig) and (4.11, .760 sig) and tables of group3 are (4.4, 80%), (4.6, 76%), (4.7, 88), (4.8, 68%) and (4.10, 100%) all these support this hypothesis greatly and prove it was true and logical.

4.6 Summary of the Chapter

This chapter deals with the data collected by means of the questionnaire and observation of check list. The collected data of the questionnaire is presented in form of tables accompany with figures as for two groups of respondents. After data of the questionnaire of two groups analyzed and discussed, the results of two groups are compared by using T-test program. Also, collected data of the observation check list is presented in

terms of tables and figures. These data are analyzed and discussed. Finally, the findings that result from analyzed and discussed data are used to test the hypotheses of the study.

Chapter Five

Summary, Conclusion and Recommendations

5.1 Summary

This chapter summaries the study which is conducted to maximize classroom interaction through creating meaningful and realistic situations. It provides a summary of the findings which are reached from the analysis and discussion of secondary English language classes performance and from the responses of ELT lecturers and secondary English language supervisors. In view of these findings, the chapter similarly suggests necessary recommendations.

5.2 Conclusion

Creating meaningful and realistic situations in classroom accordingly, contributes so much in establishing effective classroom interaction. In this respect, teachers play central roles in creating these situations for maximizing learners` engagement in classroom interaction. Thus, the study has been conducted to suggest teaching and learning strategies and techniques for establishing effective classroom interaction through real meaningful situations. It also focuses on investigating strategies for dealing with the difficulties which normally occur. The study comes out with findings that classroom interaction could be well maximized through creating real meaningful situations. The main findings of this study can be summarized as follows:

5.2.1Findings

1. English language content (current syllabus) is not smoothly connected to the situations of students daily lives.

2. Students perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context. Because these tasks are not

similar to everyday communicative situations encountered outside classroom context.

3. It is helpful that teachers assign students` home-works involve specific speaking task with person/s outside classroom, listening to radio or TV program.

5. It will be useful that students bring to the classroom items that represent their culture to describe them.

6.Social interaction activities (e.g. role-play, dialogue, discussion, simulation, improvisation) are not commonly utilized for the purpose of classroom interaction.

7. Existence of false-beginners in advanced level classes affects classroom interaction negatively.

8. English language classes do not follow the strategy of teamwork interaction (cooperative and/or collaborative learning).

9. Most of the English language teachers adopt exclusive use of one method for class interaction.

10.Teachers are unaware of the criteria that could be used for socializing classroom activities.

11. Few and particular students take part in classroom interaction.

5.3 Recommendations

In the light of the findings the researcher recommends the following:

1. Interesting English language materials should be carefully developed and directly related to everyday learners` situations, needs and interests.

2. Teachers should have personal conversation with their students related to everyday situations after, before or during the period.

3. Social interaction activities (role-play, dialogue, discussion, simulation, improvisation) should be mainly utilized for classroom interaction. They should to be in accordance with situations of daily students lives.

4. Student should be encouraged to bring to the classroom situations that represent their cultures, interests or needs.

4. For classroom interaction, students should be arranged in a model facing each other's (face-to-face, semicircle, U-shape arrangement ..est.)

5. Teachers should assign home works that involve specific tasks such as speaking with person/s outside the classroom or listening to a radio or T.V program.

6. Teachers should vary classroom learning techniques in accordance with classroom meaningful situations that occurred.

7. Classes should adopt team learning strategy in which each class is grouped into small groups on the basis of mixed-ability and ties of friendship.

8. Teachers should do their best to help their students take part in classroom interaction by personalize the information and the learning experiences.

9. Teacher should encourage and help the students that do not take part in classroom interaction.

10. Teachers should vary classroom learning techniques in accordance with classroom situations that occur.

5.4 Suggestions for Further Studies

Considering the findings of the study, the researcher suggests the following topics to be investigated by the next researchers since they represent the most problematic areas which can help EFL learners and teachers in improving their language:

- Managing classroom interaction in overcrowded classes.

- Utilizing social interaction activities (socializing) for maximizing classroom interaction.

- Investigating strategies for stimulating learners` motivation for EFL classroom interaction.

- Investigating strategies for socializing classroom.

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Appendices

Appendix 1

بسم الله الرحمن الرحيم

Sudan University of Science & Technology

College of Graduate Studies

Faculty of Education

<u>Questionnaire</u>

Dear Sir:

The researcher would be grateful to have your responses for the following questionnaire which is set for collecting data for a (Ph.D) in ELT. The study is conducted to draw attention to **contextual appropriateness in classroom interaction at secondary school level**.

Note: The information that you provide will only be used for the purpose of this research.

Gender: Male ( ) - Female ( )

Please read the following statements carefully and tick the best choice

A	Statements EFL Teachers` difficulties	Agree	To some extent	Disagree
1	English language content is not smoothly connected with the context of students` daily interests.			
2	Classroom activities are biased to particular cultures.			
3	Few students take part in classroom interaction.			
4	Teachers are unaware of the criteria that are used to socialize classroom situations.			

		Agree	To some extent	Disagree
5	Insufficient time of classroom interaction results in poor practice of classroom learning.			
6	Crowded classes create less opportunities for classroom interaction.			
7	Problematic behaviors in classroom have a negative impact on classroom interaction.			
8	The majority of students at secondary English classes lack communicative competence.			
9	Absence of communicative situations outside the classroom creates a big gap for language practice.			
10	Exclusive use of one method results in poor classroom interaction.			
11	Teachers are unaware of techniques of grouping classroom appropriately.			
12	Everyday life communicative situations are very hard to be achieved as tasks in classrooms.			
B	**EFL Teachers` techniques**	**Agree**	**To some extent**	**Disagree**
13	As cultural differences emerge, teachers must make their classroom a model of openness , tolerance and respect.			
14	It is useful that teachers have few minutes of personal conversation with their students related to everyday activities.			
15	Using humor, pleasantries and interesting games may help class develops a friendly classroom atmosphere.			
16	helping students to personalize the			

		Agree	To some extent	Disagree
	information and learning experience is an effective strategy for maximizing classroom interaction.			
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.			
18	Student should be encouraged to bring to the classroom items that represent their cultures to describe them.			
19	A type of interaction in which students take responsibility of their learning from each others should be established.			
20	varying classroom learning techniques to be in accordance with classroom situations that occur.			
C	**Classroom Activities and Procedures**	**Agree**	**To some extent**	**Disagree**
21	Classroom activities are not designed and adapted to be similar to communicative situations encountered outside the classroom.			
22	Poor production of students outside the classroom context results from poor classroom interaction.			
23	Modern media is not fully exploited for the purpose of classroom interaction.			
24	Group and pair work have greater influence in classroom interaction.			
25	Most teachers in classrooms act as controllers more than co-communicators and facilitators.			
	The first days of classroom are crucial days in establishing a			

		Agree	To some Extent	Disagree
26	classroom interaction.			
27	Effective classroom management creates a healthy atmosphere for interaction.			
28	Multi-cultural and social classes require teachers to be well-rounded and sophisticated.			
29	Social interaction activities (role-play, dialogue, discussion …est.) are not commonly used for classroom interaction.			
30	In some classes, positive common beliefs may be effective if they are involved in classroom interaction.			
D	**Students` Attitudes**	**Agree**	**To some Extent**	**Disagree**
31	Students perform classroom tasks that do not prepare them for actual language use i.e. outside classroom context.			
32	In some classes, there are still false-beginners who affect classroom interaction negatively.			
33	De-motivated students have a negative impact on classroom interaction.			
34	Students learn better from teachers with whom students have friendly relationship.			

Appendix 2

بسم الله الرحمن الرحيم

Sudan University of Science & Technology

College of Graduate Studies

Faculty of Education

Observation Check List

Dear teacher.

I would be grateful if you allow me to attend lesson/lecture in order to fill in the following observation check list which is set to collect data for a (PhD) in ELT. The study is conducted to draw attention to **contextual appropriateness in classroom interaction at Secondary level**.

The observation check list was set to disclose whether secondary school English teacher establishes appropriate principles for classroom environment.

School ………………Class: …… Gender: Male ( ) female ( )

No	Design of Classroom Environment	Yes	No
	Teacher ...		
1	closes classroom door/s to lessen auditory interference and noise.		
2	organizes his/her class so that the students sit in face-to-face arrangement or in a semicircle facing him if possible.		
3	distributes participation`s opportunities in a way cover whole class.		
4	makes students from diverse cultural backgrounds feel comfortable.		

No	Classroom interaction and techniques	Yes	NO
5	groups classroom (individual, pair and group work) if needed in classroom activities.		
	Teacher …		
6	stimulates interaction and teamwork interaction in the classroom.		
7	uses classroom activities that stimulate students` interests and create meaningful situations.		
8	varies classroom techniques to foster Social and emotional skills and healthy attitudes.		
9	adopts techniques that prevent classroom problems from ever developing.		
10	intentionally gives students breaks during the lesson for social interaction.		
11	uses pair and group work for the purpose of classroom interaction.		
12	helps students with behavior and attention disorders to get involved in classroom interaction.		
13	stimulates students` critical thinking and creativity.		
14	relates academic subjects to the students` real life.		
15	adopts techniques to deal with interaction` difficulties in overcrowded class.		