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**Maximizing Classroom Interaction to Enhance Sudanese EFL Learners'  
Communicative Skills**

الاستفادة القصوى من التفاعل الصفّي لتحسين المهارات التواصلية لدى دارسي اللغة الإنجليزية كلغة  
أجنبية

**(A Case Study of The National Ribat University)**

**A Thesis Submitted for the Degree of Ph.D. in Applied Linguistics**

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## **DEDICATION**

This thesis is dedicated to:

- ❖ My parents, who led me through the valley of darkness with light of hope and support,
- ❖ My dearest husband, who was always there for me, encouraging and lifting me up to success,
- ❖ My brothers, sisters and children: who I'm deeply in love with and always stood by me,
- ❖ To all my family, the symbol of love and giving,

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## **ABSTRACT**

This study sets out to examine the possibility of developing communicative skills through active classroom interaction. A number of strategies and classroom techniques were adopted to accomplish the intended goal. Right, from the outset a pre-test exam was adopted to categorize the sample into two distinct groups, namely experiment and control group. The population of the study was about ninety undergraduate students from The National Ribat University, College of Languages and Translation. The pre-test exam heavily concentrated on exploring the students' knowledge of vocabulary, the use of pronouns, speech acts, requests, models, metaphors and diverse lexical choices.

These linguistic aspects have been chosen as primary tools for the analysis due to the fact that they are closely related to the method to be employed to soar up the level of classroom interaction. It took a course of 45 hours in 15 weeks to inject the desired dose of knowledge into the experimental group before administering the post-test. A number of statistical techniques were adopted to analyze the results which reflected a noticeable improvement on the part of the experiment group.

Questionnaire for the tutors was also used as data collection technique. Judging by the results attained from the pre-and post tests, it could be safely admitted that the three hypotheses drawn out in the present research have been satisfactorily confirmed. The findings revealed that communicative skills can, consequently be developed through intensive classroom interaction through the employment of the right type of language, tutor's dedication and students' willingness. It was suggested that a large scale project to be carried out along the lines of the present study can be beneficial for educators, classroom practitioners and students, alike.

## مستخلص

أُعدت هذه الدراسة لتختبر إمكانية تطوير مهارات الاتصال من خلال تفاعل النشاط الطلابي داخل قاعة المحاضرات، هذا وقد تبَيَّنَت هذه الدراسة عدداً من الاستراتيجيات فضلاً عن الجوانب الفنية وصولاً إلى مقاصد البحث.

من الوهلة الأولى فقد تم إعداد امتحان مسبقٍ بغرض تصنيف وتوزيع العينة الى مجموعتين مميزتين، مجموعة تجريبية واخرى ضابطة. وتتألف العينة من حوالي تسعون طالب من جامعة الرباط الوطني كلية اللغات والترجمة. ويركز الامتحان الابتدائي بشكل دقيق لبيِّن ويكشف نسبة ادراك الطلاب للمفردات اللغوية واستخدام الضمائر وأُطر الكلام وصياغته والمختارات المعجمية المتنوعة. وهذه المظاهر اللغوية قد تم اختيارها كمعينات ابتدائية اساسية وصولاً الى التحليل الذي يتم اجراءه بناءً على حقيقة انه يرتبط ارتباطاً وثيقاً بالمنهجية التي وُظفت برفع كفاءة الدور التفاعلي لطلاب قاعة المحاضرات . ويستغرق ذلك النشاط دورة دراسية مدتها خمس واربعون ساعة درست في خمسة عشر اسبوعاً لاعطاء الجرعات المطلوبة من المعرفة للمجموعة التجريبية / الاختبارية قبل جلوسها للاختبار النهائي. كما استخدم عددٌ من الفنيات الاحصائية لتحليل النتائج التي عكست تحسناً ملحوظاً على عدد من مجموعات التجربة.

ومن جهة أخرى فقد تم اعداد استبانة للاستاذة لتستخدم كبيانات يتم جمعها لغرض البحث. واستشهداً بالنتائج التي تحققت من خلال الاختبارين الابتدائي والنهائي فان ذلك يضمن دقة الافتراضيات الثلاثة التي ضُمِنت في البحث لتؤكد الفرضيات. هذا وقد كشفت النتائج النهائية ان مهارات الاتصال يمكن أن يتم تطويرها من خلال التفاعل المكثف في قاعة الدراسة واختبار اللغة الأمثل التي ترقى بمستوى الطلاب فضلاً عن تكريس الاساتذة لوقفاتهم في هذا الشأن مدفوعين بعزيمة الطلاب وتفاعلهم .

وتقترح الباحثة أن يكون هنالك مشروعاً وافياً يتم انجازه لدعم هذه الدراسة حتى تعم الفائدة للمربين والمتدربين والطلاب الدارسين على حدٍ سواء .

## **LIST OF TERMAS**

EFL	English as a foreign language
SPSS	Statistical Package for the Social Sciences

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# **CHAPTER ONE**

## **INTRODUCTION**

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0. Introduction**

This chapter is an introductory chapter to the study. It shows the context, statement of the problem, objective, significance, questions, hypotheses, methodology and limitation of the study.

### **1.1. Context of the Study**

Principally, learning a foreign language means to communicate with other people to understand them, talk to them, read what they have written and write to them. There are three main categories of communication: oral, written, and non-verbal. Oral communication is regarded as the most essential. People use spoken words to exchange ideas and information which save time and effort. Oral communication is a vital part of everyday lives, beginning at birth. It is an essential ingredient of successful family, social and business relationships. An oral communication breakdown, can lead to misunderstandings and serious problems in our social and business lives.

The last five decades have witnessed vast changes in our understanding of how languages are learnt, and subsequently taught. Empirical results from linguistics, psycholinguistics, cognitive psychology and sociolinguistics have better established the complex nature of language learning: it has become evident that linguistic, psychological and sociocultural factors play a key role in this process. Furthermore, these results have also shown that communication is an essential point in language learning and that the degree of success achieved in this process depends much on how meaning is negotiated in communication. This concept of language learning explains the emergence of Communicative Approaches to L2 teaching over the last decades, whose pedagogical goal

is to develop learners' communicative competence, i.e., the ability to use the linguistic system in an effective and appropriate way. However, the implementation of a communicative methodology is not an easy task. In fact, it represents a challenge to language practitioners since it requires an understanding of the complex and integrated nature of the theoretical concept *communicative competence* (Celce-Murcia and Olshtain, 2005).

The main goal of this recent research is therefore to help language teachers understand such a theoretical concept for improving their classroom practices. In so doing, the study first explains the term communicative competence. Then a current framework of communicative competence that considers recent developments in how language learning and teaching processes are conceptualized is discussed.

Finally, on the basis of this framework, and taking the intercultural component as the point of departure, sample exercises that focus on each of the four language skills are given in an attempt to help language practitioners make L2 instruction more effective and appropriate. The term *communicative competence* was coined by Hymes (1972), who defined it as the knowledge of both rules of grammar and rules of language use appropriate to a given context. His work clearly demonstrated a shift of emphasis among linguists, away from the study of language as a system in isolation, a focus seen in the work of Chomsky (1965), towards the study of language as communication. Hymes's (1972) conceptualization of communicative competence has been further developed by researchers such as Canale and Swain (1980) and Canale (1983), Bachman (1990) and Celce-Murcia et al. (1995), who attempted to define the specific components of the construct of communicative competence.

The widely cited model by Canale and Swain (1980), later expanded by Canale (1983), includes four competencies under the heading of communicative competence: *grammatical competence* (i.e. knowledge of the language code); *sociolinguistic competence* (i.e. knowledge of the sociocultural rules of use in a particular context); *strategic competence* (i.e. knowledge of how to use communication strategies to handle breakdowns in communication) and *discourse competence* (i.e. knowledge of achieving coherence and cohesion in a spoken or written text). Pragmatic competence is essentially included in this model under sociolinguistic competence, which Canale and Swain (1980: 30) described as ‘sociocultural rules of use’. However, it was not until Bachman that pragmatic competence came to be regarded as one of the main components of communicative competence. Bachman’s (1990) model of communicative language ability included three elements, namely language competence, strategic competence and physiological mechanisms. *Language competence* comprises two further components: organizational and pragmatic competence. On the one hand, organizational competence consists of grammatical and textual competence, thereby paralleling Canale’s (1983) discourse competence. On the other hand, pragmatic competence consists of illocutionary competence and sociolinguistic competence, the former referring to knowledge of speech acts and language functions and the latter referring to the knowledge of how to use language functions appropriately in a given context. This distinction between these two sub-competencies echoes Leech’s (1983: 10-11) and Thomas’s (1983: 99) division of pragmatics into pragmalinguistics, which has been defined as ‘the particular resources which a given language provides for conveying particular illocutions’, and sociopragmatics, which has been defined as ‘the sociological interface of pragmatics’.

Apart from language competence, the model also includes strategic competence and physiological mechanisms. The former refers to the mental capacity to implement language competence appropriately in the situation in which communication takes place, whereas the latter refers to the neurological and psychological processes that are involved in language use. The most notable advance on Canale's (1983) model is that Bachman's (1990) model identifies pragmatic competence as a main component of the construct of communicative competence that is coordinated with grammatical and textual competence rather than being subordinated to it and interacting with the organizational competence in many ways (Kasper, 1997). Ever since then, the importance of this competence has been maintained as, for example, in the pedagogically motivated model of communicative competence proposed by Celce-Murcia et al. (1995). Celce-Murcia et al. (1995) further divided communicative competence into linguistic, sociocultural, strategic, discourse and actional competencies.

In analyzing these components they start with the core, that is to say, *discourse competence*, which concerns the selection and sequencing of sentences to achieve a unified spoken or written text. This competence is placed in a position where linguistic, sociocultural and actional competencies shape discourse competence, which in turn, also shapes each of the three components. *Linguistic competence* entails the basic elements of communication, such as sentence patterns, morphological inflections, phonological and orthographic systems, as well as lexical resources. *Sociocultural competence* refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication in which they are produced. *Actional*

*competence* involves the understanding of the speakers' communicative intent by performing and interpreting speech act sets.

## **1.2. Statement of the Problem**

It is widely known that EFL learners practice their English extensively in classroom settings. English is hardly practiced outside the classroom environment. The only way out of this predicament is to prepare class activities in a way that they can be intensively exploited and urging the student proceed with activities in every possible manner.

Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get demotivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

## **1.3. Objectives**

This study sets out to examine the possibility of extending classroom interaction to create lively communicative atmosphere for further discussion. Students are encouraged to use the different communicative strategies they know to enliven the discussion.

## **1.4. Significance of the Study**

The importance of this study arises from the fact that it touches on a substantially critical issue as classroom interaction with the purpose of

creating welcoming communicative atmosphere. Previously, few studies have had similar undertaking. Another important issue is that the study has harped on a sensitive issue. Our classroom traditions moderately nurture a certain type of behavior amongst our students is that of shyness. To help or even force students into communicating is to create an environment friendly for debating where students can forget all about their worries.

There are lots of factors tutors have to ponder about to induce a welcoming situation for discussion as suggested above. Was the timing of the activity good? The timing of a speaking activity in a class can be crucial sometimes. How many teachers have discovered that their speaking activity ended up as a continuation of the students break-time gossip conducted in the L1? After break-time, why not try giving students an activity to calm them down and make them focus before attempting speaking activities that involve groups or pair work.

Another way to encourage students speaking in their L1 is to walk around the classroom monitoring their participation and giving support and help to students as they need it. If certain students persist in speaking in the L1 then perhaps the tutor should ask them to stay behind after class and speak to them individually and explain to them the importance of speaking English and ask them why they don't feel comfortable speaking in English in the class. Maybe they just need some extra reassurance or they don't like working with certain students or there is some other problem that you can help them to resolve.

When all the students speak together it gets too noisy and out of hand and the tutor may lose control of the classroom. First of all separate the two points a noisy classroom and an out-of-control classroom. A classroom

full of students talking and interacting in English, even if it is noisy, is exactly what you want. Maybe you just feel like you are losing control because the class is suddenly student centered and not teacher centered. This is an important issue to consider. Learner-centered classrooms where learners do the talking in groups and learners have to take responsibility for using communicative resources to complete a task are shown to be more conducive to language learning than teacher-centered classes (Long & Richards 1987). Nevertheless, many classrooms all over the world continue to be teacher centered, so the question you have to ask yourself is, how learner centered is my classroom?

### **1.5. Questions**

1. To what extent can classroom interaction be extended to create further welcoming discussion?
2. Is it possible that teaching of communicative strategies can help students improve their oral abilities?
3. Can tutors create a hospitable atmosphere in classroom that help shy students get involved banishing their inhibitions and anxieties?
4. Does the syllabus affect the improvement of the students in learning communication strategies?

### **1.6. Hypotheses**

1. Classroom interaction can actually be extended to create further welcoming discussion.
2. The teaching of communicative strategies can help students improve their oral abilities.
3. Tutors can create a hospitable atmosphere in classroom that help shy students get involved banishing their inhibitions and anxieties?



4. The syllabus has a great affect on improving the students' communicative strategies.

### **1.7. Methodology**

The study adopts a mixed- methods approach: the descriptive analytical and experimental method. The proposed experiment will be conducted at The National Ribat University. A questionnaire will be administered to both teachers and students. Furthermore, some language classes will be observed. The researcher will also confirm the validity and the reliability of the research tools before their application.

### **1.8. Limitation of the Study**

This study is limited to the students in second year, in College of Languages and Translation, in The National Ribat University. It was conducted on the academic year 2015-2016.

### **1.9. Summary of the Chapter**

In this chapter a detailed description of the theoretical framework has been provided with some focus on the definition of the research problem and the research methodology. In the next chapter some relevant literature will be critically reviewed.

# **CHAPTER TWO**

## **LITERATURE REVIEW**

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0.Introduction**

This introductory chapter will provide a description of the theoretical framework of the study with special focus on the statement of the problem, study questions, hypotheses, objectives and the methodology of the study. The chapter is divided into two parts, the first one is on the theoretical framework, and the other is on previous studies:

#### **2.1.Part One: Theoretical Framework**

##### **2.1.1. Classroom Interaction**

This study tries to give an integrated representation of classroom interaction and how different approaches dealt with interaction to provide teaching and learning. In the present research classroom interaction is a means to an end. It is being targeted to lead to boosting communicative skills. It is not intended to be put under focus in its own right.

The field of education has undergone drastic shifts affecting the entire educational operation and principles. A teacher, for example was considered to be the sage or the wise-man whose job is to fill the heads of the students with knowledge. The new perspective is that learners are not empty cans to be filled with knowledge. They are humans with their own personal needs who want to initiate their own personal learning. It is due to this shift in perspectives; classroom interaction has become of paramount importance in the teaching and learning process.

By definition, classroom interaction is made up of two morphemes, namely *inter* and *action*. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language

(or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom.

### **2.1.2. Behaviorist Perspective**

According to the approach used in teaching, classroom interaction viewed to fit or reconcile with the guidelines of the approach adopted in teaching. From a behaviorist perspective, classroom interaction is reduced to modeling, repetition, and drills. The most salient feature of classroom interaction in a behavioral model is the use of techniques that bring students' behavior under stimulus control. This model focuses mainly on the transmission of the right behavior to students by means of stimulus, response and reinforcement. This approach to teaching is mainly teacher-centered. Students are mere recipients whose control over interaction is reduced to the minimum.

### **2.1.3. The Cognitive Model**

The cognitive model of classroom interaction is based on the learner processing of what's happening in the classroom to make sense of the world. Here, the learner is actively involved in the learning by means of two processes, namely assimilation and accommodation. These are complementary processes through which awareness of the outside world is internalized by learners. The input that the learner receives is processed and adapted to learner's prior knowledge. Learners are actively engaged in the learning by questioning and making sense of the world.

### **2.1.4. Social Constructivism**

Interaction is at the heart of the social constructivist theory of learning. Learners make sense of the world not only by means of internal processes (what happens in the mind), but also through the social dimension of

learning. This theory contends that human development is *socially* situated and knowledge is constructed through interaction with others.

### **2.1.5. Types of Classroom Interactions**

Taking the different main participants in classroom interactions, namely students and teachers, one can think of the following possible patterns:

- (A) Teacher-students.
- (B) Teacher-students.
- (C) Students-teacher.
- (D) Students-students.

One may argue that the more the initiative comes from students in classroom interaction, the more learning is taking place. In other words, the more students are free:

- 1) To ask and answer questions,
- 2) To take decisions about the learning process,
- 3) To participate in discussions,
- 4) To initiate conversations. Therefore, they contribute to the learning process.

### **2.1.6. Teacher-centered vs. Student-centered Classes**

It is sensible to note that there is an enormous difference between classes where the focus is on teaching and classes where focus is on learning:

- 1) Teacher-centered classes:
  - (A) Focus is on teaching
  - (B) They are lecture-focused
  - (C) Students' talking time is low.
  - (D) Students have little say on what's happening

- (E) Teachers have to listen, take notes and memorize what they are being taught

In these classes, teachers do not provide an opportunity for interactions among students. Most of the classroom interaction is teacher-student oriented.

2) Student-centered classes:

- (A) Focus is on learning.
- (B) Focus is not on lectures but on tasks.
- (C) Students work collaboratively in small groups to answer tasks.
- (D) Tasks are designed in such a way that they have the potential for more than one answer.
- (E) Students talking time is high.
- (F) Students are provided with sufficient time and opportunity to listen and consider the ideas of others.
- (G) Critical thinking is promoted.

### **2.1.7. Discussion Apprehension**

Though they are expected to be actively working in order to improve their English language proficiency, English language learners are often quiet during classroom discussion. This is largely so in our Sudanese milieu. One of the striking features that distinguish Sudanese English language learners is their evident apprehension or inhibition. Fear of making mistakes always poses the greatest challenge ever for interaction in classroom settings. Few students who are capable of managing their stress and get along with the discussion. It is this psychological aspect which needs to be ironed out.

English language learners need to stand a number of opportunities to interact in social and academic situations in order to become talented and industrious students. Cazden (2001) states that successful tutors always encourage their students' participation in classroom interaction hold high in regard their contributions and urge them to actively take part in the discussion. Contrary to that blissful stance, is the situation of the classroom practitioners who keep their less talented students silent all through the discussion by allowing them no opportunities to take part (Laosa, 1977; Penfield, 1987; Schinke-Llano, 1983; Wilhelm, Contreras, & Mohr, 2004).

#### **2.1.8. Motivating Reserved Students**

In order for the teachers to guarantee full engagement of the reserved or reticent students in teacher students' interaction, they have to welcome their participation and act towards enlarging them in an attempt to encourage other quiet ones to take part in the discussion. Taking part in the classroom interaction can have the effect of developing their language proficiencies and communicative competence. Moreover, these uncommunicative students will start to abandon their apprehension and become active students.

There are quite a number of reasons as to why many students exert great efforts to provide appropriate answers to their tutors' prompts and questions. Definitely, not all the questions posed by the teacher are clearly understood by students. Therefore, tutors have to rephrase or repeat in an intelligible way what their students have failed to understand. This is very important for lively discussion and classroom interaction. Teachers may also not wait long enough for students to consider a question and formulate a response (Nystrand, Gamoran, Kachure, &

Prendergast, 1997; Rowe, 1974). In addition, while first-language learning is largely motivated by a child's intrinsic desire to socialize; second-language learning often needs more extrinsic influence (Elley & Mangubhai, 1983). Wong Fillmore's (1991) model of second-language learning identified three motivational components that contribute to student progress: interest from the learners, proficient speakers who support and interact with the learners, and an environment that supports relationships between learners and proficient speakers. Students may not wish to participate if the teacher expects them simply to recite low-level knowledge or if the teacher sets low expectations for the students.

#### **2.1.9. Effect of the Undergraduate Culture**

One of plausible reasons for freshmen or new preliminary year students not to get fully involved in classroom interaction is that they have come from secondary schools where the whole classes are largely monopolized by teachers. For this reason, at university, students do not expect students to ask or answer questions during classroom discussions. These students often perceive the teacher to have elevated status and think that, as students, they should respectfully listen — rather than talk — in the company of their teachers. In addition, language acquisition theory hypothesizes that language learners experience an initial silent period, which is time spent receiving the language as input, prior to developing language-production skills (Krashen & Terrell, 1983; Saville-Troike, 1988). Some teachers are aware of these stages and respect the language-acquisition process by not calling on their ELLs. In order not to embarrass or intimidate their ELL students, however, teachers sometimes continue to give dispensations when it comes to responding in class. Tutors, in this respect may not ask a student who did not put up their



hands to participate. They know they have nothing to contribute and their deliberate inclusion may aggravate their apprehension all the more.

#### **2.1.10. Teacher Talking Time**

While classroom discourse events vary, research has indicated that teacher talk dominates classroom communication. Edwards and Mercer (1987) documented that teachers perform 76% of classroom talk. Ramirez, Yuen, Ramey, and Merino (1986) categorized teacher talk as consisting of explanations, questions, commands, modeling, and feedback. Other studies of teacher discourse in primary grades indicated that teacher talk is often managerial rather than conversational in nature (e.g., Cummins, 1994). Forestal (1990) noted that 60% of teacher talk involved asking questions, primarily display questions, which expect students to recall information taught previously by the teacher. In one study of effective primary teachers of literacy, Mohr (1998) tallied the number of questions asked by the teachers in the study at almost 100 per hour. Therefore, the predominance of teacher talk and the teacher's use of questions continue as factors in how much classroom talk time is shared with students; both the quantity and quality of such interactions deserve scrutiny. For example, there are differences between direct and indirect instruction; the nature of large-group discussion requires more guidance from the teacher than do small-group interactions (Johnston, 2004), and English-language learners may need different support in their communication efforts than do fluent English speakers. Thus, aspects of teacher-led discussions and discourse patterns warrant our continued attention.

### **2.1.11. Initiation-Response-Evaluation**

Asking and answering questions are typical interactions and are expected in most classrooms (Weber & Longhi-Chirlin, 2001). A very common exchange is referred to as the Initiation-Response-Evaluation (IRE) sequence (Mehan, 1979), similar to what Tharp and Gallimore (1988) termed "recitation questioning." However, the IRE routine may not often be supportive of ELLs because it is a convergent process of seeking one right answer. ELLs may not be able to verbalize that answer in a teacher-expected manner (Fitzgerald, 1993; Jiménez, García, & Pearson, 1996). Wells and Chang-Wells (1992) recommended that the third component of such exchanges be feedback, rather than evaluation, so that the teacher does more than praise or evaluate the student's response. Such feedback can achieve a variety of goals — it can clarify, connect, and elaborate the verbal interactions between teachers and students and among students themselves.

To guarantee active classroom interaction is to adopt what is referred to as the "instructional conversation" (Goldenberg, 1993; Perez, 1996; Stipek, 2002; Williams, 2001). Goldenberg characterized an instructional conversation as excellent discussion that is interesting, engaging, relevant to students, and discernible throughout and that has a high level of participation that builds upon, challenges, extends, and varies the roles of the participants (teacher and students). One key role of the teacher in instructional conversations is what Perez called conversational uptakes, connective comments that respect the student and afford linguistic scaffolds that foster more and better discussion of academic topics. As Reyes, Scribner, and Scribner (1999) pointed out, "teachers who apply the concept of instructional conversations embrace the philosophy that talking and thinking go together, and assume that the student may have

something to say beyond what the student's teacher or peer is thinking or already knows" (p.202). English-language learners may not have sufficient English to readily express complex ideas, so teachers must respond in ways that facilitate ELLs' efforts to share their thinking and contribute their voices to classroom communication.

#### **2.1.12. Cognitive Academic Language Proficiency**

At university level, both question-answer and conversational formats call for the use of academic language. Even students who are conversationally proficient need exposure to and practice with academic language in order to function successfully at school (Díaz-Rico, 2004; Weber & Longhi-Chirlin, 2001). This important aspect of school success is also known as cognitive academic language proficiency (CALP). Academic language or CALP in English-speaking classrooms is characterized by Latinate vocabulary; subordinate grammatical constructions (e.g., participial phrases, dependent clauses); less reliance on temporal currency (discussing generalizations, rather than specific events); and rhetorical and cohesive devices, such as conjunctions and figurative language (Wong Fillmore, 2002). These linguistic competencies can be greatly enhanced by wide reading but are generally not learned apart from schooling processes. It is the teacher's responsibility, then, to model and support students' use of both conversational and academic language structures because these are not parallel processes.

While students' command of conversational fluency is more readily accomplished, proficiency in academic language appears to take five to seven years (Collier, 1989; Cummins, 1981). Academic language is certainly more than vocabulary acquisition. Competence in academic English certainly cannot be accomplished without exposure to and

practice with the vocabulary and the structures that characterize the language of school. The teacher can model academic language functions, such as seeking information, comparing, problem solving, and evaluating, and then use classroom interactions to guide students' use of academic talk. The opportunity to speak academic language before using it in written work is important for English language learners. It should not be assumed that being able to understand academic language as input is equal to being able to produce it. Teachers can provide the support that students need to acquire this more formal register via their own modeling or think-alouds (Gibbons, 2002; Weber & Longhi-Chirlin, 2001) and then foster the use of similar structures via interactive discussions, allowing students to use academic language in context.

#### **2.1.13. Socially Constructed Classroom Interaction**

At present, there is strong support for socially constructed learning, which is based on Vygotsky's theory of sociocultural learning (1978). Vygotsky's work, as interpreted by educators, fosters students' construction of knowledge, rather than simple acceptance or reception of transferred information. Consequently, the teacher serves as a mediator, using language to support and scaffold student learning within a social relationship. An essential principle of Vygotsky's theory is that who we are and how we think are functions of the social interactions in which we participate (Diaz & Flores, 2001). As García (2001) put it, "teaching, in this theoretical view, is perceived as assisted performance.... Learning is performance achieved through assistance" (p. 232). If learning is assisted or well scaffolded (Wood, Bruner, & Ross, 1976), students can accomplish tasks and achieve learning that they would not be able to do on their own. Thus, according to this theory, the role of the teacher is integral to student learning. It is the teacher who facilitates the active

transformation of knowledge — or what Cazden (2001) referred to as appropriation — and who supports the students' construction of new skills and competencies.

An important distinction made by Cazden (2001) is that teachers are responsible for both the affective and academic aspects of effective classrooms and classroom talk. Teachers can direct classroom discourse so that both these goals are targeted and supported. For example, teachers can accept, deny, recast, expand, or encourage elaboration of students' responses. "Success for students in culturally diverse classrooms depends on the degree to which there are strategies that encourage all students to talk and work together" (DeVillar & Faltis, 1991). One strategy (among many) promoted by Echevarria and Graves (2003) is the use of direct, rather than indirect, questions to promote clarity. So while instructional talk should be engaging, there is a place to use direct questions of students and then facilitate the elaboration of their responses as a means to develop academic language use and motivate them as learners.

For ELLs especially, the teacher serves as a medium for sharing information and scaffolding social and academic language. Low levels of instruction and low-quality interactions often combine to yield poor academic achievement among students who are busy constructing the meaning of the language and the content of school. Rich language interactions, however, encourage thinking, social relationships, and expanded language use. As Johnston (2004 p.1) admonished, we "have to think more carefully about the language we use to offer our students the best learning environments we can".

#### **2.1.14. Classroom Physical Environment**

A part from teaching scaffolding and construction of knowledge, there are factor that also has direct effect on classroom interaction. Physical environment plays a central role in learning and its promotion. In contemporary studies the physical environment has continued to appear as an influential component on behavior and academic outcomes. McVetta & McCaskey (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 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.

In addition to physical environment or the classroom setting there are other factors responsible for enhancement of classroom interaction, will be dealt with here as complementary to aforementioned ones. The first element is naming:

#### **2.1.15. Social Boosters of Classroom Interaction**

##### **(A) Naming**

Addressing students by their names creates a lively atmosphere for learning. It has such a remarkable advantage for both the teacher and the students. As far as the teacher is concerned, this helps him avoid the possible confusion which likely to arise in identifying who should be

responding. It generates a friendly relationship with the students as calling one by one's name is the natural way of drawing our attention. It produces a more secure atmosphere hospitable of interaction.

Some teachers have very special talent at giving favorable nicknames that will be remembered ever after they had left the school. These nicknames have the effect of establishing a close rapport and an ability to communicate well with them.

### **(B) Students' Background**

Knowing something about our students' background can be much helpful and supportive. Teachers have to make use of the fact that language classes provide teachers with much more opportunities to know their students than any other classes. It is not a question of prying or trying to find out private facts about our students. Classes or activities should not be exploited as means of forcing students reveal facts about themselves which would otherwise kept secret. A teacher should tell his students that avoiding giving information which one does not want to give is a useful communicative skill.

A good basic principle is never to ask your students in class anything that you would not wish to be asked yourself. It is sometimes helpful, particularly with school students to know of any special circumstances (a family tragedy or a financial problem) so that you can try to protect students from hurt or embarrassment. It is possible that schools would keep such information on confidential students' records. If you can have access to these records this will help you avoid upsetting students in your classes.

### **(C) Interests**

Students are likely to find English classes more stimulating if the teacher managed to design his activities in a way that captures his students' interest. Almost any hobby which a student has can be incorporated into a lesson. Whatever kind of practice even the strangest ones such as collecting butterflies can make a point in the English class can form part of an activity. Students can discuss whether it is ethical or moral to collect butterflies or sparrows or rare types of parrots.

### **(D) Attitudes to English**

As students teachers' attitude towards English is greatly influenced by the teachers' attitude. There is absolutely no doubt that the enthusiasm and skill of the teacher has an enormous effect on the attitude of the learners. To kindle students' motivation a teacher can talk about his personal involvement in English as to how it has come about. There may be native speakers in one's country that upon coming and giving speech may arouse the interest of the students and stir up their enthusiasm attitude. There may be native of the country who speak English perfectly well and who have influenced some great events in the world through their good knowledge of English.

#### **2.1.16. Setting Effective Classroom Rules**

In consideration of the effective rules to be adopted by teachers to monitor their classes Jones & Jones (2007:136), state three principles govern process of setting class rules. First, class rules should be few in number. Second, they should make a sense and be seen as fair by students. Third, they should be clearly explained and deliberately taught to students.



A major purpose of clearly explaining general class rules is to give a moral authority for specific procedures. For example, all students will understand and support a rule such as " respect others` property " . This simple rule can be invoked to cover such obvious misbehaviors as stealing or destroying materials but also gives a reason for putting materials away, cleaning up litter, and refraining from marking up textbooks. Students may be asked to help set the rules, or they may be given a set of rules and asked to give examples of these rules. Class discussion give students a feeling of participation in setting rational rules that everyone can live by. When the class as a whole has agreed on a set offenders know that they are transgressing community norms, not the teacher`s arbitrary regulations. Read (2003) states that,One all-purpose set of class rules follows:

- (i) Be courteous to others: This rule forbids interrupting others or speaking out of turn, teasing or laughing at others, fighting and so on.
- (ii) Respect others` property.
- (iii) Be on task: This includes listening when the teacher or other students are talking, working on seatwork, continuing to work during any interruptions, staying in one`s seat , being at one`s seat and ready to work when the bell rings, and following directions.
- (iv) Raise hands to be recognized: This a rule against calling out or getting out of one`s seat for assistance without permission.

From his part researcher agrees the trend that supports the idea that first days of schools are crucial days in establishing classroom order and then are crucial in building classroom interaction. Establishing classroom rules avoids classroom troubles that hindmost classroom interaction. In addition, he prefers that whole class particularly offenders should be

taken part in setting classroom rules because this type of participation produce the feeling of classroom as cooperative community.

#### **2.1.17. Classroom Language for Generating Interaction**

Quite a number of linguists agree that classroom language is the language used by the teacher of English language in the practical day-to-day classroom management purposes. All teachers of English in fact require this specialized classroom competence and need to apply it directly in the preparation of lesson plans. However, a non-native of English needs to become fluent and accurate in the use of specialized and idiomatic form in the register of classroom English. So, by using classroom English, then, the students practice unconsciously a number of language skills.

Classroom English, this language is the social, personal and organizational classroom language. So, teachers use it in different classroom`s occasions as when s/he is greeting the classroom, checking attendance, maintaining discipline, giving introduction, confirming answers, directing students` attention, using teaching aids.....ect. A teacher should remember that his aim in class is to show his students that English can be used for communication purposes and that it is not just another subject to be studied and not used. So, students must know that it does not matter if they make mistakes when they are talking or if they fail to understand every word teacher says. Therefore, teachers should bear in mind their students` age, interests, backgrounds, everyday life and so on. In a beginners` class, for instance, gesture and tone of voice are at first more important than the actual words and phrases used to tell students what to do and how to do it.

### **2.1.18. Positive Behavior and Classroom Environment**

Teacher can help his students by developing their social skills, explains to them its importance, and when it should be used. Elias, 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 system recognizes the close relationship between positive behavior and effective instruction. Therefore, an integral 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 a central role in supporting and socializing classroom learning in a way that makes learners feel they need each other to learn. This can be achieved by adopting a variety of helpful classroom techniques which can be carried out by the teacher.

### **2.1.19. Developing Social Relationships**

Teacher exercises strenuous efforts right at the beginning of the term in order to help their students become comfortable with one another and work on common elements of the classroom routine. Zins, et al (1997:43) point out that, teacher starts by exploring the standards for classroom behavior that show respect for others, respect for themselves, or respect for their environment. The teacher then points out that these standards are

the basis for all class routine; even simple things like lining up and listening to others speak can be done in ways that show respect. The entire class is asked to suggest ways to accomplish different routines, starting with, "How do students want his/her teacher to call their attention?" As students discuss different methods, they address which ones respect people's feelings, which are fair and enable everyone to get their work done. Once students decide on a method, volunteers demonstrate and the class provides feedback. Finally, the whole class practice the routine until go smoothly.

During this activity student get to know one another better, practice communication skills, and develop a sense of responsibility for their behavior. In particular, they became aware of different perspectives in the classroom.

#### **2.1.20. Fostering Safe and Caring Environment**

Positive social skills and academic achievement are promoted by successful classroom community. So learners can learn best when they feel they are part of a community. According to Green Bery 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.

Rutter (1990) cited from GreenBery et al (1997:46) points 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.

Lewis et al (1996) cited from GreenBery et al (1997:46) 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.

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.

#### **2.1.21. 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:

- 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.

Fletcher (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.

Indicators 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 student's engagement is for the entire building faculty to share a definition of students. Other steps include teacher's 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-raising, technology usage and verbal interaction with peers.

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

At undergraduate level and in an environment where students are shy to speak for fear of making funny mistakes, it is immensely difficult to deal with common arguments against teaching speaking skills in the classroom. Students won't talk or say anything. One way to tackle this problem is to find the root of the problem and start from there. If the problem is cultural, it is unusual for students to talk out loud in class, or if students feel really shy about talking in front of other students then one way to go about breaking this cultural barrier is to create and establish your own classroom culture where speaking out loud in English is the norm. One way to do this is to distinguish the classroom one is handling from other classrooms in the college if there are so many classes, say A,B,C.etc by arranging the classroom desks differently, in groups instead of lines etc. or by decorating the walls in English language and culture posters. From day one teach your students classroom language and keep on teaching it and encourage your students to ask for things and to ask questions in English. Giving positive feedback also helps to encourage and relax shy students to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skills and let the students know they are being assessed continually on their speaking practice in class throughout the term.

A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as we think they are and all the students



are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their L1. So maybe you need to take a closer look at the type of speaking activities you are using and see if they really capture student interest and create a real need for communication.

Another way to encourage your students to speak in English is simply to speak in English yourself as much as possible in class. If you are shy about speaking in English, how can you expect your students to overcome their fears about speaking English? Don't worry if you are not completely fluent or don't have that elusive perfect native accent, as Swain (1985) wrote "We learn to speak by speaking" and that goes for teachers as well as students. The more you practice the more you will improve your own oral skills as well as help your students improve theirs.

There is a consensus too that teachers need to act as role models. It is no good preaching creativity to our students unless we also practice it ourselves. If we want our students to sing, we must sing too. If we want them to act and mime, we must act and mime too. If we want them to write poems or stories, or to draw and paint, then we must engage in the same activities as they do. If we want the bread to rise, we need to provide the yeast. In order to do this, we need to relinquish our excessively 'teacher control' persona, and become part of the group, not someone who is above it or outside it. Stevick's words are relevant here too: 'we should judge creativity in the classroom by what the teacher makes it possible for the student to do, not just by what the teacher does' (Stevick, 1980: 20).

The tutor has to make sure the students are given all the tools and language they need to be able to complete the task. If the language is pitched too high they may revert to their L1, likewise if the task is too easy they may get bored and revert to their L1. Also, be aware of the fact that some students especially beginners, will often use their L1 as an emotional support at first, translating everything word for word to check they have understood the task before attempting to speak. In the case of these students simply be patient as most likely once their confidence grows in using English their dependence on using their L1 will begin to disappear. Are all the students actively involved and is the activity interesting? If students do not have something to say or do, or don't feel the need to speak, you can be sure it won't be long before they are chatting away in their L1.

#### **2.1.22. Interaction and Creativity**

Creativity is widely believed to be about letting the imagination loose in an orgy of totally free self-expression. However, true creativity is born of discipline and thrives in a context of constraints. To have creativity it is not necessary to maintain a high-resource teaching environment. We have no need for expensive and elaborate equipment and technological gizmos to stimulate the latent creativity of our students. In a sense, the less we have, the more we make of it. No classroom lacks the simple most important resource- the human beings who make it up, with their richly varied personalities, preferences and experience (Maley, 1983). It is also clear that creativity in the classroom does not have to involve huge changes. Even very small changes can bring about disproportionately large creative benefits.

There is also broad agreement that creating the right atmosphere is central to fostering creativity. Encouraging an environment of trust – between teacher and class and among class members – is absolutely crucial. Among other things, this implies curbing the teacher's impulse to constantly intervene and over-correct. There is an acceptance that creative effort and communicative intent trump accuracy and correction in this situation. 'Creative thinking cannot be purchased, downloaded or guaranteed but it can be fostered with the right environment. Developing individual conceptual frameworks for understanding and interpreting the world also means encouraging individuals to have the confidence to question and deconstruct dogma and traditional views, to possess the courage to make new associations without fear of the opinions or cynicism of others' (Greenfield, 2014)

Over time a learning community can come into being, where co-operation, sharing and the valuing of others' contributions become a natural part of the way things are done – what Wajnryb (2003) calls a 'storied class'.

Another thing to emerge is the need for teachers to develop a creative attitude of mind which permeates everything they do – not to regard creativity as something reserved for special occasions. This also requires of teachers an unusual degree of awareness of what is happening both on and under the surface, and an ability to respond in the moment to the unpredictability as the action unfolds (Underhill and Maley, 2012; Underhill, 2014). This kind of reactive creativity complements the proactive creativity of the 'activities' the teacher offer clearly too, creativity is facilitated by a wide variety of inputs, processes and outputs (Maley, 2011). This implies that teachers need to be open to such variety, and willing to 'let go', and to 'have a go' by trying things they have never

done before. A playful attitude and atmosphere seems to be a key ingredient for creativity (Cook, 2000). The notion of varied outputs reminds us that creativity encourages and facilitates divergent thinking, and frees us of the idea that questions always have a single, right answer.

### **(A) The What**

Creativity is a quality which manifests itself in many different ways, and this is one of the reasons it has proved so difficult to define. As Amabile (1996) points out, ‘a clear and sufficiently detailed articulation of the creative process is not yet possible.’ Yet we readily recognize creativity when we meet it, even if we cannot define it precisely. For all practical purposes this is enough, and we do not need to spend too much time agonizing over a definition.

#### **a. Creativity Features**

There are of course, some features which are almost always present in a creative act. The core idea of ‘making something new’ is at the heart of creativity. But novelty is not alone sufficient for something to be recognized as creative. We could, for example, wear a clown’s red nose to class. This would certainly be doing something new and unusual but it would only count as creative if we then did something with it, like creating a new persona. It is also necessary for creative acts to be recognized and accepted within the domain in which they occur. They need to be relevant and practicable – not just novel. Sometimes creative ideas are ahead of their time and have to wait for technology to catch up. Leonardo da Vinci designed an aeroplane in the 15th century, but before aeroplanes could become a reality, materials and fuels had to be available.

## **b. Wallace Ideas**

Among the earliest modern attempts to understand creativity were Wallas' (1926, 2014) ideas. He outlined a four-stage process: *Preparation, Incubation, Illumination, Verification*. Given a 'problem', 'puzzle' or 'conceptual space', the creative mind first prepares itself by soaking up all the information available.

Following this first preparation stage, there is a stage of incubation, in which the conscious mind stops thinking about the problem, leaving the unconscious to take over. In the third stage, illumination, a solution suddenly presents itself (if you're lucky!). In the final verification stage, the conscious mind needs to check, clarify, elaborate on and present the insights gained.

## **c. Bio-association**

Koestler, in *The Act of Creation* (1989), suggests that the creative process operates through the bisociation of two conceptual matrices, not normally found together. He believed that putting together two (or more) things that do not normally belong together can facilitate a sudden new insight. This is another idea that we can put to use in the classroom through applying the random principle (see below) to create new and unexpected associations.

Bisociation was also one of the key principles of the Surrealist movement in art, photography, music, film, theatre and literature which flourished mainly in Paris in the 1920s and '30s. But they also emphasised the importance of the unconscious mind, especially dreams, of playing around and experimenting, and of seeing ordinary things from unusual viewpoints. They also explored the creative potential of constraints: one

novelist (Perec, 1969) wrote an entire novel without using the letter 'e', for example. There are lessons we can learn from the Surrealists too.

#### **d. Artificial Intelligence**

By contrast, Boden (1990) takes an AI (artificial intelligence) approach to investigating creativity. She asks what a computer would need to do to replicate human thought processes. This leads to a consideration of the self-organising properties of complex, generative systems through processes such as parallel distributed processing. For her, creativity arises from the systematic exploration of a conceptual space or domain (mathematical, musical or linguistic). She draws attention to the importance of constraints in this process. 'Far from being the antithesis of creativity, constraints on thinking are what make it possible' (p. 82). Chaos theory (Gleick, 1987) tends to support her ideas. Boden's approach is richly suggestive for language acquisition, materials writing and for teaching, in that all are rooted in complex, self-organizing systems.

Csikszentmihalyi (1988) takes a multidimensional view of creativity as an interaction between individual talent, operating in a particular domain or discipline, and judged by experts in that field. He also has interesting observations about the role of 'flow' in creativity: the state of 'effortless effort' in which everything seems to come together in a flow of seamless creative energy (Csikszentmihalyi, 1990). He further explores creativity by analyzing interviews with 91 exceptional individuals, and isolates ten characteristics of creative individuals (Csikszentmihalyi, 1996).

Amabile (1996) approaches creativity from a social and environmental viewpoint. She claims that previous theories have tended to neglect the power of such factors to shape creative effort. Her theory rests on three main factors: domain-relevant skills (i.e. familiarity with a given domain

of knowledge), creativity-relevant skills (e.g. the ability to break free of ‘performance scripts’ – established routines, to see new connections, etc.) and task motivation, based on attitudes, intrinsic motivation, extrinsic constraints and rewards, etc. The social and environmental factors she discusses include peer influence, the teacher’s character and behaviour, the classroom climate, family influence, life stress, the physical environment, degree of choice offered, time, the presence of positive role models and the scope for play in the environment. These factors clearly have relevance for learning and can be blended into an approach which seeks to promote creativity.

#### **e. Creativity as Opposed to Discovery**

There is sometimes confusion in the relationship between creativity on the one hand and discovery and invention on the other. Discovery is about finding something that has always been there – but was until then unnoticed. For example, the phenomenon of gravity was not created or invented by Newton: he discovered it. By contrast, invention means bringing something into being which had not until then existed. A new poem or a picture would be instances of this – but it could also be extended to creating a new recipe, or a new game, or a new way of using paper... Is discovery an instance of genuine creativity? Perhaps it is simply a different aspect of creativity from invention: the outcome is not a new ‘product’ but a creative solution to a problem never solved before.

This is related to the tendency to regard problem solving and critical thinking as integral to creativity. There is a good deal of overlap but before we treat them as equivalent, we should be aware of the differences. Problem-solving may indeed involve students in experimenting with multiple possible solutions, in making unusual connections, acting on a

hunch, engaging with the Wallas model above, and so on. But it may also be conducted in a purely logical, rational way which has little in common with creative processes. In problem-solving, we are given someone else's problem to solve. In problem-finding, we need to make an imaginative leap to perceive that a problem might be there to solve.

One issue frequently raised is whether creativity can be taught. There are many, such as de Bono (1969) and Seelig (2012), who believe that it can. And there are shelves full of self-help books claiming to teach us how to be creative in our lives and in our work. What is certain is that creativity can be tacitly learned even if it cannot be explicitly taught. But unless we as teachers demonstrate our own commitment to creativity, and unless we offer our students a richly varied diet of creative practices, they are unlikely to learn it.

## **(B) The Why**

We cannot avoid it. The human species seems to be hard-wired for creativity. Humans are innately curious about their environment, which they explore tirelessly. Put in a maze, we will find our way out, but unlike rats, we are also capable of forming the concept of a maze, and of designing one.

Creativity is also necessary for survival. The history of our species can be mapped with reference to key creative breakthroughs: agriculture, the wheel, writing systems, printing – a cumulative and constantly proliferating series of discoveries and inventions. Without this creative capacity, we would still be living in caves. Creativity helps us to deal with change, and as the world changes ceaselessly, so will more creative solutions be needed.



Linguistic creativity in particular is so much part of learning and using a language that we tend to take it for granted. Yet from the ability to formulate new utterances, to the way a child tells a story, to the skill of a stand-up comedian, to the genius of a Shakespeare, linguistic creativity is at work. In Carter's words, '...linguistic creativity is not simply a property of exceptional people but an exceptional property of all people' (Carter, 2004: 13).

In the learning context, creativity also seems to stimulate, to engage, to motivate and to satisfy in a deep sense. Many of the chapters in this book testify to the motivational power which is released when we allow students to express themselves creatively.

Likewise, creativity tends to improve student self-esteem, confidence and self-awareness. This enhanced sense of self-worth also feeds into more committed and more effective learning. When we are exercising our creative capacities we tend to feel more ourselves, and more alive.

## **(C) The How**

### **a. Identifying Similarities**

When students identify similarities and differences in the content they are learning, they make new connections, experience new insights, and correct misconceptions. Engaging in these complex reasoning processes helps students understand content at a deeper level. There is a variety of ways to identify similarities and differences. Four highly effective forms of doing so are comparing, classifying, creating metaphors, and creating analogies. Identifying similarities and differences is implicit in the process of comparing, and it is also critical to classifying. To create a metaphor, a student must make the abstract similarities and differences

between two elements concrete. In creating analogies, students identify how two pairs of elements are similar.

### **b. Setting Objectives**

Setting objectives in the classroom helps focus the direction for learning and the path for teaching. For ELLs, setting objectives is especially important: Imagine the incredible amount of incoming stimuli bombarding these students as they try to learn both a new language *and* content knowledge. This sense of being learning each day upon entering the classroom. Aware of the intended outcomes, they now know what to focus on and what to screen out as they process new information overwhelmed can subside when students are told exactly what they are going to.

The educational environment also becomes a friendlier place for ELLs when they have a clearly stated target for learning. When you set objectives correctly, students work toward clearly defined goals and are able to explain what they are learning and why they are learning it. It is critical to set both content objectives and language objectives for ELLs. Just as language learning cannot occur if we only focus on subject matter, content knowledge cannot grow if we only focus on learning the English language.

#### **2.1.23. Combining Language Objectives with Content Objectives**

Brinton, Snow, and Wesche (1989) offer three reasons for combining language objectives with content objectives:

Language forms and vocabulary will develop as students study areas of interest. Correct grammatical form and necessary vocabulary are best

learned in the context of content areas (e.g., modeling the past tense when talking about history).

Motivation plays a role in learning. Low motivation can hinder language acquisition because, as with low self-esteem and anxiety, it blocks language stimulation from reaching the brain. This block is also known as an “affective filter” (Krashen & Terrell, 1983). High motivation, on the other hand, results in an increased ability to learn and use a new language.

Teachers can activate and build on students’ prior knowledge in the content area. ELLs may not have studied the American Revolution in their native country, but they may have studied another revolution or even experienced a modern conflict in their homeland. By accessing and activating such knowledge, you can prepare students to learn about analogous events in U.S. history.

#### **2.1.24. Language Structure and Form**

Language structure and form should be learned in authentic contexts rather than through contrived drills in language workbooks. For example, when studying the American Revolution, students may learn about the type of clothing relevant to the 18th century. You can initiate the use of if-then statements by asking the class, “If you had to wear a uniform, how would you show your individuality?” While English-dominant students can write their ideas, ELLs can verbalize their thoughts using the sentence starter: ““If I had to wear a uniform, then I would . . . .”

Educators started using such content-based ESL instruction—also called sheltered instruction—in the 1980s. Sheltered instruction has long been the medium for delivering content knowledge in a way that allows both concepts and academic English proficiency to be nourished. In sheltered

instruction, academic content is taught to ELLs in English by using techniques such as speaking slowly, using visual aids and manipulative, and avoiding the use of idioms. Devices and procedures for sheltering instruction include the following:

#### **2.1.25. Functions and Structures**

Fathman, Quinn, and Kessler (1992) point out that “language functions are specific uses of language for accomplishing certain purposes” (p. 12). (A lesson using similarities and differences, for example, would have the language function of comparing.) Let’s suppose you are working with a 2nd grade class on communities. You ask the students to make a map of the community and provide directions from home to school or from school to a nearby park. What function of language will the students need to complete this exercise? The language function (or purpose) required in this instance is giving directions. Are there other English demands in this lesson? Are certain language structures, such as particular verb tenses, possessives, plurals, adverbs, or vocabulary words, needed to communicate the directions from home to school or to the park? When you take these issues into consideration, you will see that students need to know the command form of the verb “to go” and also be well versed in numbers and directional vocabulary (i.e., “Go two blocks and turn right”) in order to successfully complete the assignment.

#### **2.1.26. Identifying Vocabulary and Key Concepts**

Another way to set language objectives is to identify the vocabulary and key concepts of the lesson. Vocabulary instruction has been the subject of several recent books (Beck, McKeown, & Kucan, 2002; Marzano, 2004; Paynter, Bodrova, & Doty, 2005), all of which emphasize the importance of teaching vocabulary in relation to reading comprehension. Even

though ELLs are taught vocabulary as soon as they enter U.S. classrooms, they still lag significantly behind their English-speaking peers. McLaughlin and colleagues (2000) report that over time, an enriched vocabulary program can close the gap in vocabulary knowledge and reading comprehension between ELLs and English-dominant students.

In the enriched vocabulary program that McLaughlin and colleagues cite, 12 vocabulary words were selected from short reading passages each week. Learning processes included discovering cognates, using strategies for inferring meaning from text, finding root words, participating in activities outside the classroom to deepen word meanings, and various other measures to enhance vocabulary growth and development. In a more recent study of direct vocabulary instruction with ELLs, strategies involving word analysis and instruction of essential vocabulary improved comprehension (Carlo et al., 2004).

#### **2.1.27. Generalizations in relation to setting goals**

Three generalizations on setting objectives can be seen as follows:

Setting goals for instruction helps students focus attention on information specifically related to the goals.

Teachers should encourage students to personalize the learning goals identified for them. Once instructional goals are established, students should be urged to adapt them to personal needs and desires. ELLs can be encouraged to do so by using sentence starters such as “I want to know ...” or “I wonder if . . . .”

Goals should not be too specific, as this will limit learning. A narrow learning goal (e.g., “Given five practice sessions, students will be able to connect 10 pictures with their matching vocabulary terms with 80 percent

accuracy”) will restrict the breadth of learning for ELLs. They will do better with a more general goal, such as “Students will be able to predict meanings of weather vocabulary by drawing pictures.”

### **2.1.28. Non-linguistic Representations**

Knowledge is stored in two ways: linguistically and non-linguistically. Teachers mainly present new knowledge linguistically in the classroom, as they often ask students to listen to or read new information. Think of knowledge presented linguistically as actual sentences stored in long-term memory. Knowledge that is presented non-linguistically is stored in the form of mental pictures or physical sensations such as sight, sound, smell, touch, taste, and movement. Using both linguistic and nonlinguistic methods of learning helps students recall and think about information. Because ELLs cannot rely solely on linguistic ability to learn and retain knowledge in a new language, nonlinguistic methods of learning are particularly important for them.

Using modes other than the English language to communicate has long been a mainstay in the tool kit of ESL teachers. To make English instruction as understandable as possible for ELLs, Short (1991) recommends using diverse media, including regalia (real objects), graphs, photos, maps, and demonstrations. Short makes these suggestions for mainstream teachers (1991, p. 8):

**Bring realty into the lessons.** Nonverbal information can be communicated by using real objects and visuals such as photographs, graphs, and charts.

**Conduct demonstrations.** Match actions with your words to convey meaning. Give directions by pointing, gesturing, showing, and explaining.

**Use filmstrips, films, videotapes, and audiocassettes with books.**

Words alone on a page will not hold meaning for students in the early stages of language acquisition. Students can connect with content better when they see *and* hear it.

**Have the students do hands-on activities.** Conducting science experiments, performing pantomime, drawing pictures, and sequencing stories are all useful hands-on activities.

Meaning cannot be conveyed to ELLs through words alone. Their instruction must be supplemented with real objects, visuals, body language, facial expressions, gestures, and hands-on experiences.

#### **2.1.29. Forming Non-Linguistic Representations**

The following items can be used as examples of non-linguistic representations

A variety of activities can help students to formulate nonlinguistic representations. These strategies include the use of graphic representations, pictures, mental images, physical and technological models, and kinesthetic (movement) activities.

Nonlinguistic representations elaborate on knowledge. For example, ELLs can add to their knowledge when asked to construct a mental model of a fraction in concrete form (e.g., a pizza sliced in different quantities). Further elaboration takes place when the student explains how the model represents fractions. Preproduction and Early Production students will do better with constructing a physical representation than with explaining it in spoken or written language. Students in the other, higher stages of language acquisition should be able to construct a model as well as to verbally explain it.

Teachers should help students generate mental pictures. When ELLs listen or read, creating a “movie in the mind” helps them to understand and store knowledge. Using all five senses can help produce rich mental images. For example, when studying the Ming dynasty, a teacher asked her class to close their eyes and relate what they heard when she said the words “Ming dynasty.” Responses included “Ping” and “Chinese music.” Next, the teacher asked what they smelled. Students described such aromas as “old and mildewy,” “musty,” and “Chinese food.” When asked what they felt, student responses included “cold like a vase” and “spicy.” Finally, when the teacher asked what they saw, the students produced many images, including “an antique vase” and “an emperor in a beautiful robe.”

Make physical models. Physical models are concrete representations of what is being learned. When students use manipulatives, they are making a physical model to represent knowledge. Manipulatives are commonly associated with math (e.g., shapes, cubes, money) but can actually be incorporated in all content areas through such items as puzzles, maps, word sorts, and Legos. For example, instead of labeling the 50 states, assembling a puzzle made up of pieces representing each state would be a good way to use a physical model during a geography lesson. Any three-dimensional form can be a physical model. For ELLs, the very act of constructing a concrete representation establishes an “image” of the knowledge, so they do not have to depend solely on words.

Engage students in kinesthetic activities in which they represent knowledge using physical movement. Total Physical Response (TPR) has been a popular ESL approach over the years. Developed by James Asher (1977), TPR uses kinesthetic activities to teach English. Students engage in active language learning by demonstrating their comprehension



through body movements. In early lessons, students are directed to stand up, turn around, sit down, or clap their hands. More complex commands follow, with participants eventually verbalizing commands to the instructor and their classmates.

Berty Segal popularized the TPR approach in his book *Teaching English through Action* (1983). Based on the framework of normal first language development, Segal's methodology centered on the belief that reading and writing skills would be acquired after a firm foundation in listening and speaking was established. Students enjoy the game-like qualities of TPR and value the opportunity to develop their listening skills before being required to verbally produce the new language.

#### **2.1.30. Classroom Perspective**

Teacher can help his students by developing their social skills, explains to them its importance, and when it should be used. Elias, 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 system recognizes the close relationship between positive behavior and effective instruction. Therefore, an integral 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.

Teachers take great pains in the first week of class to help his/her students become comfortable with one another and work on common elements of the classroom routine. Zins, et al (1997:43) point out that, teacher starts by exploring the standards for classroom behavior that show respect for others, respect for themselves, or respect for their environment. The teacher then points out that these standards are the basis for all class routine; even simple things like lining up and listening to others speak can be done in ways that show respect. The entire class is asked to suggest ways to accomplish different routines, starting with, "How do students want his/her teacher to call their attention?" As students discuss different methods, they address which ones respect people`s feelings, which are fair and enable everyone to get their work done. Once students decide on a method, volunteers demonstrate and the class provides feedback. Finally, the whole class practice the routine until go smoothly.

During this activity student get to know one another better, practice communication skills, and develop a sense of responsibility for their behavior. In particular, they became aware of different perspectives in the classroom.

### **2.1.31. Developing a Caring 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 Green Bery 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.

Rutter (1990) cited from Green Bery et al (1997:46) points 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.

Lewis et al (1996) cited from Green Bery et al (1997:46) 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.

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.

### **2.1.32. Motivating Students**

Motivation is the key to all learning. So if the students are motivated enough, this help teacher 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. Chuahan (1988) cited from Naway (2009: 31) 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 nod, 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.

### **2.1.33. 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 Maley and Duff (1982) cited from Abdul-frag (2012:9) 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

#### **2.1.34. 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 student's 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'.



### **2.1.35. Classroom Communication**

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, play 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.

Davies (n.d:70) points out 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 abroad, 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.

Davies (n.d.: 72) adds 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

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 appropriate for classroom situations and they must be able to 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.

### **2.1.36. More on Classroom Interaction**

Language learning does not occur as a result of the transmission of facts about language or from a succession of rote memorization drills. It is the result of opportunities for meaningful interaction with others in the target language. Teachers need to move toward more richly interactive language use.

Theories of communicative competence emphasize the importance of interaction as human beings 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:

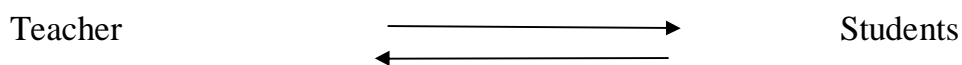
*Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, joint problem-solving task, or dialogue journals. In interaction, students can use all they possess of language - 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, Dagrín (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 (2001, 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.

Teachers can help students to develop their interaction skills and students themselves can apply various strategies to become effective communicators in a foreign language. Dagrín (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.



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, and 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.

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. 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".
- 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, in order for a teacher to create opportunities for genuine interaction in classroom need to exert great effort so as to establish this process properly.

### **2.1.37. Participants in Classroom Interaction**

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

- (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 have 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 encourages 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.

#### **2.1.38. Pair Work vs. 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. Al-Arashi (2006:14) cited from EL-Mansour (2009:12) 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:


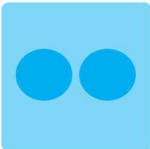
*Pair and group work are the most basic communicative tasks which allow learner to interact independently in the classroom. They improve students' attitudes toward the course and the discipline, and occur more frequently in many English lessons classes.*


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.

Appropriate classroom interaction requires varying 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. The following table explains different ways that can be adopted to group students and how structure can be provided at each level.

**Table (2-1)**

<b>Type of Student Work</b>	<b>Benefits</b>	<b>Challenges</b>	<b>When It Is Suitable</b>
Individual 	Students work at their own pace, they are confident about what they know and what they need to spend 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	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	Giving it and Getting it activities, Inductive learning activities

	learning settings	students to work in this way needs to be taken into consideration	
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 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.

### **2.1.39. Strategies for Effective 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. Dagrín (2004:133) suggests the following strategies can be helpful in classroom interaction.

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:

- (i) Regular checking of understanding,
- (ii) Using familiar words,

- (iii) Applying lower cognitive level,
- (iv) Immediate repetition,
- (v) Recycling of information,
- (vi) Paraphrase,
- (vii) Other aspects of redundancy,
- (viii) Slower, clearer talk,
- (ix) Exaggerated intonation, emphasis,
- (x) Structurally simplified language,
- (xi) Clarify of discourse markers,
- (xii) Key vocabulary and structures, notified in advance,
- (xiii) Simple tasks, notified in advance

## **2.2.Part Two: Previous Related Work**

### **2.2.1. Previous Related Studies**

Many studies have been carried out to deal with creating classroom interaction. This section will cover 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" (2009) by Imtithal Medani Haj Bashir, 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” (2012), by Rodwan Abdel Frage Mohammed Ali,

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 Khalid Mohammed 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 a strategy in classroom interaction.

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 " (2010), by Al-rafee'a Suliman AL-fadil, 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 strategy 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 " (2011), by Hamad Alneil Daffaalla Hamd, 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 " (2008), by Huda Hassan Mohamed, 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 attitude towards speaking English language.
4. The use of an effective techniques increase students` abilities in oral interaction.

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

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### **RESEARCH METHODOLOGY**

#### **3.0.Introduction**

This chapter will provide a full description of the research methodology adopted as well as the research instruments employed. Moreover, the validity and reliability of these instruments will be confirmed.

#### **3.1. The study Methodology**

The study adopted a mixed- methods approach: the descriptive analytical and experimental method. This allows the research instruments to complement each other. Hence, an experiment, questionnaires, and class observations were used to address the research questions and objectives. The (SPSS) program version 20 was used for data analysis.

#### **3.2. The Study Population**

The study population was undergraduates at The National Ribat University and the teaching staff of English, male and female at different Sudanese universities. This experiment was conducted at The National Ribat University, College of Languages and Translation. As it is known, all the students in Sudan enter university after they have spent at least seven years studying English at the basic and secondary schools. All the students are aged 15-17 years. They all speak Arabic as their first language, and all of them have studied English for about 7 years at school. All the students who took part in the study experiment were males and females. They all study English in Sudan. There were no foreign students in this study.

About 90 students from The National Ribat University, College of Languages and Translation took part in the present study. They were in semester 4, second year. They study a type of communicative language syllabus, namely “Handshake a course in communication”.

To be divided into the traditional dichotomous categories of control-experiment groups, they were subjected to a pre-test. The experiment group which was constituted of 30 students was favored with a relatively different type of attention to prepare them for the final post-test. Definitely their standards and performance have improved in quite a number of ways which was reflected by their scores in the post-test.

### **3.3. Questionnaire Sample**

As they are expected to be well placed to respond to the questions, a questionnaire has been designed only for the tutors. The questionnaire consisted of 15 statements divided into three distinct categories. It was distributed to as many as 50 tutors. Copies were collected a few days later.

**Part One:** Included 5 statements surveying the kind of English syllabus adopted at the undergraduate level. The statements have fully surveyed the syllabus right from its validity, weaknesses and points of strengths. One statement directly attributed the failure of the syllabus to realize its intended goal to the fact that it was being designed by national expertise.

**Part Two:** This part is dedicated to the students as to how they respond to the syllabus, the number of years they studied English Language before they started their undergraduate program.

**Part Three:** Tutors and their training is discussed in this part. Tutors training is essential for the success of the learning operation as they are

expected to provide the hospitable environment for learning the through the uplifting doses, spirits and motivation.

**Table (3.3-1) Summary of the Questionnaire**

Variable measured	Measured by
Validity of the syllabus, effectiveness and communicative value	1,2,5
Students response to the syllabus and how far they make use of	3,6,7
Tutors training and their classroom performance	8,9,10

**Table (3.3-2) Shows Teachers' Numbers and their Distribution According to Sex**

SEX	FREQUENCY	PERCENTAGE
Males	20	20%
Females	30	30%
Total	50	50%

The table above reflects that Female respondents are more than females, a fact justified by a number of variables, most importantly, is the male teachers' immigration to Gulf countries or simply the job of teaching at universities is longer attractive. Many of those who have joined the teaching operation have come without any prior training, the thing which affected quite considerably their classroom performance.

**Table (3.3-3) Shows Tutors' Years of Experience**

<b>Tutors' experience</b>	<b>Frequency</b>	<b>Percentage</b>
1-5	20	20%
6-10	15	15%
More than 10	15	15%
Total	50	50%

Table (3-3) indicates that most of those handling the job of teaching at universities are novice recruits. Definitely, they were exposed to small

### **3.4. Research Instruments**

The data for the present study was obtained through two instruments firstly a test and then a questionnaire for the teachers.

### **3.5. Reliability of the Questionnaire**

This simply means the questionnaire should give the same result if applied in similar situations. It is one of the criteria through which a test can be evaluated. Brown (1988) defines reliability as “the extent to which results can be considered consistent and stable”. To calculate the reliability of the questionnaires, the researcher randomly selected a group of (10) English teachers and (10) MA students. They were given copies of questionnaires as a pilot test. Two weeks later, they were given the questionnaires for the second time. Accordingly, the reliability of the questionnaires was achieved when the researcher compared the pre-test of the questionnaires to the second test to make sure that the items of the questionnaires are relevant to the particular area of study.

### **3.6. Validity of the Questionnaire**

The following steps were taken to testify to the validity of the questionnaire. The questionnaires were seen by a jury comprising four

members who are university lecturers with long experience in the field of ELT. They are Prof. Abdullah Yassin (Sudan University of Science and Technology) Prof. Tawheeda Osman Hadra (The National Ribat University) and Dr. Amna AlBadri (Afad University).

1. The revised and evaluated final versions of the questionnaires were distributed to English Language tutors.
2. The questionnaires were distributed personally and directly to the subjects of the study.
3. The total number of the questionnaires that the researcher has received from the respondents was (38).

The questionnaires were then subjected to the different types of analysis to check the data. This process of analysis will appear at chapter 4 which is mainly devoted for this purpose.

### **3.7. Reliability and Validity of the Teachers' Questionnaire**

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient of the scale used in the questionnaire by alpha equation and the results were as follows:

**Table (3.7-1) Reliability and Validity**

<b>Reliability coefficient</b>	<b>Validity Coefficient</b>
0.80	0.89

The results table above shows that all reliability and validity coefficients for questionnaire are greater than (50%) and close to the one. This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.



### **3.8. Statements of the Questionnaire**

The questionnaire contains (15) phrases. A lengthy questionnaire beyond 15 could have the effect of being responded to inattentively. Respondents were asked kindly to study the questionnaire and give their remarks. Likert scale which consists of five levels (strongly agree, agree, neutral, disagree, strongly disagree) has adopted in the present research. These phrases have been distributed on four hypotheses as follows :

The first and fourth hypothesis includes phrases (1-5).

The second hypothesis includes phrases (6-10).

The third hypothesis includes phrases (11-15).

### **3.9. Statistical Methods**

To achieve the objectives of the study and to verify hypotheses, the following statistical methods were used to get results as accurate as possible the researcher used SPSS statistical software.

- 1) Charts
- 2) Frequency distribution of the answers
- 3) Percentages
- 4) Alpha equation, to calculate the reliability coefficient
- 5) Median
- 6) Chi-square test for the significance of differences between the answers

### **3.10. Pilot Study**

Piloting phase is very essential for the success of any research. Bell (1993) points out that all data gathering instruments should have to be piloted to test how long it takes recipients to complete them, to check that

all questions and instructions are clear and enable them to remove any item which does not produce usable data.

Before conducting this study all the questions in the instruments were piloted with a small sample of subjects (10 MA students, 10 teachers). This pilot phase was done so as to make sure that the selected questions yield the required information and to revise and drop any question which may be confusing and ambiguous. The questionnaire was agreed upon by all subjects.

### **3.11.Validity and Reliability of the Test**

The tests are believed to have content validity as they aimed at assessing the students' achievement in reading comprehension and in this study to assess their classroom interaction. The tasks required in the tests were comparable to those covered in the book and practiced in class. In addition, the test instructions were written clearly in English, and the examinee's task required was defined. Furthermore, the tests were validated by a group of experts who suggested some valuable remarks about the tests and the researcher responded to that. For the test reliability the study used the test-retest method: The test-retest method of estimating a test's reliability involves administering the test to the same group of people at least twice. Then the first set of scores is correlated with the second set of scores. Correlation ranges between 0 (low reliability) and 1 (high reliability) (highly unlikely they will be negative!). The coefficient correlation formula was used to calculate the correlation:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

The results shown that there was strong positive correlation between the pre-test and post-test: Pre- test: .878 Post-test: .757 Furthermore, to increase the validity and reliability of the test, the researcher gave two tests as pre -test and post-test at different interval of time. Taking more than one sample of students" work, according to Weir (1993:134) "can help reduce the variation in performance that might occur from one task to task". Thus, we decided to take at least two samples.

### **3.12. Summary of the chapter**

This chapter described the methodology employed for gathering the data of the present study. Research instruments were described; instruments reliability and 50 validity were confirmed. Having finished with the methodology of the study, the next chapter will present data analysis, results and discussion.

# **CHAPTER FOUR**

## **DATA ANALYSIS, RESULTS AND DISCUSSION**

## **CHAPTER FOUR**

### **DATA ANALYSIS, RESULTS AND DISCUSSION**

#### **4.0.Introduction**

This chapter presents the analysis of data obtained from experiment, pre-test, post test and teachers' questionnaire.

#### **4.1. Analysis of the Experiment**

The analysis of the experiment will focus on answering vital questions on classroom interaction effect on the overall standards of the students. To answer these questions, the researcher computed the mean, standard deviation, standard error and ranges for the pretest- and post-test scores of both experimental and control groups. T-test was computed to find out whether each group had made any progress as a direct result of instruction. The following three hypotheses will be verified or confirmed in view of the analysis of the pre and post tests results as well as that of the questionnaire.

#### **4.2. Test of the Study Hypotheses**

To answer the study's questions and hence verify its hypotheses, the median will be computed for each question from the pre-test and post-test as well as the questionnaire that shows the opinions of the study respondents about the problem in question, namely expanding classroom interaction to reinforce communicative competence. To do that, the researcher gave five degrees for each answer "strongly agree", four degrees for each answer "agree", three degrees for each answer "neutral", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree". This means, in accordance with the

statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the researcher used the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions. The hypotheses to be tested are as follows.

1. Classroom interaction can be extended to further enrich discussion, if the syllabus provides the required material.
2. Teaching through communicative strategies can help students improve their oral abilities.
3. Tutors can create a much encouraging atmosphere in classrooms to help shy students banish their inhibitions and anxieties.

To maximize classroom interaction certain language material was chosen for conducting the pre-test and post test, as the outcome of the two tests will also give insights into the type of teaching material to be used to enhance classroom interaction. The material was taken from the students' syllabus.

As far as the pre-test is concerned, the first question was intended to check the students' vocabulary as regards describing of people's appearance. The question also calls on the students to use their language to describe clothing in relation to whether worn on the head, round the neck, top/bottom or half of the body or on the feet. 17 marks were given to this question.

On the pretest, most of the students got a good mark (11 – 15) which indicates their good grasp of what the question meant and answered correctly and knew the place and the meaning of the clothing. The following is an example to clarify this part

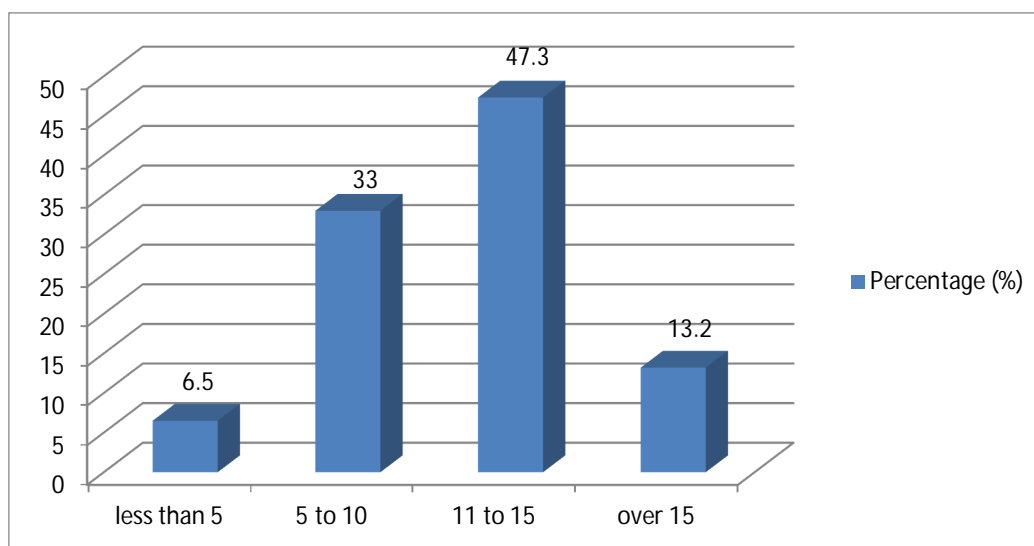
Blouse      dress      earrings      gown      hat      jacket

Necklace	sandal	wig	shoes	skirt	suit
	sweater	tie	trousers	jeans	socks

**Table (4.2-1) Pre-test (Question on vocabulary)**

Marks	Frequency	Percentage (%)
less than 5	6	6.5
5 to 10	30	33
11 to 15	43	47.3
Over 15	12	13.2
<b>Total</b>	<b>91</b>	<b>100</b>

**Figure (4.2-1) Pre-test (Question on vocabulary)**

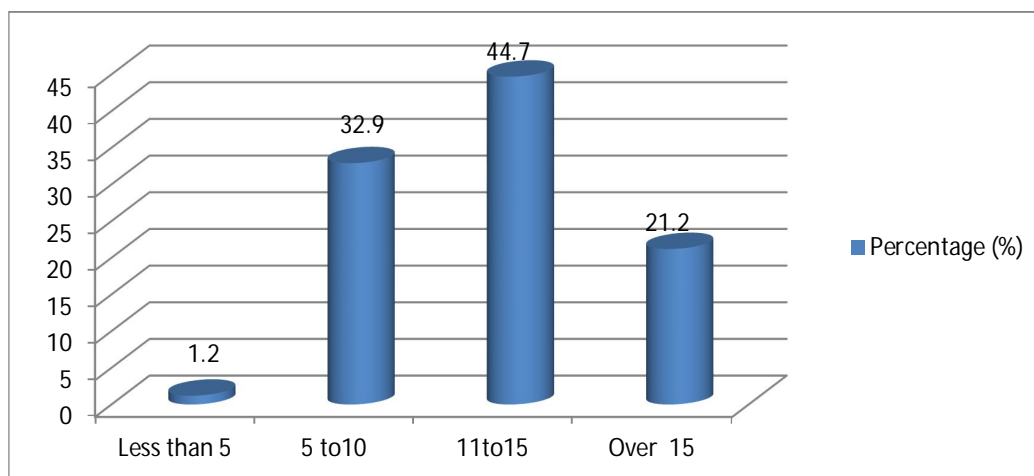


**Table (4.2-2) Post test (Question on vocabulary)**

Marks	Frequency	Percentage (%)
Less than 5	1	1.2
5 to10	28	32.9

<b>11to15</b>	38	44.7
<b>Over 15</b>	18	21.2
<b>Total</b>	85	100

**Figure (4.2-2) Post test (Question on vocabulary)**



It is evident from the table as well as the figure (4-1) that most students did very nicely and scored relatively good marks. This shows that the students have the knack for learning and get into interactive activities very well. So the tutors can draw on such solid facts to enhance classroom interaction. This can in part be said to contribute to confirming the first hypotheses.

The second question was general information about communication in a form of true/false statements. The students had to write (T) if the statement was true and (F) if it was false. This question was 7 Marks.

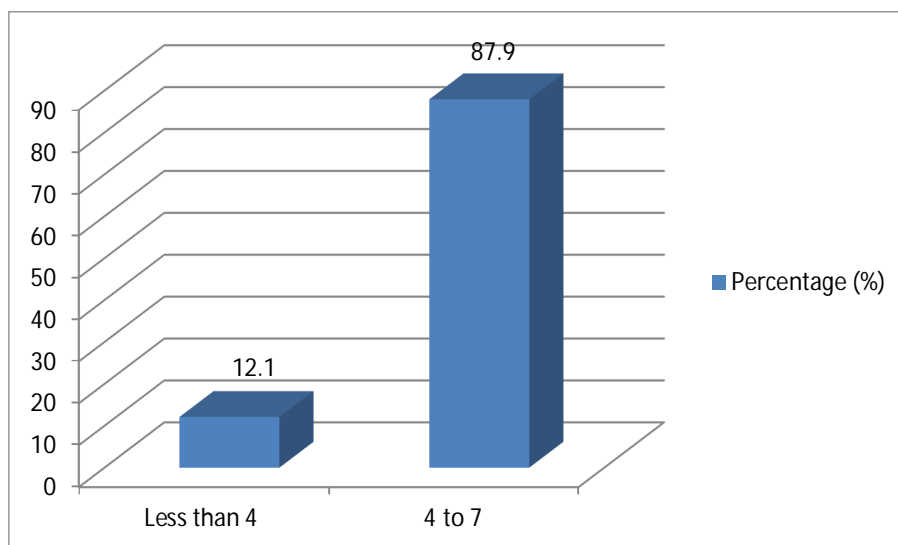
**Table (4.2-3) Pre-test (True-False)**

<b>Marks</b>	<b>Frequency</b>	<b>Percentage (%)</b>
--------------	------------------	-----------------------



<b>Less than 4</b>	11	12.1
<b>4 to 7</b>	80	87.9
<b>Total</b>	<b>91</b>	<b>100</b>

**Figure (4.2-3) Pre-test (True-False)**



It is clear that the type of language which is used here for the students to work on via the pair true/false question has reflected the students' interest in it as viewed from the high marks they achieved. So this type of language can also be adopted for the purpose of enhancing interaction. Consequently, this result further confirms the first hypothesis.

**Table (4.2-4) Post test (True-False)**

<b>Marks</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Less than 4</b>	6	7.1
<b>4 to 7</b>	79	92.9
<b>Total</b>	<b>85</b>	<b>100</b>

On the post test, 92% got very good marks (4 – 7). This shows how interested and concentrated the students were. This account for the fact that the language used in the test reflects the students’ interest and hence can be employed in classroom in order to enhance the students’ interaction. It also indicates that the experiment group has benefited a lot from the type of training they received and boosted their standards.

**Figure (4.2-4) Post test (True-False)**

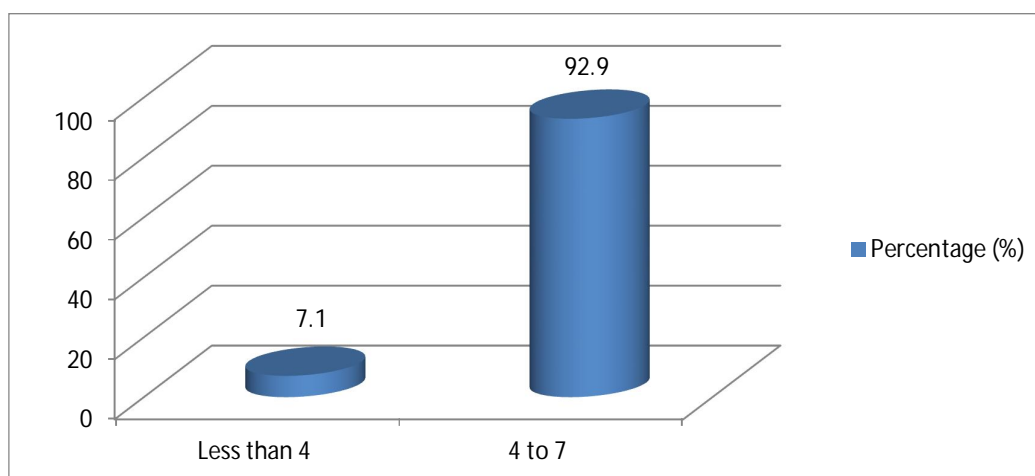


Figure (4-4) post-test reflecting the high marks scored by the students the thing which demonstrates their interest in the kind of language used in test, which can accordingly be utilized to enhance classroom interaction.

Question three was about adjective order. In this part the examiner concentrated on describing things not people. It consists of 5 marks.

**Table (4.2-5) Post test (Adjectives)**

Marks	Frequency	Percentage (%)
Less than 2	34	40
2 to 5	51	60
Total	85	100

The above encouraging results were achieved by the students in the post-test. Their demonstration in the test reflects their interest in adjectives such an important area in the language and which can be developed and be utilized to fit within the general framework of the research. That is, it can be used to maximize classroom interaction which consequently lead to lifting up the students overall language standard. It helps improve their oral production and hence this can be taken as a fact augmenting hypothesis two. It states as follows:

**Figure (4.2-5) Post test (Adjectives)**

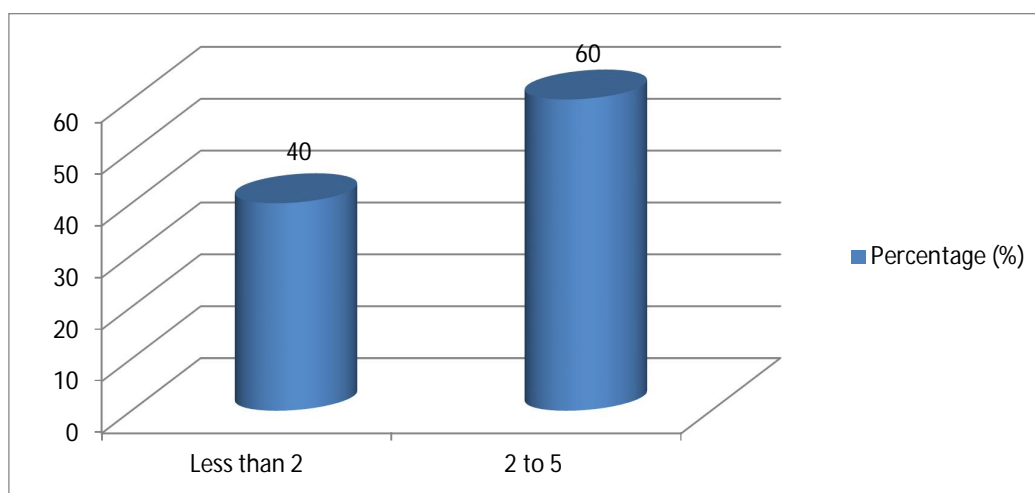


Figure (4-5) indicates the good marks achieved by the student in the question that tests the use of *adjective*.

**Table (4.2-6) Pre-test (The English pronouns)**

Marks	Frequency	Percentage (%)
less than 2	52	47.1
2 to 5	39	42.9
<b>Total</b>	<b>91</b>	<b>100</b>

Judging by the results above, the table reflects the students' poor performance as far as the area of pronouns is concerned. The researcher can take care of this area by injecting a further dose to consolidate it.

**Figure (4.2-6) Pre-test (The English pronouns)**

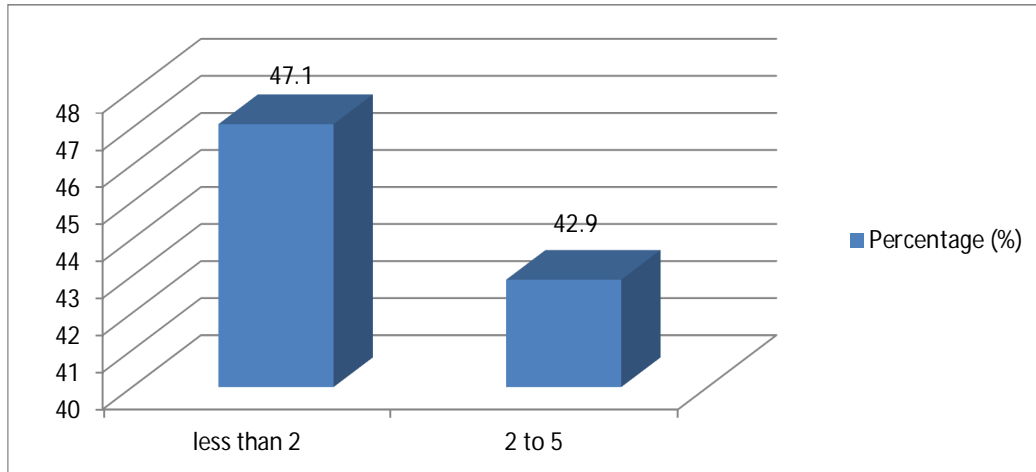


Figure (4-6) reflects the poor results in the area of English pronouns the thing which calls for hard work both on the part of the tutors and the students.

For people learning English as a second or foreign language, pronouns can be difficult because they are expressed differently in their native language. “It” doesn’t exist in many languages, reflexive verbs are formed differently, and some languages only have one relative pronoun. Mastering English pronouns takes a lot of time and practice.

Native English speakers sometimes have a hard time choosing the correct pronoun in English because some of the pronouns are homonyms. For example:

- There is no difference between the subject pronoun “you” and the object pronoun “you.”

- There is no difference between the relative pronoun “who” and the interrogative pronoun “who,” but they are used differently.

The use of pronouns often involves anaphora, where the meaning of the pronoun is dependent on an antecedent. This applies especially to third-person personal pronouns, and to relative pronouns. For example, in the sentence *That poor man looks as if he needs a new coat*, the antecedent of the pronoun *he* is the noun phrase *that poor man*.

The adjective associated with *pronoun* is *pronominal*. A pronominal is also a word or phrase that acts as a pronoun. For example, in *That's not the one I wanted*, the phrase *the one* (containing the prop-word *one*) is a pronominal.

Some students can hardly distinguish the different types of pronouns. Personal pronouns in the objective case formed a huge part of their mistakes. Personal pronouns may be classified by person, number, gender and case. English has three persons (first, second and third) and two numbers (singular and plural); in the third person singular there are also distinct pronoun forms for male, female and neuter gender. Principal forms are shown in the adjacent table (see also English personal pronouns).

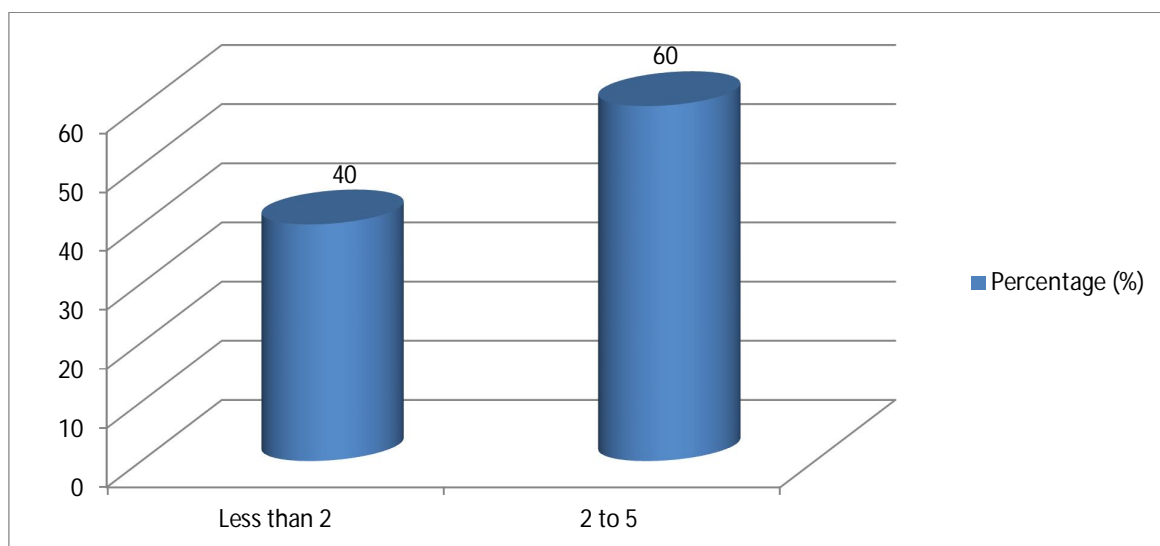
English personal pronouns have two cases, *subject* and *object*. Subject pronouns are used in subject position (*I like to eat chips, but **she** does not*). Object pronouns are used for the object of a verb or preposition (*John likes **me** but not **her***).

In the post test the students didn't improve much. About 40% got weak marks.

**Table (4.2-7) Post test (The English pronouns)**

Marks	Frequency	Percentage (%)
Less than 2	34	40
2 to 5	51	60
Total	85	100

**Figure (4.2-7) Post test (The English pronouns)**

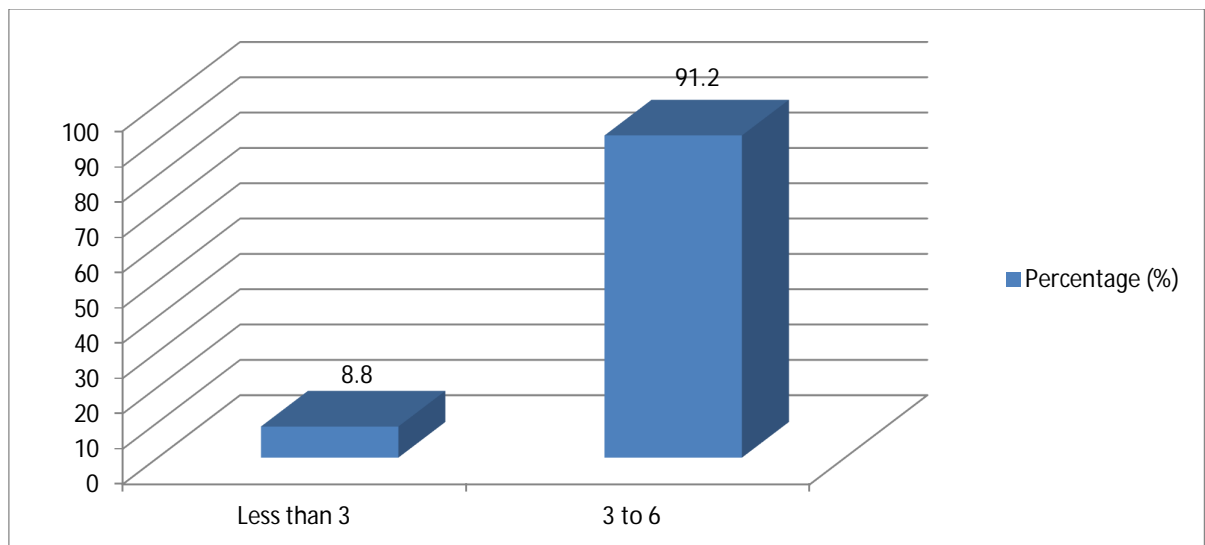


In question four a picture of a face was drawn and the students had to practice describing the proper parts of the face in a communicative way. This will help when describing some facial expressions. This in turn has the effect of increasing their interaction in the classroom. It is in part verifies the second hypothesis.

**Table (4.2-8) Pre-test (The Face)**

Marks	Frequency	Percentage (%)
Less than 3	8	8.8
3 to 6	83	91.2
Total	91	100

**Figure (4.2-8) Pre-test (The face)**

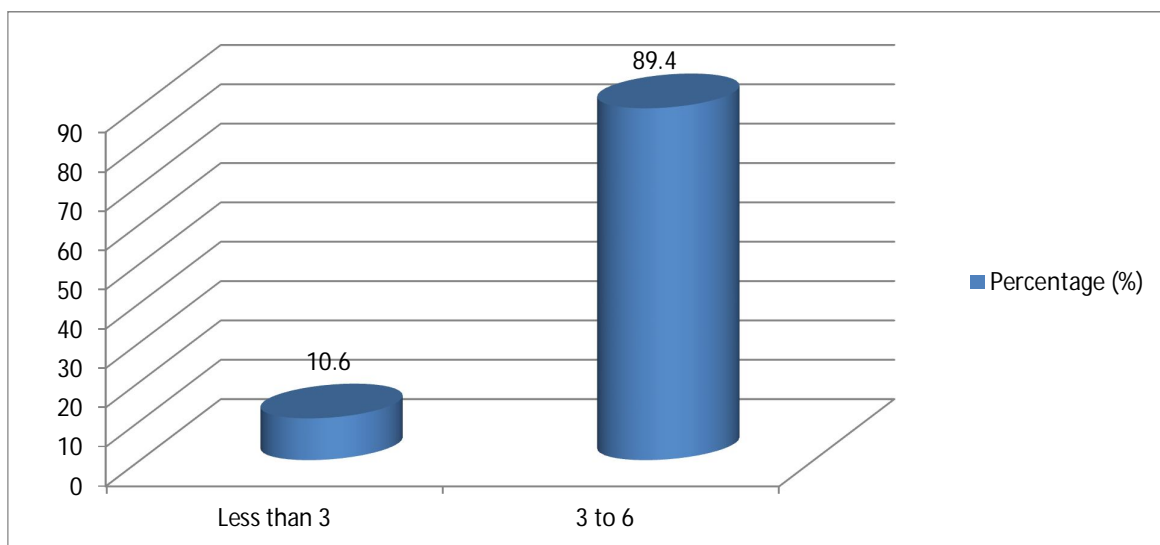


In the post test the students' scores were less than their scores in the pretest. This maybe a result of being very precise with the scores in the post test.

**Table (4.2-9) Post test (The Face)**

Marks	Frequency	Percentage (%)
Less than 3	9	10.6
3 to 6	76	89.4
Total	85	100

**Figure (4.2-9) Post test (The face)**



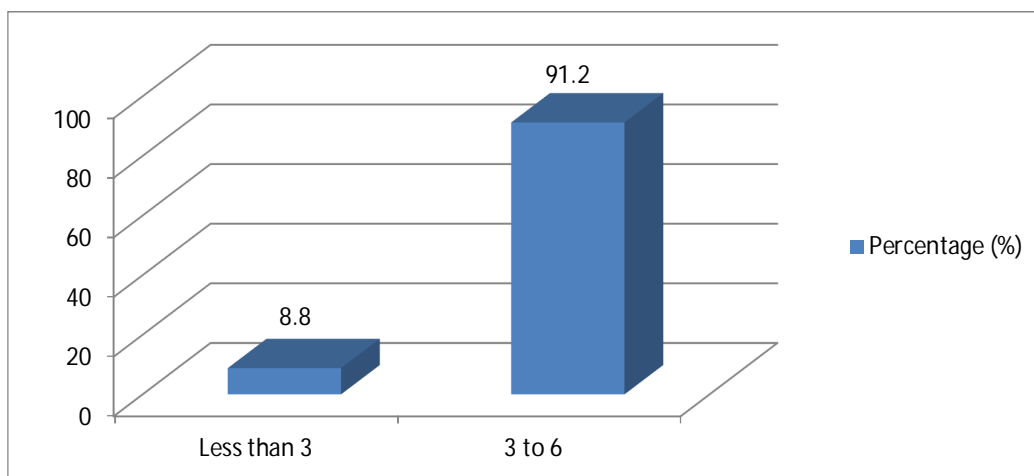
On this part (question five) students were to complete the sentences by writing one of the words given. The question was to reflect the students knowledge on the five senses and the vocabulary used with them. The students had the words given to them, all they had to do is choose from the words above and put them in the suitable place according to their meaning. The question had 6 marks. Almost all students did very nicely in this part which requires students to identify the five senses.

**Table (4.2-10) Pre-test (Knowledge of the five senses)**

Marks	Frequency	Percentage (%)
Less than 3	8	8.8
3 to 6	83	91.2
Total	91	100



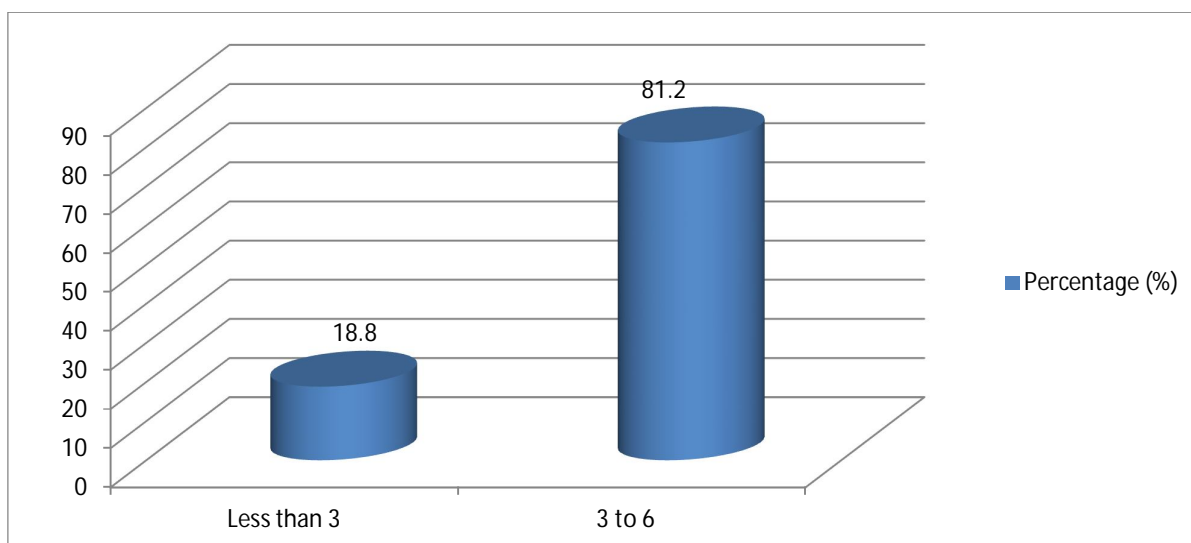
**Figure (4.2-10) Pre-test (Knowledge of the five senses)**



**Table (4.2-11) Post test (Knowledge of the five senses)**

<i>Marks</i>	<i>Frequency</i>	<i>Percentage (%)</i>
<b>Less than 3</b>	16	18.8
<b>3 to 6</b>	69	81.2
<b>Total</b>	<b>85</b>	<b>100</b>

**Figure (4.2-11) Post test (Knowledge of the five senses)**

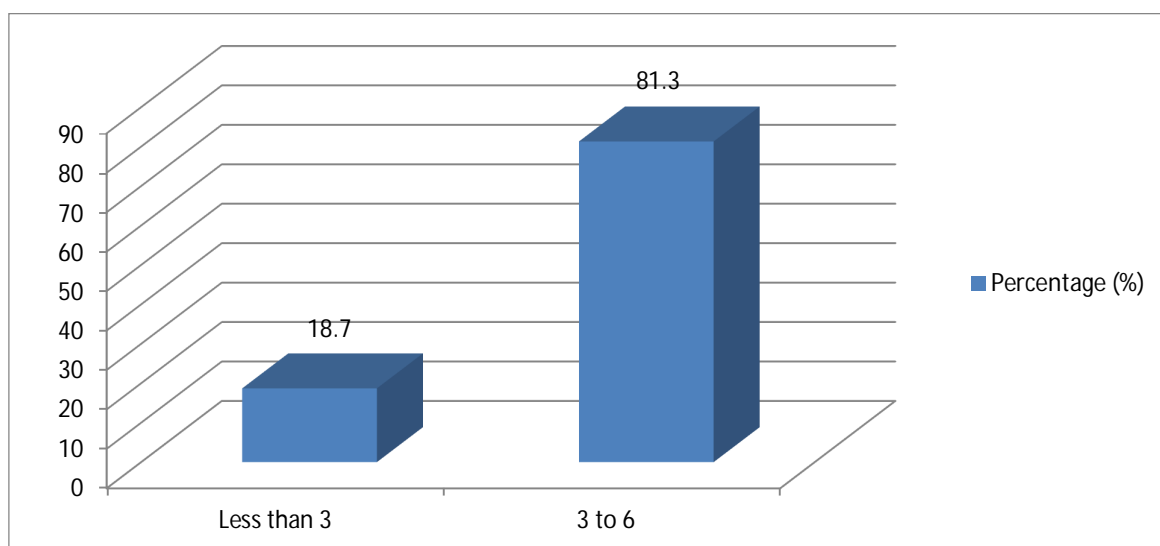


In this question the students had to put a line under the correct verb. The aim of this question was to get a hint on whether the students know how to separate the correct use of verb with someone or something or they use the same verb. This question has 6 marks.

**Table (4.2-12) Pre-test (Underlining the correct form)**

Marks	Frequency	Percentage (%)
<b>Less than 3</b>	17	18.7
<b>3 to 6</b>	74	81.3
<b>Total</b>	<b>91</b>	<b>100</b>

**Figure ( 4.2-12) Pre-test (Underlining the correct form)**



*Post test (Underlining the correct form)*

**Table (4.2-13) Post test (Underlining the correct form)**

Marks	Frequency	Percentage (%)
<b>Less than 3</b>	9	10.6
<b>3 to 6</b>	76	89.4
<b>Total</b>	<b>85</b>	<b>100</b>

**Figure (4.2-13) Post test (Underlining the correct form)**

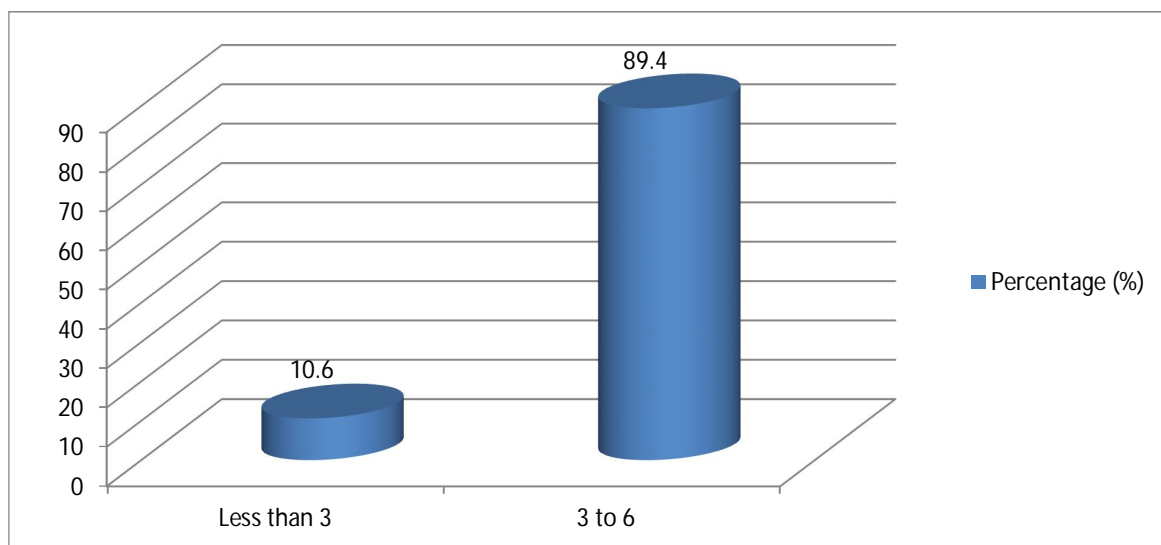
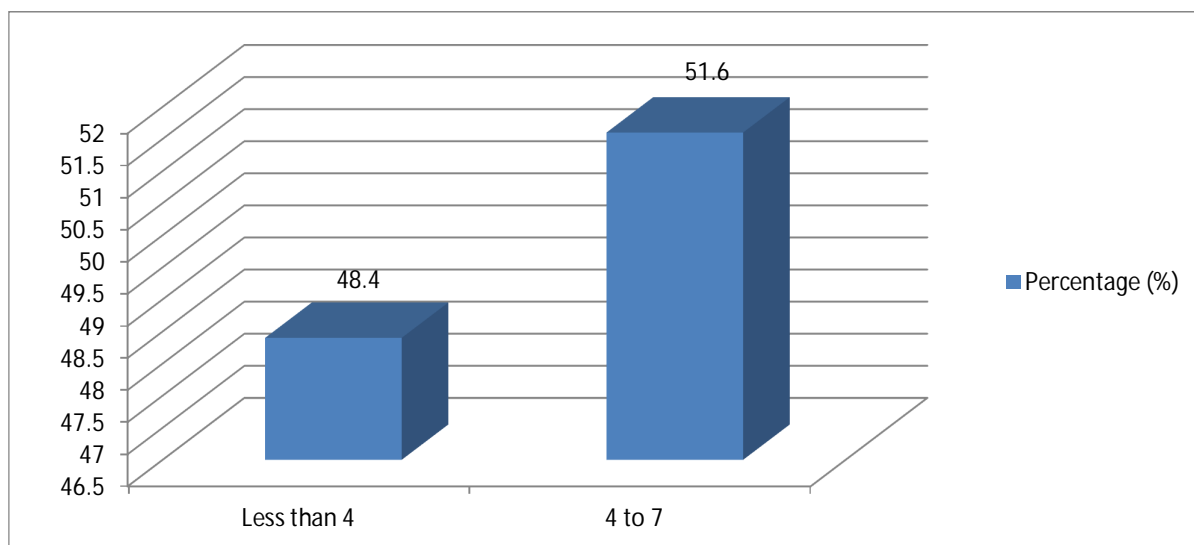


Figure (4-12) and (4.13) the students' performance was good as shown by both figures.

**Table (4.2-14) Pre-test (Describing a location)**

Marks	Frequency	Percentage (%)
Less than 4	44	48.4
4 to 7	47	51.6
Total	91	100

**Figure (4.2-14) Pre-test (Describing a location)**



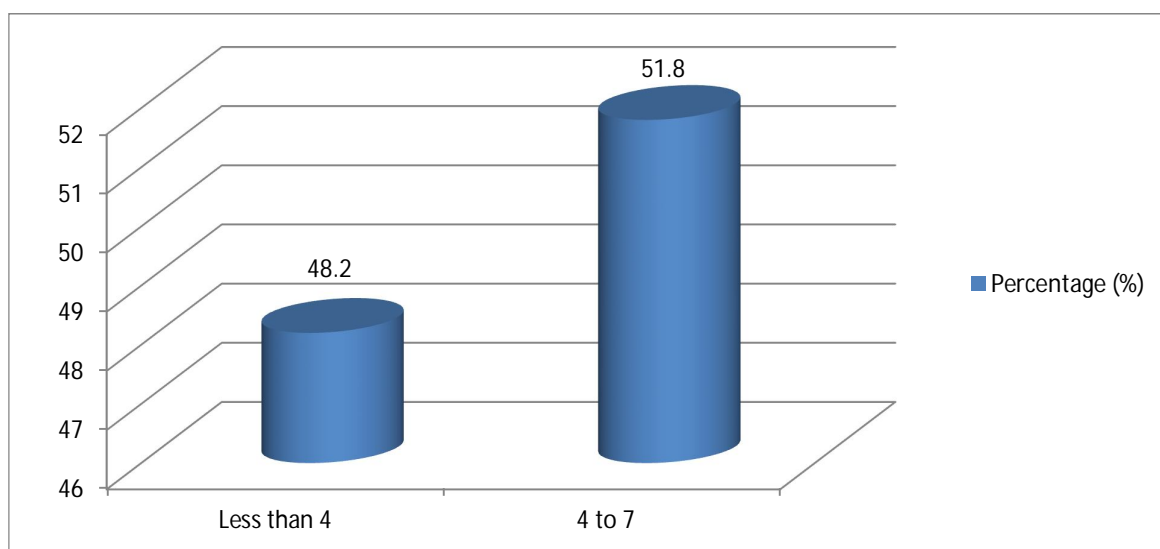
This question (Question 7) aims at showing how to describe a location from another location. This question needs concentration and it helps if the student put himself/herself in the position mentioned and finds the other position from that angle. This question has 7 marks.

The question requires the students to get into a process of thinking and asking questions in order to arrive at the right answer. This mechanism is mainly intended to create some sort of dialogue among the students which will put them on the track for classroom interaction. Therefore, such drill should be consolidated if we need to maximize classroom interaction.

**Table (4.2-15) Post test (Describing a location)**

Marks	Frequency	Percentage (%)
Less than 4	41	48.2
4 to 7	44	51.8
Total	85	100

**Figure (4.2-15) Post test (Describing a location)**



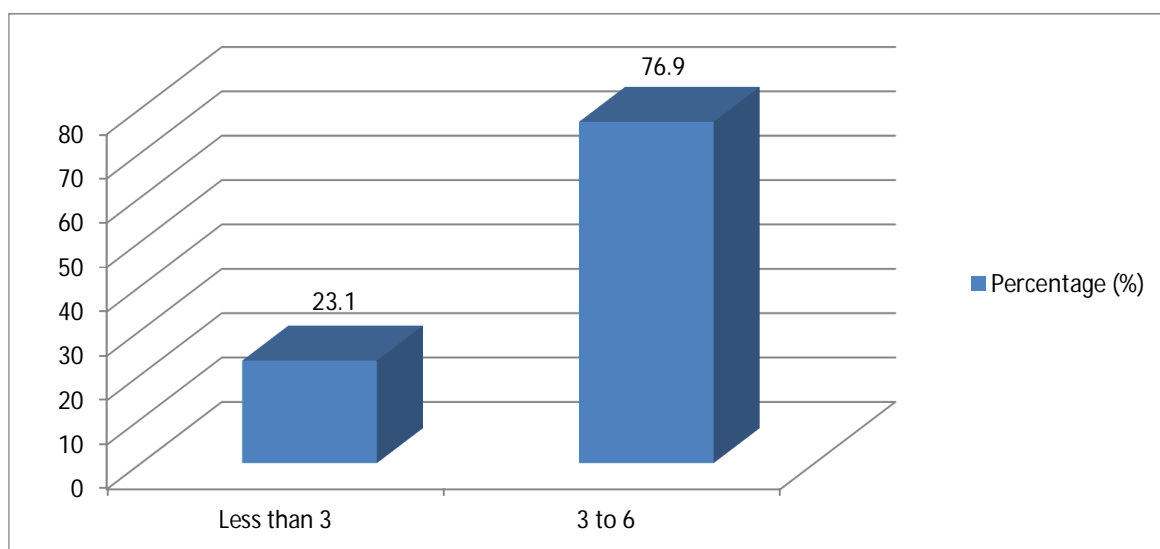
It is obvious that the students have not achieved good marks in this question in pre and post test.

It is apparent that the students have not attained good marks in this question (question eight, which require them to draw on their background knowledge to select the right type of words). This question to be answered properly requires good word power. This kind of knowledge of vocabulary accumulates as a result of hard work both on part of the tutor and the student.

**Table (4.2-16) Pre-test (Word power)**

Marks	Frequency	Percentage (%)
Less than 3	21	23.1
3 to 6	70	76.9
Total	91	100

**Figure (4.2-16) Pre-test (Word power)**

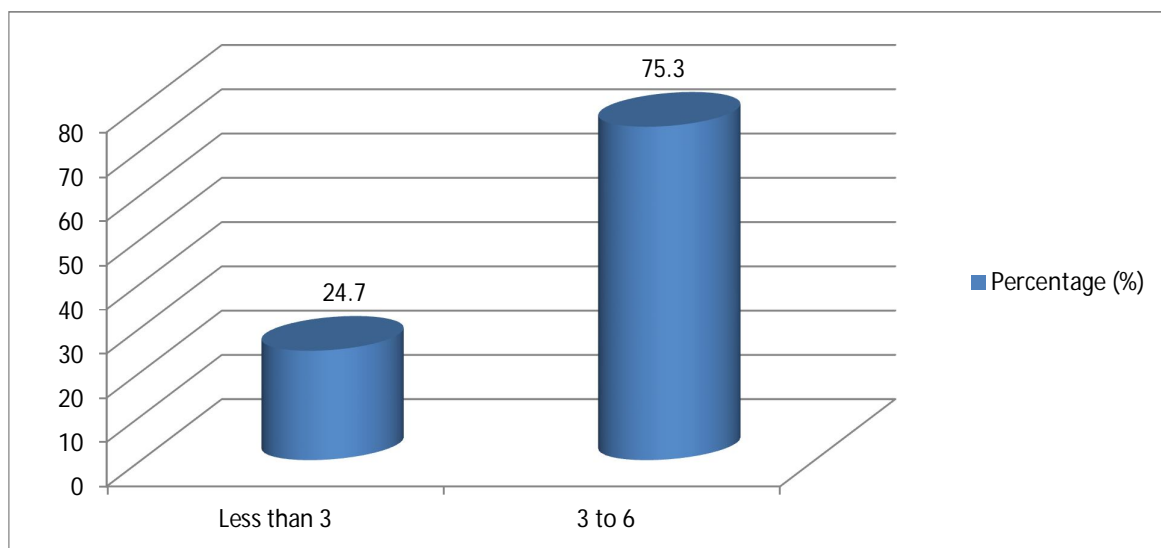


The researcher, as per the outcome this question should exert much efforts to help students in this very important area which is essential for communicative competence. Students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, “learners carry around dictionaries and not grammar books” Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, “Language is very difficult to put into words.” I believe English language students generally would concur, yet learning vocabulary also helps students master English for their purposes.

**Table (4.2-17) Post test (Word power)**

Marks	Frequency	Percentage (%)
Less than 3	21	24.7
3 to 6	64	75.3
Total	85	100

**Figure (4.2-17) Post test (Word power)**



Good communicative competence is generally needed to increase classroom interaction.

#### **4.3. Analysis of the Questionnaire**

It consists of fifteen interrelated parts related to surveying teachers' the issue in question, namely classroom interaction. The questionnaire mainly focuses on the teachers' attitude towards the issue of classroom interaction as a classroom technique to enhance communicative competence.

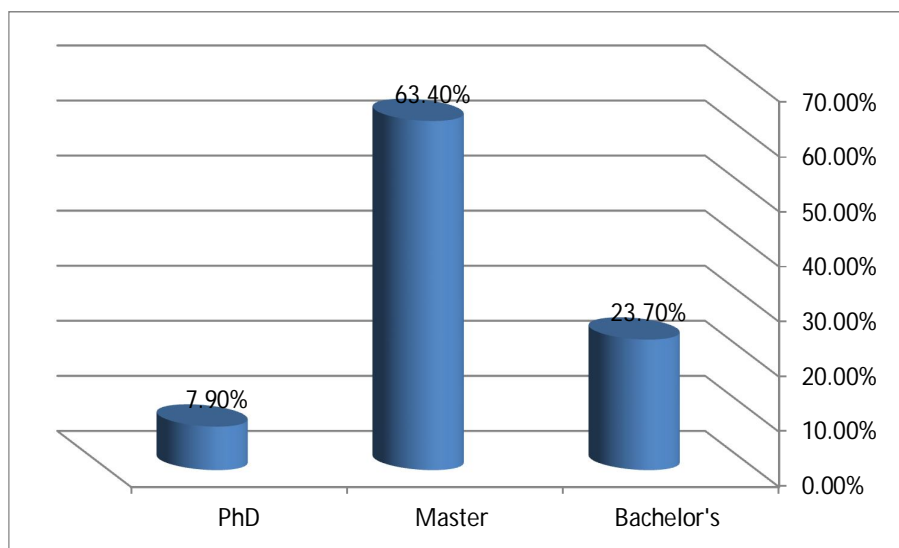
As many as 38 tutors or respondents have taken part by filling the forms. A number of variables have been taken into account as will be shown by the table and the graph below:

**Table (4.3-1) Tutors' academic degrees**

<b>Degree</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>Bachelor's</b>	9	23.7
<b>Master</b>	26	63.4
<b>PhD</b>	3	7.9
<b>Total</b>	<b>38</b>	<b>100</b>

It is evident from the table that those holding masters' degrees constitute the highest frequency which is indicative in the results to be drawn from the questionnaire. They are the backbone of the College staff members and who handle most of the classes.

**Figure (4.3-1) Tutors' academic degrees**



**Table (4.3-2) Teaching years**

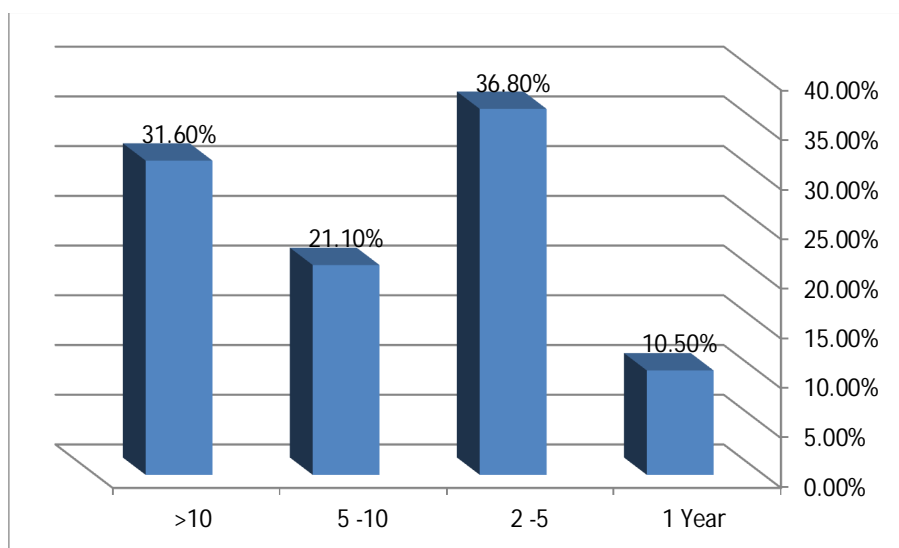
<b>Teaching Years</b>	<b>Frequency</b>	<b>Percentage %</b>
-----------------------	------------------	---------------------



<b>1 Year</b>	4	10.5
<b>2-5</b>	14	36.8
<b>6-10</b>	8	21.1
<b>&gt;10</b>	<b>12</b>	<b>31.6</b>
<b>Total</b>	<b>38</b>	<b>100</b>

Judging by the table above MA holders still constitute the highest frequency as far as the years of experience is concerned. So their opinions are worthwhile

**Figure (4.3-2) Teaching years**



**Table (4.3-3) The syllabus at undergraduate level layout is not set in a way that makes vivid engagement into classroom interaction**

<b>Answer s</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>Strongly agree</b>	17	44.7
<b>Agree</b>	12	31.6
<b>Neutral</b>	6	18.4
<b>Disagree</b>	3	7.9
<b>Total</b>	<b>38</b>	<b>100</b>

Judging by the table (4-20), it is evident (90%) that the syllabus at undergraduate level failed is not adequately designed to account for the issue of classroom interaction by providing the right type of activities. So many tutors complain of this very sad fact. They attribute this annoying reality to the fact that all syllabuses particularly at first year are designed by local expertise who have no enough time or experience to design such syllabuses. Consequently, classroom interaction which should be provided by the syllabus is missing.

**Figure (4.3-3) The syllabus at undergraduate level layout is not set in a way that makes vivid engagement into classroom interaction**

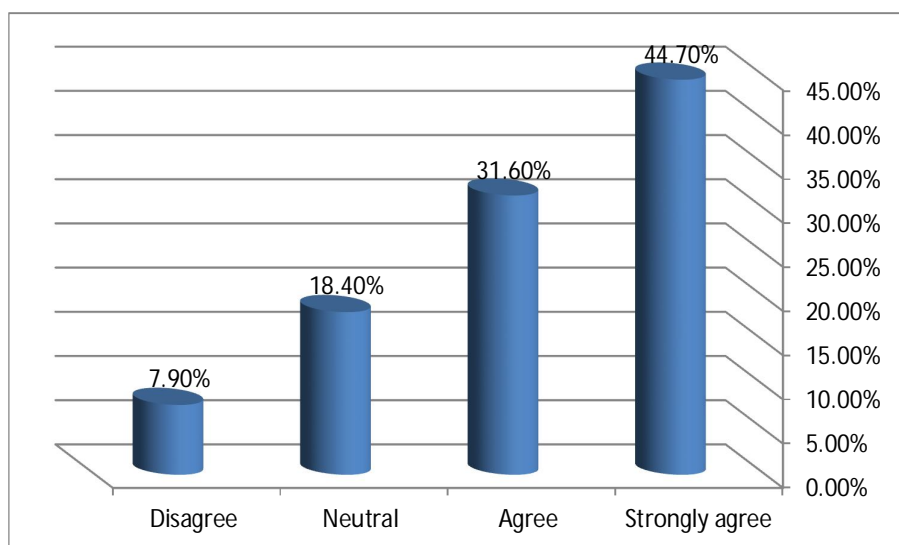


Figure (4-20) accounts for the poverty of the pursued syllabus to produce the required classroom interaction. Respondents made it clear that the adopted syllabuses at graduate levels, initial levels have no effects in stirring debates or classroom interaction which is responsible for the development of communicative competence, whether in writing or speaking. Unless they get involved into intensive debate situations, undergraduate students are not likely to be fluent in any of the skills.

**Table (4.3-4) The syllabus is not enriched with reading material which reinforces oral ability and invites interaction**

Answers	Frequency	Percentage %
Strongly agree	14	36.8
Agree	14	36.8
Neutral	7	15.8
Disagree	2	5.3
Strongly disagree	1	2.6
<b>Total</b>	<b>38</b>	<b>100</b>

It evident from the table above and the figure below that undergraduate English language syllabus if not adequately fitted with the sort of material which helps reinforces oral ability. Almost all respondents (90%) do agree that our syllabuses are responsible for the absence of the right material for the developing of oral ability. This result is congruent with the **first hypothesis** and hence confirms it quite conspicuously.

**Figure (4.3-4) The syllabus is not enriched with reading material which reinforces oral ability and invites interaction**

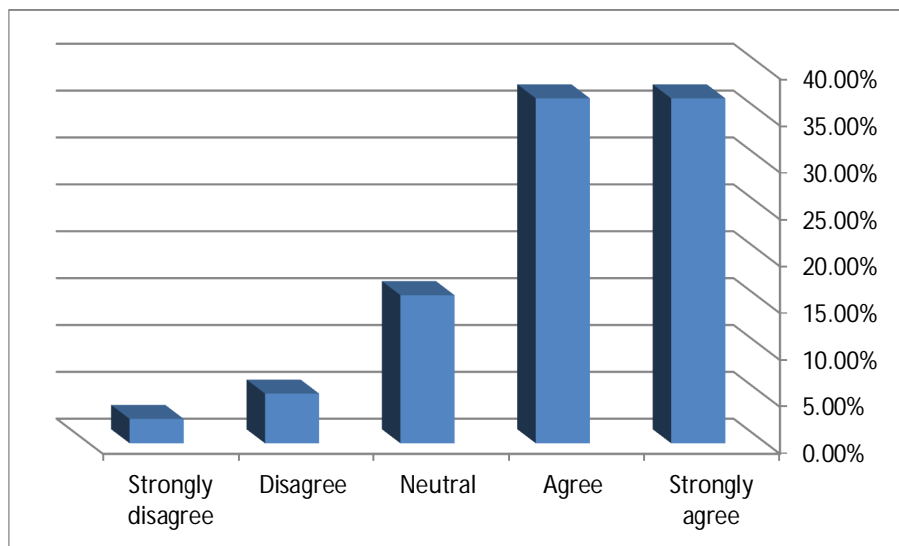


Figure (4-21) confirms along with the table above the first hypothesis which states that rich material is needed to develop and boost oral ability, hence communicative competence in general and classroom interaction in particular. In order to improve students' performance particularly the oral delivery the syllabus should be designed in a way to cater for that skill.

**Table (4.3-5) The syllabus is heavily packed with formal language type and does not provide the students with every day vocabulary**

Answer s	Frequency	Percentage %
Strongly agree	19	50
Agree	13	34.2
Neutral	4	10.5
Disagree	2	5.3
<b>Total</b>	<b>38</b>	<b>100</b>

Judging by the table (4-22) above 90% of the respondents are in favor of the fact that the syllabus is intensively laden with formal language , the sort of language entirely unsuitable for developing everyday vocabulary which is needed for casual interaction. Formal language is only useful for academic writing the language of which is hardly used for everyday communication. This result also confirms the first hypothesis. To improve the syllabus, particularly communicative competence, heavily concentration should be geared to the teaching or inclusion in the syllabus communicative strategies.

**Figure (4.3-5) The syllabus is heavily packed with formal language type and does not provide the students with every day vocabulary**

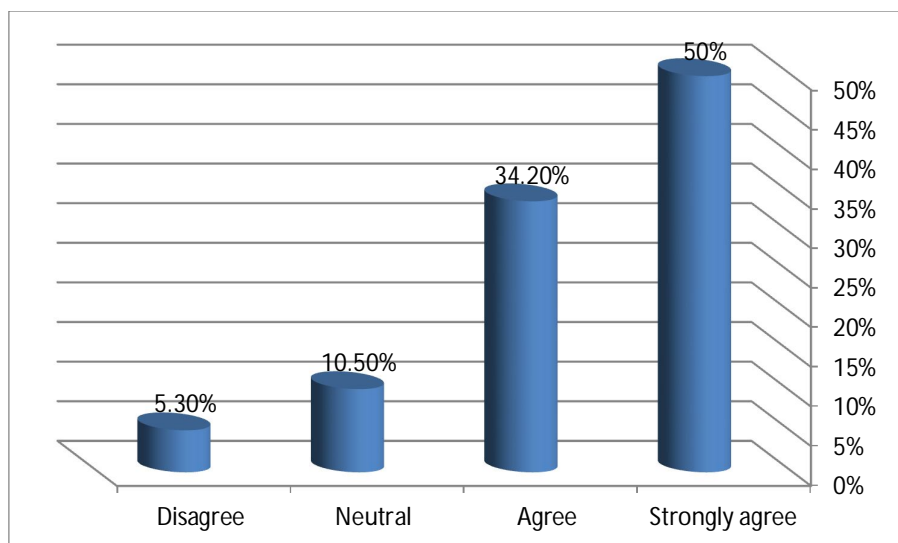


Figure (4-22) is greatly in harmony with the table above indicating that the language taught at undergraduate level is extremely formal. Formal language can hardly develop oral fluency.

**Table (4.3-6) The syllabus is prepared by Sudanese expertise who have not received basic training in syllabus design**

Answer s	Frequency	Percentage %
Strongly agree	7	18.4
Agree	11	28.9
Neutral	11	28.9
Disagree	9	23.7
<b>Total</b>	<b>38</b>	<b>100</b>

It is clear from the table above that respondents are in disagreement as regards the statement above, 28.9% are neutral whereas 23.7% are not in favor of the statement. There is still a good majority who favors the statement.

**Figure (4.3-6) The syllabus is prepared by Sudanese expertise who have not received basic training in syllabus design**

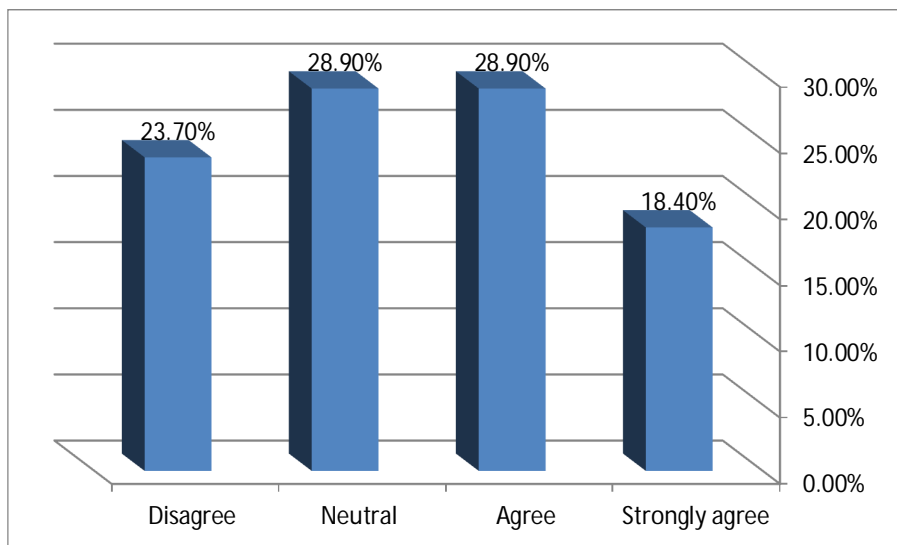


Figure (4-23) is in harmony with the table above.

Almost all undergraduate levels at our universities were designed by local expertise, a fact known to every practitioner at these universities. The problem with these syllabuses they were rushed to catch up with the academic year, and were entrusted to two or three individual to work on, may be not in a close-knit. Every designer works on his or her own, and after they have finished compiling their parts, they come together to put the incongruent parts into one single book.

**Table (4.3-7) Syllabuses should be imported from an English speaking country, namely Britain or USA**

Answer s	Frequency	Percentage %
Strongly agree	17	44.7
Agree	9	23.7

Neutral	6	15.8
Disagree	6	15.8
<b>Total</b>	<b>38</b>	<b>100</b>

It is clear that all respondents (80%) favor the idea that English language text books be imported from English speaking countries. Unlike the situation in our country, Westerners have a long experience in syllabus design. Moreover, the language for which they are expected to design the syllabus is their language besides they know how it works. Syllabuses imported from abroad have the effect of developing communicative competence and oral ability. Hence, they augment classroom interaction. This is greatly in harmony with the **second hypothesis** and confirms it quite readily.

**Figure (4.3-7) Syllabuses should be imported from an English speaking country, namely Britain or USA**

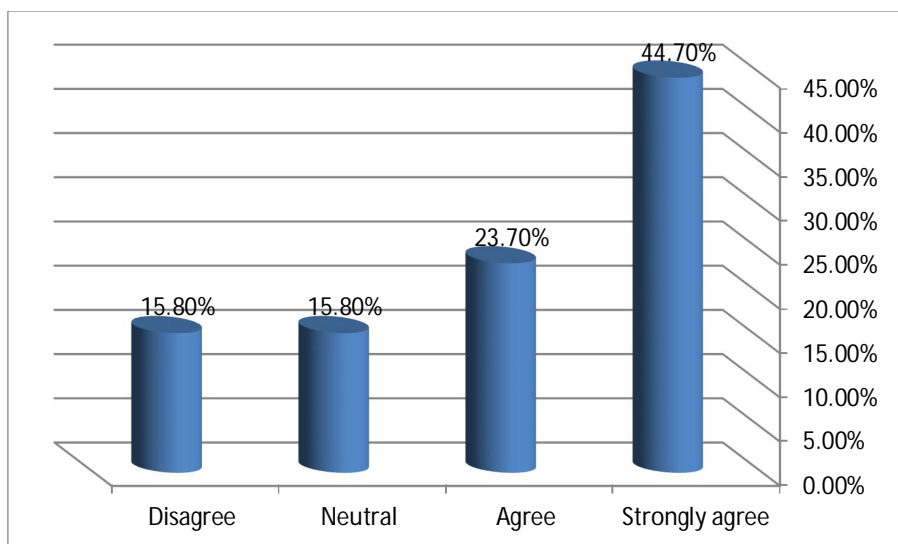


Figure (4-22) in harmony with the table above

**Table (4.3-8) To trigger off effective classroom interaction, the teacher should provide students with a variety of activities to create oral communication**

Answers	Frequency	Percentage %
Strongly agree	27	71.1
Agree	9	23.7
Neutral	1	2.6
Disagree	1	2.6
<b>Total</b>	<b>38</b>	<b>100</b>

Judging by the table above (94.8%) of the respondents are in favor with the statement above that teachers to initiate and maintain active classroom interaction, they should back up their students with the right type of teaching material. Students should be provided with the topics that stimulate them and awaken their interest. Lively topics such as football, journeys, using digital or talking about digital devices can get students into very active discussion and acts towards the removal of their inhibition and anxiety. This is sure to create energetic classroom interaction. This statement confirms the **third hypothesis**.



**Figure (4.3-8) To trigger off effective classroom interaction, the teacher should provide students with a variety of activities to create oral communication**

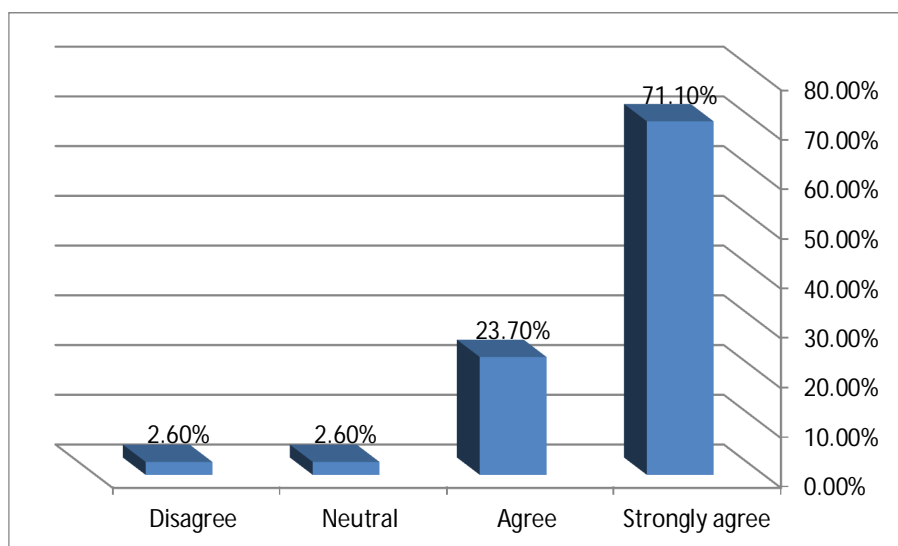


Figure (4-25) matches the above table to a greater extent

**Table (4.3-9) Tutors should be active enough to see that the platform is well-prepared to engage in interesting classroom interaction**

Answers	Frequency	Percentage %
Strongly agree	24	63.2
Agree	12	31.6
Neutral	2	5.3
<b>Total</b>	<b>38</b>	<b>100</b>

As shown by the table (4-26) all tutors do agree that classroom practitioners have to be energetic enough in every aspect of their lessons right from the preparation phase to practice in classroom. Good preparation on the part of the tutor is probable to produce very positive effect on the classroom interaction and language learning in general. Even the physical environment has continued to appear as an influential

component on behavior and academic outcomes. McVetta & McCaskey (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. So preparation involves a number of factors not only the traditional lesson plan.

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.

For proper interaction to take place in the classroom a number of factors have to be present. One important factor is the tutor's ability to cite each student by their names. Addressing students by their names creates a lively atmosphere for learning. It has such a remarkable advantage for both the teacher and the students. As far as the teacher is concerned, this helps him avoid the possible confusion which likely to arise in identifying who should be responding.

**Figure (4.3-9) Tutors should be active enough to see that the platform is well-prepared to engage in interesting classroom interaction**

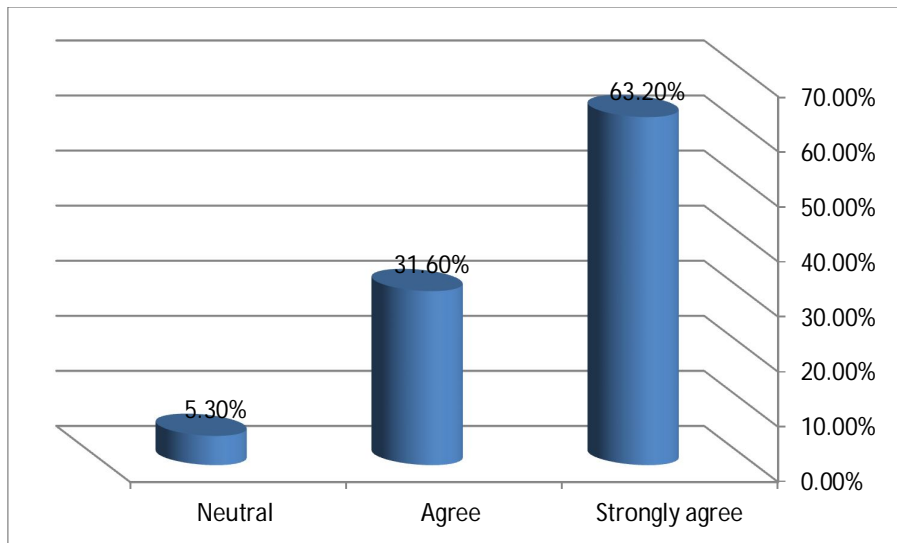


Figure (4-26) matches nicely with the table (4-24)

**Table (4.3-10) The tutor should set a good example by listening to the students carefully and prompting them while interacting.**

Answers	Frequency	Percentage %
Strongly agree	30	78.9
Agree	7	18.4
Neutral	1	2.6
<b>Total</b>	<b>38</b>	<b>100</b>

It is axiomatic from above that (97.3%) of the respondents favor the statement shown above. The tutors' role in promoting classroom interaction is remarkably great. Unless the students feel that their tutors are interested in their communication and that they are working hard to push it on, they would not be successful communicators. As it was mentioned above that calling students by their names, can generate a friendly relationship with the students as calling one by one's name is the

natural way of drawing our attention. It produces a more secure atmosphere hospitable of interaction. Some teachers have very special talent at giving favorable nicknames that will be remembered ever after they had left the school. These nicknames have the effect of establishing a close rapport and an ability to communicate well with them.

**Figure (4.3-10) The tutor should set a good example by listening to the students carefully and prompting them while interacting**

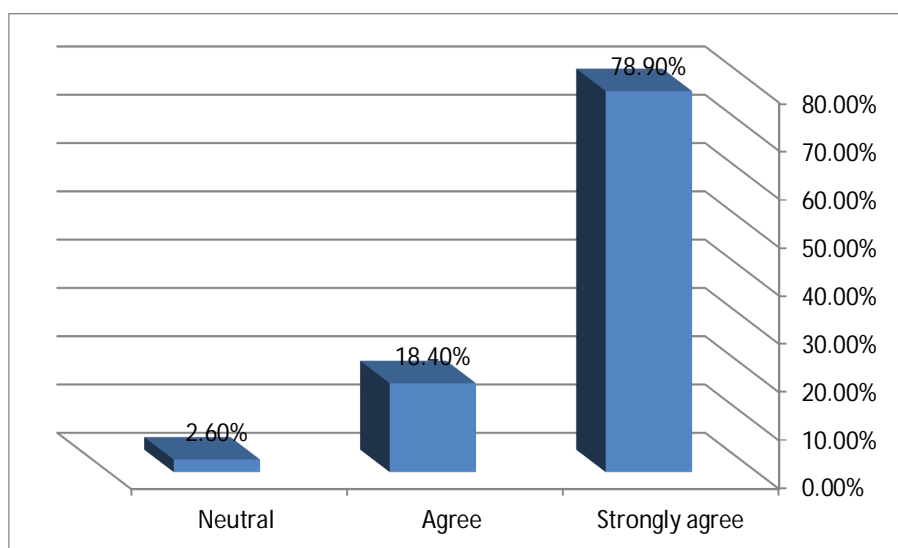


Figure (4-27) matches greatly with the table above

**Table (4.3-11) Tutors should not excessively interfere to correct. Less harmful mistakes can go uncorrected**

Answer s	Frequency	Percentage %
Strongly agree	12	31.6
Agree	14	36.8
Neutral	3	7.9
Disagree	7	18.4
Strongly disagree	2	3.5

<b>Total</b>	<b>38</b>	<b>100</b>
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The table (4-26) shows that (68.3%) of the respondents are in favor of the statements that teachers should not interfere regularly and at every step to set the students right. This can have a detrimental effect as it increases the student's apprehension of fear of making mistakes. This certainly maximizes the students' stress beyond manageable levels and can stop interaction half way.

Teacher can help his students by developing their social skills, explains to them its importance, and when it should used. Elias, 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.

**Figure (4.3-11) Tutors should not excessively interfere to correct. Less harmful mistakes can go uncorrected**

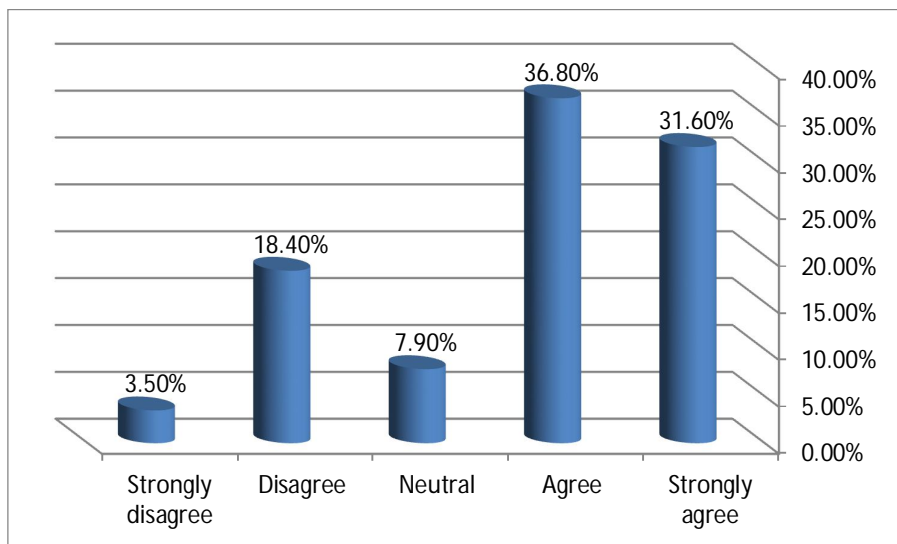


Figure (4-28) in a full agreement with the table above.

**Table (4.3-12) Tutors should keep introducing techniques that encourage the students to interact.**

<b>Answer s</b>	<b>Frequency</b>	<b>Percentage %</b>
Strongly agree	22	57.9
Agree	15	39.5
Neutral	1	2.6
<b>Total</b>	<b>38</b>	<b>100</b>

It goes without saying as shown above that successful tutors are those who keep regularly presenting their students with new techniques to keep them busy and interested in the task at their hands.(97.3%) of the respondents do agree that this is the best way to encourage students to interact.

Not only classroom techniques, but also a good classroom management system recognizes the close relationship between positive behavior and effective instruction. Therefore, an integral 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.

**Figure (4.3-12) Tutors should keep introducing techniques that encourage the students to interact.**

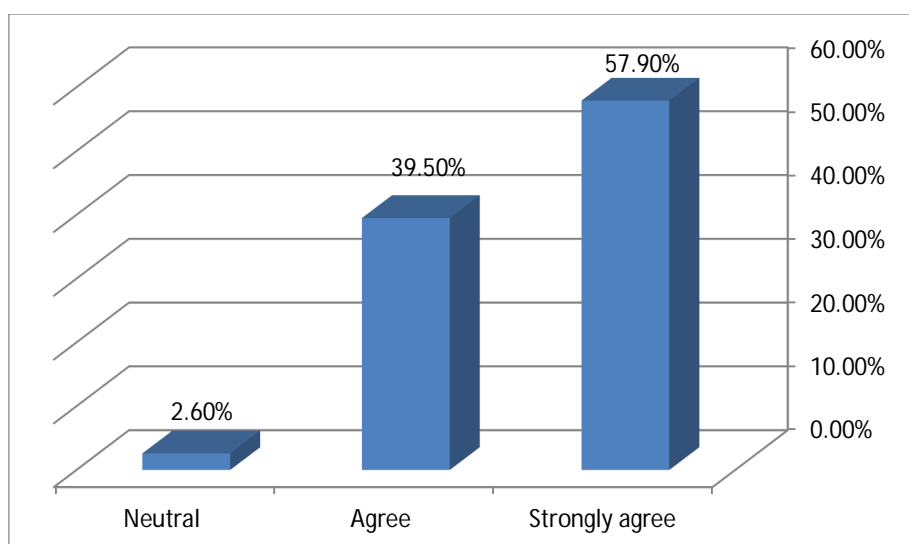


Figure (4-29) in a great congruence with the table above.

**Table (4.3-13) Inclusion of “light reading” literature books can affect positively classroom interaction.**

Answers	Frequency	Percentage %
Strongly agree	21	55.3
Agree	12	31.6
Neutral	3	7.9
Disagree	1	2.6
Strongly disagree	1	2.6
<b>Total</b>	<b>38</b>	<b>100</b>

It is evident from the table above that (86.9%) do favour the statement that light reading can have a highly positive effect in generating questions and ideas and hence creates a favourable environment for classroom interaction. Light reading also narrows the cultural gap through the literary patterns it presents. This maximizes understanding and

consequently accelerates the pace of interaction as most students will find something to say or talk about.

**Figure (4.3-13) Inclusion of “light reading” literature books can affect positively classroom interaction**

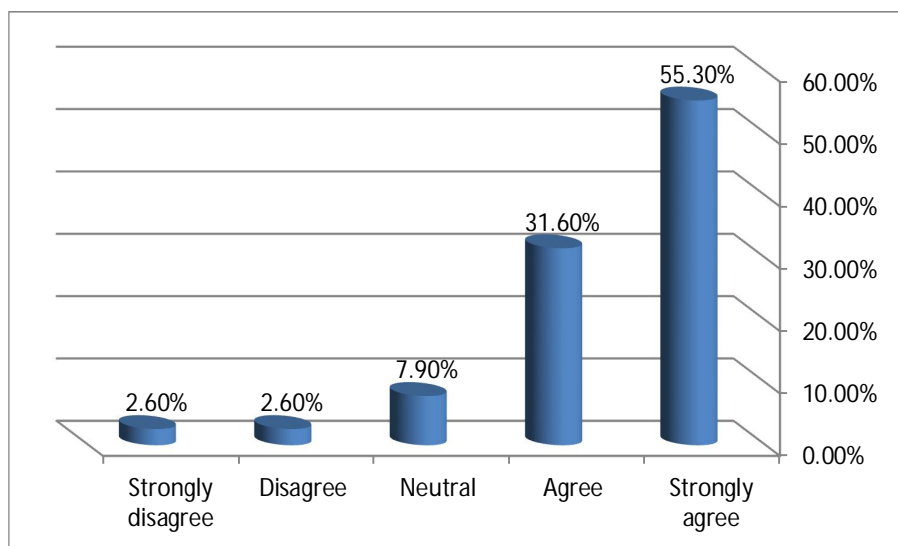


Figure (4-28) corresponds to the table above on light reading

**Table (4.3-14) Introducing from time to time authentic material can be fruitful in enhancing interaction**

Answers	Frequency	Percentage %
Strongly agree	23	60.5
Agree	14	36.5
Neutral	1	2.6
<b>Total</b>	<b>38</b>	<b>100</b>

It is self –evident that vocabulary acquisition for all second language learners is fundamental. It is true that we can describe a few things without the use of grammar, but can express nothing without vocabulary. Good mastery of vocabulary is essential for second language learners



who expect to operate at higher levels. Consequently without including this crucial element of authentic material very little and useful vocabulary will be learned.

Above, (97%) of the respondents are in favour of the idea of including authentic material from time to time in order to enhance students' classroom interaction. Tutors, fortunately are well aware how useful to include authentic material in their classroom settings.

**Figure (4.3-14) Introducing from time to time authentic material can be fruitful in enhancing interaction**

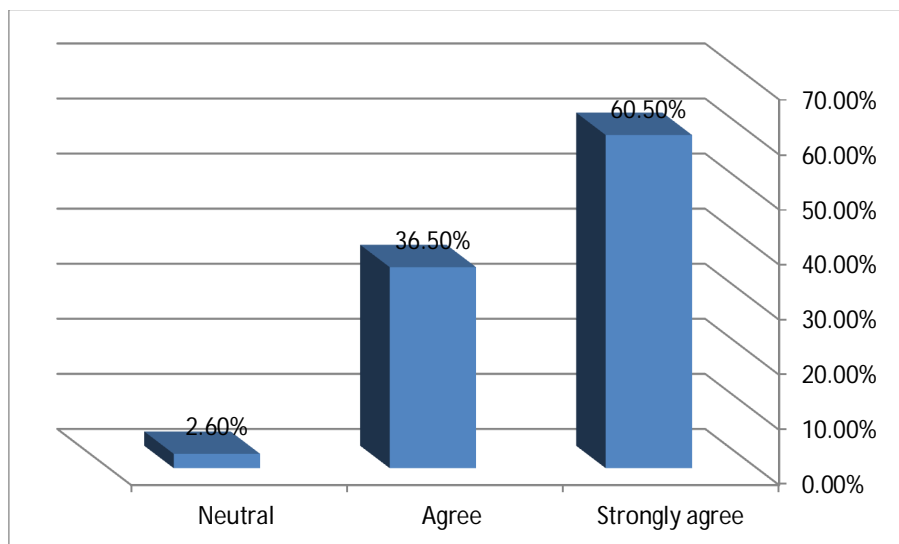


Figure (4-31) is similar to the above table on inclusion of authentic material

**Table (4.3-15) Narrowing cultural gap through carefully selected texts improves interaction**

Answers	Frequency	Percentage %
Strongly agree	16	42.1
Agree	17	44.7

Neutral	2	5.3
Disagree	3	7.9
<b>Total</b>	<b>38</b>	<b>100</b>

Judging by the above table (86.8%) of the respondents understands that carefully selected texts can narrow the cultural gap. Nowadays, it is a widely known narrowing the cultural gap fact that teaching and learning a foreign language cannot be reduced to the direct teaching of linguistic skills like phonology, morphology, vocabulary, and syntax. The contemporary models of communicative competence show that there is much more to learning a language, and they include the vital component of cultural knowledge and awareness (Bachman 1990; Council of Europe 2001).

In other words, to learn a language well usually requires knowing something about the culture of that language. Communication that lacks appropriate cultural content often results in humorous incidents, or worse, is the source of serious miscommunication and misunderstanding.

According to Kramsch (1993, 1), culture “is always in the background, right from day one, ready to unsettle the good language learners when they expect it least, making evident the limitations of their hard-won communicative competence, challenging their ability to make sense of the world around them.”

**Figure (4.3-15) Narrowing cultural gap through carefully selected texts improves interaction**

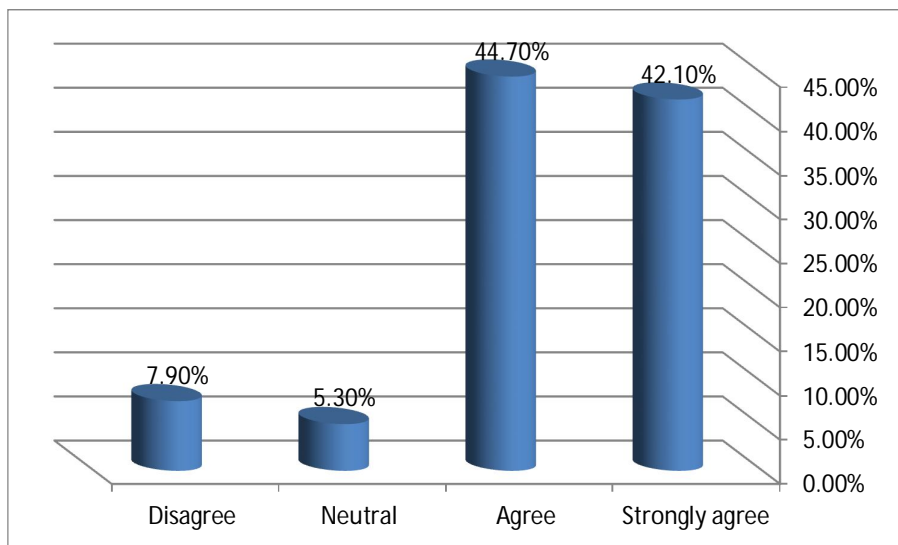


Figure (4-32) matches the above table on cultural gap.

**Table (4.3-16) Asking students about their backgrounds may hinder interaction**

Answers	Frequency	Percentage %
Strongly agree	30	78.9
Agree	7	18.4
Strongly disagree	1	2.6
<b>Total</b>	<b>38</b>	<b>100</b>

It is evident from the table above that (97.2%) believe that asking about backgrounds in classroom settings can have a very detrimental effect on the process of interaction. A good basic principle is never to ask your students in class anything that you would not wish to be asked yourself. It is sometimes helpful, particularly with school students to know of any special circumstances (a family tragedy or a financial problem) so that

you can try to protect students from hurt or embarrassment. It is possible that schools would keep such information on confidential students' records. If you can have access to these records this will help you avoid upsetting students in your classes.

**Figure (4.3-16) Asking students about their backgrounds may hinder interaction**

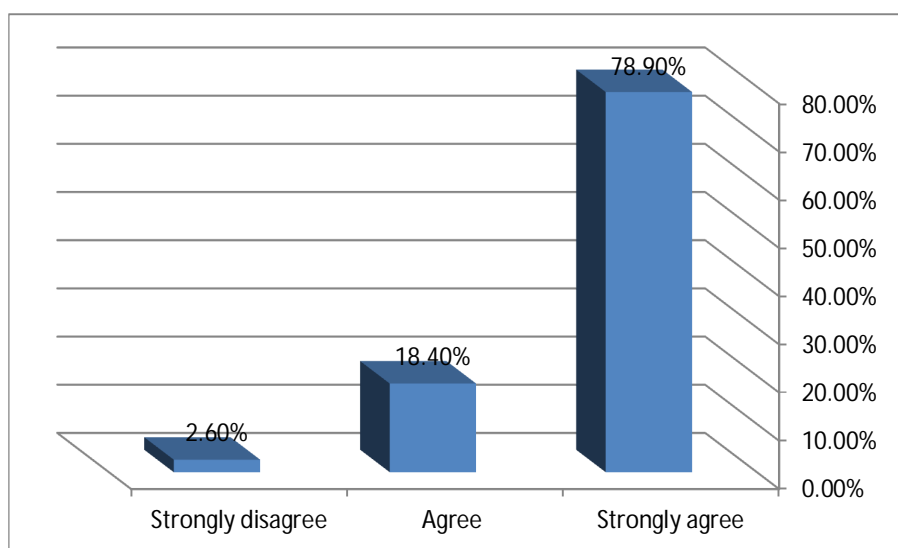


Figure (4-33) is in complete agreement with the table above.

**Table (4.3-17) Classroom interaction can be interesting if the teacher manages to capture his students' interest.**

Answer s	Frequency	Percentage %
Strongly agree	17	44.7
Agree	12	31.6
Neutral	6	15.8
Disagree	3	7.9
Total	38	100

Students are likely to find English classes more stimulating if the teacher managed to design his activities in a way that captures his students' interest. Almost any hobby which a student has can be incorporated into a lesson. Whatever kind of practice even the strangest ones such as collecting butterflies can make a point in the English class can form part of an activity. Students can discuss whether it is ethical or moral to collect butterflies or sparrows or rare types of parrots.

**Figure (4.3-17) Classroom interaction can be interesting if the teacher manages to capture his students' interest**

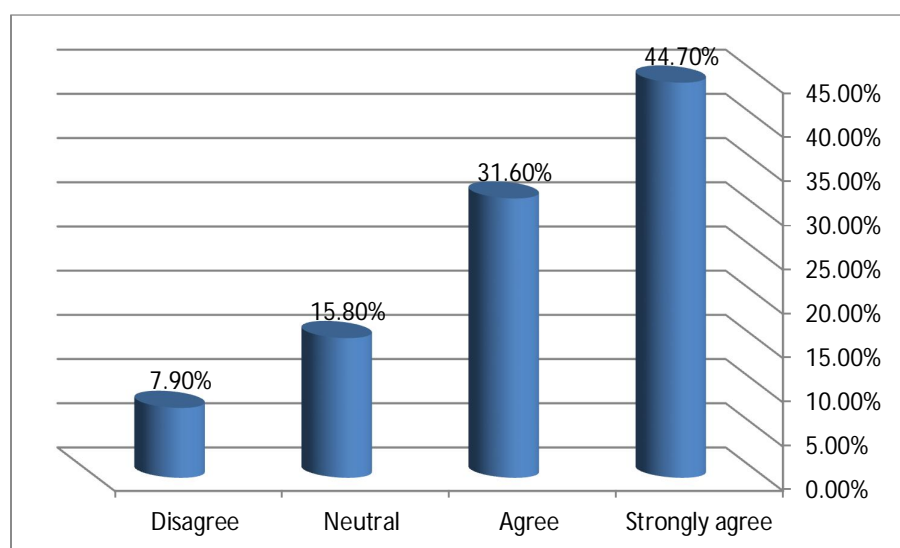


Figure (4-34) matches with the above table.

#### **4.4. Summary of the Chapter**

This chapter presented the analyzed data of the study which consisted of: analysis of experiment, two teachers' questionnaire through tabulation of frequencies and percentages.

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND  
RECOMMENDATIONS**

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0.Introduction**

This chapter provides a summary of the study, conclusions, recommendations and suggestions for further studies.

#### **5.1. Summary and Conclusions**

This study is an attempt to investigate the possibility of increasing classroom interaction with the aim of enhancing the learner's communicative skills. It aimed at investigating possible ways to boost students' communicative competence via classroom interaction. It also surveyed tutors' views on the issue in question. This study is set out to answer the following questions:

1. To what extent can classroom interaction be extended to create further welcoming discussion?
2. Is it possible that teaching of communicative strategies can help students improve their oral abilities?
3. Can tutors create a hospitable atmosphere in classroom that help shy students get involved banishing their inhibitions and anxieties?

To achieve the set objectives, the study adopted a mixed-methods approach: the descriptive analytical and experimental methods. This allowed the research instruments to complement each other. Hence, an experiment, questionnaires, was used to address the research questions and objectives. The (SPSS) program version 20 was used for data analysis.

As many as 100 pupils participated in the study experiment, 50 teachers completed the questionnaires. The study found out that there are certain

factors which can be used to maximize classroom interaction and hence improves the students' oral skills. The study also found out that the syllabuses pursued at undergraduate level are highly responsible for the inadequacy in classroom interaction. All the hypotheses have been adequately confirmed each in its proper place.

It was also found that when they are exposed to an addition dose of teaching in the experiment group the students' demonstration has been remarkably improved. They scored higher marks than those on the pre-test. The researcher can take care of this area by injecting a further dose to consolidate it. For people learning English as a second or foreign language, pronouns and the tenses can be difficult because they are expressed differently in their native language. "It" doesn't exist in many languages, reflexive verbs are formed differently, and some languages only have one relative pronoun. Mastering English pronouns takes a lot of time and practice. So, some of the things to be taken care of are those areas which will then have positive effect on the standard of the students and increase their classroom interaction.

There are many factors were found to responsible for good classroom interaction. One such factor is the students' interest. If the tutors have managed to capture their students' interest, this would then promote their communicative abilities send their classroom interaction sky-rocketing.

It was also demonstrated that talking about the students' background in classroom settings can have a negative impact upon their progress and their interaction in the classroom. A good basic principle is never to ask your students in class anything that you would not wish to be asked yourself.



The study revealed that carefully selected texts can help narrow the cultural gap and help the student to have a better grasp of the subject matter and improve their communicative competence and classroom interaction. Consequently, tutors have to be selective as to the type of material they seek to handle with their students.

It was found that introducing authentic material can maximize the students' grasp of the language. It is self-evident that vocabulary acquisition for all second language learners is fundamental. It is true that we can describe a few things without the use of grammar, but can express nothing without vocabulary. Good mastery of vocabulary is essential for second language learners who expect to operate at higher levels. Consequently without including this crucial element of authentic material very little and useful vocabulary will be learned. This can further be augmented by means of including simplified patterns of literary texts which have a good effect over the cultural gap and increasing the students' word power.

New classroom techniques and improved physical environment can also help students' have a better understanding of the texts they are dealing with and therefore maximize their interaction in the classroom. Tutors should not stick to a single technique which will turn after a short time to be insipid and stale and produce very little learning effect.

Teachers should not interfere regularly and at every step to set the students right. This can have a detrimental effect as it increases the student's apprehension and fear of making mistakes. This certainly maximizes the students' stress beyond manageable levels and can stop interaction half way.

Teachers can help their students by developing their social skills, explains to them its importance, and when it should be used. Elias, 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.

Finally, it was shown that the tutors' role in promoting classroom interaction is remarkably great. Unless the students feel that their tutors are interested in their communication and that they are working hard to push it on, they would not be successful communicators. As it was mentioned above that calling students by their names, can generate a friendly relationship with the students as calling one by one's name is the natural way of drawing our attention. It produces a more secure atmosphere hospitable of interaction. Some teachers have very special talent at giving favorable nicknames that will be remembered ever after they had left the school. These nicknames have the effect of establishing a close rapport and an ability to communicate well with them.

## **5.2. Recommendations**

Based on the findings of this study, the following recommendations are suggested:

- (i) In order to take full advantage of their students' willingness to get involved, tutors should capture their students' attention and interest.
- (ii) To increase classroom interaction the cultural gap must be reduced by means of including texts known to have that effect as literature.

- (iii) Carefully selected material can have a positive effect on the students' overall understanding of the language and can increase their communicative skills.
- (iv) Syllabuses of English language should be brought from abroad if we require improving our students' standards.
- (v) Tutors should be trained to handle their classes in a way that promotes their students' communicative competence.
- (vi) Tutors should not interfere with the students' private affair as this can be very damaging to interaction.

### **5.3. Suggestions for Further Studies**

This study puts forward the following suggestions:

- (i) Future study to be carried out on relatively larger scales as to include a number of universities in order to come out with novel insights in the area in question.
- (ii) Much needed research on teacher/students and students/students interaction which can be advantageous to such kind of studies when incorporated.
- (iii) The present study can be further extended by means of a quasi-research to have better and different results.

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# **APPENDICES**

## Appendix 1

### Pre and Post Test

**Name:**.....**ID**.....

Q1. Write the words in the chart were its appropriate in the table below.

blouse	dress	earrings	gown	hat	jacket
necklace	sandal	scarf	wig	shoes	skirt
suit	sweater	tie	trousers	jeans	socks

On the head	Around the neck	Top half of the body	Bottom half of the body	Both halves of the body	On the feet

Q2. Write (T) if the statement is true and (F) if it is false.

- 1- Nonverbal communication means to communicate without saying words. (     )
- 2- The eyes are very important in facial expressions. (     )
- 3- A person can't communicate an idea with gestures. (     )
- 4- The sound (uh-huh) means, "excuse me" (     )
- 5- The sound (UM---ER) means, "give me time to think". (     )

6- People in small towns stand close to each other than people in cities. (     )

7- The British and Americans like more personal space. (     )

Q3. Put these words in the correct order, and add a or an.

1. car / Italian / beautiful

---

2. exciting / movie / action

---

3. cotton / nice / trousers

---

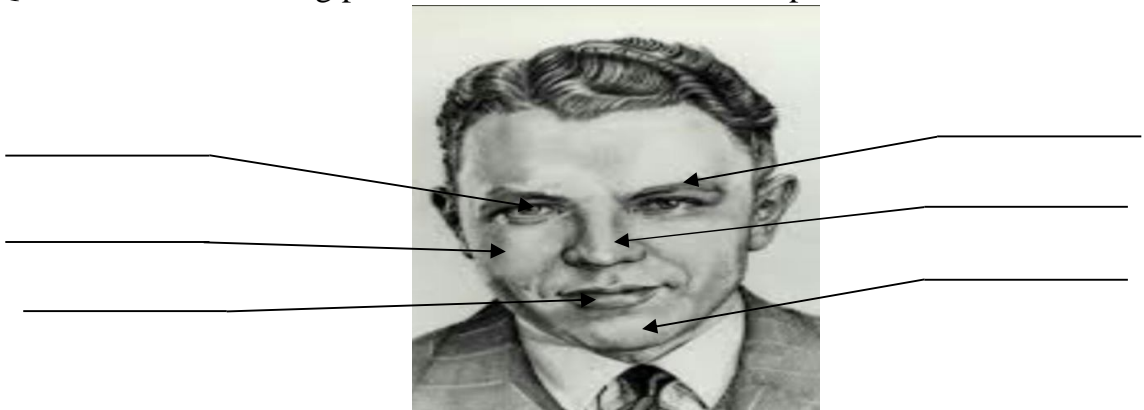
4. dress / new / lovely

---

5. old / story / interesting

---

Q4. On the following picture, write the names for the parts of the face.



Q5. Complete the spaces by writing one of these words.

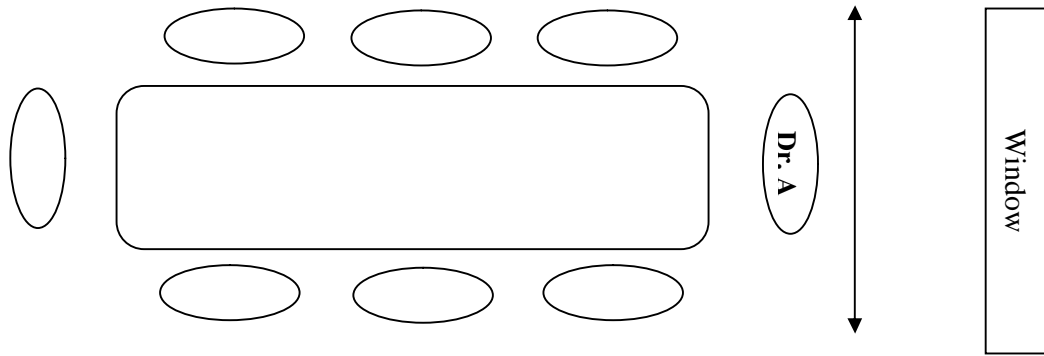
looks, feels, tastes, smells, sounds, watches, kicks

- 1- Her perfume ..... like summer flowers.
- 2- Put a shell to your ear. It ..... like the sea .
- 3- Ergh! The water from the kitchen tap ..... like water from a swimming pool!
- 4- That woman is very good-looking. She ..... like Princess Diana.
- 5- She normally ..... TV after dinner.
- 6- This T-shirt is very soft. It..... like 100% wool, but it isn't.

Q6. Put a line under the correct word.

- 1- You should read this book. It's very (interesting / interested).
- 2- I always feel very (relaxing / relaxed) after a hot bath.
- 3- She was very (depressing / depressed) after she failed her exams.
- 4- The journey was very long and (tiring / tired).
- 5- His behavior is very (embarrassing / embarrassed) when he's drunk.
- 6- She was (surprising / surprised) when she won \$10,000 in the lottery.

Q7. There is a business meeting in the college. Where are people sitting? Read all the notes below. Then label the chairs on the diagram with the people's initials.



- ❖ The dean, Dr. Ahmad (Dr. A) has his back to the window and he's facing Dr. Omar.
- ❖ The vice dean, Dr. Omar (Dr. O) is sitting opposite the dean. He's drinking coffee.
- ❖ Sami the student (S) is sitting on the left hand of the dean. He is taking notes.
- ❖ Miss Siham (M. S) is sitting opposite Sami. She is writing notes too.
- ❖ Mr. Khalid (M. KH) is sitting beside Miss Siham. He is drinking tea.
- ❖ On Sami's side, there is Dr. Maaz (Dr. M) and Mrs. Malaaz (M. M). Mrs. Malaaz is sitting in the middle of Sami and Dr. Maaz.
- ❖ Dr. Sarrah (Dr. S) is sitting on the right hand side of Mr. Khalid and the left hand side of Dr. Omar.

Q8. Find the meaning of the body expressions in italic text. Circle the correct meaning.

1. STORE DETECTIVE: "Hmm. He's a shifty looking person. I'm going to *keep an eye on him.*"



- a. have a lot of eyes contact with him
  - b. watch him carefully all the time
  - c. send a private detective to follow him
2. TEACHER: “There are fifteen English words in this unit. I want you to *learn them by heart* this evening.”
- a. love learning them
  - b. memorize them
  - c. translate them
3. MAN WITH SEVERAL SHOPPING BAGS: “Don’t just stand there, Ali! *Give me a hand.*”
- a. shake hands with me
  - b. show your appreciation by clapping your hands
  - c. help me
4. STUDENT: “Sorry, the answer’s *on the tip of my tongue*, just give me a minute ... no, I can’t remember it. Wait...”
- a. The answer is extremely difficult.
  - b. I don’t know the answer.
  - c. I know the answer but I can’t remember it at this moment.
5. STUDENT: “My last class finishes at five, but my bus leaves at 4:55. The next one’s at 5:55. It’s a real *pain in the neck.*”
- a. It’s very annoying.
  - b. My neck hurts.

c. waiting a long time gives me a headache.

6. 1<sup>ST</sup> PERSON: “I don’t know what to do about this question.”

2<sup>ND</sup> PERSON: “Neither do I. But if we *put our heads together*, we’ll find the answer.”

a. sit next to each other

b. co-operate and work together

c. do a role-play

**THANK YOU**

## Appendix 2



SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY

COLLEGE OF GRADUATE STUDIES AND SCIENTIFIC  
RESEARCH

COLLEGE OF LANGUAGES-ENGLISH DEPARTMENT

### A QUESTIONNAIRE FOR UNIVERSITY TUTORS AT SUDANESE UNIVERSITIES

Dear Colleague,

This questionnaire will gather data about the situation of classroom interaction as regards their effects on enhancing students' learning. The analyzed data will help form a better insight about the nature, causes and how the problem can be addressed.

#### Part 1: Personal data:

1. Name: (optional) \_\_\_\_\_

2. Highest degree earned:

Bachelor's Degree

☐

Master's Degree

☐

PhD

☐

3. How many years have you been teaching English

1 year

☐

2-5 years

☐

2. 6-10 years

☐

more than 10 year

☐

**Part 2: General statements:**

No.	Phrases	Frequency and percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	<b>The syllabus at undergraduate level layout is not set in a way that makes engage into vivid classroom interaction.</b>					
2	<b>The syllabus is not enriched with reading material which reinforces oral ability and invites interaction.</b>					
3	<b>The syllabus is heavily packed with formal language type and does not provide the students with every day vocabulary.</b>					

4	<b>The syllabus is prepared by Sudanese expertise who have not received basic training in syllabus design</b>					
5	<b>Syllabuses should be imported from an English speaking country , namely Britain or USA</b>					
6	<b>To trigger off effective classroom interaction, the teacher should provide students with a variety of activities to create oral communication</b>					

7	<b>Tutors should be active enough to see that the platform is well-prepared to engage in interesting classroom interaction</b>					
8	<b>The tutor should set a good example by listening to the students carefully and prompting them while interacting.</b>					
9	<b>Tutors should not excessively interfere to correct. Less harmful mistakes can go uncorrected</b>					

10	<b>Tutors should keep introducing techniques that encourage the students to interact.</b>					
11	<b>Inclusion of “light reading” literature books can affect positively classroom interaction.</b>					
12	<b>Introducing from time to time authentic material can be fruitful in enhancing interaction</b>					
13	<b>Narrowing cultural gap through carefully selected texts improves interaction</b>					

14	<b>Teaching of communicative strategies can help improve classroom interaction</b>					
15	<b>Classroom interaction can best be achieved during reading sessions.</b>					

**THANK YOU**