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Theme: “Kinds of spoken interaction as a part of classroom
process relating to all skills”

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**KINDS OF SPOKEN INTERACTION AS A CLASS OF CLASSROOM
PROCESS RELATING TO ALL SKILLS**

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INTRODUCTION

The **actuality** of the investigation is explained by the importance of spoken interaction between teacher and pupils in the classroom. Choosing appropriate methods of teaching according to theme, are connected with classroom interaction and developing skills.

Education had to be reoriented towards meeting the common national interest and ensuring competitiveness in the world market. Uzbekistan became a member of the international community system of education.

Efficiency of measures to carry out the government's reforms depends on different reasons including presence of qualified personnel, creation and conformity of the system of university education. To foster the process of the integration of education and production, we must pay greater attention to universities in solving educational and social problems.

It is our task, to prepare and teach professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan the national program about training personnel was worked out on the formation of new generation of specialist. "With the high common and professionally culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective¹".

The president of the republic of Uzbekistan Shavkat Miromonovich Mirziyoyev speaking about the future of Uzbekistan underlines that "Youth generation is the future creators".

English as a foreign language teaching is becoming increasingly important in all aspects of Uzbek life for social, as global communication. As for modernizing

¹ Kadrlar tayyorlash milliy dasturi: Toshkent 1997, p. 35

the foreign language educational system of the country, the President of Uzbekistan initiated the decree “About Measures on Enhancement of the System of Studying Foreign Languages” in 2012 in order to strengthen the study and research skills and international effect of future specialists in the field of linguistics and literature; foreign language competence in all levels of higher educational institutions.

Also about developing education system the head of government signed decree in Uzbekistan Development Strategy 2017-2021², which involve major factors in education system like:

- maintaining the policies aimed at further improving the system of continuous education, increasing access to quality education, training of qualified personnel in accordance with the demand of the labor market;
- improving the quality and effectiveness of higher education institutions through introduction of international standards of training and assessment of the quality of teaching, gradual increase in admission quota.

This qualification paper is dedicated to the spoken interaction in the classroom and his role in teaching all skills in English.. The theme of the given qualification paper is " **Kinds of spoken interaction as a class of classroom process relating to all skills**".

The **aim** of our research work is to study types of classroom interaction and their importance, choosing appropriate methods for developing all skills with encouraging students to interaction. To reveal the personality factors and design the tasks and activities appropriate to each personality type. Thus, our main aim is to contribute to our understanding of how and to what extent interaction in the classroom could help them in their language skills.

² Uzbekistan Development Strategy 2017-2021

The **objectives** of research include:

1. To work out methods of revealing the appropriate interaction for developing skills.
2. To define the notion of classroom interaction.

The **method** used in this research is illustrated with examples in English lessons by my own practice. To investigate the research more clearly a lot of methods have been used in the paper. They are comparative methods-the survey of the work in the selection appropriate methods according to grade, age and theme.

The **object** of the research is to analyze different efficient spoken activities and use them as a class of classroom process related to skills including reading, writing, listening and speaking and to learn to keep them active and encouraged to learn the English language during lessons.

The **subject** of the research is a group of English learners at different age who aimed to take CEFR, IELTS, GMAT and other international certificates of the English language.

The **novelty** of the qualification paper is that we have discussed the role of teacher in classroom interaction, types of teacher's role, types of interaction and methodologies.

Research questions of the work are following:

1. What efficient ways can help students to develop their oral activeness relating to all skills?
2. How can teachers encourage students to be active during classroom process in order to increase their skills?

Hypothesis

Without any doubt speaking should be improved first in order to be able to use spoken interaction as a class of classroom process. In this case teacher should be motivated and should be use different new methods and give the dominant role to

his students in classroom. Students should consider the English classes not too theoretical but practical, it should not be seen as a subject but as a way of learning to speak and interact.

The **theoretical significance** of the qualification paper is that the theoretical position of the work can be used in teaching a foreign language. Besides that, they may be used in delivering lectures on theory and practice.

The **practical significance** of the given qualification paper is that the practical results and conclusion can be used while practice teaching language, while choosing materials and methods.

The structure and volume of the research work: The qualification diploma work consists of introductory and concluding parts, two chapters, appendix and bibliography.

I. Importance of developing spoken interaction in the classroom

The term “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.

Classroom spoken interaction has been a central issue in teaching and learning English in the era of communicative language teaching.

Learners in secondary schools are often disadvantaged because they lack opportunity of using English, the language of instruction and thus find learning difficult. For learning to be effective, teachers need to use a range of pedagogical strategies as much as possible.

Classroom Interaction (CLI) is a practice that enhances the development of language skills. This device helps the learners to be competent enough to think critically and share their views among their peers. Interaction in the classroom is an essential part of teaching learning process. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal. Defined interaction as the students’ participation requires a high degree of interpersonal communication skills. It refers to the exchange of information between the teacher and the students or among the students.

Gone are the days when the teacher was considered the sage on the stage whose job was to fill students heads with knowledge. Classroom spoken interaction involves teacher and students as interactants in using target language. In the classroom, communication is mostly initiated and maintained by the teachers. They, as a key holder of classroom communication, play prominent roles to manage the classroom participation and stimulate student language production. Their

perspectives related to language classroom practices need to be discovered to comprehend what actually happens in the classroom.

Classroom interaction takes an important place in the process of language teaching and learning through giving learners opportunities to receive the input that is provided by the teacher, learners or material which must be understood by the learners in order to make them involved in the classroom task by providing the output . Interaction in English classroom is in the heart of communication in an era of communicative language teaching.³ Therefore, teachers need to be aware of to what extent their classroom practices facilitate language learning in reality. The communicative language teaching theory reveals that communication and interaction are the purpose of language learning . Previous studies on communicative language teaching Nunan show that interaction facilitates the learning of language functions as well as of target language forms.

This shift in perspectives has its manifestation in the classroom. Classroom interaction has become of paramount importance in the teaching and learning process.

The term classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom. Earlier studies of second language classroom interaction focused on the language used by the teacher and learners the interaction generated, and their effect on language learning.

The idea that interaction could and should take place in the classroom became more and more popular especially in second or foreign language classroom. Today, many researchers claim that through classroom interaction knowledge can be constructed and skills can be developed. Teachers' roles and responsibilities were changed in the direction of facilitators of the learning and teaching processes. In this context, learners are supposed to be given opportunities to use the language naturally other than only memorizing dialogues and pattern practices. The present work aims

³ Tsui, Amy B.M., *Introducing Classroom Interaction*,. Penguin books Ltd, 1995, P.1

at showing that classroom interaction can be a best pedagogical strategy to develop the learners' speaking skill .

Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners.

For a new English as a Foreign Language teacher, figuring out classroom interaction can be tricky. A language-learning classroom tends to run much differently from a typical lecture-style classroom. No matter what the age of your students, consider the type of classroom interaction that will be most beneficial for the particular lesson you're teaching. The term classroom interaction refers to the interaction between teacher and learners in the classrooms. Classroom interaction research began in 1960s with the aim of evaluating the effectiveness of interaction in language acquisition. According to Brown (2001), interaction is at the heart of communicative competence. When a learner interacts with another learner he/she receives input and produces output. Nunan (1991) stated that language is acquired as learners actively engage and interact with each other to communicate in target language.

Social–interactionists see language as rule-governed cultural activity learned in interaction with others. According to Vygotsky (1978, as cited in Shannon, 2005)⁴, social-interaction plays an important role in the learning process. Ellis (2004) stated that "interactionists view language learning as an outcome of participating in discourse, in particular face-to-face interaction" (p. 78). Students don't know instinctively how to interact with each other. In addition, much training time is devoted to help teachers, arrange appropriate interactions between students and materials. How students should interact with one another is relatively ignored and is a neglected aspect of instruction. In this research, three basic ways are introduced to help learners to interact with each other appropriately.

⁴ Vygotsky, L.S. (1978). *Mind in Society*. London: Harvard University Press.

In traditional methods, the interaction is between teacher and learners i.e., the interaction is from teacher to learners. But in interaction-based instruction, the interaction is among learners. That is to say, the interaction is from learner to learner. The teacher monitors the learners and tries to encourage them to monitor themselves without the help of the teacher. Using of the strategies of classroom interaction helps learners to work in relaxed environment of learning without anxiety.

How can interaction support active learning?

Keeping students **actively engaged** with you, the content, and each other promotes student success. When students are observing, doing, communicating, and reflecting, they are **actively working with concepts and people**. We describe these activities as interactions. Interaction is at the center of the teaching and learning process. When we move that process online, the way in which students and faculty interact changes. As we re-think how we approach interaction online there are three main types of interaction to consider. While learning activities will differ depending on the content, context, tools, and people involved, there are some strategies that can be incorporated in almost any course to foster interaction.

Interaction in the classroom is not random. The matter of who speaks and when is often governed by certain regulations. According to Hall and Walsh (2002) “classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention” (Hall, Walsh 2002: 186–203). Hall and Verplaetse (2010)⁵ claim that “it is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development” (Hall, Verplaetse 2010). Interaction between the teacher and the learners as well as the learners themselves is crucial in the classroom. In fact, it is can be seen as a positive action. Fruhauf, Coyle and Christ (1996) claim that interaction is a positive action as it brings the learners together and help preparing them for more intensive

⁵ Hall, J.K., Verplaetse, L.S. 2000 Second and Foreign Language Learning through Classroom Interaction. P. 1–15.

team-work skills and cooperation later in their courses. In the interaction context, the teachers also need to show and communicate with the learners in a greater range of ways in order to support content and language learning.

Importance of classroom interaction

Classroom interaction used as building knowledge and improving language skills. By reducing the amount of teachers talk in classroom and by increasing the learners' talk time, it keeps the learners active in the classroom. The importance of interaction has a significant role both in the classroom and out of classroom. Therefore, teachers and students should consider it as an essential part in learning and teaching language skills, especially in speaking class. They also added that classroom interaction helps the teachers to manage who should talk, to whom, on what topic, in what language. According to the classroom interaction which is a productive teaching technique manages the classroom language learning. "Interaction is face-to-face communication with Particular prosody, facial expression, silence, and rhythmical patterns of behavior between the participants. Interaction also provides opportunities for production and receiving feedback. Interaction in classroom is based on the input provided by both teacher and students. The interaction can be between teacher and students and also between student and student. Both of these kinds of interaction need to be enhanced in the classroom environment. Nugroho stated that classroom interaction has a significant role. Experiencing something by oneself will help learning it better and in the classroom environment it has been gained by engaging in classroom activities. Interaction between students and teacher influences the learning success. Learning opportunities are more for those who are active in conversation through taking turns than those who are passive.

Classroom interaction does not only promote English language development but it also fosters the development of social skills (e.g. politeness, respect for others) that people need to operate successfully in any culture [28]. Classroom interaction also develops the learners' socialization. Related to the concept of collaboration is

that of socialization. Interaction does not only promote language development but it also fosters the development of social skills (e.g. politeness, respect for others) that people need to operate successfully in any culture

1.1 PRINCIPLES, ASPECTS, FEATURES OF CLASSROOM INTERACTION AND HIS CRITERIA

Teaching is an interactive act. In the classroom, communication between the teacher and pupils goes on constantly as initiatory or responsive acts. This communication is called “interaction”.

Classroom interaction can be seen from different **perspectives** according to the approach adopted in teaching:

1. Behaviorism. 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. The interaction flows, most of the times, in one direction, from the teacher to the students. They rarely work collaboratively to construct their knowledge.

2. Cognitivism. 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 learners prior knowledge. Learners are actively engaged in the learning by questioning and making sense of the world. The students are invited to make hypotheses, ask questions, and experiment. The aim is to auto regulate their learning and find a state of equilibrium between the prior

knowledge and the new one. The interaction flows freely between the teacher, the students, and the language taught.

3. 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.

Strategies

One of the influential strategies in creating classroom interaction is questioning technique. Where foreign language learners do not have a great number of tools for initiating and maintaining language, encouraging them to formulate or answer questions can provide stepping stones for continued interaction (Aliponga, 2003). The use of questioning strategy outlined in this research is anchored in the Long's interaction hypothesis, which stresses the role of input in development of second language. The types of questions also affect the classroom interaction. For example, a study of Suter (2001) showed that referential questions make more interaction between learners than display questions.

The second strategy is modification which is widely used as negotiation of meaning. Negotiation of meaning has been defined by Pica (1994, as cited in Glew, 1998) as restructuring of interaction that occurs when a communication problem arises. Modification helps the learners to continue the interaction without interrupting it, and solve the miscommunication problem without using their mother language.

The third strategy that can promote interaction is cooperative learning. Cooperative learning is opposed to individualistic and competitive learning, which has been proclaimed as an effective instructional approach which involves the characteristics of learner-centered approaches. Cooperative learning requires learners to work in groups to achieve a common goal (Chafe, 1998). Working

together maximizes opportunities for student-student interaction with meaningful input and output in a supportive environment. The present study is designed to promote interaction by using three mentioned strategies in an Iranian EFL context.

Most teachers do not strictly stick to one teaching method or strategy, but rather combine different aspects of several strategies to create effective classroom interaction. Students need input from a source who knows the target language, which is why "the Silent Way" is not a very effective teaching method. Students will not learn to produce a language without input and exposure, and both vocabulary and grammar are important tools for language learners.

In addition to exposure, students perform better when they have motivation to communicate. First and foremost, you should enforce an "**English only**" policy in the classroom. Beyond this, you can create motivation in the form of interactive games or activities where the students need to communicate in order to complete a task--also known as a "task-based" activity. An example of this type of activity is a "gap fill"; one student has the information that his partner needs to fill in the blanks.

Aspects of classroom interaction.

Classroom interaction involves two main **aspects**. These are feedback and negotiation of meaning. We cannot speak of a successful learning through interaction, if these elements are not available in the classroom. This is why Ellis and Fotos⁶ explained "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output." This means the learners can receive feedback from their interlocutors.

Classroom interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, then

⁶ Ellis,R. & Fotos,S. (1999). Learning a Second Language through interation . Oxford: Oxford University Press pp 29-35.

we cannot speak of a successful learning through interaction. Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

The Role of Feedback.

Another key part of classroom interaction is teacher feedback. In order to improve, students must get feedback and correction. During accuracy exercises, you may choose to correct students right away, while during fluency exercises you may want to simply listen and jot down any glaring mistakes. You can give feedback orally or in writing. Sometimes you may want to correct an individual student in front of other students, while at other times it is better to offer general suggestions and corrections for the entire group. When giving feedback, always bear in mind the cultural context, as some students may not be comfortable receiving individual correction in front of their peers.

Researchers have suggested that oral feedback is one of the key beneficial aspects of interaction which can promote learning in general. According to Mackey (2007: 30) “through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification.” In order for interaction to develop the speaking skill, learners must notice the errors and recognize them for correction. Thus, for some researchers attention is very crucial for learning.

Feedback may occur from learners, i.e. learners are able to correct and call each other’s attention to the errors. In doing so, they very rarely replace their interlocutors’ correct form with incorrect form. However, feedback from teachers can be different from the learners’ one, because teachers employ many types of correction strategies. Mackey (2007)⁷ suggests two forms of feedback, an explicit and implicit feedback.

⁷Mackey, A. (2007). *The Conversational Interaction in Second Language Acquisition*.

Explicit feedback is defined as any feedback that states overtly that learners do not use the second language correctly in their speech; it is called also metalinguistic feedback because teachers provide the learners with the linguistic form of their errors. Whereas implicit feedback refers to the corrective feedback that includes requests for clarification or recasts, in other words, teachers rephrase the learners' utterance by changing one or more sentence component. Recently, many studies have shown that the explicit feedback is more effective than the implicit feedback, this means that in explicit feedback, the teacher draws the students' attention directly to the errors so that the students do not use them again.

However, in implicit feedback, the teacher asks students to reformulate their output to be understood and this is an indirect corrective feedback since the teacher does not point the errors directly. In brief, the feedback role of interaction is of crucial importance. Students often want to know how they are doing in relation to their peers. However, teachers should not deal with all oral production of the students and during all the time, they should make decisions when and how to react to the students' errors so that the interactive activity will not break down each time.

Negotiation of Meaning.

Studies on interaction between learners focus on the interactive discourse between learners engaged in second language learning tasks where negotiation of meaning is the focal point. Ellis and Barkhuizen⁸ (2005) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They add that negotiation of meaning is the central discourse structure. The learners in the classroom then should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction. However, if there is a lack of comprehension different processes can be focused on to repair the interaction. Mackey Alison (2007: 12-3) asserts that:

⁸ Ellis, R. & Barkhuizen, G. (2005). *Analyzing Learner Language*.

“Through processes of repetition, segmentation and rewording, interaction can serve to draw learners’ attention to form-meaning relationship and provide them with additional time to focus on encoding meaning.”

Repetition involves repeating the students’ exact speech as it is when the others do not understand. Segmentation is another process for repairing a negotiation; the students repeat the utterance by dividing it into linguistic segments with a rising or falling intonation. Rewording means rephrasing the original utterance, i.e. using other simple words. Therefore, instead of all these terms, clarification can be considered as an umbrella term to cover these processes; the learners in interactions often ask the one who speaks to well explain if they do not understand, and the latter attempts to modify his output to meet the level of understanding of the whole class. The opportunities of meaning negotiation help the language learners in three main ways. First, as suggested by Long and others, it helps learners to get comprehensible input that is to say it facilitates comprehension. One way in which this takes place is when the negotiation breaks down and learners seek to segment the input into units so that they can understand them. Second, negotiation of meaning provides learners with feedback on how to use the second language. For example, teachers very often correct students’ mistakes when they negotiate so that they use the second accurately.

Finally, negotiation of meaning encourages learners to adjust, manipulate and modify their personal output, because a successful negotiation occurs when learners produce outputs that are comprehensible and therefore target-like.

To sum up, in negotiation of meaning the students will focus on the form as well, because negotiation involves feedback and modification to input and output when the students attempt to send again their misunderstanding, which is sometimes due to problems with language use.

Language input and language output.

The Input Hypothesis claims that language input (**listening** comprehension and **reading**) is important in the language program and that fluency in **speaking or writing** in a foreign language will naturally happen after learners have built up sufficient competence through comprehending input noted that interaction facilitates comprehension and acquisition of semantically contingent speech and negotiation for meaning. Long stresses the importance of the interactional modifications that occur in negotiating meaning. In other words, interactive input is more important than non-interactive input. Teachers' input in the interaction process also influences the learning process in many important ways, particularly learners' attitudes towards the instructor, the peers and the subject matter. Johnson and Johnson argue that clarity of instructions is instrumental in both the interaction process and the learning outcomes.

Classroom questions and classroom interaction

Classroom teachers' questions have substantial motivational value and are one of the quickest and easiest techniques teachers have for moving their students towards real conversation. Classroom questions are helpful for teachers to manage the class, engage students with the content, and encourage participation, to elicit students' Prior knowledge and to check students understanding by using concept checking question.

Teachers' questioning skills According to Stevick, one of the most important skills for teacher to develop is the ability to ask effective questions. Kissok Iyortuum also added that the way question is presented is often as important as the questions itself in determine the effect it will have.

Objectives which I need for classroom interaction:

- To help the learners to identify their own learning methods.
- To guide the learners to communicate with their peers easily.
- To help the learner to come face to face with the various types of interaction.

- To aim at meaningful communication among the students in their target language.

Goals of my classroom interaction :

- ❖ promote meaningful communication in the target language .
- ❖ provide a metalanguage for talking about language and culture .
- ❖ engage learners with texts and resources that reflect language and culture in context.
- ❖ engage learners in tasks that deepen their experience and understanding of the target language and culture.
- ❖ promote reflection on language and culture learning and use

What shapes Interaction in a Language Classroom:

- ✓ pedagogic goals (what is to be taught).
- ✓ methodological goals (how is it going to be taught).
- ✓ social goals (what kind of social relationship is to encourage).
- ✓ classroom settings and teacher action zone.
- ✓ Type of task being used.
- ✓ Students' willingness to communicate.

I identify 5 Structuring of classroom interaction:

- ❖ Contains activities where the instructor can receive student feedback to determine if there is a need to adapt the direction of the lesson.
- ❖ Have multiple opportunities for interaction between the instructor, individual students, small student groups, and the whole class.
- ❖ Capitalizes on the diversity of student experiences to generate alternative solutions to (open-ended) problems and to explore student ideas within the context of the lesson.
- ❖ Includes sufficient time to have meaningful discussions around student activities and arrive at fully realized responses.

Principles of Verbal Interaction

Classroom interaction prepares learners to use the language naturally outside the classroom. It provides for them the basis and the principles to interact in English in real situations; that is why classroom talk is worth investigating and understanding. The students should learn some essential principles involved in interactions.

We shall deal with some McCarthy principles as the following.

1. Adjacency Pairs. McCarthy (1991)⁹ defines them as referring to pairs of utterances produced by the speaker; they are usually mutual and dependant, the most obvious example is that a question predicts an answer and an answer needs a question. Pairs of utterances such as greeting-greeting and apology-acceptance are called adjacency pairs. They are of different types; the first pair-part can be the same as the second pair-part, for example, saying hello-hello, happy new year- happy new year. However, others expect a different second pair-part such as congratulations and thanks.

2. Exchanges. The term of exchanges was developed by Sinclair and Coulthard in 1975 to refer to the utterances performed by the speakers. They consist of moves; the first move often called the opening move or initiation, the second move is the answering move or response, and the last move is called the follow up move. According to McCarthy (1999), the exchanges are the central units in any interaction talk; they are independently observable entities, and we may find adjacency pairs within their boundaries.

The patterns of the moves of the exchanges were followed by the traditional classrooms, where students were restricted to responding moves, whereas the teachers play the great role in any talk. In such classrooms, learners get little or no practice of how to initiate or to end the talk. Today, Teachers well understand the role of the students in initiating, responding and closing the interaction because they

⁹ McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. New York: Cambridge University Press.

will use the second language outside the classroom too, where they will not only respond to the speakers' questions. Teachers' role then, is to encourage learners to practise common opening, answering and follow up strategies through designing speaking activities to meet this goal.

3. Turns Taking. "This phenomenon refers to both the construction and distribution of turns." (Ellis and Barkhuizen, 2005: 201) In some interactive activities, we can observe how participants organize themselves to take their turns. Therefore, according to McCarthy (1991) turns occur smoothly between the participants, but with a little overlap and interruption with a brief silence between turns. People often take turns in speech when they are selected or named by the current speaker.

There are some linguistic devices to take turns when a person is unable to enter the normal flow of turn taking. McCarthy adds that there are some linguistic means to avoid taking turn when one has this opportunity or to make it clear for the speaker that he is attending his message, this is called "back-channel responses", it consists of vocalizations like mm, ah, and ha in addition to short words or phrases such as yeah, no, right, and sure. These back-channel vocalizations vary from one culture to another.

A further feature of turn taking is the way speakers predict others' utterances and seek to complete the utterances for them. This often happens between students in classrooms where they help each other in talk. Other features of turn taking in English interaction include body language like head movement or eye contact. Teachers may teach turn management directly, and supply learners with a range of phrases of how to take a turn or how to interrupt the speakers in a formal and informal setting. To conclude, turn taking is not really something that needs to be taught, but specific linguistic realization can be presented and practised in addition to the cultural differences that must be mentioned by the teachers to make the learners aware of them.

4. Transactions and Topics. Transactions "are concerned with how speakers manage longer stretches of talk" (McCarthy 1991: 130). He explains how well

speakers realize transaction markers in talk. They are found in conversations, marking openings and closing. The teacher may present and illustrate a set of useful transaction markers such as right, now, so, okay,...etc. It is important to make learners see whether these transactions markers can be translated directly into their first language through designing interactive activities that need to be opened and closed within a specified time limit.

A topic is a crucial factor and considered as the basis for interaction to take place. McCarthy (1991) points out that many questions arise around the topic notion: how it is opened, developed, changed and closed. Topics could be defined on the formal level as stretches of talk linked by using certain topics or transactional markers such as lexical ones (by the way, to change the subject...), or phonological ones like changing the pitch, or using single words or phrasal title that express the content of different segments of talk such as Holidays, buying a house,...etc.

Topics could be seen as the ideas given by several speakers i.e. each speaker performs an utterance which is relevant to the other speaker's utterance, then the topic is created on the basis of interaction. Pragmatically speaking, topics are strings of relevant utterances perceived by participants in talk. The definition that seems to be dominant in the content of language teaching is that topics are titles for the subject matter of speech. Topics in general are raised for several of reasons, most of the time it is just to keep the talk going because people are together and chatting, and in these cases, we can see clearly how topics start, develop, shift or come to close. Language teachers very often concentrate on the vocabulary of topics because if there is a lack of vocabulary, it is impossible to talk on a topic. The interactive features of topics could be taught and practised too as turn taking, such as the use of markers both opening ones (by the way, I meant to ask you...), and closing ones (still, anyway, so...). If the students did not participate in classroom because of the chosen topic, the teacher should consider this point in the future.

1.2 TEACHERS' ROLES AND RESPONSIBILITIES. DESIGNING PAIRS AND GROUPS.

The role of teacher in classroom interaction

The teacher acts as a facilitator. Since students do not always spontaneously interact well with one another they hence need encouragement. To cultivate interaction, the teacher may divide the learners into small groups and give them tasks, projects or assignments. Soon all the students will be communicating with each other role playing and offering ideas; shyness will be forgotten in the excitement of accomplishing the group project.

The teacher has the role to create a classroom environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can either be positive or negative. The students sense the mode of the teacher; if the teacher is angry, they may react negatively hence the learning is impaired. The teacher acts a role model. Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This maybe a positive or negative effect depending on the behaviors of the teacher.

The teacher acts as a mentor. It can be intentional or not. It encourages the students to work hard to achieve the best. It can be positive or negative depending on the character of the teacher. The teacher can mentor learners by taking time to listen to them. By doing so, the students build courage.

The teacher should be aware of the elements that prevent good classroom interaction. By knowing them, the teacher will be able to avoid them hence create proper classroom interaction. For example, some teachers discourage students by criticizing their answers. Criticizing mostly shuts the students down hence affecting the interaction negatively. Peer pressure or when some students have overpowering personalities that cause other students keep quiet in class.

Roles and responsibilities of teachers during classroom interaction: Scrivener suggested that, teachers most important job has to be creating condition in which learning can take place maximizing students' interaction in class.

Let us see some of the teachers' roles and responsibilities:

1. **Controller:** Harmer said that within a classroom interaction, the teacher is the responsible for the teaching and learning processes. Here teacher job here is to transmit knowledge from himself to his students.

2. **Assessor:** the other teachers' responsibility is to show the learners that their accuracy is being developed by giving correction or by praising them. The teacher should tell strengths and weaknesses of the students so that they have a clear idea about their levels and what they need to concentrate on.

3. **Corrector:** This is when and where to correct students' production. The teacher should careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction.

4. **Organizer:** according to Harmer teachers should set up different things like organizing pair, group work, giving learners instructions and finally stopping everything when the time is over.

5. **Prompter:** This is the teachers' role to encourage the learners to think creatively so that to be independent from the teacher.

6. **Resource:** The teachers should be used as a resource in classroom or out of the classroom. The job of the teacher here is to answer students' questions.

7. **Observer:** The teacher should observe the students' classroom interaction. Harmer points out that, the teacher should attract the students' attention so that they can interact naturally and spontaneously.

What happens in a productive class hour is described by M.L. Tickoo¹⁰ (2009) under the following heads:

1. The teacher interacts with the whole class.
2. The teacher interacts with a group, a pair or an individual pupil.
3. Pupils interact with each other: in groups, in pairs, as individuals or as a class.
4. Pupils work with materials or aids and attempt the task once again individually, in groups and so on

Designing pairs and groups:

Whether by small groups or whole-class discussion, teachers can do much to create an interactive classroom. Chet Meyers suggests some basic rules for consistently encouraging student interaction. The other method is whole class interaction. Learners interacting this way in a classroom learn the importance of patience and to value the point of view of others.

By asking the student to raise their hand to speak or calling student by randomly the teacher teaches the students that when someone else is speaking, they should let them have their say without interruption as their voices are as equal as that of anyone else.

Harmer asserts that pair works increases the amount of each student's speaking time. Group work is like pair work because it increases the amount of talking time for individual students, but unlike pair work because more students will contribute in the interaction; they will have different ideas and varied opinions.

¹⁰ Tickoo M.L., Teaching and Learning, English., Hyderabad, Orient Black Swan 2009, P. 402.

Harmer¹¹ sets up a set of principles that teachers can be based on when creating pairs and groups because it is very essential in varying the interactive learning.

1. **Chance:** This is the easiest way of creating groups or pairs because it does not require pre-planning from the teachers he teachers can group the learners by chance without any reason of friendship, ability or level of participation, and. One way of grouping the learners under this basis of chance is sitting; the learners who sit next or near each other will interact together.

2. **Friendship:** When grouping learners, the teachers should consider putting friends with friends. The learners would choose and go towards other students they like, admire or want to be liked by.

3. **Streaming:** The teachers can arrange students into pairs or groups according to their abilities. Participation is one basis that the teachers might focus on during streaming. The other basis is based their ability levels i.e. high level, medium level and low level ability. The teachers need to mix these students so that they can help each other.

4. **Changing groups:** The teachers can change the group while the interactive activity continues. For example one member from other groups can interact with the actual group and share information with them, and then he may come back to his original group. Groupbased learning is used on a large scale in many forms of teaching. Firstly, it changes the interactional dynamics in the classroom and increases students' talking time. There is also a greater opportunity of different opinions and varied involvements than in pair work, and it encourages learner's autonomy by allowing students to make their own choices within the group, without being told what to do. group work is likely to be an interaction pattern which is typical of full of noise.

¹¹ Harmer, J. (2009). How to Teach English. London: Longman.

I. Methods, types of classroom interaction.

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

Thurmond (2003) defines interaction as :

“The learners” engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment.”

From this quote we understand that there are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. We shall focus in this research work only on two main types.

The type of classroom interaction you employ will largely depend on your own teaching philosophy and training. Some teachers stress the grammar-translation method and teach English through the students’ native language. Other teachers use a more communicative method in which grammar constructions are not overtly explained or drilled. Community Language Learning (CLL) is another strategy for language teaching. A CLL teacher avoids lecturing and allows students to correct and learn from each other. Some teachers advocate "the Silent Way," a strategy where the teacher says as little as possible and the students are encouraged to "discover" the language on their own.

Most teachers do not strictly stick to one teaching method or strategy, but rather combine different aspects of several strategies to create effective classroom

interaction. Students need input from a source who knows the target language, which is why "the Silent Way" is not a very effective teaching method. Students will not learn to produce a language without input and exposure, and both vocabulary and grammar are important tools for language learners.

In addition to exposure, students perform better when they have motivation to communicate. First and foremost, you should enforce an "English only" policy in the classroom. Beyond this, you can create motivation in the form of interactive games or activities where the students need to communicate in order to complete a task--also known as a "task-based" activity. An example of this type of activity is a "gap fill"; one student has the information that his partner needs to fill in the blanks.

For different types of classroom activities, the use of lesson plans, handling of equipment, aids, etc., and the direction and management of students behaviour and activity are helpful.

There are different types of classroom interaction you can use to vary your lesson plan. Teacher-centered activity is when the teacher controls the group. This can consist of lecturing, explaining a new grammar concept on the board, having a whole-class discussion, choral drilling or asking individual students questions.

Alternatively, students can work individually, in pairs or in groups. You can even have the entire class working together on a project or game, with you as the teacher simply in the role of facilitator. At times you can assign a student to be in charge of running a game, and you can sit with the class and be a participant. Mixing up the types of classroom interaction used in your ESL class can help students stay attentive and interested.

Littlewood there are two types of communicative activities: functional communication and social interaction activities. There are a variety of communicative activities (e.g. games, role plays, simulations, and problem-solving tasks), which offer learners an opportunity to practice their communication skills meaningfully in different contexts and by taking on different roles. In the process of

utilizing these kinds of performance activities, learners avoid using their native language and teachers occasionally, if ever, correct students' mistakes

1.1. TYPES OF CLASSROOM INTERACTION : TEACHER – STUDENT

The role of teacher is should know that the learners need to do most of the talk to activate their speaking, since this skill requires practice and experience to be developed. Because Classroom interaction then involves the verbal exchanges between learners and teachers; If teachers are advised to reduce their time of talking in the classroom interaction, then it does not mean that they have no role to play. Involving all of the learners in the interactive activities is their main job; they must apply some of the teaching strategies to get all of the students to talk.

Teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation

This type of interaction as Coulthard (1977) mentions has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is

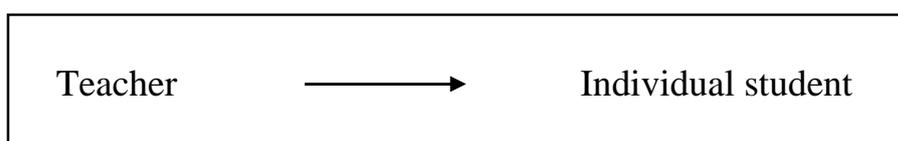
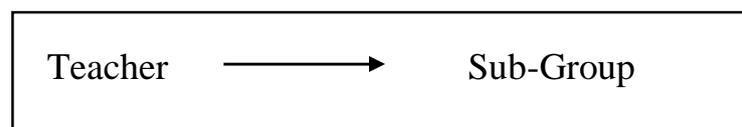
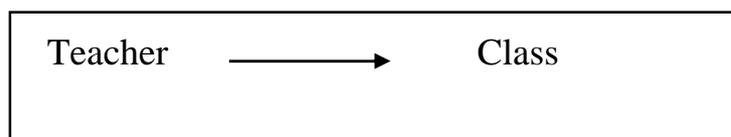
most effective. Scrivener (2005)¹² made the following diagram to show clearly how the interaction happens between the teacher and the students.

During teacher-learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

The teacher sometimes interacts with the class as a whole while at other times with sub-groups in the classroom.

The teacher should introduce variations in the interactions pattern.

Some of these are listed by Saket Raman Tiwari below:



Studies of the classroom, both primary and secondary, have shown that the language used by the teacher affects the language produced by the learners, the interaction generated and hence the kind of learning that takes place. Classroom

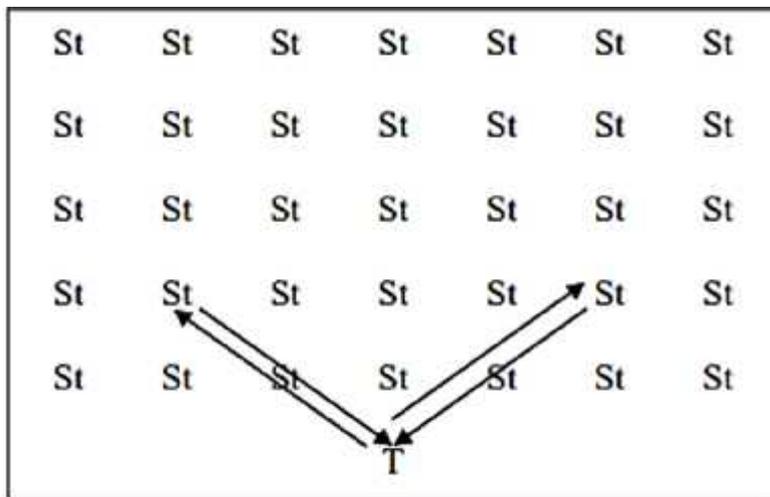
¹² Scrivener, J. (2005). Learning Teaching. UK: Macmillan Education

language and interaction are even more important because language is the subject of study as well as the medium for learning. When students listen to the teacher's instructions and explanations, when they express their views, answer questions and carry out tasks and activities, they are not only learning about the language but also putting to use the language that they are learning.

Teacher-centered classes:

- Focus is on teaching
- They are lecture-focused
- Students' talking time is low.
- Students have little say on what's happening
- Teacher 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.



↗ Teacher interacts with student

↖ Student interacts with teacher

St Student

T Teacher

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2.2. TYPES OF CLASSROOM INTERACTION: STUDENT - STUDENT

According to Johnson supports that if learner-learner interaction is well structured and managed, then it can be an important factor of: cognitive development, educational achievement of students and emerging social competencies and develop the learners' capacities through collaborative. Material learners interaction which can be text-based materials, task-based materials and realia.

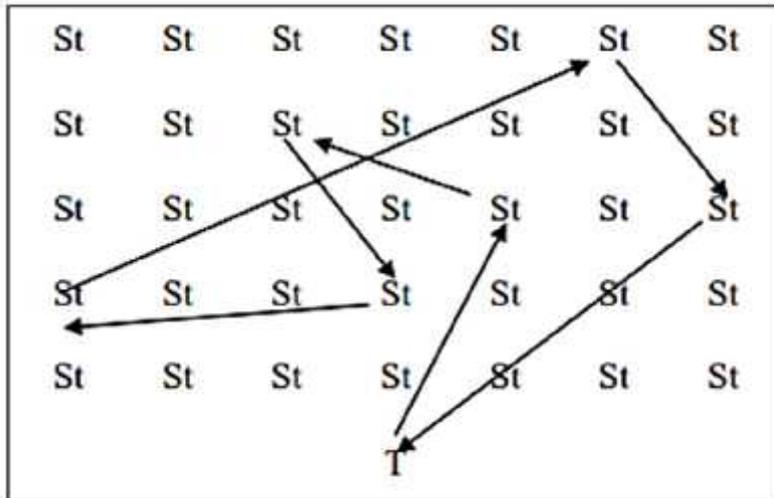
Many theories of learning maintain that knowledge is actively constructed and skills improved through interactions between learners.

Johnson (1995)¹³ supports that if learner -learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom. Naegle Paula (2002)¹⁴ adds also that "talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned." The teachers, then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

¹³ Johnson, K.E. (1995). *Understanding Communication in Second Language Classroom*. Cambridge: Cambridge University Press.

¹⁴ Naegle, P. (2002). *The New Teacher's Complete Sourcebook*. USA: Scholastic Professional Book.

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↗ **Student-student interaction]**

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T Teacher

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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:

- to ask and answer questions,
- to take decisions about the learning process,
- to participate in discussions,
- to initiate conversations
- the more they contribute to the learning process.

Student-centered classes:

- Focus is on learning.
- Focus is not on lectures but on tasks.
- Students work collaboratively in small groups to answer tasks.
- Tasks are designed in such a way that they have the potential for more than one answer.
- Students talking time is high.

- Students are provided with sufficient time and opportunity to listen and consider the ideas of others.
- Critical thinking is promoted.

Why student to student interaction is desirable? I suggest some of this reasons:

-Participation.

Most people agree that learning anything involves participation. You can't learn to play a musical instrument without actually picking up the instrument and similarly it is difficult to learn a language without engaging with that language. Given that language primarily exists to facilitate communication, interaction in that language must have an important role to play in developing a learner's ability in that language. In other words, teachers need to promote learner interaction in order to help the learners succeed.

-Maximising practice time. Learners need to practise as much as possible if they are to be successful. Interaction through pair and group work maximises the opportunities to practise as more learners speak for more of the time.

-Collaboration . Collaborative learning, particularly through the use of collaborative tasks, has been shown to foster language development since learners can see a reason to use language in order to interact.

-Socialisation. Related to the concept of collaboration is that of socialisation. Interaction does not only promote language development but it also fosters the development of social skills (e.g. politeness, respect for others) that people need to operate successfully in any culture.

-Motivation. Motivation is a fundamental aspect of successful learning. Interaction gives learners the opportunity to use language successfully and to measure their progress which in turn should lead to an increase in motivation.

Problems we face when trying to increase interaction.

Interaction seems so desirable and sensible in theory but we all know that actually promoting and increasing it can be an uphill struggle. Let's consider some of the reasons for this.

- **Student resistance.** It is unfortunately true that some learners are not enthusiastic about pair and group work, particularly in mono-lingual classes in which it is a little unnatural to communicate to someone who speaks your language in a language you are both less proficient in! I have taught many students who have told me that they don't like pair work because they might learn mistakes from their partners. There is actually no evidence to support this worry but it is still common.
- **Self-consciousness**
I have met many learners who become very nervous and embarrassed when asked to speak English. As a language learner myself, I sympathise.
- **Large classes**
While theoretically the more students there are in a class the more possibilities for interaction there should be, this is not the case in practice. The more learners there are, the more difficult developing interaction can be since there are more people to monitor and, therefore, more chances of problems. In addition there is, of course, a greater likelihood of excessive noise which can mask bad behavior and use of first language.
- **Mixed abilities**
Pairing and grouping students appropriately in classes that have a wide variety of levels (e.g. secondary schools) is much more difficult than in small classes of a homogenous level.
- **Insufficient language**

Perhaps the most common reason for interaction in English breaking down, or indeed not starting in the first place, is that the students don't have the language they need to interact and, therefore, complete the task successfully.

➤ **Lack of motivation**

If learners have no need to interact or don't want to, they probably won't. Attitudes and motivation play an important role when students are learning a foreign language as they strongly affect their success or lack of it in their learning process. The teachers reported that the students had not interest in classroom interaction. However, the students need to be conscious of the necessity of using the target language to communicate because when learners have a clear communicative need in the target language, they are most likely to learn language spontaneously by participating in class activities.

How we can promote an increase in student interaction?

❖ **Teaching process language.**

This is similar to classroom language but refers to the language that students need to interact. Examples could include: "What do you have for number 2?", "Do you want to start?", and "Sorry, can you say that again, please?". I introduce and/or revise before starting tasks and leave them on the board so the learners can refer to them while speaking. My learners copy them into the vocab record books too, of course.

❖ **Pre-teaching task language**

I try to analyse tasks before using them in order to predict what language is critical to task achievement. If I think some of this language may be unfamiliar I pre-teach it before the students do the task. If there is too much language for pre-teaching, I find a more suitable task.

❖ **Providing support**

As well as providing language for tasks, where appropriate I try to provide ideas too. These can be brainstormed before the task and put on the board so that the learners have plenty of things to talk about.

❖ **Giving preparation time**

I have often found that interaction breaks down because the learners haven't had time to think about what they want to say and how to say it. I plan to give some thinking time before starting a task during which the students can ask me or each other for support.

❖ **Providing a supportive atmosphere**

I try to raise confidence by giving lots of praise and giving feedback on task achievement as well as language use. When monitoring I try to do so as unobtrusively as possible so the students don't feel that I'm necessarily listening to them personally. On the other hand in feedback I try to make it clear to the class that I have been listening to them and through feedback show them that there is a point to interaction and thereby overcome student resistance.

❖ **Varying the interaction and repeating tasks**

When teaching large classes I plan to move students around so that they are not always talking to the same partner. A good way to do this I have found is by asking the learners to perform the same task a number of times but each time with a different partner. As well as providing variety of interaction, this approach also maximises practice of the language being worked on.

❖ **Having different levels of task**

With mixed ability classes I prepare an easy, medium, and difficult version of the same task so students of different levels can interact together at a level appropriate to the language level. For example, after some listening practice students with different tasks can tell each other what they have found out.

❖ **Providing a reason to interact**

I use tasks that actively provide the learners with a reason to speak and listen. Information gap activities are a good example of these (and these can be used repetitively if designed carefully) and students generally enjoy doing them. Using project work is another good example of a motivating and collaborative approach that promotes both realistic language use and interaction.

Many classes now also involve group work so learners need to be able to communicate effectively with each other when speaking. Group work can provide practice and good learning experiences but only if learners are able to explore ideas constructively. This involves the following:

- Starting and finishing discussions
- Keeping the discussion relevant
- Taking and giving turns
- Putting forward and explaining points of view
- Exploring the views of others.

Starting a discussion requires confidence and an ability to be heard over other members of the group. Confidence is built up through language skills and an ability to focus on the task and these are also very important in keeping a discussion relevant.

Knowing when to speak is an important skill. This involves, for example, listening for when other people pause (and they are likely also to show they have finished through a falling or possibly a rising tone that becomes fainter).

Learning in groups requires exploratory talk. This means that the people discussing should try to find agreement but this agreement should be on the basis of explaining and questioning critically each other's ideas. For example, learners might solve a problem by discussing it and this could involve such functions as suggestions (what about...?) questioning suggested solutions (How would that work?), raising other possibilities or combining suggestions (Why don't we partly do ... and also...?).

Learners may also be asked to give spoken presentations. This is easier in some ways than group discussion but is more difficult in others. It is easier in that students do not have to worry about getting turns. However, presentations put a much greater responsibility on the presenter in terms of keeping relevant and making themselves clear. A very clear structure is important and learners need to make use of preparation time. Intonation also plays a very important role here with a falling tone showing that a point has been finished and a rising tone showing that it has not.

2.3 METHODS AND ACTIVITIES OF TEACHING.

Grammar translation methods

The **audio-lingual method**, **Army Method**, or **New Key**, is a style of teaching used in teaching foreign languages.

Some characteristics of this method are:

- Drills are used to teach structural patterns
- Set phrases are memorised with a focus on intonation
- Grammatical explanations are kept to a minimum
- Vocabulary is taught in context
- Audio-visual aids are used
- Focus is on pronunciation
- Correct responses are positively reinforced immediately

Oral drills

Drills and pattern practice are typical (Richards, J.C. et-al. 1986):

- Repetition: the student repeats an utterance as soon as he hears it.

- Inflection: one word in a sentence appears in another form when repeated.
- Replacement: one word is replaced by another.
- Restatement: the student rephrases an utterance.

Main features

- Each skill like listening, speaking, reading, writing is treated and taught separately.
- The skills of writing and reading are not neglected, but the focus throughout remains on listening and speaking.
- Dialogue is the main features of the audio lingual syllabus.
- Dialogues are the chief means of presenting language items. They provide learner an opportunity to practice, mimic and memorize bits of language.
- Patterns drills are used as an important technique and essential part of this method for language teaching and learning.
- The language laboratory was introduced as an important teaching aid.
- Mother tongue was not given much importance, similar to the direct method, but it was not deemphasized so rigidly.¹⁵

Activities :

Backward build-up drill: when students have trouble, the teacher breaks down the line. The students repeat after the teacher part by part.

Repetition drill: follow teacher's model, accurately and quickly.

¹⁵ Nagaraj (2005) [sixth since 1996]. *English Language Teaching: Approaches , Methods, Techniques.*

Chain drill: teacher begins the chain asking a student a question then students one by one ask and respond. (controlled communication)

Single-slot substitution drill: teacher says a line from the dialogue then says a word or phrase (cue). Students have to repeat the line putting the word in its right place.

Multiple-slot substitution drill: Same as the single slot drill only teacher gives a cue that fits into many places in the dialogue. Students should make the changes necessary.

Transformation drill: Teacher gives students a type of sentence (affirmative) they have to negate it (negative sentence).

Question & Answer drill: the students practice asking and answering quickly.

Although audio-lingual teachers typically provide some grammatical explanations, the emphasis is on drill. Students usually receive additional oral practice in substitution and transformation activities at the language lab or at home using recordings. They also learn the written language through similar drills. For example, written substitution activities may require them to choose the correct word to complete each sentence: "I ate ___ (a shoe, the sky, an apple)." Written transformation drills might require changing pronouns from singular to plural in each sentence. As a bridge to paragraph writing, students might change the tense from present to past in a short paragraph.

Interaction :

Student – teacher, for example teacher give questions and pupils should answer.

Pupil – pupil, for or example in dialogues, in role plays, in drills. Examploe of pupil-pupil interaction in 5A form. Theme “My hobby.”

Alisher

Mahmud

Drills inflection :

I read book

I read books

Principles :

- communication, task, meaningfulness principles
- the communication principle: Activities that involve communication promote language learning.
- the task principle: Activities that involve the completion of real-world tasks promote learning.
- the meaningfulness principle: Learners must be engaged in meaningful and authentic language use for learning to take place.

CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms.¹⁶

Role-play

Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.

Example:

1. The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)

¹⁶ Mitchell, Rosamond (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. pp. 23–24, 64–68

2. The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)
3. The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class.¹⁷

Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills.

Interviews

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.

Example:

1. The instructor gives each student the same set of questions to ask a partner.
2. Students take turns asking and answering the questions in pairs.

This activity, since it is highly-structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits.

This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level

17 Brandl, Klaus (2007). *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River, NJ: Phil Miller. pp. 284–297

speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits.

Group work

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.

Example:

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL.

Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity.

Scavenger hunt

A scavenger hunt is a mingling activity that promotes open interaction between students.

Example:

1. The instructor gives students a sheet with instructions on it. (e.g. Find someone who has a birthday in the same month as yours.)
2. Students go around the classroom asking and answering questions about each other.
3. The students wish to find all of the answers they need to complete the scavenger hunt.

In doing this activity, students have the opportunity to speak with a number of classmates, while still being in a low-pressure situation, and talking to only one person at a time. After learning more about each other, and getting to share about themselves, students will feel more comfortable talking and sharing during other communicative activities.

Since this activity is not as structured as some of the others, it is important for instructors to add structure. If certain vocabulary should be used in students' conversations, or a certain grammar is necessary to complete the activity, then instructors should incorporate that into the scavenger hunt.

Other Activity Types in CLT

- Task-completion activities
- Information-gathering activities
- Opinion-sharing activities
- Information-transfer activities
- Reasoning-gap activities

This 2 methods of language teaching methodologies the most useful in teaching and for interaction pupil - pupil.

The other methods are : task based approach, total Physical Response.

Types of speaking in classroom interaction.

There are 5 kinds of speaking:

1. Imitative speaking.

This is ability to repeat back others' speech.

2. Intensive speaking:

This type of speaking is like reading aloud, completing dialogue.

3. Responsive speaking.

Responsive speaking is engaging in classroom interaction like in conversation or dialogue. This kind of speaking helps one to exchange specific information.

4. Interactive speaking.

This is involves interpersonal and intrapersonal communication. Interactive speaking is more length and complex than responsive speaking. This kind of speaking helps one to develop social relationship. For example: interviewing, role play, and discussion.

5. Extensive speaking.

Extensive speaking is a monologue like telling story, delivering speech, and oral presentation. This kind of speaking uses formal language.

The key to a successful speaking lesson is a successful speaking activity. Presenting a good speaking lesson is depending on the interaction between teachers and students, students and students, between students and materials. Fluency and accuracy are main characteristics approach in the communicative approach of language teaching .

CLASSROOM ACTIVITIES

❖ The Task

The task is an activity which is designed to help to achieve a particular learning goal:

The function of the task is to simply activate the learners in such a way as to get them to engage with the material to be practised.

A number of dimensions of tasks influence their use in language teaching.

These include:

Goal - the kind of goals teachers and learners identify for a task.

Procedures- the operations or procedures learners use to complete a task.

Order - the location of a task within a sequence of other tasks.

Pacing - the amount of time that is spent on a task.

Product - the outcome or outcomes students produce, such as a set of questions, an essay, or a summary as the outcome of a reading task.

Learning strategy - the kind of strategy a student uses when completing a task.

Assessment - how success in the task will be determined.

Participation - whether the task is completed individually, with a partner, or with a group of other learners.

Resources - the materials and other resources used with a task.

Language - the language learners use in completing a task (e.g. the mother tongue or English, or the particular vocabulary, structures or functions the task requires the learners to use).

The concept of task is central to many theories of classroom teaching and learning and the school curriculum is sometimes described as a collection of tasks.

❖ **Clear objective**

The use of task in language teaching provides a purpose for a classroom activity, which goes beyond the practice of language for its own sake:

The task objective may be language-based, in which case it may be generally defined as getting the language right. However, the objective “getting the language right” on its own often leads to the composition, if rather boring, meaningless language-manipulation tasks, such as putting a series of sentences into the past tense.

❖ **Active Language**

Use Activities are the ways of language practicing which are used more:

We should make sure that the activity is in fact based mainly on using language. This may sound obvious, but it is surprising how many otherwise excellent language-practice tasks fall into this trap. It is tempting to think that if students, particularly children are happily absorbed in doing a task in an English lesson, they are therefore learning English-but it is not always so. They may, of course, be

achieving other equally-or more-important educational objectives, for the sake of which we may opt temporarily, to sacrifice language-learning efficiency.

❖ **Learner Activation**

The activities should be designed to concentrate on the students' needs. These activities should also include and involve several subjects and different skills.

A well-designed grammar or language skill exercise practice actively, then should be based on a task that has clear objectives and entails the active use to the structure being practiced, and it should maintain learner interest and motivation through careful choice of topic, use of information-gap procedures, role-play, personalization, etc.

Activities is a loose term used to give a general description of what will happen in a class. It is important to realise that we are not concerned here much about items of language; we are talking about what, generally and physically, the students are going to do:

A game is an activity; so is a simulation. The introduction of new language is an activity; so is parallel writing or story reconstruction. Listening is an activity and so is an information gap task; social talk is an activity so is an oral composition. An activity is what the teacher thinks of when he is asked, "What are you going to do in class today?"

The activities that involve real communication promote learning and the activities in which language is used for carrying out meaningful tasks promote learning and the language that is meaningful for the learner to promote learning.

There are many activities, which are used in the classroom.

Littlewood summaries them under the following headings:¹⁸

¹⁸ Littlewood, W. (1999). *Communicate Language Teaching*. Cambridge: Cambridge University Press.

Whole task practice: It is often useful to distinguish between (a) training in the partskills which the performance is composed and (b) practice in the total skill. Sometimes called whole task practice which contains various kinds of communicative activities.

They improve motivation: The learner's ultimate objective is to take part in communication with the other. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and help them to achieve it with increasing success.

Natural learning: In fact, many aspects of language learning can take place only through natural process which operate when a person is involve in using the language for communication if this is so communicative activity inside or outside the classroom.

To create a context, which supports learning: communicative activity provides opportunities for positive personal relationship to develop among learners and between learners and teacher.

Today, language learning is seen as an activity which perceives students as complex human beings, and not simply as language learners. Students need practice in all skills in order to become efficient in the English language.

A number of activities can be used to prepare students to understand the use of language. The most common activity in a language classroom especially where language is taught through literature and language skills is to ask students to relate their own knowledge and experiences to the topic.

The teacher should provide them with worksheets involving quiz, questionnaire, sentence stems to completed, statements to be discussed and the four language skills' exercises.

The following are the most important writing activities to be dealt with:

1. Tasks on paragraph writing – organizing information into paragraphs.

2. Letter writing and précis.

3. Tasks on functional grammar : Agreeing, Disagreeing, Obligation, Possibility, Parts of Speech, Auxiliaries, Nouns, Prepositions, Sentence Structures, Correction of tenses, etc.

4. Reporting statements, questions (wh–and yes/no), requests, order, advice, intention, etc.

5. Tasks on language involving response, reason, result, reply, condition, consequence, elicitation, etc.

6. Tasks on pronunciation, intonation, stress, rhythm, etc.

Oral communication activities: Role play, practising dialogues, debates, group discussion, etc. based on the contents.

The other reinforcements of skill are:

- Tasks related to language skills (Listening, speaking, reading and writing) for proficiency.
- Tasks for writing and acting out dialogues.
- Tasks for summarizing a story.
- Tasks for words' meaning.
- Tasks on making notes during listening or reading.
- Tasks on writing reports in note form for oral presentations.
- Discussions on textual questions.
- Tasks on paragraph and expansion of ideas.
- Tasks comparing features of different parts of the text.
- Task on relating cause and effect.

My own research for identify their comprehensible to my lesson, to know interaction among pupils for appreciate method for teaching and encouraging my pupils to my lesson in future.

1. Specify your gender



Female

b- male



2. Is your level in English

a- good

b- average

c- less than average

d- I don't know



3. What type of relationship exists between you and your teacher?

a-Good

b- No relationship



4. Who does most of the talk in the classroom in Oral Expression?

a-Teacher

b- Students



5. How often the teacher gives you the opportunity to interact (give and take) with him?

a-Always

b- Sometimes

c- Never



6. Does your teacher always provide comprehensible input that is suitable to your level?

a. Yes



b. No

7. How often do you interact with your classmates inside the classroom?

a. Always



b. Sometimes



c. Never



8. Do you interact in English with your classmates outside the classroom?

a. Always



b. Sometimes



c. Never



Justify your answer \

.....
.....

9. When you interact in the classroom. It is

a. You who wants



b. The teacher who asks you



10. Which of the four language skills you wish to master most?

a. Listening



b. Speaking



c. Reading



d. Writing



11. How do you judge your speaking ability as a result of classroom interaction?

a. Very well



b. Well



c. Not so well



d. Bad



12. How often does your teacher interrupt you to correct your mistakes?

a. Very often



b. Sometimes



c. Rarely



d. Never



13-How do you react?

a. You like it



b. You do not like it



c. You are indifferent



14-Does regular interaction in classroom help you to reduce your speaking mistakes?

a. Yes



b. No



Justify your answer below!

.....

.....

.....

.....

15-If you do not interact, it is because:

- a. You are not talkative
- b. The topic is not interesting
- c. The teacher does not motivate
- d. You fear to make mistakes



From the result I identified that they need communicative approaches than other methods . The like to interact with sub- groups they can't cause of lack of motivation,they afraid of doing mistakes, shying and etc.

I compared Grammar translated method and CLT method. In CLT method all students were involved to the lesson, they all was encouraged. In grammar translated method also participated all pupils, but they felt some boring.

But we don't forget about criteria. In primary school we can't use this method and playing like this games. And not every lesson we can use this method because the disadvantage of this method there is no grammar rule.

Interaction is a main point to communicate with pupils and also with language learning. That's why we should pay attention to negotiation, to motivation, to giving feedback and chpoosing materials and activities.

This research helped me to encourage my students, to communicate with them better.

CONCLUSION

My conclusion in my qualification paper I want to start with beautiful sentence: " Telling is not teaching; listening is not learning. Teaching is listening, learning is talking."

All skills in teaching and learning process in connected with each other. And the main point for memorizing and leaning is have a practice. Classroom interaction is highly complex, yet it is central in language teaching learning process. The students acquire language through and in interaction with others, teacher and students. This current study aims at exploring interaction in language classroom in English as foreign language context at lower secondary schools from teacher perspectives. From dimension of verbal and non-verbal of interaction practices, teacher speech, questions, and feedback are emerged as dominance in overall classroom communication. In addition to verbal and non-verbal dimensions, pedagogical and personal dimensions arise the head to control and manage the classroom and to build rapport between teacher and students.

Interaction is the most important part of the current theories of communicative competence; it involves learners face-to-face or teacher-learners encounters in the

classroom. Pair and group interactions provide a basis for language learning in general; it gives the learners practice in community and negotiation of meanings through taking turns, in addition to learning other features that are crucial in any interactive discourse such as how to initiate, respond and end conversations. At the same time, it allows learners to know how they can understand and make themselves understood. Teachers' talking time must be reduced in classroom interactions as opposed to learners who should increase their talking time. So it is obvious that speaking ability can be enhanced through interactional strategies in classroom situations. Furthermore, several factors, in and outside the classroom, may affect the way the teachers interact with the learners and the strategy they select in the classrooms.

Learners and teacher variables, learning objectives, and targeted language skills are initial factors influencing classroom interaction. Secondly, classroom contexts can be specified as grades, composition, class size, duration and learning facility. Not only those factors, several external factors, as sociocultural background, arise out, such as adopted national curriculum, school system, parent role, language exposure and other social economic variables. In the other words, in general, classroom, institutional, and national contexts which are related to language teaching learning policy may influence, directly or indirectly, the language practices and activities in the class.

As a productive skill, speaking is a very important process that helps to evaluate learners' proficiency in the target language. It should be one of the basic curriculum designs of second or foreign language teaching, in addition to other skills. Learning to speak entails learner's engagement in communicative situations so that they will activate their speaking capacity. So, the development of oral skill requires students to make active use of the language that is correct in its grammar and pronunciation. That is to say fluency and accuracy are two essential aspects to be developed in classroom interaction. The present study reveals that both learners and teachers know about classroom interaction, they consider that promoting it can

have a positive impact on learners' speaking capacities. It primarily gives the opportunity to receive comprehensible input and feedback. So, through a regular interaction with others, learners can try new hypothesis about how English works and then increase the pace of their speaking.

The analysis of students and teachers' questionnaire showed that the learners are really given chances to use the language through engaging in interactions which prevent them merely from listening passively to the teacher. Even if there are some problems which learners still have as inhibition because of shyness, anxiety, and stress in addition to some other problems. However, the analysis showed that such problems can be reduced progressively or disappear completely. Teachers and learners showed a considerable awareness about the impact of classroom interaction on developing the learners speaking skill through teachers' provision of comprehensible input which helps learners to understand and the spoken language accurately and then use it appropriately. Moreover, receiving corrective feedback especially the explicit one where learners can recognize their linguistic errors or mistakes. Most teachers' feedback focused on appropriateness, they tried to correct the learners' error for much time. However, Esberger said that 'the person who never made a mistake, never made anything.' So when students know that they have made a mistake, they should know that they have made progress. In addition to this, the teacher assesses his students' speaking skills at the end of the speaking lesson.

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APPENDIX

31.Exercises for increasing interaction in classroom and speaking.

32.**Activity 1.** Write sentences comparing the price of these things in the 2018 and 2019 year in your region with the price e.g.

33.Eggs are almost twice as expensive in the 2019.

34.Activity 2. As as

food, clothes, transport, entertainment, accommodation, cars, chocolates, iPhone, junk food, the Cola

Here are some expressions to help you: not quite, half, twice, three times, not really, as expensive as

35.

36.Activity 3: Advice

37.Give advice for each of these problems, beginning:

38.If I were you, I'd

39.

I can't get to sleep at night.	40.
I keep dropping things.	41.
My flatmate's really untidy.	42.
I love her, but she never calls.	43.
My dog keeps biting people.	44.
My hair won't stay flat.	45.

Activity 3. Fill in the missing words in the following table:

Verb	Adjective	Noun
Construct		Construction
Consume	Consumer	
Introduce		
Manage		
Solve	Soluble	
Endanger		Danger
	Inventor	

46.

47. **Activity 4.** What's it used for? Do as the example.

48. A kettle is used for boiling water.

49. Scissors

50. A camera

51. A brush

52. A bottle

53. A padlock

54.

55.

56.

57.

58.

59.