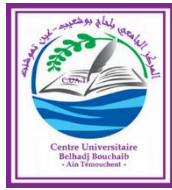


BELHADJ BOUCHAIB UNIVERSITY CENTRE OF AIN TEMOUCHENT



Institute of Letters and Languages

Department of Letters and English Language

**TEACHERS' COMPETENCY EFFECT ON STUDENTS'
CLASSROOM INTERACTION**

**The Case of teachers of first Year Master Students of English at
Belhadj Bouchaib University Centre**

*Extended Essay Submitted in Partial Fulfilment of the Requirements for
a Master's Degree in Advanced Studies in Contemporary Linguistics*

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Dedication

I would like to dedicate this work to my big family. Thank you for your support and motivation.

Thank to my dear friends without exception, and also to all teachers who taught me till this stage.

I dedicate this work also to Professor Baich who had taught me a lot, and inspired me to do a further research and choose this field to work on it.

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Abstract

This work targets at exploring and investigating the different aspects and matters related to teacher's competency importance in improving students' interaction. This research aims at discussing the different aspects and parameters that define teachers' competency and show its importance, besides its relationship with students' classroom interaction. In other words, the objective of this paper is to explain and expose the role of the teachers' competency and how it can touch directly the students' interaction in classroom. In this work the researcher has dealt with different teachers' competencies that can improve students' interaction in classroom. The main motivation behind choosing this topic is to determine the responsibility of the teachers in improving students' interaction which can be beneficial for the learning and teaching process. To achieve that, a quantitative and qualitative research are adopted and a set of research instruments addressed to the sample population which is the teachers of first year master students, including a questionnaire, a structured interview and classroom observation. The findings of the work in hand, indicates that the sample being questioned, involving teachers of the first year master degree in the department of English, are in favor with the idea that teachers' competency is crucial and indispensable in English language teaching and it can surely affect the students' classroom interaction and improving it.

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List of Acronyms

CLT: Communicative Language Teaching

ICT: Information and Communication Technologies

SLT: Second Language Teaching

SLL: Second Language Learning

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General Introduction

General Overview

Teachers in classrooms suffer from many obstacles such as, classroom management, lack of students' interaction and many difficulties that the teacher faces during his career especially in the beginning. While the main cause of students' lack of interaction tends to be the lack of motivation.

The students' classroom interaction can be achieved basically due to the teachers' competency. Teachers' competency can be crucial to classroom interaction, it is essential and effective as an educational strategy to enhance teaching/learning process.

Teachers' competencies could be recognized in the four skills (speaking, writing, listening, reading), self-confidence while standing in front of the students and of course the background knowledge on the specialty.

The concept of classroom interaction and teachers' competency are significant in the process of SLT and SLL. In effect, the considerable interest in the role of teachers' competency and classroom interaction in the context of teaching and learning became an important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills. As far as, the speaking skill is concerned, the researcher will try to shed light on this skill compared to other skills, because it is considered the most desirable skill to be mastered by the majority of SL students.

The understanding of the role of interaction in the classroom context and teachers' competencies and training in increasing better classroom atmosphere comes from the

understanding of teacher-student interaction, where negotiation of meaning and the provision of feedback are highlighted. Classroom interaction then includes the verbal exchanges between students and teachers. The teachers should master the language, furthermore the specialty charged with; however, Involving all the students in the interactive activities is their main job, they must apply some of the teaching strategies to get all of the students interact.

Aim of the Study

Through this research, the researcher aims at investigating the relationship between teachers' competency in classroom performance and students' interaction, how can the first affect the second. The researcher is interested in also about the importance of teachers' competency in teaching/learning process and its relationship with self-confidence.

Statement of the Problem

This research explores the relationship between teachers and students in the classroom interaction, it investigates how competency and cooperative learning while teaching affect and can also improve students' learning performance. The results of this study will help teachers to know about how a supportive relationship between teachers and students can help to increase the accuracy of the classroom interaction, to investigate these matters a set of research questions were formulated:

- How can teachers' competency affect learners' interaction?
- Why is competency important in teaching?
- Is self-confidence related to teachers' competency?

Hypotheses

- 1- In The classroom context in which students learn English as a second or foreign language, the teacher's competency can affect the learners' interactions through feedback and the trust of acquiring data from that teacher, it enables the students to interact and speak freely where the classroom atmosphere is more suitable and motivating.
- 2- Competency can be an important factor in teaching process, it is very essential in order to have a good classroom management, controlling students' interaction, moreover, it helps the teacher to be effective and successful.
- 3- Self-confidence has a big relationship with teaching competency. In confrontation with students in classroom, teachers face different personalities, different characters and different behaviors. So teachers, who do have a self-confidence can easily manage their classrooms and deal with them to lead these classrooms to a good learning process.

To consider deeply the problem, three chapters were completed. The first chapter was the theoretical part of the work, it attempted to define the teachers' competency, its utility and role in affecting the students' classroom interaction, also what are the teaching methods and approaches used to accomplish that.

The second chapter, sheds the light on the core of this research, it reveals the teachers' competency importance and parameters, also its effect on students' interaction in classroom through a representative sample, and seeks to look for the difficulties that face this operation from taking place. To take on the work, the strategy of the data collecting is divided between two research types which are quantitative and qualitative, the qualitative was selected because of its importance in gathering, exploring and

determining data that help to reach the objective of the research question, whereas, the quantitative type aids the researcher investigate the research questions using numerical facts collected from the research instrument “the questionnaire”, with the help of the interview designed for data gathering that clarify the image about the teachers’ competency effect toward students’ classroom interaction, in addition to the classroom observation. The questionnaire, which was directed to the first year master English teachers in Belhadj Bouchaib University Centre, aimed at discussing the research questions through the representative sample with less time and effort in covering a significant work. Whilst, the interview with the two teachers from 1st year master English were a short path to know more about our topic through the eyes of an experts. In the third chapter, the helpfulness of the research tools helped in the announcement of the results that, expectedly, showed the agreement of the majority of teachers on the fact that the teachers’ competency plays a fundamental role in stimulating students’ classroom interaction, and that they are inseparable in teaching and learning process.

CHAPTER ONE

1.1 Introduction

The current world has perceived a lot of changes in the recent periods in all fields. To go along with these changes, the majority of the countries have introduced another language besides the native language in the educational locations, since it is the springhead of learning. This step was indeed targeting at achieving a further studies and doing a rich career in teaching language profession.

Teaching in general is a difficult process that involves delivering information in a pedagogical frame. The conveyed information differs from one teacher to another and each one has his own way of processing that, depending also on their competencies in applying these methods. Classroom interaction is one of these teaching approaches.

The current chapter of this research sets into view an overview about teachers' competency effect and its importance in students' classroom interaction. As well as the approaches and methods used.

The English language has become a heavy matter in the Algerian university, teachers in these settings process many methods to manage students' interaction especially in master degree, in order to be effective and successful.

1.2. The English teachers' competency

The English teachers need to improve their linguistic and subject matter knowledge and also the four skills namely reading, writing, speaking and listening, in order to enhance, improve and explore their teaching practices. A lot of the studies on competencies of teachers concentrate on the teaching role of teachers in the classroom rather than teachers' competencies in other settings such as conferences. Teachers' competencies have been expanding with respect to reform studies in education,

development of teacher education, scientific results of educational science and other fields. Kress (2000) says that: “the previous era had required an education for stability, the coming era requires an education for instability” (p133). Kress' thoughts can clarify why teachers' professional development should be redefined for sustainability. The aims of education change very fast depending on the demands of the era requiring more ability. These demands directly touch educational system. Teachers are responsible for operating educational system and they need strong and efficient professional competencies. Teachers' competencies must be revised so that it should be redefined depending on the development of the whole life of human and education.

Katane (2006) defined Competencies as “the set of knowledge, skills, and experience necessary for future, which manifests in activities” (p44). Gupta (1999) define competencies as “knowledge, skills, attitudes, values, motivations and beliefs people need in order to be successful in a job.” Gupta (1999). The mutual understanding of teachers' competencies is divided into three main parts as field competencies, pedagogical competencies and cultural competencies. Teachers' professional competencies can be composed of different dimensions other than the three main parts.

Selvi (2007) made a research about the professional competencies of English Language Teachers. The Conventional Delphi Technique was applied in order to frame the competencies of new teachers based on the teachers' and teacher educators' views. Delphi process was done after three rounds collecting the responses from the experts and Delphi rounds continued until the group agreement was achieved. The results of the study present that teachers' professional competencies are composed of four main sub-groups like Curriculum Competencies, Lifelong Learning Competencies, Social-Cultural Competencies and Emotional Competencies. The results showed that

teachers' competencies must be discussed from a different view. In this purpose, the collected works about teachers' competencies was analyzed and the new competency areas framed as seen below about the teachers' competencies are done to be redefined depending on different dimensions of teachers' professional competencies.

There is a little argument that student teachers applying for teacher registration represented in the linguistic knowledge need to hold and demonstrate competency in literacy and numeracy. Training institutions offer a range of support resources and services to help students adopt good learning habits, develop and refine their skills, but these are underused. To involve students more advantageously in achieving these competencies knowledge of their understandings is first needed. The academic content of the degree course at a Queensland university does little to guide how academic and practical inabilities could be treated. This setting gave growth to the initiative for this study and was followed by informed dialogue with beginning pre-service teachers showing a diversity of opinions of the competence required to be a professional educator. The main feature of teachers' professional competencies can be explained in a way displayed in Figure 1.1. In page 9. Firstly, these competencies were explained very briefly and only the curriculum competencies were discussed in detail among the other competencies in this paper.

- Field Competencies
- Research Competencies
- Curriculum Competencies
- Lifelong Learning Competencies
- Social-Cultural Competencies
- Emotional Competencies

- Communication Competencies
- Information and Communication Technologies (ICT) Competencies
- Environmental Competencies

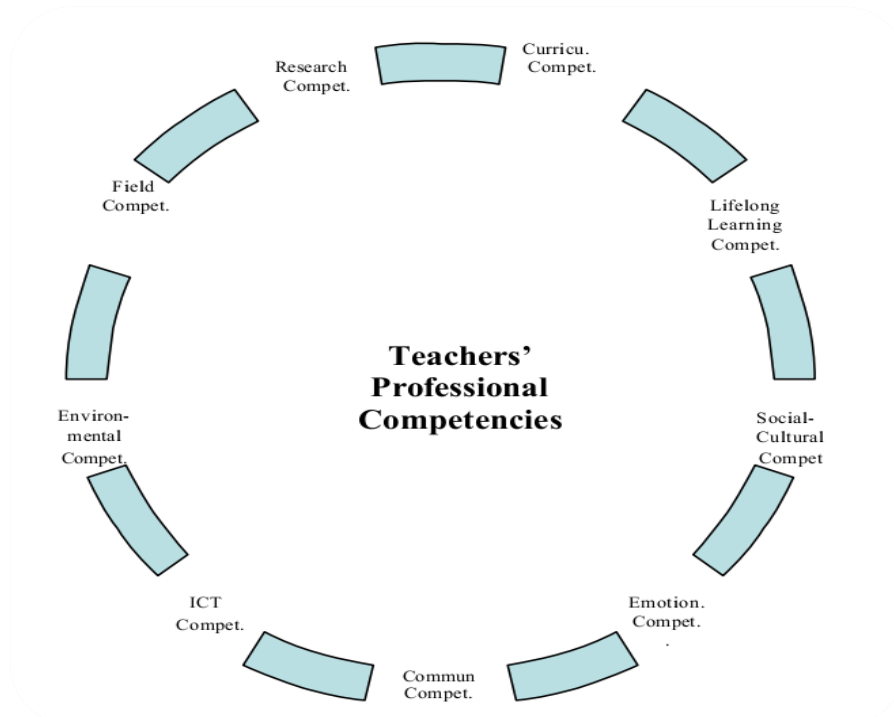


Figure 1.1. Components of teachers' professional competencies (Selvi, 2007)

1.2.1. Field competencies

Selvi describes field competencies as related matter to the question of “what should school teach?” They refer to the content that the teacher and students will study. Field competencies are the most important areas of teacher competencies that consist of academic studies about content. Field competencies are indispensable for teachers to conduct their profession. They are the teacher competencies concerning the subjects that teachers will teach or students will learn. Earlier, field competencies were considered as the most important competency field based on the concept that teachers

were the only responsible in transmitting the content. The concept of the one who knows teaching and the teacher is the responsible for learning in classroom changed through time. Within the context of this change, the importance given to teachers' field competencies rejected as a result of the changing role of teacher as rather than transmitting the content but being a facilitator allowing students to interact with content.

1.2.2. Research Competencies

He mentioned that the research Competencies Consist of the competencies of research methods and techniques, designing and proceed research in teachers' fields. They support cooperation with colleagues and other specialists or people who are interested in curriculum studies and education. Research competencies are influential for teachers in following the developments in their fields and developing themselves based on these developments. Also, the research competencies of teachers are very important for students to gain the scientific thinking and scientific process skills. The research competencies help to improve the teachers' competencies and also support research-based teacher education which is a new approach in teacher education (Niemi, Sihvonen, 2006).

1.2.3. The curriculum competencies

Selvi confirms that the curriculum competencies can be divided into two sub-competencies as curriculum development competencies and curriculum implementation competencies. Curriculum competencies include the knowledge about curriculum philosophies and skills in curriculum development, curriculum design, elements of the curriculum development, models of curriculum development, and approaches of designing curriculum development, curriculum development process, selecting and organizing the content, planning the teaching and testing conditions and

preparing research for curriculum development. They are related to the understanding of the curriculum plans for the teaching and learning the English language. Curriculum competencies are the competencies of teachers concerned with carrying out their teaching role more effectively. These competencies are related to both theoretical and practical competencies. These competencies defined as learning-teaching related competencies define the framework of the knowledge and skills that teachers will gain. Without curriculum competencies, it is quite difficult to create an effective education service in universities.

1.2.4. Lifelong learning processes

He adds that Lifelong learning processes requires that students take responsibility of their learning. As individuals, teachers are acting for their own learning in the lifelong learning process. Lifelong learning activity goes through the whole life continuing between individual and the world (Selvi, *Phenomenology*, 2006, p489). Lifelong learning competencies consist of the abilities of learning to learn, and teachers' responsibilities of their own professional development. Lifelong learning competencies have a relationship with the ability of learning and skills of using the means or tools of learning to improve the learning during the human life. Lifelong learning competencies means the teachers' responsibilities for their own learning and development of lifelong learning skills for students. Lifelong learning includes two main abilities. The first one is related to teachers' own lifelong learning ability and the second one is related to teachers' responsibility to develop students' lifelong abilities.

1.2.5. Emotional Competencies

He pointed out that emotional Competencies are composed of both teachers' and students' values, morals, beliefs, empathy, motivation, attitudes, anxieties, and so on. They are related to the application of psychological consultation and curriculum of

supervision in universities. Teachers' emotional competencies can really help students to learn and students' willingness to learn, it can be increased if teachers know how to improve the emotional dimension of students' learning. Emotional competencies also help teachers become effective teachers while monitoring the students' learning. It supports to create positive feeling for learning-teaching process. Teachers become a learning consultant and mentor about learning for their students.

1.2.6. Social-cultural competencies

Selvi defines social-cultural competencies as a matter that comprise the knowledge about social-cultural background of students and teachers, local, national and international values, democracy and human rights issues, social studies and collaborative work with others. All of them offer freedom to teachers and students in learning-teaching process and also promote the learning. The individuals become social and cultural being in social life. Therefore, there is a big relationship between learning and students' social-cultural background. Some of the learning theories discussed learning as social-cultural context and teachers' social-cultural competencies can encourage students to learn. Humanistic approach and social theories can be placed into practice in the classroom by means of teachers' social-cultural competencies.

1.2.7. Communication competencies

He mentioned that communication competencies consist of communication models, interaction among teachers, students, social environment and learning topics. Teachers also have competencies in using oral, body and professional language in their fields. Communication competencies include speaking, voice, body language, singing, sign language, paralanguage, touch, eye contact and sometimes tone of voice or the use of

writing. They include communication skills in intrapersonal and interpersonal processing, observing, speaking, questioning, listening, analyzing and evaluating.

1.2.8. Information and Communication Technologies - ICT competencies

Information and Communication Technologies-ICT competencies according to Selvi are based on using tools and technical tools for gaining and transferring the knowledge. They include any technology that helps to produce, communicate, manipulate, store, and/or disseminate information. ICT competencies are concerned with the use of technology in processing and managing the information include all technologies for the manipulation and communication of information. It means that the ICT competency is crucial to improve the communication in the learning and teaching process.

1.2.9. Environmental Competencies

He adds that environmental Competencies refers to competencies for ecological and environmental safety. Salite and Pipere (2006, p16) explained that ecological/environmental aspect is a dimension of the sustainable development of teachers. Knowledge, attitudes and skills about ecological system and environment such as keeping clean and available environment, management of ecological resources, feasible uses of natural resources, being aware of ecosystem, availability of natural resources can be defined as Environmental competencies.

1.3. Classroom interactions in English course

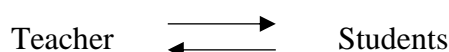
Teaching is an interactive act. In classroom, communication between the teacher and students goes habitually as initiatory or responsive acts. Jack C. Richards, John Platt and Heidi Platt (1992) describe classroom interaction in these words:

The patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be a part of studies of Classroom Discourse, Teacher Talk and Second Language Acquisition. Classroom learning is a co-operative effort between the teacher and the students. It points to how the teacher and the students interact and how students interact amongst themselves, all of which affects language learning. (Heidi Platt, 1992)

The teacher constantly starts interactions with the whole class and with individuals, right from the beginning of an English language course. At first the students can only respond non-verbally or with a few English words they have seen before. Later on, the students have more control of the English language and can respond more correctly and even initiate interaction themselves.

Brown (2001) relates interaction to communication, saying, "...interaction is, in fact, the heart of communication: it is what communication is all about" (p165).

Classroom interaction can be defined as a two-way process between the participants in the learning process. The teacher affect the students and vice versa.



Interaction can be fraught with tension or it can progress harmoniously. Malamah-Thomas (1987, p8) mentioned that every interaction situation has the potential for co-operation or conflict. How the situation develops depends on the attitudes and objectives of the people. Unnecessary to say, only when there is co-operation between both sides communication can efficiently take place and learning occur.

Communication is frequently undertaken for a purpose. Everyone have a reason for conveying a message to others. Nolasco and Arthur (1987) explain conversation as,

“the creation and maintenance of social relationships, the negotiation of status and social roles, as well as deciding on and carrying out joint actions” (p5). The same thing happens in a classroom situation; people are assembled there for learning. In addition, people have other reasons for communicating in the classroom. Since the classroom is a community, there is the necessity to establish and maintain personal relationships. The teacher has to establish a connection with the class, with its individuals, and individual students from different sorts of relationships with the group and with the teacher.

1.4.Features of classroom interaction

The principal form of interaction is that of the teacher's question, the student's response and the teacher's feedback. This is usually found in all English courses and it is typical of classroom exchange. Teacher's talk not only takes up the largest part but also regulates the topic of talk and who talks.

Amy B.M. Tsui (1995) states that teacher's explanation, which is another component that takes up a big portion of teacher's talk

There are different ways of defining explanation. Some define it very generally as providing information or communicating content, others make a distinction between explanation of procedures and explanation of concepts, vocabulary and grammatical rules. How teachers deal with explanation is very important: inappropriate explanation or over- explanation hinder rather than help students to comprehend. (Tsui, 1995, p1)

The ways in which students act and interact during a classroom organized and controlled by the teacher (or sometimes by the students themselves) to allow teaching

to be more effectively is called classroom management. For different sorts of classroom activities, the use of lesson plans, aids, handling of equipment, etc., and the direction and management of students' behavior and activity are helpful.

These are the most common ways of organizing classroom interaction, depending on who communicates with whom:

- Teacher – Students
- Teacher – Student /a group of Students
- Student – Student
- Students – Students

The first form of interaction (teacher – students) is established when a teacher talks to the whole class at the same time. He play the role of a leader or controller and decides about the type and process of the activity. The principal function of such interaction is controlled practicing of certain language structures or vocabulary. Generally, they are in the form of repeating structures after the teacher (the model).

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

The third type of interaction is called 'pair work'. Students get a task, which they have to do it in pairs. The teacher take the role of a consultant or adviser, helping when needed. After the activity, he puts the pairs into a whole group and each pair reports on their work.

The last form of classroom interaction is called 'group work'. Like with pair work, the teacher's role here is that of a consultant and individual groups report on their work as a follow-up activity.

The last two methods of organization are particularly useful for encouraging interaction among students. In large classes, they present the only option for as many students as possible to use the foreign language. The research (Long et al. 1976 in Nunan, 1991.p51) has shown that students use more language functions in pair and group-work than in other forms of interaction. It has also been confirmed that students perceive them as the most pleasant ways of learning English, because they feel comfortable and subsequently communicate better (Phillips 1983 in Hatch, 1992.p93). Such work encourages independent learning and gives some responsibility for learning to students. It approaches real-life communication where students talk to their peers in small groups or pairs. However, whole-class organization should not be completely neglected since it is still more suitable for guided and controlled activities.

In a traditional classroom, the teacher had the main role of an all-knowing leader who 'filled' students' empty heads with knowledge. This role has changed and the teacher has now got many roles depending on different classroom situations and needs. In a broad sense, he is a 'facilitator of learning', which includes the following:

- A general overseer of learning, who coordinates the activities so that they form a coherent progression from lesser to greater communicative ability.
- A classroom manager, who is responsible for grouping activities into lessons and for their overall organization.
- A language instructor, who presents new language, controls, evaluates and corrects learners' performance.

- In free communicative activities he will act as a consultant or adviser, helping where necessary. He may move around the classroom and monitor student's progress, strengths and weaknesses.
- Sometimes he will participate in an activity as a 'co-communicator' with the learners. He may encourage students without taking their main role. (Littlewood, 1981,p92)

These roles are frequently interrelated and some others (e.g. assessor, observer as explained in Harmer, 2001) could be added. The roles of a consultant or co-communicator encourage classroom interaction most, but they need the support of other roles (e.g. for organizing and controlling activities).

1.4.1. Language Use

We should understand that the activity is in fact based generally on using the English language. This may sound obvious, but it is unexpected how many else excellent language-practice exercises fall into this trap. It is tempting to think that if students are happily absorbed in doing a task in an English course, they are learning English but it is not always so. They may, of course, be reaching other equally or more important educational objectives, for the sake of which we may determine temporarily, to sacrifice language learning efficiency.

Flanders (1970 in Malamah-Thomas, 1987.pp 20–1) established ten Interaction Analysis Categories to describe the teaching and learning processes according to the classroom language. These are as follows:

1.4.2. Teacher talk

- Accepts feeling: Feelings may be positive or negative and their prediction and recalling are included.
- Praises or encourages: This includes telling jokes, nodding head or using phrases like 'Go on'.
- Accepts or uses ideas of pupils: The teacher clarifies or develops students' ideas.
- Asks questions: Questions may be about content or procedure.
- Lectures: Gives facts or opinions about content or procedure.
- Gives directions, commands or orders.
- Criticizes or justifies authority: E.g. statements intended to change pupils' behavior.

1.4.3. Student talk

- Response: Teacher initiates interaction. Freedom to express own ideas is limited.
- Initiation: Students express their own ideas, initiate a topic, etc.
- Silence or confusion: Pauses, short periods of silence, confusion and incomprehension.

The following table shows the student talk considerations in classroom interaction.

Table 1.1. Student talk in classroom interaction. Flanders (1970)

TEACHER CONTROLLED			
A C C U R A C Y	WHOLE CLASS ACTIVITIES		F L U E N C Y
	A Drills Games Controlled conversation Listening Writing	C Conversation Discussion Simulation Games Story-telling Listening Writing	
	B Exercises Controlled conversation Role play Games Questionnaires Listening Writing	D Discussion Games Role play Project work Listening Reading Writing	
	PAIR WORK ←→ GROUP WORK		
STUDENT DIRECTED			

A viewer can describe the share and type of each participant's talk in a classroom interaction through the categories mentioned above. Conscious use of a variety of categories for pedagogic or social reasons is one of the aims of the communicative classroom.

Type A: activities are concentrated on accuracy. They are measured by the teacher and done with the whole class. Trainings and traditional language games are most present here.

Type B: activities are targeted on correct use of language too, but they are directed by students and done in pairs or groups (e.g. mini-dialogues).

Type C: activities focus on fluency. Here, they are controlled by the teacher and done with the whole-class. For example, Whole-class discussions and storytelling.

Type D: activities are fluency activities managed by students and done in pairs or groups. They present the minimum controlled type of classroom interaction.

The role of the teacher differs in each type from an instructor (type A) to a consultant (type D). Byrne's model gives a comprehensive description for classroom interaction, according to which teachers can design activities alternately focusing on accuracy/fluency or whole-class/ group-work organization

1.5. Teachers' competency effect on learners interactions

The teachers plays the principal role in education, they must be competent and knowledgeable in order to convey the knowledge they could give to their students. Good teaching is a personal manner. Effective teaching is concerned with the student personally and with his general development. The teacher must identify the individual differences among his/her students and adapt instructions according to their needs. It is a fact that educators play a varied and vital roles in the classroom. Teachers are considered the light in the classroom. They are assigned with so many responsibilities that range from the very simple to most complex and very challenging works. Every day they encounter them as part of the work or mission that they are in. It is very necessary that they need to understand the need to be motivated in doing their work properly, so as to have motivated students in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn

needs a very challenging role on the part of the teacher. It requires a specific and creative teaching styles or techniques just to catch students' interests.

Above all, the teacher must himself come into possession of sufficient knowledge of the objectives and standards of the curriculum, skills in teaching, interests, gratitude and ethics. He needs to exert effort to lead students into a life that is large, full, stimulating and satisfying. Some students seem naturally enthusiastic and passionate about learning, but many others need or expect their instructors or teachers to inspire, challenge or stimulate them. Erickson (1978) said "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place." (p. 3). Not all students are not all motivated by the same values, needs, desires and wants. Some of them are motivated by the approval of others or by overcoming experiments.

Teachers must diagnose the diversity and complexity in the classroom, the ethnicity, gender, culture, language abilities and interests. Pushing students to work and learn in class is mainly influenced in all these areas. Classroom diversity exists not only among students and their peers but may be also exacerbated by language and cultural differences between teachers and students.

The relationship between teachers and students affects the quality of students' motivation to learn and classroom learning experiences. According to Davis (2003), Working as socializing agents, teachers can influence students' social and intellectual experiences via their abilities to introduce values in them such as the motivation to learn; by providing classroom contexts that excite students' motivation and learning; by addressing students' need to belong; and by giving an adjusting function for the development of emotional, behavioral, and academic skills. Moreover, supportive

relationships with teachers may take an important developmental place during the transition to and through scholarship. However, developing relationships with a master students presents unique challenges to English master teachers.

It is a wide good to find a teacher who cares for their students' needs and strengths, and who holds a supportive relationship with their students, giving them the same chances and opportunities to participate in the learning process. These opportunities make students feel comfortable and free to interact in the classroom and improve their academic skills.

Simply a teacher, who cares about his students, transmits knowledge affectively and has a good interaction with them. In addition, he/she also offers the students the opportunity to create an emotional link. Allen, Gregory, Mikami, Lun, Hamre, & Pianta (2013) submit that "improving the quality of teacher-student interactions within the classroom depends upon a solid understanding of the nature of effective teaching for adolescents" (p. 77). Allen et al., 2013 cites Brophy, 1999; Eccles & Roeser, 1999; Pressley et al., 2003; Soar & Soar, 1979, are scholars who studied a number of descriptions of classroom environments or teaching quality discussed in the educational and developmental literatures listing factors probably to be related to student learning. Allen also notes that Hamre and Pianta developed an assessment approach that organizes features of teacher-student interactions into three main domains: emotional supports, classroom organization, and instructional supports. The emotional link makes the students feel comfortable in front of the teacher and class, which is necessary for the student's success or failure. Classroom organization is the way teachers manage the classroom in order to reach several goals, first of all classroom goals, which includes the way that teachers physically organize the classroom for learning. Instructional supports are important to help teachers to provide

the best strategies, support which will better help them to distinguish instructions and know all students' needs and promote their engagement in the learning process and classroom effective interaction.

Usually, teachers have an effect on students. Students' successes and failures can be directly linked or attributed to a teacher's effectiveness and how he/she leads and manages his/her classroom and how he/she communicates and motivates students to learn. When students have a good relationships with their teacher, they feel more motivated and engaged in the learning process, moreover, they trust to acquire knowledge from that teacher. A caring teacher tries to create a respectable classroom environment is the one who students will respond to and interact freely, and the students will be more able to learn.

Weber, Martin, & Cayanus, 2005 (Mazer, 2013, p255), found that when students consider their classroom tasks and works to be meaningful, have the opportunity to prove their competence, and believe their effort is vital to the course, they are motivated to communicate with their instructors for personal, functional, and participatory reasons. Interested and involved students learn better. "Students with high interest perceive a content area to be important, are active and involved in the subject, and feel knowledgeable in the subject matter. (Mitchell, 1993; Tobias, 1994). According to, Krapp, Hidi, & Renninger, 1992 (cited by Joseph P. Mazer, 2013) "Interest is often triggered in the moment by certain environmental factors (e.g., teacher behavior) and can be characterized from the perspective of the cause (the conditions that induce interest) or from the standpoint of the person who is interested." (p. 256). Mazer (2012) mentions "Students who experience heightened emotional interest are pulled toward a content area because they are energized, excited, and emotionally engaged by the material" (p.99). It is crucial to be injected in a safe

environment where students can feel engaged and motivated to learn, share their experiences, and prove their competence.

Teacher politics, behaviors, and actions also affect teacher-student relationships. A sizeable body of research shows that teachers who hold high expectations of students in terms of their levels of success and their social behaviors in the classroom can affect student motivation and engagement (National Research Council, 2004). Classroom structure is important to avoid classroom misbehavior, so it is important to create a good environment capable of improving students' learning process. According to Murray & Pianta (2009)

Classroom structures, rules, routines, and activities convey a sense of community and continuity to students. All teachers are aware of the importance of creating classroom environments that have structures in place that ensure the safety of students, promote positive behavior, and ensure the flow of classroom activities in ways that minimize distractions and disruptions. (Murreay & Pianta, 2009, p108)

Murray & Pianta (2009) also believe that:

Structures like these can also create positive relationships within classrooms. A well-managed classroom environment provides students with a reliable, safe setting where expectations for appropriate behaviors are clearly identified and consistently reinforced. Such settings give permission to students to develop a sense of trust and comfort with teacher and all members of the classroom community. Such environments also provide teachers with an augmented number of opportunities to develop and sustain meaningful relationships with individual members of the classroom because

teachers in such settings have the freedom to participate in more positive interactions with students rather than endless disciplinary duties. Although most teachers know the importance of establishing clear rules and routines in the classroom, the techniques through which these rules and routines are conveyed to students can vary radically. (Murray & Pianta, 2009, p108)

Teacher have many strategies in hand to manage their classroom and offer students the opportunity to build their knowledge and also to prevent misbehavior in classroom.

To make rules in the classroom is necessary, also it is important to have a good classroom management especially with small numbers of students inside the classroom which is easier than large classes. This allows the teacher to have total control of the classroom and better manage the activities in order to achieve success. Classroom management is a term used by teachers to describe the process of safeguarding that classroom lessons run smoothly even with disruptive behavior by students; it also implies the prevention of disruptive behavior. Jones and Jones (2004), has found several areas of knowledge and skills in the conceptualization of classroom management: establishing teacher-students and peer relationships that builds a supportive environment, using instructional methods that optimize learning, gaining a commitment from students to appropriate behavior standards, creating safe and caring classroom community, and using counseling and behavioral methods to change students' inappropriate behavior. Classroom management is perhaps the most essential aspect of teaching that one must master in order to be an effective educator.

Classroom management is seen as the teacher's ability to supportively manage time, space, resources, student roles and student behaviors to afford a climate that encourages the learning process. According to Richards (1990), "Classroom

management are the ways in which student behavior, movement and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively” Richard (1990). Well thought out to be an integral component of student–instructor interaction, Katt, McCroskey, Sivo, Richmond, &Valencic, 2009; McCroskey, Valencic, & Richmond, (2004) claim classroom environment is conceptualized as “a dynamic social system which includes not only teacher behavior and teacher–student interaction but student–student interaction as well” (cited by Myers at al., 2012, p387). (McCroskey et al., 2004) adds that the classroom environment takes into account elements such as the institutional culture, the level of instruction, the physical and social climate of the classroom, and the nature of the classroom, which certainly affect whether and how students are motivated to communicate and interact with their instructors (cited in Myers at al., 2012, p387). Mazer (2013) states that,

Engaged students display many behaviors inside and outside of the classroom that reflect their interest and engagement in learning. They often have the opportunity to listen attentively, verbally contribute during interest and engagement discussions, take notes, and ask questions of instructors (Mazer, 2013, p257)

A good and effective classroom management is important to set up the rules, manage time and space in order to give students all the conditions and support to be and feel engaged in the learning process. A good classroom management allows the students to behave well and be motivated and focused improving their interaction with the whole class.

1.6. Conclusion

This chapter defines what is meant by teachers' competency, the methods and approaches used as well as the importance of classroom interaction, and its contribution in influencing the student's interaction in classroom, also light was shed on the theories proved by scholars and researchers that aim at determining the role of teachers' competency in succeeding and being effective in classroom interaction with students.

CHAPTER TWO

2.1.Introduction

This chapter is different to the previous chapter, in which the researcher explains the instruments and the methodology used in this research that targets the teachers' competency effect on students' classroom interaction. To do so, the instruments are the questionnaire, which is conducted with the first year master teachers in the department of the English language in the university center, as well as the interview and the classroom observation with two English teachers of first master degree. In this chapter, the work describes the situation under study, covering both the sample population and the methods used.

2.2.The English department in Belhadj Bouchaib University Centre Overview

The research is conducted in Belhadj Bouchaib University Center of Ain Temouchent in the academic year 2017-2018. English language has been introduced in this center since 2012 under the LMD system which is composed of license, master and doctorate. The department of English language varies between linguistics and literature streams. Our sample is restricted to only English teachers from the first year master of both specialties.

2.3.The Sample Population

Polit and Hungler (37, 1999) refer to the population as a collective or totality of all the objects, subjects or members that adapt to a set of specifications. In this study the sample population was a small group of people carefully chosen from a larger group of teachers, to participate in a particular study with the purpose of examining a specific

topic. Field (2005) points out that a sample is: “a smaller collection of units from a population used to determine truths about that population” (Field, 2005). The objective behind using a sample population is to obtain results about a precise topic to conduct a specific research using a representative group.

For achieving this work, the support of teachers was crucial. They are teachers in the department of English language in the Faculty of Letters and Foreign Languages in Belhadj Bouchaib University Centre of Ain Temouchent in the academic year 2017/2018.

2.4. Teachers' Profile

In the department of English language in the Faculty of Letters and Foreign Languages. Most of teachers are holding Magister in their field of study, and some of them hold or are preparing their Doctorate.

2.5. The Research Tools

Anything that becomes a means of collecting information for a research is called a research tool or a research instrument. For example, observation procedures, interview, questionnaires, are all classified as research tools. In order to collect data, a set of tools were required, including the questionnaire, the interview and classroom observation, as a three efficient methods to facilitate the work, and elicit a specific and significant data about the present research. The questionnaire was directed to the sample population. The aim behind choosing the questionnaire is to identify the views of this sample concerning the teachers' competency effect on students' classroom interaction. Whereas, the interview was directed to the same sample in order to analyze the viewpoint of a teacher that can make a change, in addition, classroom observation

is included too, in order to get more reliable and credible data about classroom interaction.

2.5.1. The questionnaire

A questionnaire is a data collection instrument, consistent of a number of questions for the purpose of gathering information from respondents.

In order to fulfill the needs of the research, questionnaires of 10 questions were directed and given to all first year master teachers in the department of English between March and April 2018. The questions varied from multiple-choices, mixed to close ended and open ended, for the purpose of collecting precise as well as reliable answers based on the participant's viewpoint. It tackles the importance and the necessity of the teachers' competency in teaching profession especially in relation to classroom interaction with students.

2.5.2. The Structured Interview

The Structured Interview is a very important tool in research process. It offers the researcher and the targeted sample, for example the teacher, the opportunity to meet one another, exchange information and come to unsure conclusions about the topic. The interview is the opportunity where the researcher can describe his experiences and skills and can get an idea about his study objectives. During a structured interview, the interviewer's goal is to gather additional information about the topic and the interviewee that is not provided in the questionnaire and the data collected in the literature review. The structured interview is a structural one, made up of 6 questions that framework the teacher's opinion and experiences about the importance of teachers' competency in stimulating and affecting the classroom interaction.

2.5.3. Classroom observation

Classroom observations can be considered as a teaching improvement strategy, since they are typically planned to improve instructional quality and teaching effectiveness, whether they are conducted by students or by researchers. Observation is known as an effective learning process, “nothing has such power to broaden the mind as the ability to investigate systemically and truly all that comes under the observation in life.” (Dewey, 1933)

The classroom observation is done in two attendances in both specialties literature and linguistics, one session for each, using an observation grid including classroom interaction parameters.

2.6. Research Types

To accomplish the research objectives, a set of instruments are connected, along with two most essential research types; which are the qualitative and quantitative research. The qualitative research is established in the facts and the data collected from the documents review that helps the researcher to improve knowledge and get answers about the research questions instrumented in interview and classroom observation.

The aim of this type is to produce and develop new ideas and hypotheses from the data collected; it explores, realizes and constructs a credible data, it is also used to improve an understanding of the primary objectives, opinions and motivations, as well as providing visions on the problem and dive deeper, in order to, grow hypotheses for potential.

Quantitative research, in contrast, is used to quantify and designate the problem by generating numerical data that later converted into useful statistics that help to analyze

the problem and interpret the results. In the present research, the quantitative research type is represented in the results gathered from the charts and the different statistics resulted from the questionnaires analysis and the interpretation of the numerical data.

2.7.Procedure of the research

2.7.1. The Questionnaire

The questionnaire aims at gathering data required for the accomplishment of a master dissertation in didactics. The questions given are distributed to the first year master English teachers in university center of Ain temouchent in order to investigate about the teachers' competency effect on students' classroom interaction.

The first question is asked to have a broad idea about the hardness of the teaching profession.

The second question was asked to know the teachers' opinion about the necessity and the importance of the teachers' competency in English language teaching, the answer of this question let the researcher know the utility and the importance of a competent English teacher. The researcher's aim when designing this question is to reach the objectives of the first part of the topic which is the importance of the teacher's competency.

The third question aims to know the teachers' position and role in ensuring the classroom interaction, and his level of controlling it with effectiveness and improvement.

The fourth question was dedicated to inform about the preferable students' profiles to teachers, knowing that, they do have an effect on the teaching process and classroom interaction.

The fifth question was asked to know if the teachers see that classroom interaction is important and beneficial for teaching process, the researcher designed this question to fulfil his aims about this point related to the main topic.

The sixth question aimed at knowing the relationship between self-confidence and teaching competencies, the researcher planned this one to see the teachers' point of view about it and how they classify it in their work.

The seventh question' objective is knowing the difficulties faced by teachers in stimulating students' classroom interaction, knowing that isn't that easy to succeed in this operation. This question helps the researcher to notice the real placement of classroom interaction and its requirements.

The eighth question was designed by the researcher to see how creative the teachers are in keeping students in task and well behaved in collaborative group activities which is significant in controlling classroom interaction.

The ninth one is very important in the research process, the researcher designed this question to learn from the teachers' experience in dealing with embarrassing situations, such as their reaction if a student asks a question that the teacher doesn't know its answer. The responses of this question are very helpful to novice teachers as well.

The last question in the questionnaire was an open one, the designer gave the space to the respondent teachers to express and spoon-feeding the teaching community in stimulating classroom interaction matter.

2.7.2. The Structured Interview

The interview represented in a written form, aims at collecting data needed for a master degree in didactics. The interview is conducted with two teachers only, who teach first year master degree students of both specialties; linguistics and literature, in the

department of English language in university center of Ain temouchent, in order to question about the teachers' competency effect on students' classroom interaction.

The opening question was asked to the interviewee teacher about his age, which can have a relationship with classroom personality and presence with students.

The second question was designed to know the experience period that is very helpful for acquiring knowledge about the subject matter.

The third question is very important in teaching field, it aims to know the interviewee teacher's motives that allow him being effective and successful in teaching. The interview objective from this question is to know and inform about the teaching success supports and pushes.

The fourth question was asked to know the experiences and lessons acquired by the teacher in working master degree, since the students in this level are aware, competent and creators, this surely will be different from the other levels.

The fifth one is well targeted to learn from the teacher's creativity and methodology in improving classroom interaction. The researcher tried from this question to gather a straight and useful data for the sake of succeeding classroom interaction.

The last question aims at learning from the teacher's experience and advices in order to help the beginner teachers to impose themselves in classroom and leading a good classroom interaction.

2.7.3. The Observation Grid

The following grid is designed for a classroom observation aiming at gathering information needed for the achievement of the research paper, the process was done in two attendances with two teachers from both specialties; linguistics and literature, in order to carry out the needs about the research topic.

The grid is divided into 3 units, each unit fill out a side in classroom observation.

Unit A, aims at observing the environmental side created by the teacher, including, safety and pleasant learning environment, the respect between teacher and students counting the classroom discipline.

Unit B focuses on the practical side, it includes, the preparation of the teacher, the clarity of the lessons objectives, the teacher's organization to improve participation, The materials used and his mastery of the course contents, this aspects help the researcher observer to notice in real time the different tips about teaching in classroom interaction matter.

The unit C concentrate on the direct relationship between students and their teacher such as formality, caring about their comprehension, planting in them the critical thinking mentality and facilitating the student-student interaction.

Table 2.1. Observation Grid of teachers' competency and classroom interaction.

(Adapted from Cambridge teaching evaluation, 2015)

A		1	2	3	4	Comments
Overall learning environment created by the teacher						
1	The teacher creates a safe and pleasant learning environment					
2	The teacher clearly respects the students and listens to the voice of the learner					
3	The overall atmosphere in class is positive and encouraging					
4	The teacher manages classroom environment and discipline					

B		1	2	3	4	Comments
	Instructional practice for interaction					
1	The teacher leads the class in well-prepared activities					
2	The objectives of the lesson are clear to the teacher and to the students					
4	The teacher organizes activities for students to actively participate in interaction					
5	The teacher uses ICT materials and media when appropriate					
6	The teacher delivers the lesson clearly in an effective style					
7	The teacher has a good command of the content of the course					
8	The teacher uses adequate materials to facilitate understanding, hence participation					

C		1	2	3	4	Comments
	Overall teacher-student relationship					
1	The teacher has an open and approachable relationship with students					
2	The teacher checks students' (previous) understanding					
3	The teacher fosters a critical thinking in students					
4	The teacher facilitates student-student and student-teacher interaction					
5	The teacher responds clearly and satisfactorily to questions asked by students					

2.8.Conclusion

This chapter, shed the light on the methodology used in the research, including the research instruments devoted for the accomplishment and the credibility of the research. This chapter contains also an overview about the department, the research

types and tools, moreover, the sample population targeted for the research represented in the English language teachers of the first master degree in University Center of Ain Temouchent (UCAT).

This chapter also includes also he procedures followed to design such a methodology, containing the explanations of how the instruments were planned and organized.

CHAPTER THREE

3.1.Introduction

This chapter is different from the two previous ones. The main concentration will be on data analysis, and the interpretation of the results assembled from the questionnaires, interview and classroom observation. The researcher will be able to identify whether teachers' competency is important in teaching and in which sides and parameters does it have an effect on students' interaction in classroom.

3.2.Data Analysis

This part benefits to answer the research questions, and reaches the final research problematic on which the work is based. The calculations and the interpretations of the answers helped provide a clear image about the position of teachers' competency effect on students' classroom interaction.

3.2.1. Questionnaire analysis

The following questions were selected from different questionnaires given to all teachers of first year master English from the department of English language in Belhadj Bouchaib University Centre; the questionnaire were responses of 11 teachers of both streams, linguistics and literature.

Question n°1: aimed at knowing if teaching is a hard and strenuous profession or not.

- 81, 81 % of teachers see that teaching is a hard and strenuous profession, while 18, 18 % see the reverse.

The following chart explains the results:

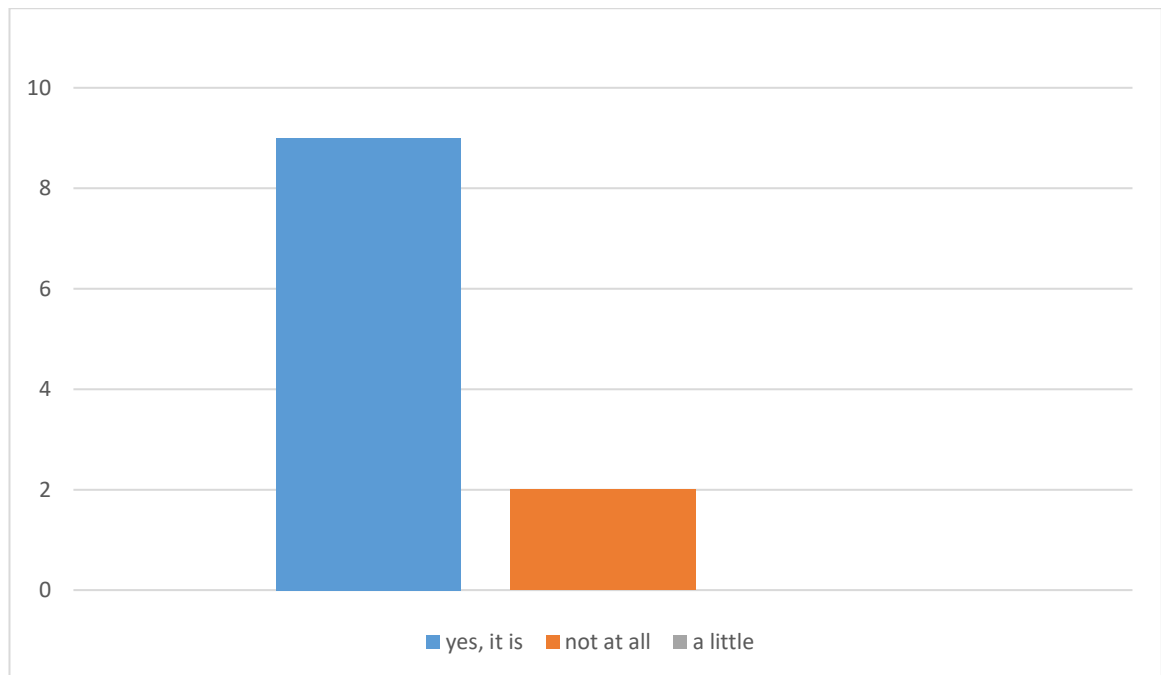


Figure3.1. the rigidity of teaching profession

According to the results represented in the bar chart above, we can notice that almost all the teachers 81, 81% (9 teachers); see that teaching is hard. While 2 teachers (18, 18 %) see that teaching isn't a hard profession.

This means that the majority of teachers in the university center of Ain temouchent consider teaching as a hard job and a strenuous profession.

Question n°2: Was directed to know if teachers' competency is important in English language teaching:

- 90, 90 % of teachers see that teachers' competency is important in English language teaching, only 9, 09 % see the contrary.

The following bar chart illustrates this:

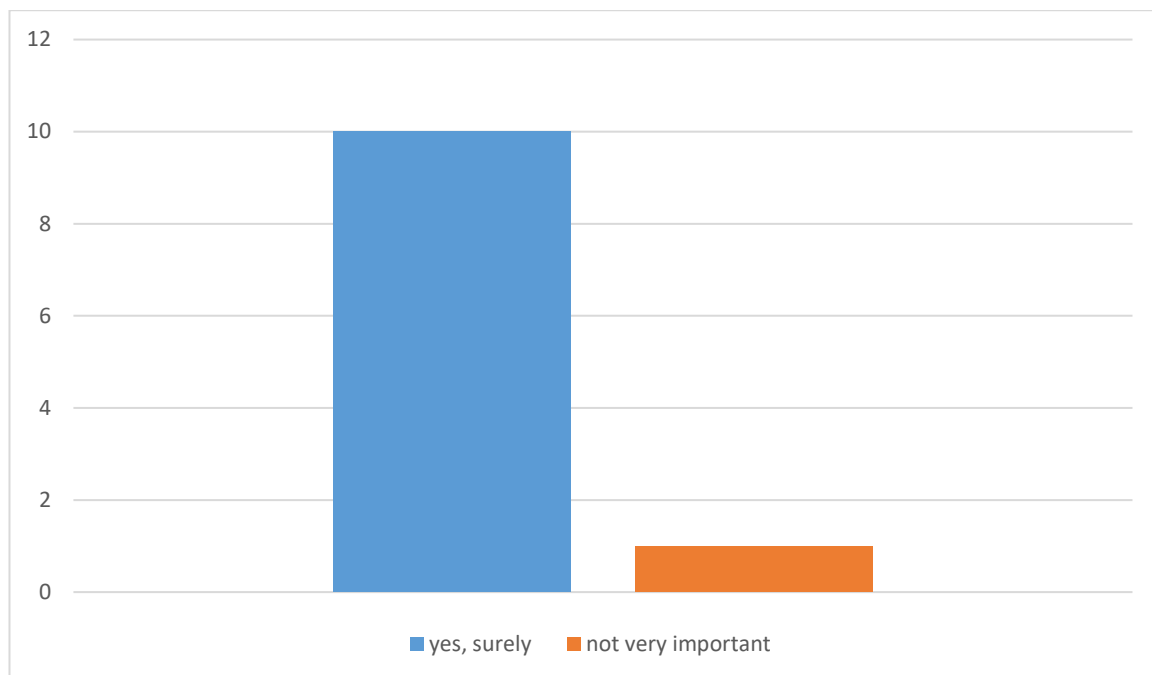


Figure 3.2. The importance of teachers' competency in English language teaching

According to the findings, 90, 90 % (10 teachers) answered that teachers' competency is important in English language teaching but only 9, 09 % of them (1 teacher) answered that isn't important.

We can notice from the data above that the majority of teachers agree on the importance of teachers' competency in English language teaching which and see it as a crucial element in this profession.

Question n°3: was asked about the teachers' confidence of classroom interaction with students.

- 100 % of teachers responded that they ensure classroom interaction with students.

As the follows bar chart shows:

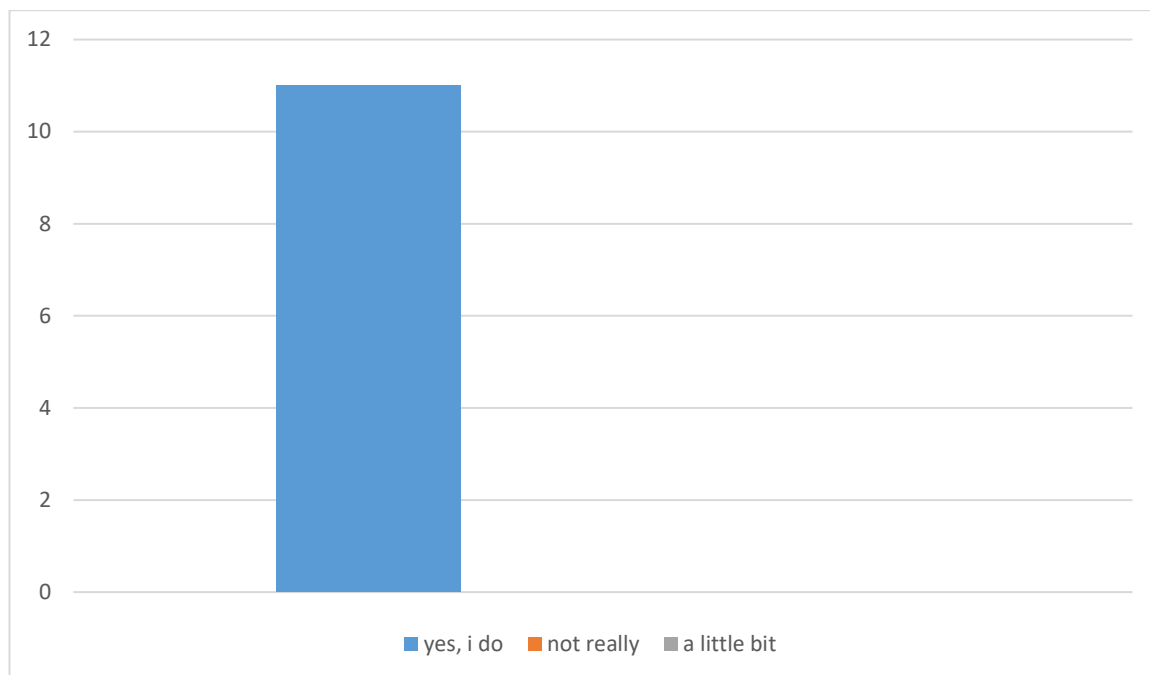


Figure 3.3. The teachers' sureness of classroom interaction with students

As the bar chart shows, all the first year master English teachers (100%) confirm that they ensure classroom interaction with students.

We notice here that the teachers ensure and dominate the classroom interaction which is a positive aspect for all teachers, especially master degree teachers.

Question n°4: This question was asked to know about what kind of student learning profile does the teacher like to work with. Knowing that they are allowed to answer with more than one choice.

- 63,63% of teachers prefer to work with motivated and well behaved students, 54;54 % of them like also curious ones, while most of teachers have responded that they like to work with students with good English basics, with 90,90 %.
- Some teachers have added some other profiles.

The bar chart shows that:

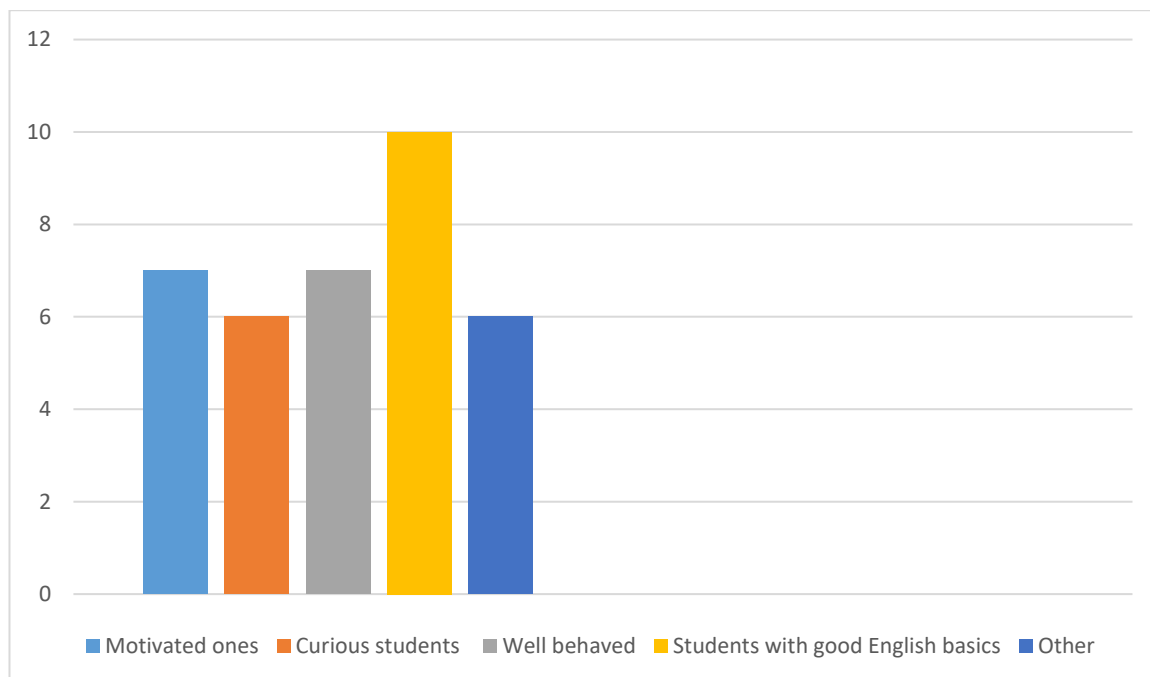


Figure 3.4. Student learning profiles liked by teachers

According to the bar chart, 63, 63 % of teachers (7 teachers) prefer to work with motivated and well behaved students, 54, 54 % (6 teachers) like curious students. Nearly all teachers, 90, 90 % (10 teachers) have mentioned the students with good English basics. In addition, 54, 54 % (6 teachers) have added some other profiles such as students who are ready to learn, disciplined students and most of these teachers have pointed that they are supposed to work with all kinds of students considering it as a part of teaching profession.

We notice from this, that the teachers in UCAT work with different students profiles with some preferences variations from one teacher to another.

Question n°5: Was asked to know the importance of classroom interaction in teaching process:

- 81, 81 % of teachers see that classroom interaction is important in teaching process, 0% see that is not necessary, 18, 18 % answered that it depends on the subject matter while no one have mentioned other options.

The bar chart below clarify that:

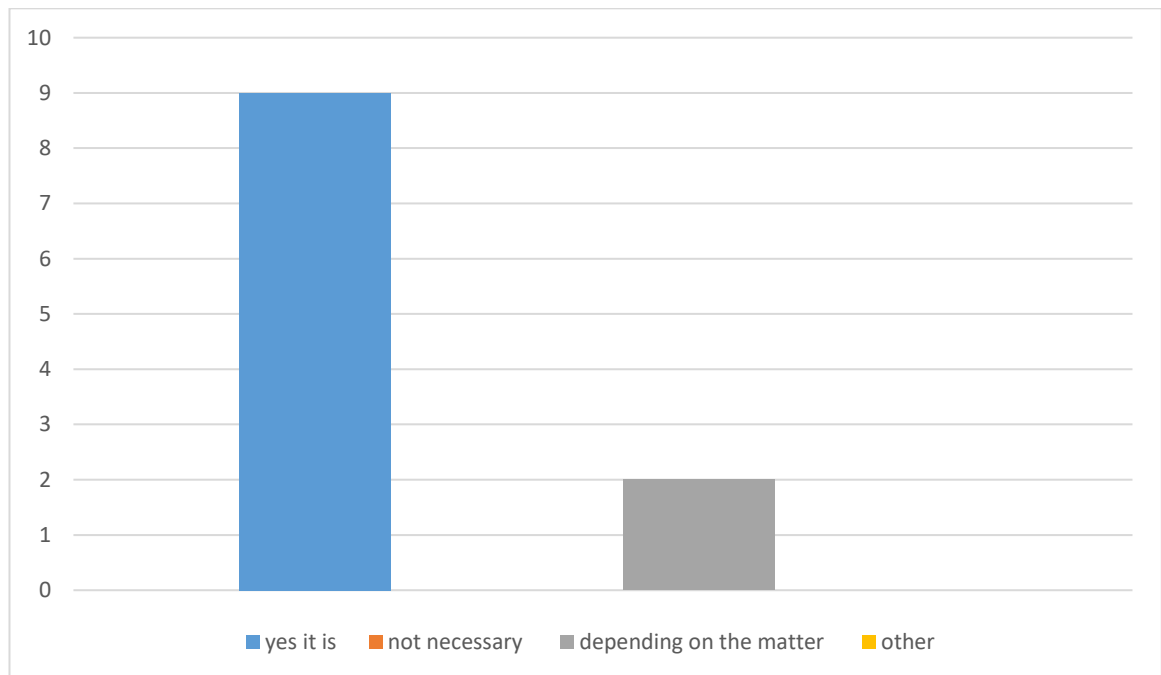


Figure 3.5. The importance of classroom interaction in teaching process

The chart above shows us that, almost all teachers 81, 81 % (9teachers) see that classroom interaction is important in teaching process while only 18, 18 % (2 teachers) see that it depends on the subject matter.

We notice from that, the great importance of classroom interaction in teaching process is confirmed by teachers' responses.

Question n°6: aims at knowing if self-confidence is related to teachers' competency.

- 72, 72 % of teachers have answered with yes, while 0 % of them have seen the reverse. 45, 45 % of the respondents have seen that is related to the teacher's personality.

The following bar chart explains that:

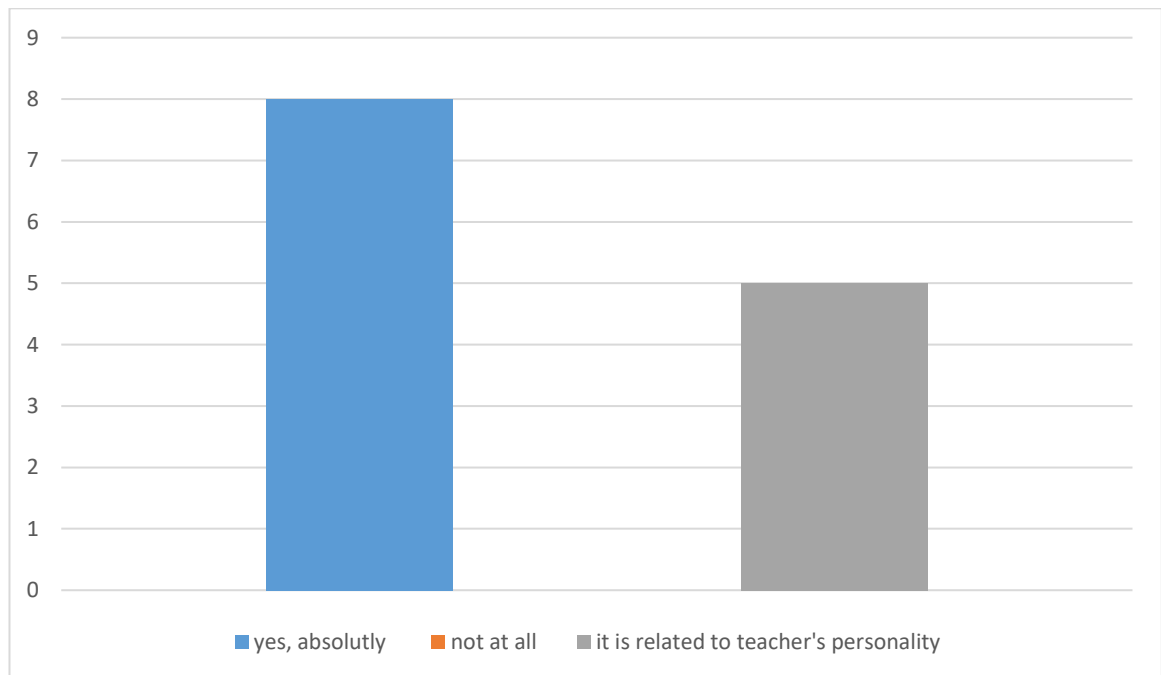


Figure 3.6. The relationship between self-confidence and teaching competency

The chart above shows that, 72, 72 % (8 teachers) confirm that self-confidence has a relationship with teaching competency, no one answered the inverse (0 %). 45,45 % (5 teachers) have mentioned that is related also to teacher's personality.

This means that self-confidence has a strong relationship with teachers competency which we can see it in the verities of teachers profiles and that is also has a direct link to teacher's personality, each teachers are considered as independent individuals intellectually and professionally.

Question n°7: Planned to know teachers' difficulties in stimulating students' interaction.

- 36, 36 % of the respondents have answered with "yes".
- 36, 36 % have answered with "no".
- 27, 27 % stayed neutral.

The following chart bar demonstrates that:

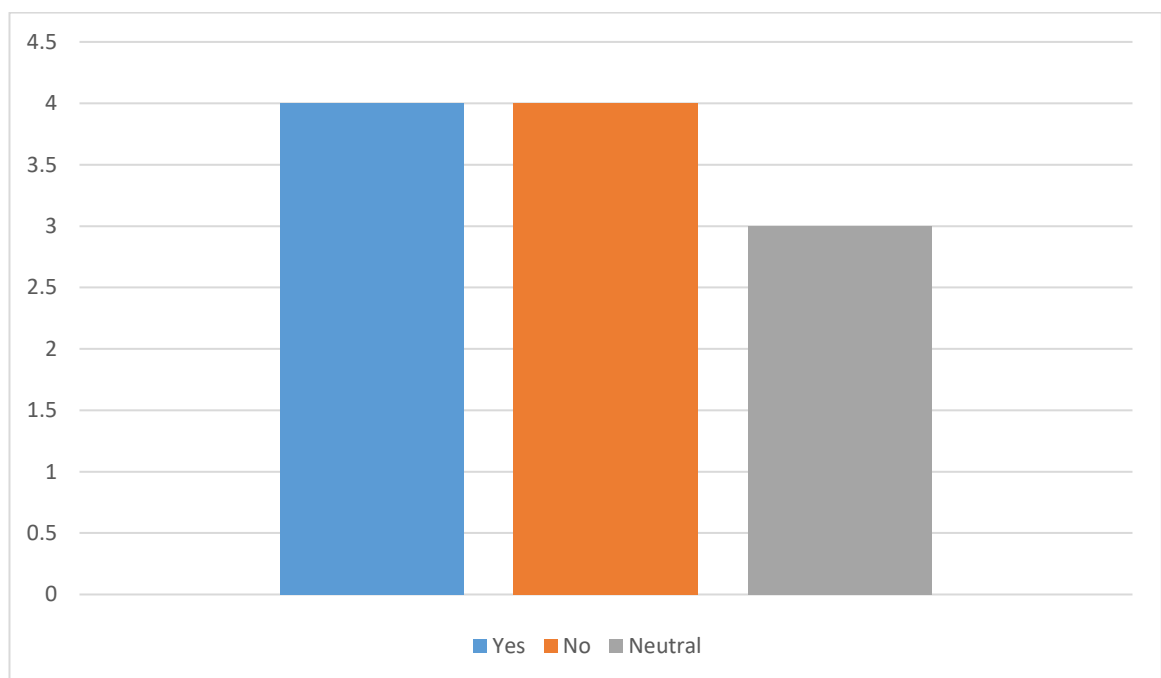


Figure 3.7. Teachers' difficulties in stimulating students' interaction

According to the findings illustrated in the chart above, some of the teachers 36, 36 % (4 teachers) do have some difficulties in stimulating students' interaction. Some of them have mentioned arguments such as the lack of motivation, lack of language proficiency, stress, personality features and the hardness of getting their attention mainly when they are tired after a long day or distracted by other modules.

In the other hand, with the same amount of responds, 36, 36 % (4 teachers) have answered negatively to the question, which means that they don't have difficulties in stimulating students' interaction supporting their position by confirming that they always manage the students' interaction and interests.

We notice from the findings that some teacher has some difficulties in stimulating of boosting classroom interaction but each one has his own way of dealing with that.

Question 8: designed to know how teachers keep students on task and well behaved during collaborative group activities.

- The answers of the teachers varied from one to another, each one mentioned his ideas and methods of keeping students in task and well behaved during collaborative group activities in following:

The teachers words were represented in, respect from the start, making the students responsible and monitoring their work, controlling their main steps during the course and observe progression, going around and interacting with them, keeping them interested by modern subjects, attracting their attention about some information and gathering mixed abilities of students and checking their work individually.

The finding shows that all teachers keep their students in tasks during collaborative tasks which vary from one teacher to another in doing that creatively.

Question 9: Aims at carrying out the teachers' reaction when they don't know the answer of a student's question.

- 0 % of the respondents have answered with passing up interaction.
- 27, 27 % of them have answered that they do a quick research.
- 27, 27 % added the point of telling them that they don't know.
- 81, 81 % of the teachers have added their own ideas and reactions.

The bar chart shows that:

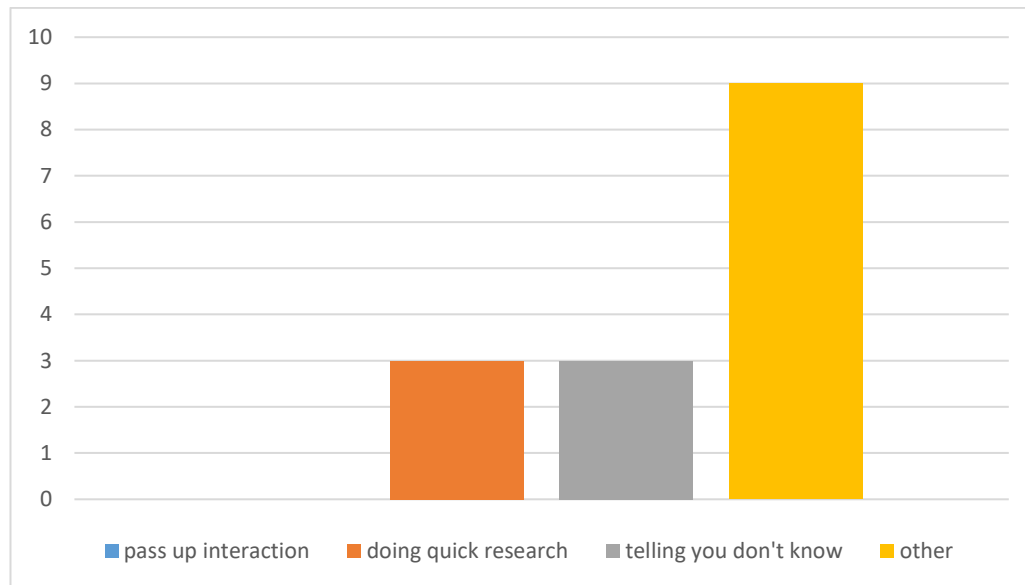


Figure 3.8. Teachers' reactions to students' embarrassed questions

As the bar chart shows, there is no teacher pass up or avoid interaction 0 %. While 27,27 % of them (3 teachers) do a quick research about the question using books, dictionaries, online...etc. with the same amount 27,27 % (3 teachers) have responded by, they tell the students that they don't know the answer to the question.

81, 81 % (9 teachers) have added some points such as, promising the students to look for it as well involving them to do it also, reformulate and change the question to another one to them, opening a debate, always try to answer and including other students to interact.

We notice from the data found that, the teachers react differently but surely to students who ask question which teachers don't have the answers, each one has his own way of dealing with such situations

Question 10: Asked to know the best method to stimulate and encourage classroom interaction.

- 27,27 % have responded by “alternating with questions”
- 81, 81 % of teacher respondents have answered by fulfilling the course with interactive tasks.
- 27, 27 % have added their own ideas and methods.

The following chart bar explains more:

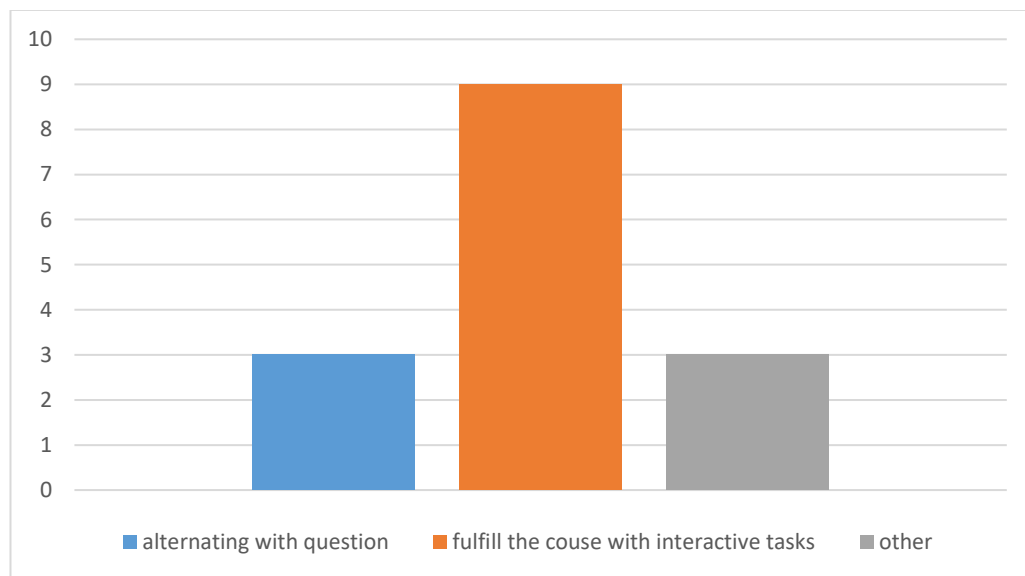


Figure 3.9. The best methods to stimulate and encourage classroom interaction

The bar chart above clarifies that, 27, 27 % (3 teachers) of the respondents stimulate and encourage their students to interact by alternating with questions each time. In addition, 81, 81 % (9 teachers) do it by fulfilling the course with interactive tasks and activities. And 3 teachers (27, 27 %) have suggested to stimulate and boost the students' interaction by motivating them, using ICT and giving them the opportunity to express their ideas.

The findings let us noticing that, teachers in English department seem to be successful in stimulating classroom interaction which the methods vary from one teacher to another in achieving that purpose.

3.2.2. Teachers' interviews analysis

This interview was done with a first master English teacher from literature stream in a written form.

Table 3.1. First teacher's interview

Questions	Answers
Q1: How old are you?	50-59
Q2: How long have you been in teaching profession?	20-30
Q3: What motivates you to be effective in your work?	I love teaching, it is a chosen career.
Q4: what experiences you've acquired in teaching master 1 degree in this department?	Dealing with new subjects. Forging research and share the results.
Q5: what creative ideas/materials could you include to improve classroom interaction?	To transform classroom into a learning/entertaining setting through competitive activities. To rely on group work.

<p>Q6: what is your advice to beginner teachers in order to be successful and dominant in classroom?</p>	<p>To consider that you are a new teacher in each new academic year.</p> <p>To interact with students and never undermine their capacities.</p> <p>To consider that teaching is learning twice.</p>
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Six questions have been asked to the teacher, the interview conducted for the sake of knowing the ideas and learn from his/her experience in teaching field to know more about the teacher's competency and its effect on students' classroom interaction.

The findings show that age and experience play an important role in developing teaching competency. And the effectiveness and success in teaching profession rely somehow on the will and the love of this job.

Teacher 1 mentioned that the experience acquired in teaching master degree is dealing with new subjects which seem new challenge for her and lead her to do research to share with her students. This shows that teaching is a creative field, always new matters to learn. The teacher has suggested that creating an entertaining setting with competitive activities is a good method to improve classroom interaction, and according to the long experience of the teacher this method seems to be successful which aims to put students in a comfortable and suitable setting to learn and interact. Considering yourself as a new teacher every year, teaching is learning twice and admiring students' capacities are pieces of advice that help every beginner teacher to be successful and dominant in classroom and leading an effective interaction with students.

Interview with first master English teacher from linguistic stream:

Table 3.2. Second teacher's Interview

Questions	Answers
Q1. How old are you?	30-39
Q2: how long have you been in teaching profession?	5-10
Q3: What motivates you to be effective in your work?	<p>If you want to act good in your work, you have to love what you do. This is what we call the integrative motivation. On the one hand, the instrumental motivation is another parameter to advance in any occupation. Adding to what I had said a little earlier, the integrative motivation means that the individual are influenced by the culture and the language of certain society.</p>
Q4: what experiences you've acquired in teaching master 1 degree in this department?	<p>To teach is to learn twice, every time, We learn new notions, thanks to direct contact with his students (teacher – learners' rapport). Exchanging ideas would give us certain abilities to develop our skills.</p>

<p>Q5: what creative ideas/materials could you include to improve classroom interaction?</p>	<p>Creating familiar atmosphere offers the students such a freedom to exchange their thoughts freely without interruption, on the other hand, positive reinforcement develops the interaction in classroom.</p>
<p>Q6: what is your advices for beginner teachers in order to be successful and dominant in classroom?</p>	<p>Novice teachers represent a new generation. We want ours to be strong and dynamic enough to manage the group. It is important to insert the humanistic side in their teaching because the humanistic approach is necessary to increase and develop interaction.</p>

Six questions have been asked to the teacher; this interview was conducted in a written form given to first year master teacher from the linguistic stream; for the sake of knowing the importance of the teachers' competency and its effect on students' classroom interaction.

We notice from the findings that age and experience do have a role in improving teaching competency. The teacher mentioned that the integrative and the instrumental motivation are the main motives that improve effectiveness, in addition, culture and society can have an impact on that. There is a similarity between the first interview and this one.

Teacher 2 mentioned that the experience acquired in teaching master degree is the direct contact with students that let them exchange ideas, give them abilities to develop their skills, which confirm that teaching is learning twice. The teacher has suggested that, creating a familiar atmosphere gives the students freedom and motivation to interact and express themselves, for example positive reinforcement. This point of view corresponds to the first interview and meets in the same point of pleasant learning atmosphere. The pieces of advice given to the novice teachers are to be strong and dynamic alongside including the humanistic side in their work, arguing that is a necessary approach to increase and develop interaction, and we notice from that teachers' effectiveness in stimulating classroom interaction is more psychological than technical.

3.2.3. Classroom observation analysis

The first classroom observation were done in redaction technics module from the literature stream and the title of the course were "the thesis statements in literacy – analysis paper".

The researcher noticed from the classroom observation that the teacher was comfortable with the students and created a pleasant learning environment, she respects the students and let them finishing their ideas and participations. The atmosphere was positive and the students had a big part in creating it by the complicity between each other and allowing some fun by laugh moments. On the other hand, the teacher didn't give a big importance to classroom.

The research remarked that the teacher opened her lecture by an individual and pair work. The topic objectives were very clear and understood by both the teacher and student, and the tasks provided aimed at provoking students' interaction and participation by answering on the sheet paper then participate, the teacher used

mentioning as a method to let all students participate and interact equally and also the classroom witnessed some discussions and debates. The teacher didn't use ICT materials. She used activities to deliver the lesson and explain it while correcting and discussing the activity or during dictation. The teacher mastered the content of the lesson, and asking question about the lesson contents was her strategy to ensure and facilitate understanding and enhancing participation.

The researcher observed that the teacher is close to students and have a good relationship with them. She asked just a few questions about the previous lessons' terms and homework before passing to the lesson, she used this tactic as a transition. The teacher had formulated some trapped cases and questions in tasks that needed critical thinking to solve them. She is very helpful and non-strict with students' interaction, since the students' level varies from one to another; the teacher allows sometimes a student-student interaction as correcting each other. The teacher responded always clearly and confidently to all students' questions with extra details and explanations.

The second classroom observation were done in introduction to cultural studies course from the linguistic stream.

The researcher observed that the teacher creates a good and pleasant learning environment and gives respect and time to let students talk and ask questions. She creates a very positive atmosphere in classroom, seen in students' behavior and motivation. In addition, the teacher has a great control of classroom and the students respect her back.

The researcher noticed from the attendance to this course that the teacher comes well prepared to class and leads to well-prepared activities, besides this, the objectives of the lesson are quite clear for teacher at least because The students found some

difficulties. The activities were well-prepared by her and lead the students to participate in interaction by watching the video and reacting or commenting. The teacher has used the data-show, videos, movie sequences and cartoon sequences. The teacher delivers the lesson clearly by using ICT and explaining in the same time and the use of simple language. She knows very well the lecture content seen in her interpretation and dealing.

The researcher remarked that the teacher has a good relationship with students, always smiling with them and uses some jokes. During the lesson, the teacher passes up directly to present lesson without asking about the previous matters. She showed her students some videos, which crossover somehow in a common point and let them guessing and noticing that point with discussions and debates. The teacher gives space to student-student interaction by debating and discussing about the lesson content with her help. She is satisfactorily responsive in her answers with all students and in all questions.

3.3.Conclusion

Teachers' competency is considered as an important factor that influences and affects students' classroom interaction.

Our purpose from doing such an investigation is to study and investigate at what level is teachers' competency can affect the students' classroom interaction.

The current chapter tackles the practical side of the research paper, it includes the sample population and the research instruments used for analyzing and interpreting data collected from the questionnaires, interviews and classroom observation.

The results are analyzed in term of graphs, tables and written explanations in order to show its significance and credibility.

GENERAL

CONCLUSION

General Conclusion

Teaching as a field involves the relationship between teacher and learners and how each influences the other. Since classroom interaction is considered as a crucial element in teaching process, the researchers and pedagogues devoted their energy and materials in studying and investigating the factors and parameters that do have an effect on this phenomena, and one of these, is teachers' competency which is considered as the main column of the students' classroom interaction

Discussion

According to the research conclusions, the sample population that represents the first year master degree teachers in English language, agreed on the idea that teachers' competency do have an important effect on students' interaction in classroom, as well it is indispensable in teaching settings.

However, classroom interaction is supported largely by teachers, and they are aware of its importance in teaching process, and that teachers' competency is the main definite factor in stimulating classroom interaction.

The results reached are compelling and satisfactory to the needs and the hypotheses designed. The research aims are reached and the expectations were met.

Limitations

There are many obstacles that prevent the implementation of the accomplishment of the research, including the lack of materials such as recording devices, besides, the decampment of some teachers from using such materials. It was hard to find respondents to the research instruments except some teachers who were very helpful

in fixing this issue. The research wasn't easy in the collecting data and sources that fit the research needs and objectives, without forgetting the lack of the financial means.

Recommendations and Suggestions

From the previous results, it appears that the teachers' competency is very important and essential in English language teaching according to its effect on students' classroom interaction which is crucial and fundamental in learning and teaching process. Some other strategies and techniques can be useful and beneficial to improve teachers' competency and students' classroom interaction, many suggestions are listed, for instance:

- Raise the teaching community awareness of the importance of developing and perfecting the teachers' competency.
- Increasing the teachers' traineeship in overseas universities and centers.
- Including classroom interaction as a discipline represented in the exchanged respect between teacher and students, the language used in interaction, the appropriate timing...and so on.
- Enrich the sessions with interactive tasks and encouraging all students without exception to be involved.
- Including amusing materials and approaches to create a pleasant learning atmosphere and motivate students to be involved in classroom interaction.

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Appendices

Appendix A

The Questionnaire

The following questionnaire aims at gathering data required for the accomplishment of a master dissertation in Linguistics. The present questionnaire will serve to know the importance of the teachers' competency effect on classroom interaction, and I'll be grateful if you could fill it out.

1. Do you think teaching is hard/strenuous profession?

- Yes, it is

- Not at all

- A little

2. Is teachers' competency important in English language teaching?

- Yes, surely

- Not very important

3. Do you ensure classroom interaction with the students?

- Yes, I do

- Not really

- A little bit

4. What kind of student learning profile do you like to work with? (more than one answer is possible)

- Motivated ones
- Curious students
- Well behaved
- Students with good English basics
- Other:

5. Do you think classroom interaction is important in teaching process?

- Yes it is
- Not necessary
- Depending on the matter
- Other:

6. Is self-confidence related to teaching competencies?

- Yes, absolutely
- Not at all
- It is related to the teacher's personality

7. Do you have some difficulties as a teacher in stimulating students' interaction? If yes, what are they?

-
-

8. How do you keep students on task and well behaved during collaborative group activities?

-
.....

9. What would be your reaction when you don't know the answer of a student's question?

- Pass up interaction
- Do quick research about it (online, in a dictionary, in a book...etc.)
- Telling them that you don't know
- Other.....

10. What is the best method to stimulate/encourage classroom interaction?

- Altering with questions
- Fulfill the course with interactive tasks
- Other:

Appendix B

The Structured Interview

Q1. How old are you?

Under 25 25-29 30–39 40-49 50-59 60+

Q2: how long have you been in teaching profession?

Under 5 5-10 10-20 20-30 30+

Q3: What motivates you to be effective in your work?

.....
.....

Q4: what experiences you've acquired in teaching master 1 degree in this department?

.....
.....

Q5: what creative ideas/materials could you include to improve classroom interaction?

.....
.....

Q6: what is your advices for beginner teachers in order to be successful and dominant in classroom?

.....

Appendix C

The Observation Grid

A						
Overall learning environment created by the teacher		1	2	3	4	Comments
1	The teacher creates a safe and pleasant learning environment					
2	The teacher clearly respects the students and listens to the voice of the learner					
3	The overall atmosphere in class is positive and encouraging					
4	The teacher manages classroom environment and discipline					

B						
Instructional practice for interaction		1	2	3	4	Comments
1	The teacher leads the class in well-prepared activities					
2	The objectives of the lesson are clear to the teacher and to the students					
4	The teacher organizes activities for students to actively participate in interaction					
5	The teacher uses ICT materials and media when appropriate					
6	The teacher delivers the lesson clearly in an effective style					
7	The teacher has a good command of the content of the course					

8	The teacher uses adequate materials to facilitate understanding, hence participation		
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C		1	2	3	4	Comments
Overall teacher-student relationship						
1	The teacher has an open and approachable relationship with students					
2	The teacher checks students' (previous) understanding					
3	The teacher fosters a critical thinking in students					
4	The teacher facilitates student-student and student-teacher interaction					
5	The teacher responds clearly and satisfactorily to questions asked by students					