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**Effects of Classroom Interaction on
Learners' Motivation**

**Case of first year EFL Students University Centre of
Belhadj Bouchaib**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Linguistics*

Submitted by:

Ms. Kheira HASSINOUI

Ms. Faiza REZIGUI

Supervised by:

Dr. Nacer GHARDAOUI.

Board of Examiners

- **President :** Dr. Boualem BENGHALEM (MAB) University Centre of Ain Temouchent
- **Supervisor:** Dr. Nacer GHARDAOUI (MCB) University Centre of Ain Temouchent
- **Examiner:** Ms. Assia BOUZID (MAA) University Centre of Ain Temouchent

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Dedications

In the name of Allah, the Most Gracious, the Most Merciful.

All the Praise is for God, the Sustainers of all the worlds.

This research work is dedicated :

To my parents

To my family

To my closet friends

To all those who love me

KHEIRA

Dedications

It is with my genuine gratefulness and warm regard that I dedicate this academic paper to those people who believed in my capacity and motivated me to succeed.

To my beloved parents who provide me with love and hope best parents a daughter would ever wish.

To my dearest sisters

To the ones I love

I wish to dedicate this work

FAIZA

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Abstract

Classroom interaction has been a central issue in teaching and learning English as a foreign language in the recent years. A large body of research was done about the effect of classroom interaction and its impact on the process of learning. This work aims at investigating the crucial role of interaction held inside the foreign language classroom on raising students' level of motivation. The data were gathered by means of a questionnaire and structured interviews administered to first year students in order to examine their attitudes and viewpoints concerning the role of classroom interaction on students' motivation to learn. The study revealed that the participants in this study emphasized that interaction in the classroom setting is one strategy to help learners enhance their learning abilities. The study also showed that teaching based on interaction in the classroom can raise students motivation through making them participating, sharing their knowledge and achieve positive outcomes. These findings are discussed in terms of the effects they may have on classroom teaching practices and in terms of their pedagogical implications.

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List of Acronyms and Abbreviations

AVA	Audio Visual Aids
EFL	English as Foreign Language
L1	First language
L2	Second language
LMD	Licence Master Doctorate
Q	Question
SLA	Second Language Acquisition

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General Introduction

General Introduction

Research conducted in the language learning context of the classroom from many centuries. Researchers have investigated the classroom to collect data on a number of aspects of the language learning environment, and a rich body of literature has been accumulating on the use of language by teachers and learners.

In the Algerian context, most of language classes use methods to teach English language where students are not given the opportunity for authentic language communication. Thus students develop poor learning habits, become passive in classrooms and depend totally on their teachers with little or no interaction. Students bring with them the attitudes of their own learning to other learning situations. Thus, students entering university are sometimes faced with different teaching methods in university which require them to interact and communicate in English. Interaction in the classroom is an essential part of teaching learning process.

The issue classroom interaction has been the basis of numerous studies and has gained a lot of interest in recent years. That was the reason why the researchers of this study chose interaction and its effectiveness as the topic of this research work in an attempt to contribute to the existing body of knowledge.

Nowadays, learning English as a foreign language stands as a necessity. Classroom interaction considered one way of enhancing students motivation.

Students learn the foreign language in the classroom through their interaction with one another and their teacher. It has been noticed that students who engaged in interaction with their classmate and their teacher are highly motivated to learn the language.

Motivation plays a key role in the learning process when the students are more motivated they tend to put more effort into learning the language so the teacher has a huge responsibility to motivate his students.

classroom interaction in the teaching context 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.

The understanding of the role of interaction in the classroom context and teachers' competencies and training in increasing the 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 interaction inside the classroom is their main job, they must apply some of the teaching strategies to get all of the students interact.

The motivation behind conducting this research work is to investigate the relationship between classroom interaction and students motivation to acquire the English language.

Another reason for conducting this work is to know how can this relation between teacher and student affects classroom environment.

Starting from these reasons and the aim of this work is to shed the light on students' perceptions towards the role of classroom interaction and its role in enhancing students' motivation. Classroom interaction and students' motivation has been considered one of the most important research topics in language classrooms for many years.

Accordingly, we have introduced some questions mentioned below to achieve a valid answer:

The main research question:

- a) What are the effects of classroom interaction on students' motivation?

Secondary research question:

- b) Is motivation an effective variable in the process of learning?
- c) Is classroom interaction important and why?

On the basis of the afore-stated questions it has been hypothesized that:

- a) Classroom interaction affects student motivation in many ways.
- b) Yes, motivation is an effective variable.
- c) Yes, it is for several reasons.

Therefore, this work is split into four chapters. The first chapter is devoted to encompass general views about the main concepts: classroom interaction, motivation and its types, types of learning styles, effective variables in the process of learning. The second chapter is designed to describe the methodology followed in the study. The third chapter is describing the data that has been collected through the student's questionnaires and the interview to investigate the validity of suggested hypotheses. The problematic of this research work has been studied in Belhadj Bouchaib University Centre of Ain Temouchent, where the researchers have selected the first -year -English students as a sample.

The last chapter is discussing the summary of the findings with conclusion in connection to the research questions; pedagogical implications, limitations of the study, and recommendations for both teachers and students.

Chapter One: Literature Review

1.1 Introduction

Learning is a continuous process in life; humans never stop acquiring new knowledge through several ways. One of them is the academic educational system, by attending courses and seminars to learn new things and to learn how to learn because modern day life requires us to be adaptable all the time and able to start performing new tasks. The task of the teacher is to further the education of learners and therefore should be aware of the roles played by them in the context of education.

The educational system requires the presence of the teacher and the student in the same environment. Teachers and students are the main parties of the learning teaching process, therefore successful interaction between the two parties has a very crucial role for effective teaching and learning to take place. Engaging in interactions that take place in the classroom environment may enhance students' motivation and consequently motivated student are actively engaged in the learning process.

1.2 Classroom Interaction Definition

Classroom interaction is an effective variable in teaching and learning process and not only in learning foreign languages, since it helps the process of teaching and learning run smoothly. When interactions between teacher-students happen, the instruction will enrich the aim and the gap between teacher-students in the classroom will disappear. For instance, the process of teaching and learning will be balanced between the teacher and the students. Since students also will be an active part in this process not only the teacher. Interaction is crucial between the teacher and the students as well as the students themselves in the classroom because the teachers need to communicate with the students in a maximum range of ways in order to support content and language learning.

Language classroom lessons is an important features of human interaction with different personalities, motives, and expectations. According to Rivers "... we need an ambiance and relations among individuals that promote a desire for interaction" (Rivers, 1987:9). Moreover, he notes that "Interaction is ... an affective, temperamental matter, not merely a question of someone saying something to someone" (Rivers, 1987:109). This means stressing the importance of converting the classroom into real life-like contexts where what is done in the classroom is as authentic as possible. The learning atmosphere, emotional climate, group cohesion, and enjoyment of being in the group all this factors effect students motivation and achievement.

1.3 Types of Classroom Interaction

Interaction in teaching and learning foreign language requires the presence of both teacher and students in the same classroom because these two elements are inseparable. Interaction in classroom is the center of communication. Among types of interaction there are: teacher-student and student-student.

1.3.1 Teacher-Student Interaction

The first type of interaction gives the teacher a central position in the classroom. He is considered as the primary source for the students. Concerning the relation between the two partners is based on superiority in knowledge and authority. Wilga M. Rivers argued that "The instructor, as the language expert, knows more than the student and is thus in a superior position. Superiority, however, does not prohibit effective interaction" (Rivers, 2000:85). This means that the teacher is the only leader in the classroom. Interaction in the classroom is mostly initiated by teacher through oral communication. Teacher gives directions, presents materials, asks questions, delivers grammatical items, and corrects student error.

The classroom environment plays a crucial role in the process of teaching and learning in general, where both the teacher and the students cooperate to make the course successful. Teachers lead the classroom through selecting a topic for discussion with their students to participate and share their opinions.

Downey suggests that “students need teachers to build strong interpersonal relationships with them, focusing on strengths of the students while maintaining high and realistic expectations for success” (Downey, 2008:57) and also adds that “the study served as a powerful reminder that everyday teacher-student interactions in the classroom matter” (Downey, 2008: 63). This is mean that these relationships should be based on respect, honesty, trust, caring, sharing ideas and cohesiveness. At one side the strong relationship between teacher and student lead to success in school.

1.3.2 Student-Student Interaction

Student-student interaction is a vital part of any classroom session, this interaction happens naturally, as students listen to each other’s comments, ask each other questions, and build knowledge about the topic. It focuses on the student participation in the classroom, this interaction can not be achieved only by one student it needs at least two participants, who participate in activities to exchange personal information or create a debat.

Student-student interaction relationship is considered an important factor of educational system since this relationship has an impact on learning. It is characterized by acceptance and support. Learning goals are effective in promoting supporting peer relationships as well as the achievement and effective socialization of students. When they interacting in group work, this strategy provides the students with feedback which can be positive or negative.

Students interaction with each other feel more confident because they do not fear of making mistakes from the way they pronounce the words because they have the same

background about the foreign language so they can understand each other focusing on the meaning not of the words to pass their messages.

1.4 Motivation

Motivation plays a crucial role in the process of learning. Both motivation and learning go side by side. Psychologists argued that motivation is essential for effective learning. Actually, motivation is a force that modifies or directs behavior; while learning is actually a modification of behavior which is caused by many psychological factors.

The motivational factor is very important for the learning process, In this context, Guimarães and Boruchovitch (2004), illustrates that:

“The motivation in the school context has been assessed as a critical determinant of the level and the quality of learning and performance. A motivated student shows to be actively engaged in the learning process, getting involved and persisting in challenging tasks, making efforts, using appropriate strategies, aiming to develop new skills of understanding and mastery. He enthusiastically executes tasks and is proud of the results of his performance, and can exceed forecasts based on his skills or background knowledge”

(Guimarães & Boruchovitch, 2004: 143).

This quote explains that motivation affects three important variables of learning which make student more autonomous and enthusiastic. However, students with strong motivation in the educational system will perform better and more successful and tend to learn more than those with less motivation. Students' motivation is considered is a major factor that pushes him to complete any tasks.

1.5 Types of Motivation

Motivation can be defined in different ways as it is too complex of a notation and can not be given a single narrow definition. In foreign language learning motivation has been investigated by different scholars.

Gardner's Socio-Educational model has opened the door for other studies revolving around the role of motivation in L2 learning and this model focuses specifically on SLA in a formal classroom setting rather than a natural environment. Gardner has four phases to this model; the social and cultural milieu, individual differences, the setting or context in which learning occurs and the linguistic outcomes.

The social and cultural milieu refers to the individual's environment which influences their beliefs about language and culture. I.e. an individual living in a monocultural country does not see the need to learn another language and believes that minority groups should learn the dominant language in order to fit in, as compared to an individual living in a bilingual country whose attitude towards biculturalism sets their positive attitude towards learning a second language. The second phase discusses four individual learner differences which are believed to be the most influential in SLA which are intelligence, language aptitude, motivation and situational anxiety (Giles & Coupland, 1991 as cited in Norris Holt, 2001: n.p). The third phase which is an extension of the second, refers to the relationship between the setting; formal and informal with the four variables mentioned. For example, intelligence and aptitude play a stronger role in a formal classroom setting as compared to an informal natural environment while motivation and anxiety show no difference in either setting. The last phase focuses on the linguistic outcomes (language knowledge, skills and proficiency) as well as non-linguistic outcomes (learner's attitude and belief towards the target language

culture) and Ellis (1997) asserts that learners who strive to achieve both outcomes will reach higher L2 proficiency and more favorable attitudes (Norris-Holt, 2001 : n.p).

Gardner's model concentrated on two types of motivation: integrative and instrumental. Gardner (1985) described integrative motivation as Integrative motivation refers to 'a favorable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language' (Gardner,1985:54), which means that Gardner's main ideas is that integrative motivation has a great role in second language acquisition. It related positively to second language achievement. However, the instrumental motivation is " a goal that doesn't seem to involve any identification or feeling of closeness with the other language group, but instead focus on a more practical purpose learning the language would serve for the individual" (Gardner, 2001:10), instrumental motivation refers to the inside power that push the person to attaining aims and objectives. Further, it is what employees feel when they want to be part of the association and prosper with it. Although each person has a bit of both, one is usually more worthy than the other and directs the person's actions.

Researchers were inspired by Gardner's model and further developed the motivation definition, more particularly intrinsic and extrinsic motivation. Deci (1975) defines intrinsic motivation as "one for which there is no apparent reward except the activity itself" (as cited in Mao, 2011:1732). Intrinsic motivation is that the learners engage in an activity for their own benefit (themselves) and not to reap particular rewards, but rather for feelings of happiness, satisfaction, comfort, or self-competence. In contrast, extrinsic motivation is defined as "... behaviors carried out in anticipation of a reward from outside and beyond the self." Extrinsic motivation refers to behavior motivated by external rewards like money, grades, fame, and praise. It comes from outside the individual.

1.6 Teacher-Student Relationship inside The Classroom

The relationship between teacher and his students affects the interaction inside the classroom since they consider being one group in the process of learning. First, this relation based on the personal characteristics of the teacher and the students. For instance the teacher plays many roles inside the classroom who has a high sense of self efficacy and believes that the classroom should be centered on the students interest and needs, he will make a higher efforts to provide their learners with what they need from each lecture and make them involved easier in the lesson. Also make the learners autonomous not just relying on the teacher himself as the only source of knowledge.

Second, the nature of the interaction affects teachers students relationship because the way of communication plays a crucial role. Teachers who are friendly and positive in their response develop a better relationship with their students. In contrast, teachers who respond in different ways and differentiate between their students they are less likely to build a positive relationship and have a negative interaction in their classrooms.

So, teachers have the responsibility to open the door all the students feedback and create air of respect between them and their students and student-student in the classroom to succeeded in the process of learning.

Moreover, there are two types of relationships between teachers and students, it can be positive or negative.

The positive relationship is when the student feels more comfortable and with a sense of security when dealing with his teacher, and this due to the good behavior of the teacher. In this case he could achieve a high academic level since he is engaged in the process of learning and motivated to learn more. On the other hand, the negative relationship which came from a negative experiences. These experiences can include a poor interaction with prior teachers. Students who have a behavioral problems are more likely to have difficulties when dealing

with their teachers because it is more difficult for teachers to form positive relationship with students who misbehave in the classroom.

1.7 Learning Styles

Learning styles relate to the way in which different individuals learn. Many interpretations and definitions have been produced in this sense. Della-Dora and Blanchard refer to learning styles as “a personally preferred way of dealing with information and experiences for learning that crosses content areas”. (Della-Dora and Blanchard, 1979:22), this is mean that each individual prefer to learn and analyze information by his own way.

In the other hand, Claxton and Rolston’s definition of learning style as “the student’s consistent way of responding and using stimuli in the context of learning” (Claxton and Rolston, 1978:1). That means the learner relies on how he respond and interact to the motives.

1.8 Types of Learning Style

Students often have a different types of learning: some students are auditory , others visual learners and third type of students mixed between the two previous styles they are audiovisuals while the last type is kinesthetic or tactile.

1.8.1 Auditory Learners

These individuals learn best by hearing information, discussions, talking things through, and listening to what others have to say. They may have difficulties of understanding a text if they read it, in the other hand if they listen to it, they could capture more details. Auditory learners comprehend the speech meanings through listening to the voice tone, pitch, and speed. They are often talkative, thinking aloud and usually listening to music and record.

1.8.2 Visual Learners

These learners need to see the teacher's body language and facial expressions to better understand the content of a lesson. These individuals think in pictures so usually while reading create a mental picture of what is described in the text, they do not pay much attention to the difficult words which can not memorize. They may learn best from the educational materials as: videos, picture, maps, and diagrams.

During a lesson or classroom discussions, visual learners often prefer to take detailed notes to absorb the information.

1.8.3 Audiovisual Learners

As the name suggests, audiovisual learners learn best when their sense of sight and hearing are engaged. This means they remember and understand new concepts better when the content that explained is involved sound and sight. Audiovisual learning takes place when the instructional process is accompanied by audiovisual learning aids such as handouts, pictures, videos, slide shows, television, records, projectors, computer graphics, etc. They are engaged by bright colors and clear diagrams to help them remember information more clearly.

1.8.4 Kinesthetic Learners

Kinesthetic learners learn best when relying on their bodies through touching, moving, imitating, and other physical activities. This means that to really understand something, they need to touch it, feel it and move it around. Kinesthetic learners can become distracted by their need for movement and activity. Kinesthetic learners will be more interested by the lesson when using models, extra lab time, visit museum or places that connect to course materiel.

Learning about learning styles are beneficial for both the teacher and the learner to achieve better result in the process of teaching-learning. While teaching is a gift that seems to come quite naturally for some, others have to work overtime to achieve great teacher status because teaching is a hard work.

1.9 Characteristics of a Good Teacher

The good teachers, work tirelessly to create a challenging, nurturing environment for their students. Great teacher seems to have less to do with knowledge and skills than with attitude toward students, subject, and work.

1. A good teacher respects students. In the classroom, each person's ideas and opinions are valued. Students feel safe to express their feelings and learn to respect and listen to others. Since the teacher creates a welcoming learning environment for all students.
2. A good teacher creates a sense of community and belonging in the classroom. The mutual respect in this teacher's classroom provides a supportive, collaborative environment. As a small community, there are rules to follow and jobs to be done and each student is aware that he or she is an important, integral part of the group.
3. A good teacher is warm, accessible, enthusiastic and caring. This person is approachable, not only to students, but to everyone in the school. This is the teacher to whom students know they can go with any problems or concerns or even to share a funny story. If this teacher is having a bad day, no one ever knows, the teacher leaves personal baggage outside the school doors.
4. A good teacher sets high expectations for all students. This teacher realizes that the expectations he has for his students greatly affect their achievement; he knows that students generally give to teachers as much or as little as is expected of them.

5. A good teacher has his own love of learning and inspires students with his passion for education. This teacher has no fear of learning new teaching strategies or incorporating new technologies into lessons, and always seems to be the one who is willing to share what he's learned with colleagues.
6. A good teacher is flexible when a lesson isn't working. This teacher assesses his teaching throughout the lessons and finds new ways to present material to make sure that every student understands the key concepts.
7. A good teacher collaborates with colleagues on an ongoing basis. Rather than thinking of himself as weak because he asks for suggestions or help, this teacher views collaboration as a way to learn from a fellow professional.
8. A good teacher uses constructive criticism and advice as an opportunity to grow as an educator.
9. A good teacher maintains professionalism in all areas from personal appearance to organizational skills and preparedness for each day. His communication skills are appropriate, whether he is speaking with an administrator, one of his students or a colleague. The respect that the good teacher receives because of his professional manner is obvious to those around him.

1.10 Effective Variables in the Process of Learning

In the classroom there are different students' personalities, some students participate and show interaction with their teacher because they are motivated, have good pronunciation and high self esteem. However, others do not show interest during the lesson, and they rarely participate or exchange ideas. This may due to many factors prevent them from participating.

1.10.1 Lack of Motivation

Motivation has been centre of attention in foreign language acquisition, it is the backbone of learning process. Learning is a dynamic process, students take an important step to learning through motivation. In addition, students may sometimes lose their willingness and interest towards lesson, which is considered a barrier in language learning.

Learners of second or foreign languages need as well motivation from classmates but the best motivation may come from the teacher, he is the responsible of motivating the students for better achievement.

1.10.2 Anxiety

Anxiety is a natural human reaction, and it works as an important psychological function that is felt by many people regardless of age. The majority of foreign language learners face anxiety with different degrees, when participating or talking but anxiety is stronger than their willingness to acquire a new language. It was defined by Lazarus (1996) (quoted by Rose “Anxiety in general is a natural reaction that occurs when a person feels uneasy, apprehensive or worried about some experience real or imagined” (Rose, 2008 :6).

Further, public speaking anxiety is when a person is nervous, hesitant or have a phobia from speaking in front of people this is the case of foreign language learners. Therefore, teachers should be aware of this situation, and try to create comfortable relaxed classroom for better knowledge.

1.10.3 Shyness

Shyness is when the student feels sensitive about their classmates comments and the teachers criticism. It is one of the most important reasons why students do not participate in the classrooms and it caused of many problems in their learning process. Some learners may be intelligent and have a good level in English but they are quiet silent in the class.

For instance, Stein (2007 :2) said that “Sometimes they are too shy to speak in front of others because they think they have a defective pronunciation or lack the appropriate vocabulary to be able to keep up a conversation”.

1.10.4 Lack of Confidence

According to Gupit “lack of self confidence is a special problem for beginners, it causes them to be overly tense. Too much tension makes them less self confident. Confidence and tension are, therefore, intimately interrelated” (Gupit, 1986:15).

In many times students lose confidence, hesitate, afraid of making mistakes, or even nervous of speaking with the teacher in front of the whole class. These situations are due to the lack of self confidence in the learners’ personality and other different reasons whether internal or external, and it conducts to poor communication, or feedback.

1.10.5 Nothing to Say

There are different factors affecting the students’ ability from speaking fluently in foreign language, there are some reasons, such as shyness, lack of confidence, lack of motivation and anxiety.

When the teacher asks the students about their opinions or to discuss something. The expression nothing to say is the best answer of them.

The student may face this factors if he has a strong desire to improve his achievement with the appropriate help as well as motivation from the outside world, starting from the teacher who has a great deal of responsibility in the learners achievement.

1.10.6 Attitude

Attitude is an important factor in language learning. According to Ajzen (2005:5) attitude is defined as: “an individual favorable and unfavorable attitude toward an object,

institution, or event, can be inferred from verbal or nonverbal behavior toward the object, institution, or event in question”.

Moreover, attitude is the motor of behavior, could understand the positive or the negative attitude through the individuals reaction.

The student's good or poor attitude that makes life easy or difficult in the foreign language classroom. No student is born liking or disliking the language. If the student enter to the class with neutral attitudes about the language, and has a personality structure which will permit him to have a desire to perceive and respond, his attitudes about language and language learning will be strongly influenced by the situation itself. In addition, good attitudes and feelings are needed to raise the efficiency of the students in language learning classes.

1.11 Audiovisual Aids

The use of technology has made our life easier since it has many advantages, saving time and efforts. Nowadays, Audio-visual is an effective tool in the educational system, it helps both teachers and students to acquire knowledge and facilitate the contact with the outside world and the native speakers of the target language.

As the old saying goes “a picture is worth a thousand words” when a speaker is sharing information and illustrating, the audience is understanding and memorizing better.

The best way for effective teaching is to show real objects. But not all the trial things can be brought to the classroom course. To make the students near to the reality, the teacher should rely on the audio visual aids as computers, projectors, videos.

The revolution of technology in the educational field provides great support to classroom teaching. Audio-visual aids make the teaching process easy and meaningful. In addition to, choosing the appropriate aids to the appropriate method. Moreover, knowing when and how it is to be used for effective communication in the classroom.

1.12 The Effect of Using AVA on Students Motivation

Audio-visual aids are becoming more commonly used in second language learning, they help making learning more effective and interesting. They make the learning process easier, audio-visual aids motivate students to learn because they provoke their sense. To achieve a high level of motivation and interaction in the classroom, teachers should choose the appropriate materials that fit each course.

The audio-visual aids offer teachers to enrich their lectures, exchange more information, and enhance students' motivation. When the teacher use different types of audio-visual aids in the classroom, they will save more time and energy, and it is noticeable that the students are paying more attention to the lesson.

According to Hoven, audio-visual aids “enable learners to pool their knowledge in more effective ways and enhance peer correction and language repair work” (Hoven, 1999:88). This means that the audio-visual aids permits the learners to collect their information in more strongly ways and to improve peer review and language correction.

The audio-visual aids make the students interesting and help them inspiring new ideas from what they see and hear, lead the students to perform the foreign language correctly and use it to communicate with others as they could practice the language with the native speakers which make him more confident and good speakers.

Besides, AV aids give students the chance to be in a real contact with the cultural aspect of the native speaker language.

1.13 Conclusion

This chapter reviewed the literature and outlined the different aspects of classroom interaction, learner motivation, and other factors that are relevant to this study. The review above showed that the impact of interaction on learning are claimed by many researchers, classroom interaction has a significant role in learning since it pushes learners to speak; also

it is considered as a motivational factor for learners. It has been suggested that the teacher has to take into consideration the psychological side of his students when interacting with them. In addition, having insight into different learning variables, such as the students types of learning styles to understand each student individually and what he needs in order to manage his classroom and to design an exemplary course which suites all his students .

Further, other effective personal traits such as personal traits such as anxiety, shyness, lack of motivation, lack of self confidence, attitude which prevent the learner from achieving his goal, since it considered as an obstacle in the learning process. Moreover, the use of appropriate audio-visual aids which help the course to go smoothly and in good conditions.

If the teaching takes all this factors into consideration this will result in raising student's motivation.

Chapter Two: Research Methodology & Data Collection

2.1 Introduction

This chapter is devoted to the practical side of the research work. It aims at eliciting students' opinions about the effects of the classroom interaction on learners' motivation. Moreover, it focuses on presenting and describing the collected data that are gained through the questionnaires administered to the learners. Finally, it outlines the instruments used in the data collection process.

2.2 Context and Subjects of Research

This study has been conducted in the English Department at Belhadj Bouchaib University Centre of Ain Temouchent in the academic year 2018-2019. English language has been introduced in this centre since 2012 under the LMD system which is composed of license, master and doctorate.

First-year students in the English department are supposed to have sufficient knowledge about the oral expression and comprehension because they need to use them in communicative activities with teacher or his mates when they want to exchange information or ideas (most of the students have received English comprehension and oral expression instruction at least for seven years before reaching the university level).

2.2.1 The LMD System

In the higher educational, The LMD reform was introduced since 2004-2005 academic year. Firstly applied in the Anglo-Saxon countries, the LMD system is spreading currently all over the world. It designed three main grades: the License with (6 semesters), which consists of three years' study and the equivalence of the BA i.e. Bachelor Degree), the Master (4 semesters) degree which granted after two years' study and the Doctorate (6 semesters),

received after at least three years' of research. In every semester, students are expected to attend 400 hours in a 16 week period (i.e. 25 hours per week).

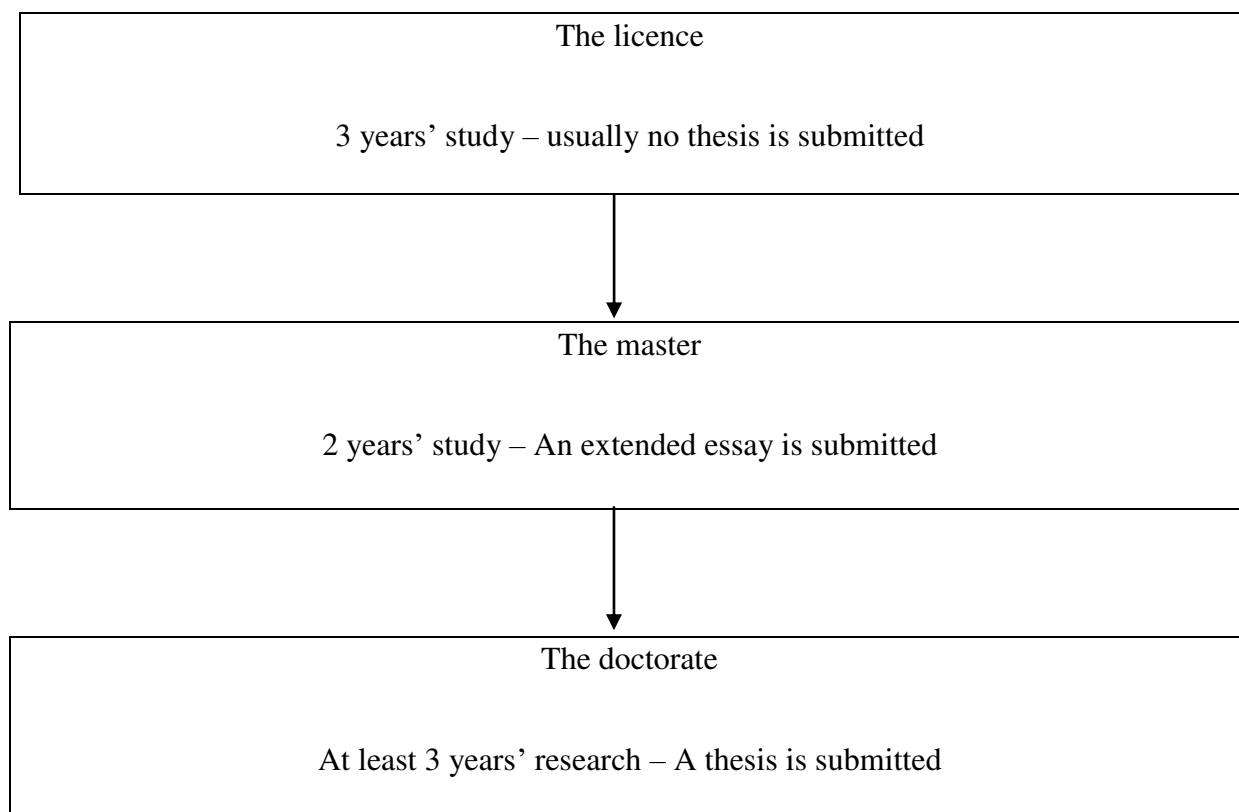


Figure 2.1 Illustrates the Three Main Grades of LMD System (Rezig, 2011).

2.3 Research Sampling

According to Guest, Namey, & Mitchel “sampling refers to the process of selecting a subset of items from a defined population for inclusion into a study...the validity of study findings is related to sampling” (Guest, Namey, & Mitchel, 2013: 41).

For gathering the necessary data, this study targeted a sample of first-year EFL students in the department of English at Belhadj Bouchaib University Centre of Ain Temouchent.

2.3.1 Students' Profile

The sampling of learners who participated in the survey involved 35 first-year EFL students enrolled for the academic year 2018-2019. They are aged between 17 and 25 years.

2.4 Research Methods and Data Collection Procedures

Both quantitative and qualitative approaches have been adopted. The use of this two approaches is to justify the possibility of involving a large number of first-year EFL student in the investigation and to gather a reliable data. In this context, Alisson & Susan stated that:

“Rather than using a large group of ... participants with the goal of generalizing to a larger population like quantitative researchers, qualitative researchers tend to work more intensively with fewer participants, and are less concerned about the issues of generalizability”

(Alisson & Susan, 2005: 163)

In this regard, a student's questionnaire was used to gather quantitative data from a number of first-year EFL students. In addition, students' interview was employed to collect qualitative data.

2.5 Research Instrument

In the present investigation, as mentioned above two types of instruments were used: They included students a questionnaire and an interview. The questionnaires are described below.

2.5.1 Student's Questionnaire

Questionnaires are defined by Brown as:

“any written instruments that present respondents with a series of questions or statements to which they are to reach either by writing out their answers or selecting them among existing answers...questionnaires are particularly efficient for gathering data on a large-scale basis”.

(Brown, 2001: 6)

A questionnaire is usually employed not only for its advantage to collect a large amount of data but also to uncover people perception of different things. In this respect, in this context some scholars contended that in second language acquisition research, questionnaires are used mainly to elicit data on phenomena that are difficult to observe, such as motivation and attitudes Herbert & Elana, 2001.

Data were first collected through the student questionnaire administered to first-year students (see appendix 1).

This questionnaire consisted of 22 questions (05 questions of these being open-ended, 07 questions are set to be responded through ticking the appropriate choice and 15 questions are being closed).

The purpose was to understand the views of the learners about the effect of classroom interaction on the student's motivation.

2.5.2 Students' Interviews

According to Barlow (2010) interviews are commonly used for data gathering in research; they can be conducted face to face, by telephone, or online. Similarly Mc Namara (1999) argues that Interviews are useful tools for getting the story behind a participant's experiences and can pursue in-depth information around the topic.

Alisson & Susan (2005) said that the interview is a tool of data collection, it is divided into 3 types: First, the structured interview which the same questions are asked to all participants in order to compare their answers. Second; the semi-structured interview, here the researcher can add or omit a question to the interview. Third; not all the same questions are directed to the same participants.

In this study, a structured and face to face interviews have been used with five students (five questions- see appendix 2) in order to evaluate the relationship between the students and their teachers and how it effects their motivation and if their teachers could inspire them to learn the subjects .

2.6 Conclusion

The second chapter was devoted to the research design and methodology of the study. It described the classroom context, by providing information about the subjects of the study. Secondly, it introduced the research questions that motivate this study. Thirdly it provided the information on the participants. Finally, it described the instruments used in the data collection process.

Chapter Three: Result & Interpretation

3.1 Introduction

The present chapter is regarded as the practical part of this research work. This chapter reports and interprets the results of the two research instruments: learners' questionnaire and interview which were analyzed with the aim of answering the research questions proposed in this study.

Questionnaires and interviews are used in order to complement each other and make it possible obtaining quantitative and qualitative data. The analyses and interpretation of the findings resulting from each set of data are explained in greater detail in the sections below. Firstly, the findings of the questionnaire are presented and described according to the number of sections in the questionnaire. Secondly, a description and analysis of interview findings is presented.

3.2 Description of the Students' Questionnaire

The questionnaire has become a staple technique to back up the validity of any research work. It is used in this study in a reasonable way to extract information about our research problem. Student's questionnaires were mainly conceived to gain insight on classroom interaction and students' motivation. The aim of the research was clearly declared to the students and all the questions have been explained. The students' questionnaire is composed of 22 questions (15) of them are closed questions requiring from the students to elicit "yes" or "no" answers, 07 questions where the respondents had to tick one or more choices and (05) are open-ended questions by which students are invited to justify their answers and give personal opinion (*Appendix A*). The twenty- two- items are categorized into two sections: Section one (From Q1 to Q4): This section allows us to get general information about the students' background.

Section Two (From Q5 to Q22): The questions in this section attempted to determine students' views and opinions about the relationship between classroom interaction and motivation.

3.3 Students' Questionnaire: Results Interpretation and Analysis

A total of 40 questionnaires were distributed to first year students. Only 35 participants completed the questionnaire and returned them. Simple descriptive statistics were employed to analyze. The questionnaire is analyzed by expressing the responses by percentages and representing them under charts.

Below is a presentation of the results for each item in the questionnaire:

Section One: (Questions 1-4)

Question 01: Your choice to study English was personal or imposed?

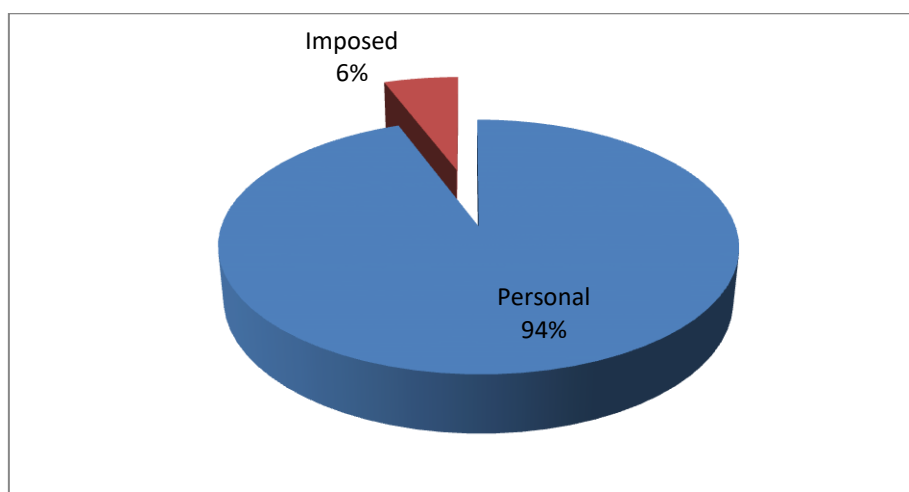


Figure :3.1 Students' Choice of English Language

Question one elicited the respondents (35 students) opinion about their choice to study English language. The results presented in the chart above shows that the majority of

the students (94%) said that their choice was personal and only (6%) said that their choice to study English language was imposed on them.

Question 02: Do you like the English language?

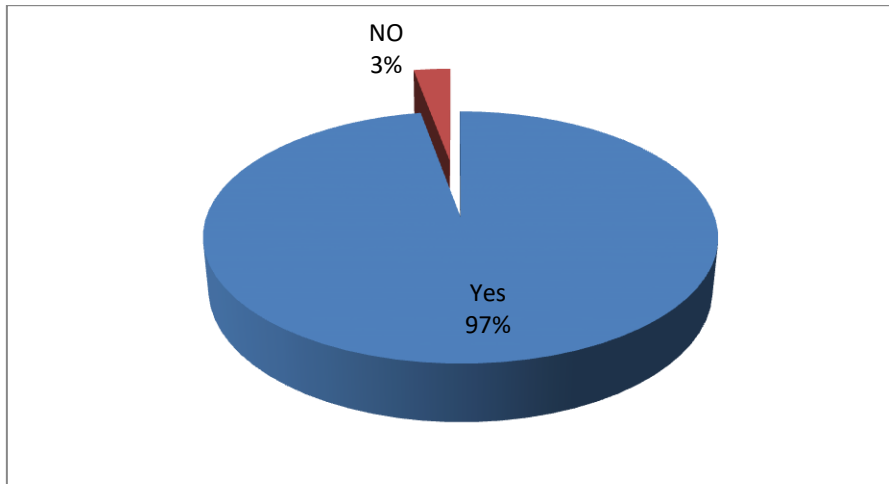


Figure : 3.2 Attitude Toward English Language

This question aims at showing the students’ attitude towards learning English language, the majority of the students (97%) showed their positive attitude to learn English language while only (3%) show a negative attitude towards learning English language.

Question 03 : How do you consider your English level?

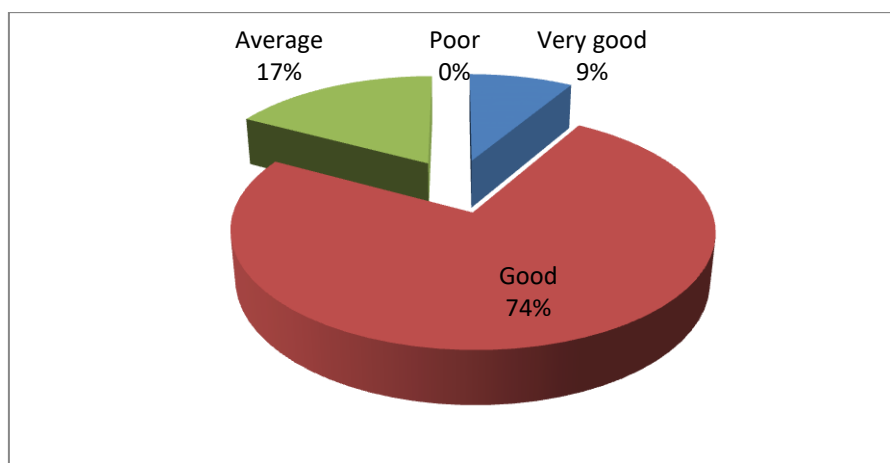


Figure : 3.3 Students’ Level in English

Concerning question 03 , as shown in figure 3.3 above, (74%) of the students rated their level in English as ‘good ‘,(17%) rated their level as ‘ average’, (9%) rated their level as ‘ very good’, and non of them rated their level as being ‘poor’.

Question 04 : Are you satisfied with your English level?

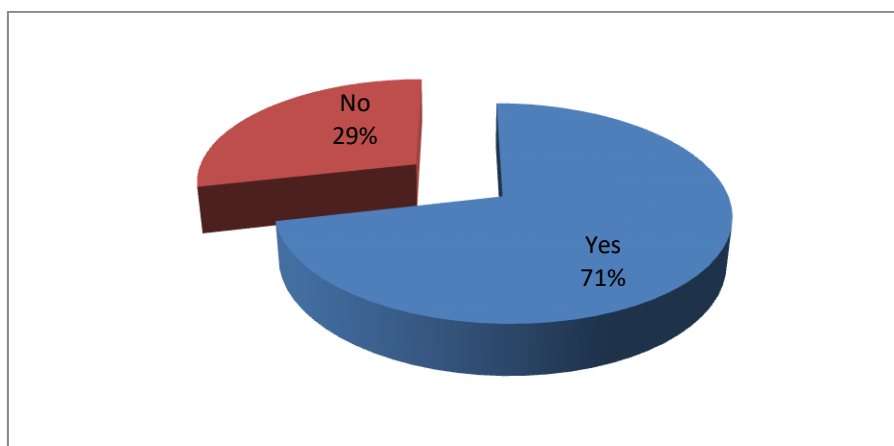


Figure : 3.4 Students' Satisfaction with their English Level

Question (04) is related to the previous one and elicited students ‘feeling’ about their satisfaction or not with their level. As figure 3.4 above demonstrates, (71%) of the students were satisfied with their English level. While(29%) expressed dissatisfaction with their level. It is encouraging to find that a considerable number of students are satisfied with their level.

Section two: Interaction and motivation

Question 01: Do you enjoy talking in your oral expression classes?

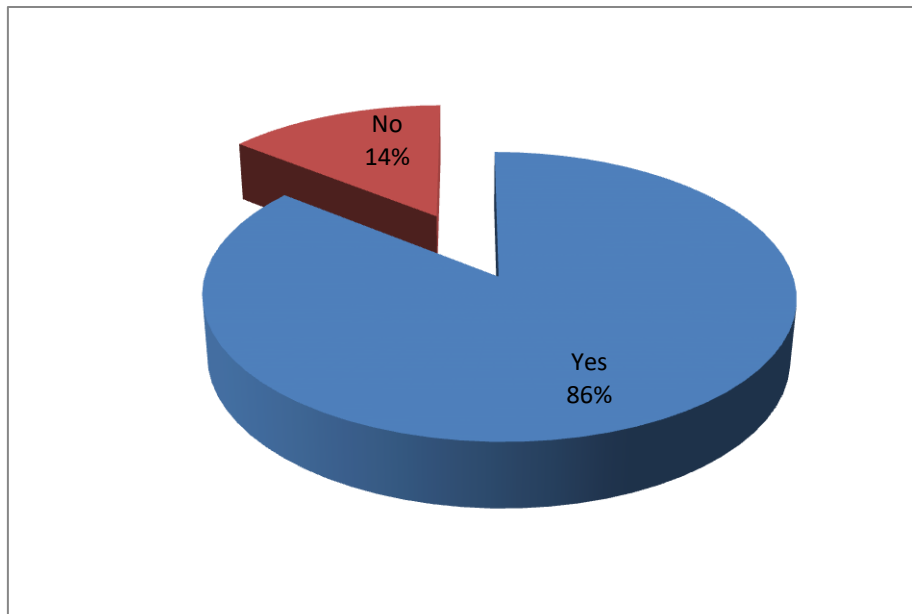


Figure :3.5 Students' Attitude During Oral Classes

Question 01 in section 02, elicited students responses about whether students enjoy interacting in their Oral expression classes. As shown in figure 3.5 above, the majority of the students (86%) said that their Oral Expression Classes were a source of enjoyment for them. Only (14%) responded negatively. Concerning the reasons behind students feeling comfortable and relaxed in conversation classes is that they have good pronunciation skills and a good opportunity to practice the language.

Question 02: Do you like your oral teacher?

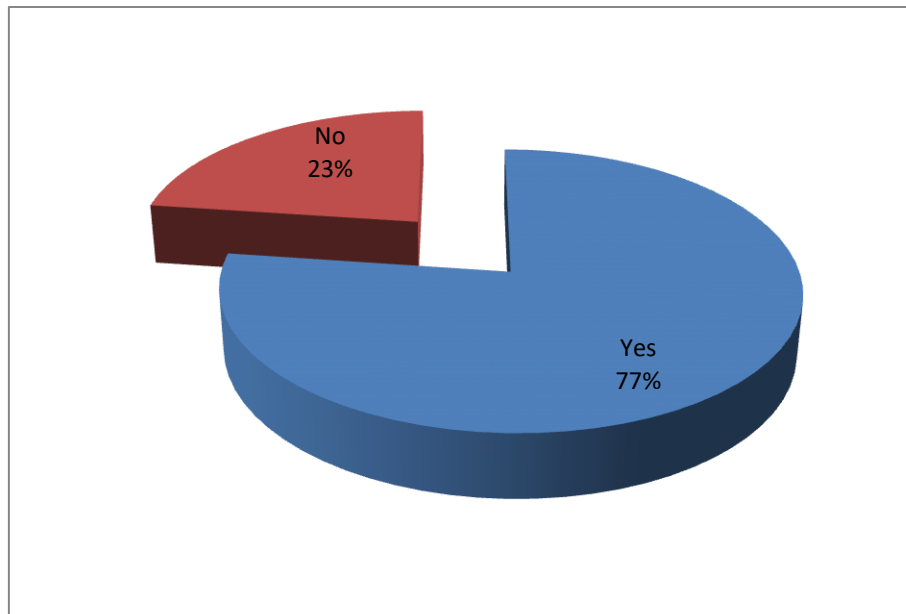


Figure : 3.6 Attitudes towards Teachers.

Question (02) section 02 : asked students about their attitudes towards their teachers.

As illustrated in the pie chart above, most of the students (77%), have a positive attitude towards their teacher; whereas (23%) of them show a negative attitude. For some students a positive attitude may be due to the:

- i) Character of the teacher.
- ii) The teacher method in teaching.

Question 03 : Do you feel confident while interacting with your teacher?

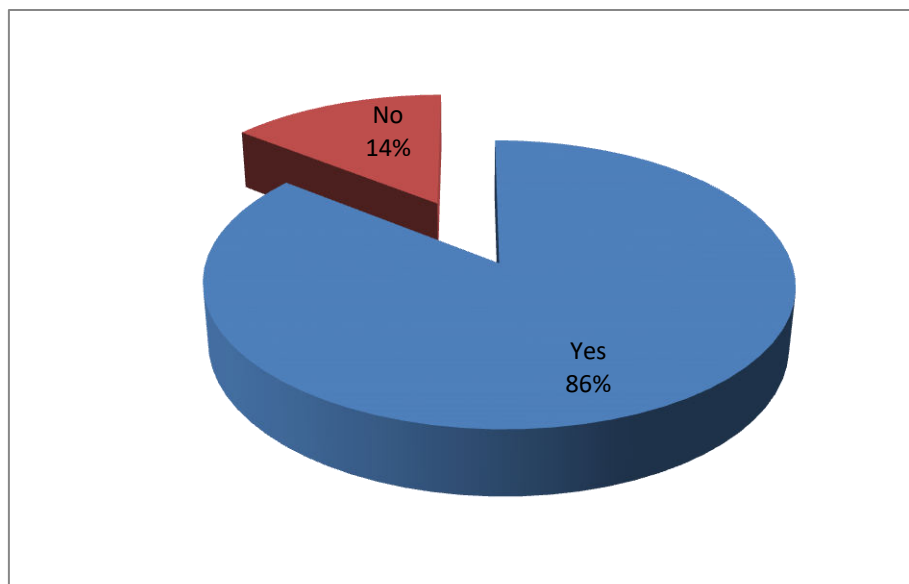


Figure : 3.7 Student's Confidence with Their Teacher

Question 03, section 02: the question elicited students responses about their confidence while interacting with their teacher. As shown in figure 3.5, the majority of the students (86%) claimed that they *feel confident* when talking to their teacher; while(14%) of the students say they do *not feel confident* during teacher-student interaction.

Question 04 : Are you afraid of your teacher ?

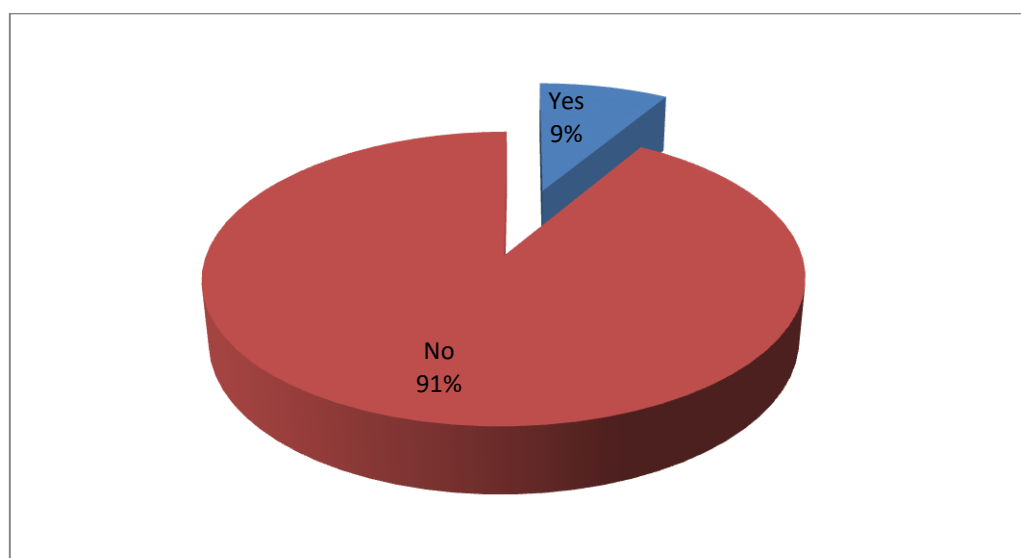


Figure : 3.8 Students Fear from Their Teacher.

Question (04) section 02 :figure 3.8 indicates that , the majority of the students (91%) *feel comfortable* and *are not afraid* of their teacher; only (9%) of them answered with a ‘yes they are afraid’.

In response to the second part of this question some explanations were given on ‘why students fear their teacher’ by 21 students among 32 students who gave justifications to their answers, who said they feel comfortable and not be afraid of their teacher they related their answers to the good trait of their teacher character as being supportive. However, 11 (students) of them do not justified their answers and only 3 students who have answered with a ‘yes’ they are afraid of their teachers and did not justify their answers.

Question 05: What do you think about your teacher personality?

- | | |
|--------------|------------------------|
| 1. Friendly | 1. Has a sens of humor |
| 2. Confident | 2. Serious |
| 3. Severe | 3. Kind |
| 4. Patient | |

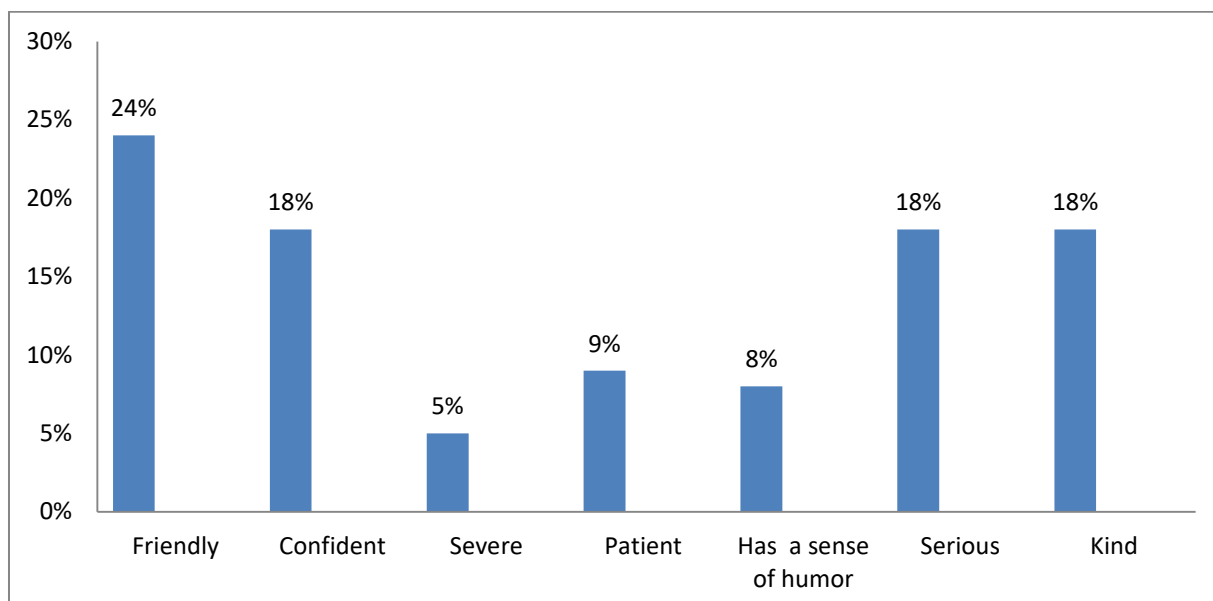


Figure: 3.9 Student’s Opinion about Teacher’s Personality.

Question 05 was intended to know students views about the personality of their teacher. Figure 3.9 above shows that students' opinions varied between the friendly personality (24%), the confident, serious and kind personality(18% for each), patient personality (9%,)a sense of humor took (8%) and the severe personality (5%).

Question 06: Does your teacher hold your attention?

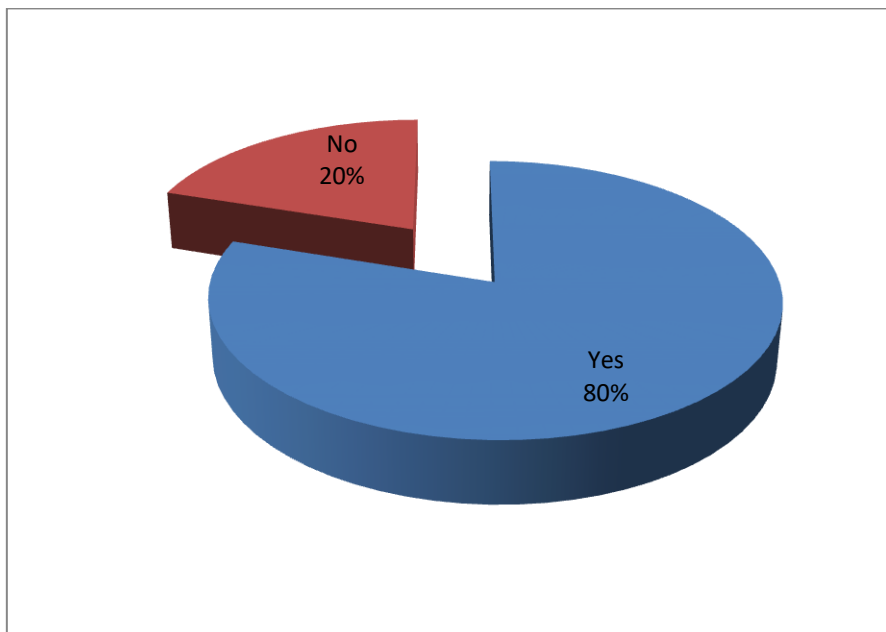


Figure: 3.10 Holding Student's Attention.

Question (06) section 02 : Through the results, it has noticed that teacher does hold student attention. Since (80%) from the students have answered with "Yes" and only (20%) of them answered negatively.

Question 07: Does your teacher attitude put you down?

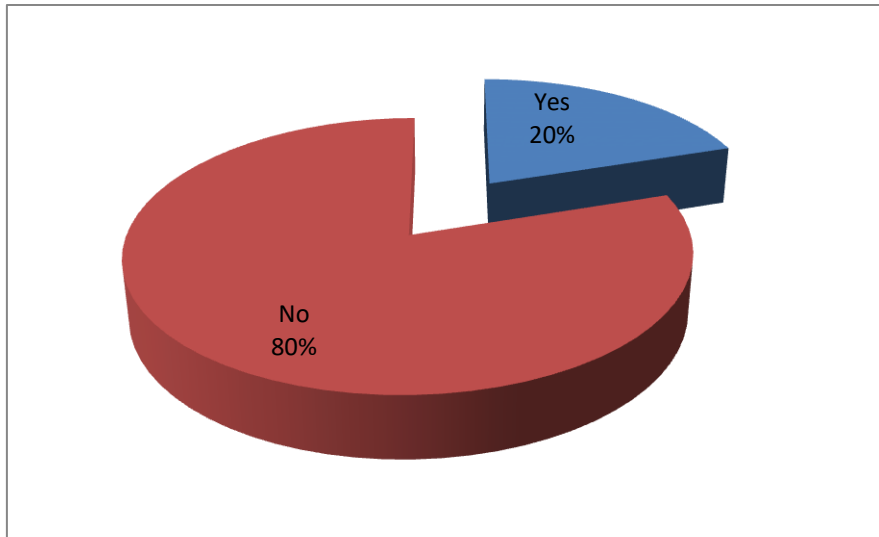


Figure: 3.11 Student’s Attitude Towards Teacher Behavior in Classroom

Question (07) section 02: This question targeted the teacher behavior in classroom and whether it puts down the student or encourage them. The majority of the students (80%) perceived themselves as ‘not being put them down’ by teacher behavior in class whereas, (20%) of the student answered ‘yes it does put them down’. This probably has an effect on their interaction in classroom.

Question 08: How do you evaluate the interaction between you and your teacher?

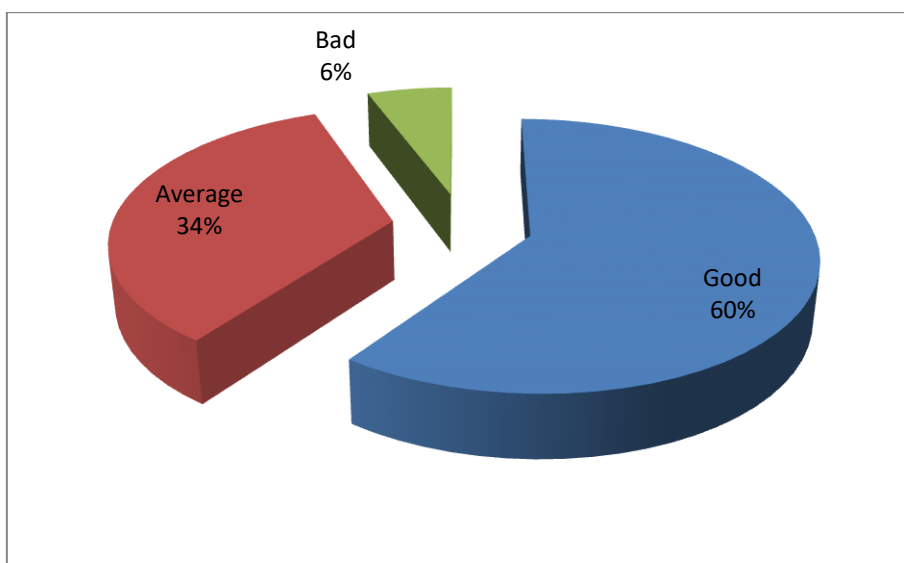


Figure: 3.12 The Evaluation of Teacher-Student Interaction

Question (08) section 02 : as explained in figure 3.12 (60%) of the students evaluate their interaction as good,(34%) students say that it is 'average' and (6%) of the students perceive themselves as having a poor interaction level. This confirms partially question 7 results.

Question 09: Do you think interaction in classroom is important?

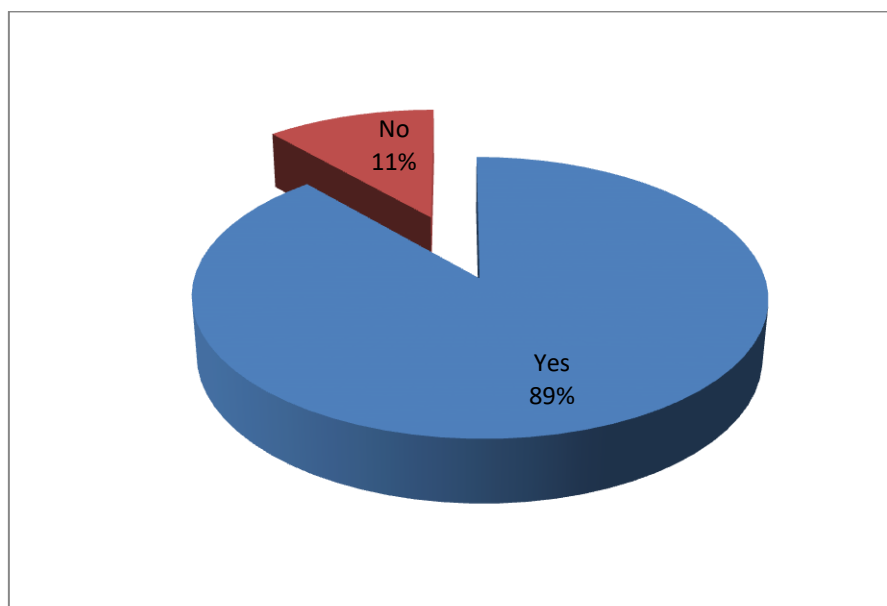


Figure: 3.13 Student's Opinion about Classroom Interaction

Question (09) in the section 02 is also considered as one of the main questions of this section. The goal of this question is to know if the students value class interaction as being important. Without any surprise, almost unanimously, (89%) think that classroom interaction is important; on the contrary (11%) they say it is not.

Question 10: Do you think that classroom interaction is related to motivation?

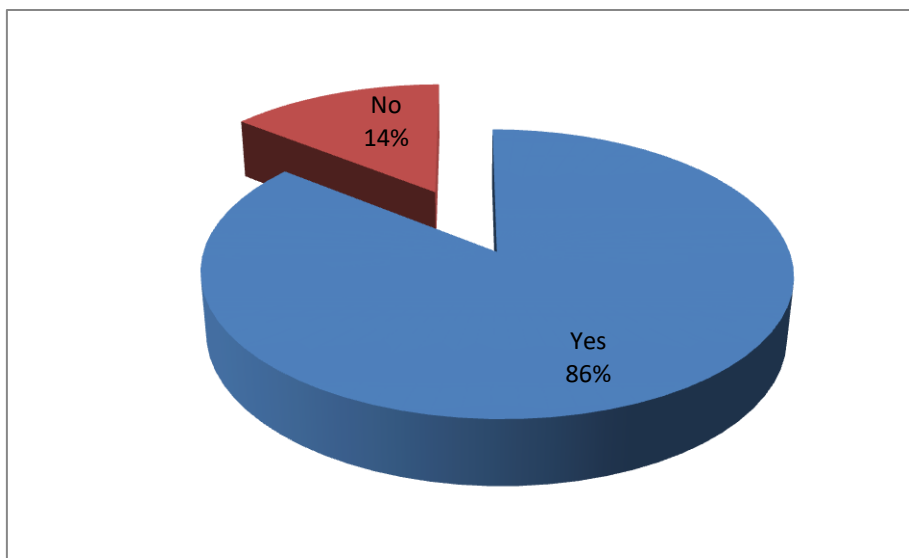


Figure: 3.14 The Students' Views about The Relationship between Interaction and Motivation

Question (10) section 02 is probably the main question of this section: When asked about relating interaction to the students motivation level, most of the students (86%) admitted that there is a relationship between the two factors; while (14%) said "No" there is no relationship between them.

When asked about justifying their answer (in the second part of this question) only 09 students justified and related their positive answers to:

- i) The appropriate environment.
- ii) The good relationship with their teacher in the classroom: 30 students (out of 35 who answered with 'yes', 21 student could not justified their answers. However, only 5 students view that there is no relationship between interaction and motivation.

Question 11: Do you participate when your teacher use the Audio-Visual Aids?

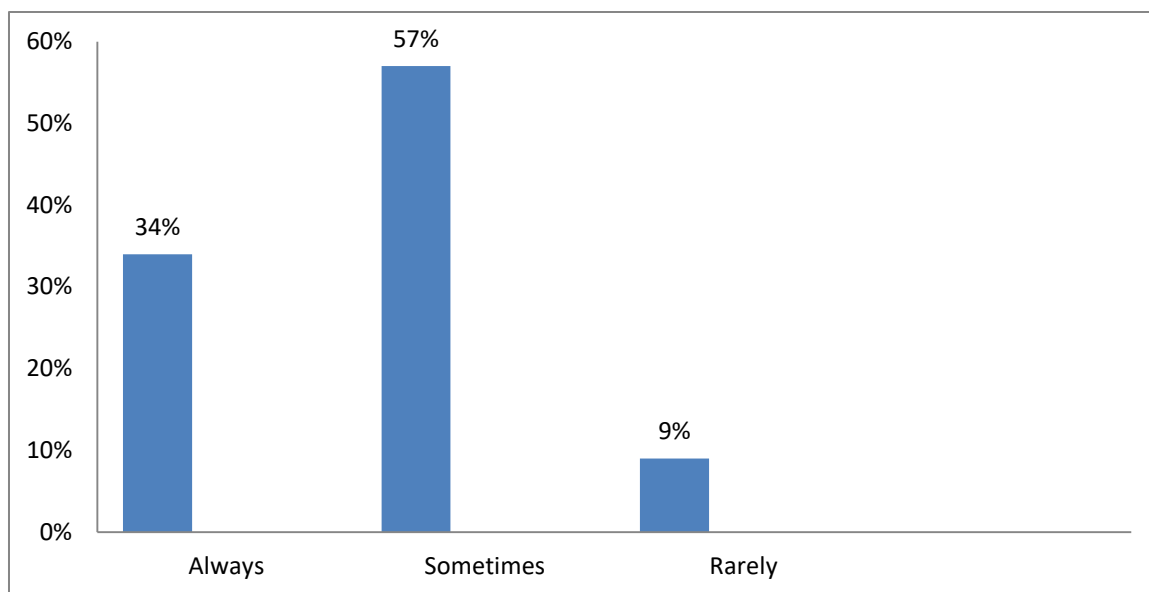


Figure: 3.15 Participation Level and The Use of Audiovisual Aids

Figure 3.15 above shows that (57%) of the students answered that they *sometimes* participate when the teacher uses the Audio-Visual Aids, and (34%) from the students said, *always* they participate, however only (9%) from the students *rarely* participate when their teacher use the Audio-Visual Aids.

Question 12: How often do you participate in oral sessions?

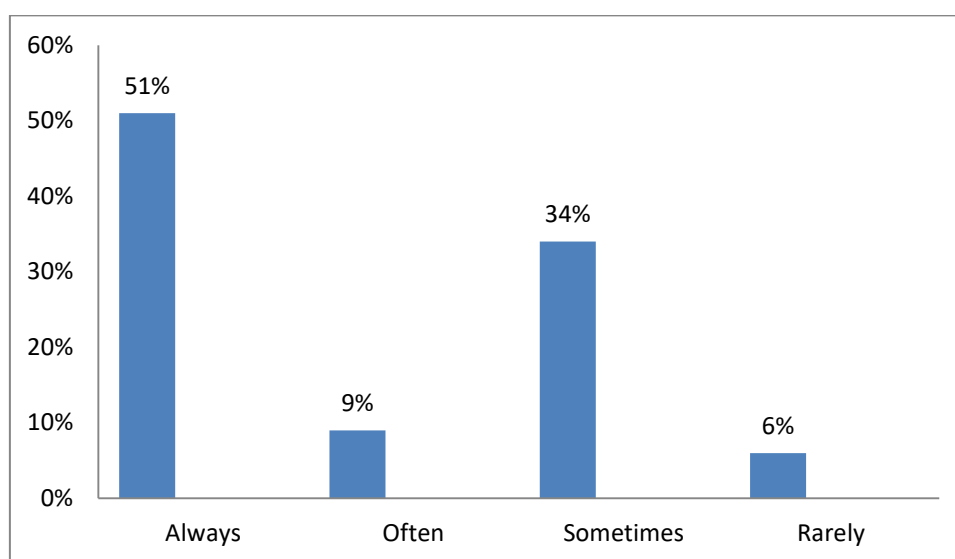


Figure: 3.16 Participation in Oral Classes

Question (12) section 02: results in figure 3.16 indicate that the majority of the students(51%) are *always* participating in Oral expression class , (34%) of students *sometimes* participating and (9%) of the students answered that they participate *often*, however, (6%) of the students said, *rarely* they participate.

Question 13: What are the problems that affect your speaking performance (interaction) in oral expression sessions?

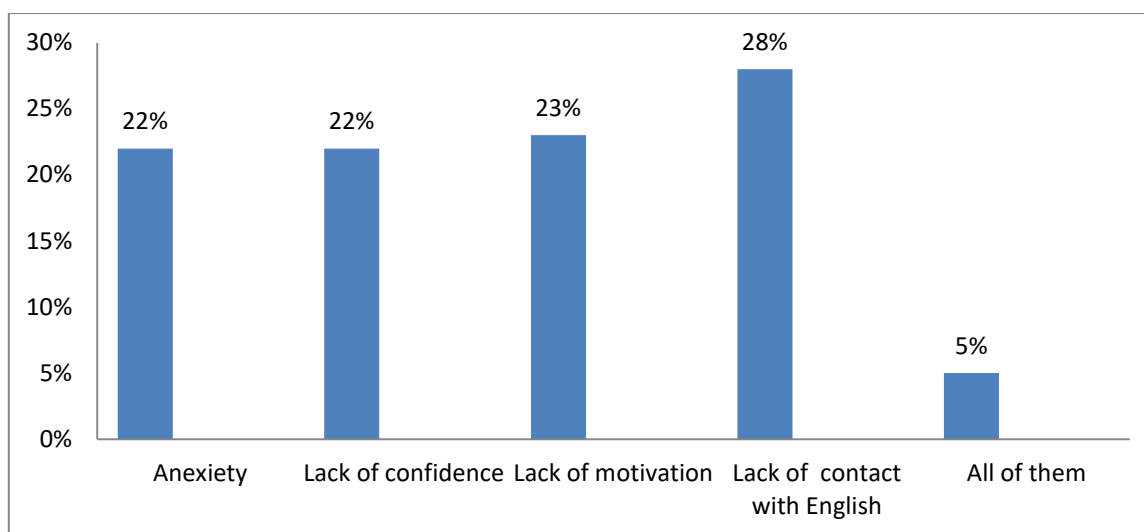


Figure: 3.17 Problems Affecting Speaking Performance in Oral Expression Session

Question (12) in section 02: As can be grasped from figure 3.17 above, the most important aspect that affects oral performance is *lack of the contact of English language*. It was the most frequently classified first by the respondents with a rate of (28%), followed by *lack of motivation* with 23%.and, *anxiety and lack of confidence* with (22%). In the last position comes the last option (*All o f them*), with (5%).

Question 14: Does your teacher encourage you to speak in the classroom?

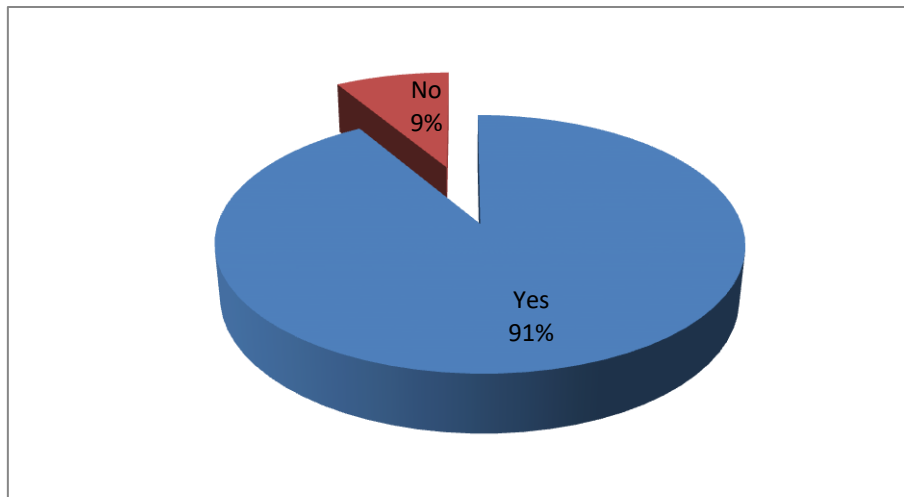


Figure :3.18 Teachers' Encouragement to Speak

Question (14) section 02: The purpose of this question is to understand if there is a relation between teacher encouragement and classroom interaction.

The result showed above indicate that that (91%) of the students say *they are encouraged by their teacher to speak* and only (9%) of the students think *they are not*.

Question 15: Do you think that improving speaking skill is necessary in learning English language ?

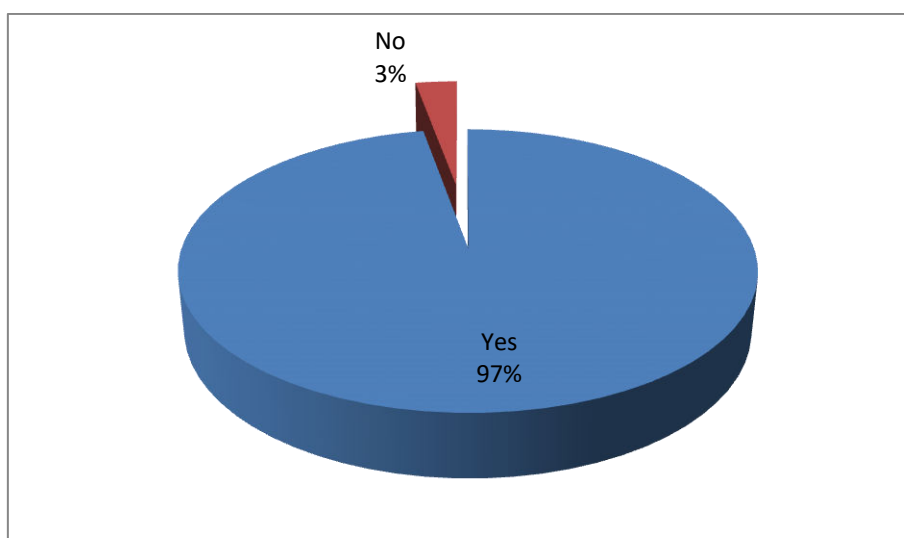


Figure: 3.19 Improving Speaking Skills to Learn English Language

Question (15) section 02: this question is divided into two parts. The first part of this question is to know Student's opinions about improving speaking skills to learn English language. The majority of the students (97%) they think that improving speaking skills is necessary in learning English language, while only (3%) they have an opposite view.

The second part, just 1 student answered negatively and he did not justify; however, 34 students answered positively. 21 out of 34 students would not justify and only 13 students justified their answer considering improving speaking skills to learn English language is important because speaking skill helps them to communicate with others and express their ideas freely.

Question 16: The use of the Audio-Visual Aids in oral expression sessions is?

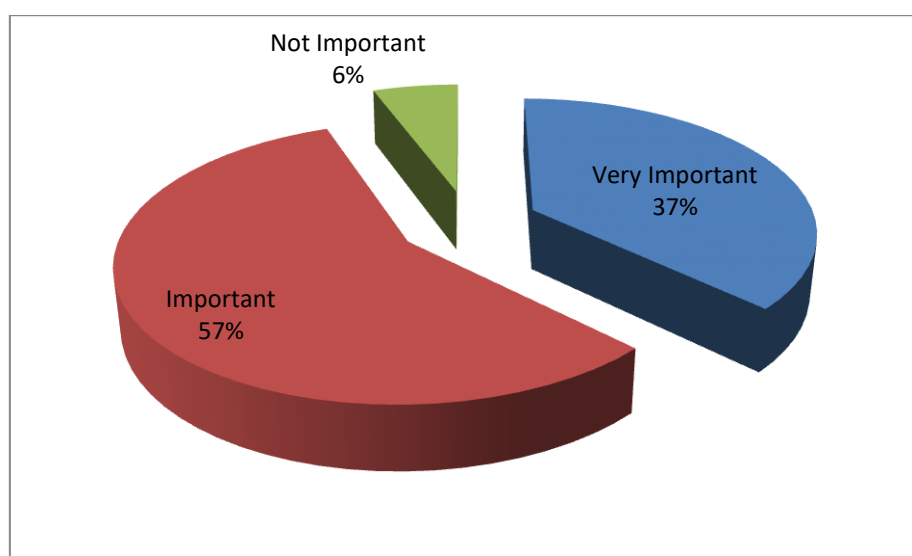


Figure :3.20 The Use of the Audio-Visual Aids in Oral Expression Sessions

Question (16) section 02: as shown on figure 3.20, (37%) of the students think the use of the Audio-Visual Aids is *very important* and the majority of the students (57%) of them consider as 'an important factor's. Only 6% of the students think that the use of the Audio-Visual Aids is *not important* in Oral session.

Question 17: Does your teacher use any kind of Audio-Visual Aids during the oral sessions?

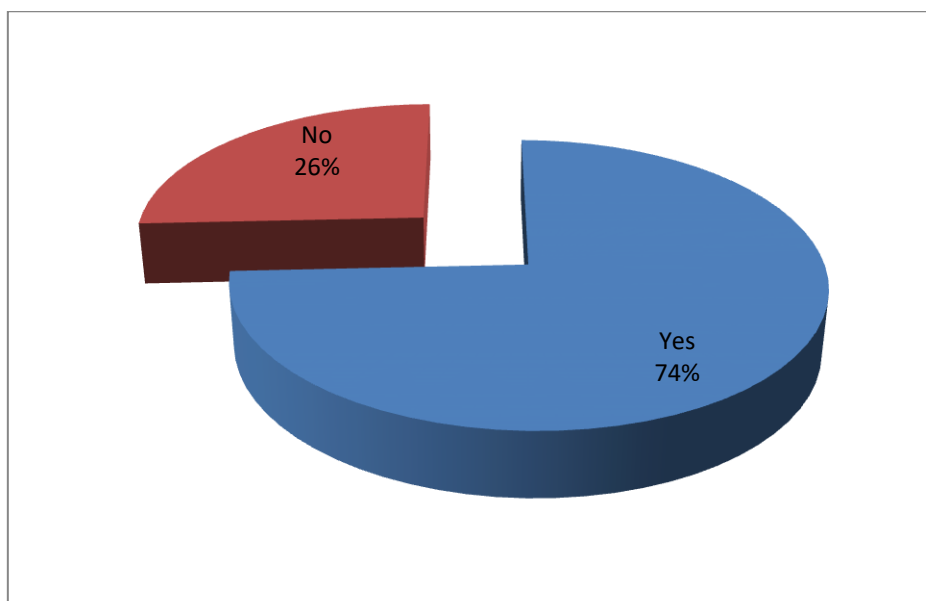


Figure :3.21 Teacher Use of Audio-Visual Aids during the Oral Session

Question (17) section 02: From the chart shown in figure 3.21, the majority of the students(74%) confirm that their teacher uses Audio-Visual Aids and only (26%) response negatively.

<u>Participants</u>	<u>Number of participants</u>	<u>Percentage</u>
<u>Always</u>	<u>02</u>	<u>08%</u>
<u>Often</u>	<u>11</u>	<u>42%</u>
<u>Sometimes</u>	<u>11</u>	<u>42%</u>
<u>Rarely</u>	<u>02</u>	<u>08%</u>
<u>Total</u>	<u>26</u>	<u>100%</u>

Table 3.1 The Use of Audio-Visual Aids in the Classroom

The results of this table reported that the usage of audio-visual varied according to teachers and sessions. It is noticed that students have given the choice of *often and sometimes* (42%) the same rate; however, (08%) for *always and rarely*.

Question 18: Does the use of Audio-Visual Aids encourage you to speak?

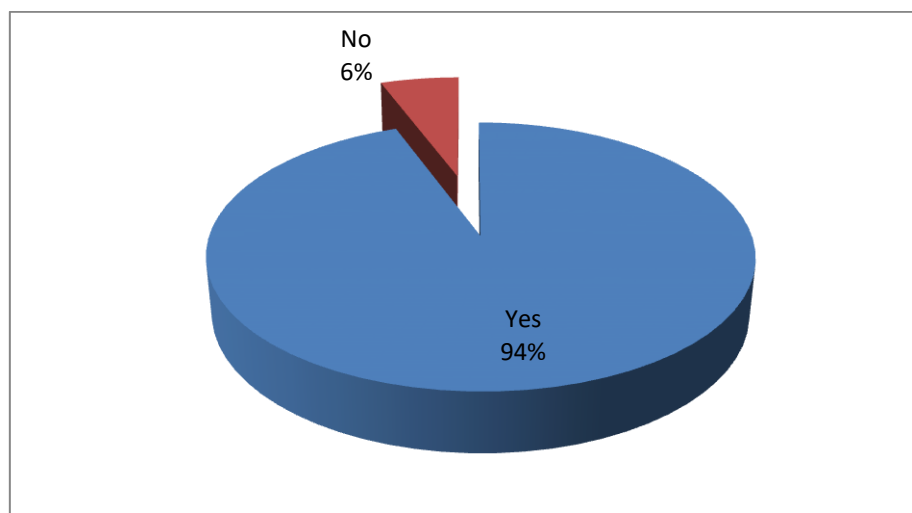


Figure: 3.22 Effect of Audio-Visual Aids on Student's Oral Participation

Question (18) section 02 : The students' responses indicate that the majority of the students (94%) are encouraged to speak in class when the teacher uses Audio-Visual Aids, only (6%) said that Audio-Visual Aids is not a source of encouragement to them.

➤ **To sum up the Interpretation of students' questionnaire**

The analysis of the collected data revealed that classroom interaction has a great impact on students' motivation. The questions from 1 to 4 from the section one allows us to get general information about the students' background. The results shown that the majority of the students have a good attitude toward English language and their choice was personal, they want to enhance their levels in English language. It shows also the positive attitude towards learning English languages, this is sign of their consciousness of the importance of

mastering English language because it is considered as the language of the new technologies which people are interested in.

Furthermore, section two from question 1 to 18, the questions of this section attempted to determine student's view and opinions about the relationship between classroom interaction and motivation.

In addition, questions from 1 to 7 indicate that the students attitude towards the oral expression sessions proves that they have positive relation with the teacher who makes them feel confident when participating and always motivates them to interact. Concerning the reason behind students feeling comfortable and relaxed in conversation classes is that they have a good pronunciation skills and a good opportunity to practice the language with their teacher who has a good character and method of teaching.

In questions 8, 9 and 10, the majority of the students value classroom interaction and motivation as being important because most of the students admitted that there is a relationship between the two factors justifying their answers by the appropriate environment and the good relationship with their teacher in the classroom.

In fact, the left questions indicate that the use of AVA is effective in the process of learning. It helps the students to participate and raise the efficiency of interest during the classroom session.

All in all, we conclude that they consider classroom interaction as an appropriate method that helps them to be motivated inside the classroom and gain the opportunity to talk and participate. Consequently, students gain consciously or unconsciously new vocabularies.

3.5 Description of Students' Interview

This section deals with the analysis of the results obtained from the Student's interview. As it was mentioned previously (Methodology chapter), this present research used a face to face structured interview as a research tool for collecting data. An interview method of collecting data used because of its effectiveness as a means of both obtaining information and gaining insights on classroom interaction and its effect on students' motivation. The interview was performed with five 1st year students from Department of English. It consists of (5) questions (appendix 2) students were asked to use English when they respond to questions. Students were asked to provide their views and perceptions and attitudes on the following topics: (appendix 2)

- a) Attitude question concerning English learning.
- b) Preferred types of classroom interaction.
- c) Determining their own learning style.
- d) Students' perceptions of good teacher qualities.

3.5 Students' Interviews: Results Interpretation and Analysis

The responses to the questions of the interview and their analysis and interpretation will be presented below:

Question 01: Attitude towards the English language:

The main aim of this Question is intended to assess learners' attitudes toward learning English.

Responses from participants

Without any surprise, the majority of the students interviewed showed positive attitudes toward learning English. Only one interviewee gave a negative statement.

Question 02: Type of Personality and Language learning.

The main aim of this question is to gather information about learners' personality type and requires them to choose one of two options:

Responses from participants

In response to this question, three out of five said that they feel shy in the classroom while only 02 students answered that they feel outgoing.

Question 03: Preferable type of classroom interaction.

This question was asked about their preferences for the type of class interaction students would like to practice.

Responses from participants

Responses were divided between those who prefer teacher-student interaction (03 students) and those who opted for student-student interaction (02students).

Question 04: Students' Learning Style.

This question is asked to gather information about preferred learning styles and requires them to choose one the following options: Visual, Auditory, Audiovisual and Kinesthetic (tactile)

Responses from participants

The results obtained from the student's interviews indicated a significantly greater preference for audiovisual style of learning. This may be due to its benefit. Of the five

participants interviewed, only one (1) student preferred the auditory style of learning and another student showed preference to learn by using the kinaesthetic (tactile) style.

Question 05: Good qualities of a teacher.

This question was asked to gather information about students' perceptions of a good teacher:

Responses from participants

In response to this question item, the five respondents opted for more than one answer. Since we were given very different answers by the five (5) individual students, it is almost impossible to summarize them all in a good and fair way. Therefore, we will present their answers directly.

- One student said that essential qualities a teacher should possess are 'Good capacity', 'Intelligent' and 'Professional'.
- Other important qualities that were mentioned by another student are being 'Active', 'Helpful', 'Cultivated'.
- A third student mentions that a good English teacher should be: 'Friendly' 'Patient' 'Confident'.
- A fourth student mentions that a good teacher in English should be: 'Dynamic' 'Kind' 'Serious'.
- And the last important qualities a good teacher should possess according to the fifth student are: 'Optimistic', 'Leader', 'Facilitator'.

3.6 Conclusion

The aim of this research is to elicit the attitudes and perceptions of EFL students at Belhadj Bouchaib University Centre. Our goal from doing such an investigation is to study

and investigate how two factors i.e, classroom interaction and motivation are related in the process of learning a foreign language. The research was based on questionnaires and series of structured interviews with participants. The results of data analysis were presented using graphs, pie charts, tables and explanations.

The results indicated that classroom interaction is considered as an important factor that influences and affects students' motivation. It is noticed, from the results, that classroom interaction has an impact on student's motivation. The English student has good and positive attitude toward English language and good relationship with their teacher; this may be due to the good personal characteristics teacher have and the appropriate environment in the classroom. The next chapter provides for a discussion and synthesis of the findings.

Chapter Four: Discussions & Suggestions

4.1 Introduction

The aim of this chapter is to present the discussion of the results of this study so as to answer the research questions posed earlier (introductory chapter). Secondly, we will discuss the relevant pedagogical implications these findings may have for English language learning, and propose some practical suggestions for teachers to implement in their classrooms. Finally, we will address some limitations of this research in terms of its and suggest new ideas for future research.

The discussion begins with a review and discussion of the main findings.

4.2 Discussion of Findings

The aim of this research is to elicit the attitudes and perceptions of first year students in the English department at Belhadj Bouchaib University centre about classroom interaction and whether it has an impact on student motivation (and possibly student performance). The present study is based on the following research questions. The first main research question that this study aims to investigate :

The main research question:

- a) What are the effects of classroom interaction on students' motivation?

And two related secondary research questions:

- b) Is motivation an effective variable in the process of learning?
- c) Is classroom interaction important and why?

- **Main Research Question:** What are the effects of classroom interaction on students' motivation?

Classroom communication is verbal and non-verbal interaction practices, teacher speech, questions, and feedbacks of students. Classroom interaction is highly complex, yet it is fundamental in language teaching learning process. The students acquire language through interacting with others, teacher and students. Based on the findings (questionnaire data and interviews data), they show that most of the students believe that classroom interaction is important and they confirmed that there is a strong relationship between interaction and motivation.

One side, it is shown that the teacher has to be professional and qualified to transmit and facilitate the information to his students and influences them to interact during the lesson. The teacher can also stimulate the students to participate in oral interaction in the classroom by using technology materials like Audiovisual Aids to encourage them to participate and interact.

Regarding to this research, interaction in language classroom between teacher and students is primarily related to how teacher use language to facilitate student comprehension.

In the other hand, students' character, intelligence, confidence, motivation and language proficiency level are elements that may influence how students communicate and interact with others in the class. As described by the respondents, a teacher that is *friendly and helpful* made their learning process easier.

➤ **Secondary Research Questions :**

- 1) Is classroom interaction related to students' motivation?
- 2) Is classroom interaction important and why?

Concerning the two secondary questions, all students agree that motivation leads to better class interaction. Results obtained show that the highest majority confirm that

motivation is an effective factor since it plays a pivotal role in the process of learning. Both motivation and learning go side by side.

The results of this investigation answered the main research question and confirmed the importance of interaction and motivation as related factors that contribute to the process of learning and how they possibly affect students' level.

4.3 Suggestions and Recommendations

In the light of the previous findings, this section tries to put forward a number of suggestions that may improve teacher-student classroom interaction.

From the previous results, it appears that classroom interaction is very important and essential in English language teaching according to its effect on students' motivation which is crucial in learning and teaching process, many suggestions, (based on findings and our readings), are listed, for instance:

1. Enrich the sessions with interactive tasks and encouraging all students without exception to be involved.
2. Including AVA materials to create a pleasant learning atmosphere and motivate students to be involved in classroom interaction.
3. Motivation is the important tasks of instructing, it is both teachers and students responsibility.
4. Teachers should deal students with lot of care and full concentration. When student feel their teachers cooperative and friendly instead of authority figures. They take interest in tasks and works.

5. Involving students in their own learning. It is better to involve students in activities, group problem solving exercise, help them and tell them what the best way to do this activity.
6. Teachers should be positive to enhance learning and motivation in students. Teachers can make something fun, exciting, loving, through this students will learn more readily and the learning will last much longer.
7. Make the Subject Matter Interesting: teacher should not deliver the presentation dull, it becomes student bored, restless, and uninvolved. This effects negative on both teacher and students. To permute interest in students use a variety of materials while instructing.
8. Teacher should encourage participation during the lesson.

4.4 Limitation.

There are several limitations that need to be cited and addressed:

1. Difficulties in distributing the questionnaire because we could not find the students due to the 'demonstrations'.
2. Lack of teachers profile.
3. The lack of the classroom observation and teachers interview as an instrument in the study due to the 'political situation' in the university.

4.5 Conclusion

The aim of this chapter is to present the discussion of the results of this study so as to answer the research questions posed earlier (introductory chapter). Secondly, we will discuss the relevant pedagogical implications these findings may have for English language learning, and propose some practical suggestions for teachers to implement in their classrooms. Finally, we will address some limitations of this research.

General Conclusion

General Conclusion

In conclusion, the findings of current research shed light on the importance of classroom interaction which is considered as an important factor that influences and affects students' motivation. The purpose of this study was to determine whether or not positive student interactions have an impact on student motivation. The data indicate that there is significant relationship between class (teacher-student/student-student) interaction and student motivation. This provides a confirmation of the main research question (also the two secondary questions) on the impact of class interactions. We have found that the interaction held in the classroom would have good effects on students' motivation through giving the learners the chance to exchange ideas and opinions with one another or with their teachers. Moreover, in the classroom the teacher has a responsibility towards his students. He needs to motivate them and make them participate during the lesson.

In the foreign language learning, different effective variables can impact the process of learning foreign languages. In recent years there is an agreement on the importance of classroom interaction between Teacher-Student and Student-Student.

In this regard, this research investigated the effects of classroom interaction on student's motivation within Algerian University context, with reference with to the first year student in the English department at Belhadj Bouchaib University Center. It aimed mainly to identify interaction as a factor that effect student's motivation. Since the effective interaction which happens in the classroom can increase the student's motivation not only the students but also the teachers can also improve their teaching and learning process in the classroom which is considered as a good environment to share knowledge and exchange ideas.

Some of the previous researches had given reflection that interaction can engage the student's participation in the classroom by using suitable teaching methods that encourage students to learn better.

Through this research, we tried to contribute to the improvement of the Foreign Language learning at the department. However, research remains open to any further research that would tackle other areas that we did not investigate.

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Appendices

Appendix 01

Belhadj Bouchaib University

Branche of English Language

Students' Questionnaire

Dear student,

The present questionnaire aims at discovering the effect of classroom interaction on student's motivation in oral class of first year LMD student in the English department. You are kindly requested to fill in this questionnaire. Your contribution would be of a great help for the completion of this work.

Thank you in advance

Please, read the following questions carefully and then TICK (✓) the appropriate box.

Section one: General information

1. Your choice to study English was:

Personal Imposed

2. Do you like English language?

Yes No

3. How do you consider your English level?

Very good Good Average Poor

4. Are you satisfied with your English level?

Yes No

Section two: Interaction and Motivation:

1. Do you enjoy talking in your oral classes?

Yes No

Why ? Please explain

.....

2. Do you like your Oral teacher?

Yes No

Why ?

.....

3. Do you feel confident while interacting with your teacher ?

Yes

No

4. Do you afraid of your teacher?

Yes

No

Why ?

.....

5. What do you think about your teacher personality?

You may tick more than one box depending on your opinion choice.

- | | | | |
|-------------|--------------------------|-----------------------|--------------------------|
| - Friendly | <input type="checkbox"/> | - Has a sens of humor | <input type="checkbox"/> |
| - Confident | <input type="checkbox"/> | - Serious | <input type="checkbox"/> |
| - Severe | <input type="checkbox"/> | - Kind | <input type="checkbox"/> |
| - Patient | <input type="checkbox"/> | | |

6. Do your teacher hold your attention?

Yes

No

7. Does your teacher put you down?

Yes

No

8. How do you evaluate the interaction between you and your teacher?

Good

Average

Bad

9. Do you think interaction in classroom is important?

Yes

No

10. Do you think there is a relationship between interaction and motivation?

Yes

No

How ?

.....

11. Do you participate when your teacher use the Audio-Visual Aids?

Always

Sometimes

Rarely

12. How often do you participate in oral session?

Always Often Sometimes Rarely

13. What are the problems that affect your speaking performance (interaction) in oral expression session?

You may tick more than one box depending on your opinion choice.

- a- Anxiety
- b- Lack of confidence
- c- Lack of motivation
- d- Lack of contact with English language
- e- All of them

14. Does your teacher encourage you to speak in the classroom?

Yes No

15. Do you think that improving speaking skill is necessary in learning English?

Yes No

Why ?

.....

16. The use of the audio-visual aids in oral expression sessions is?

Very important Important not important

17. Does your teacher use any kind of Audio-Visual Aids during the classroom sessions?

Yes No

If yes, how often?

Always Often Sometimes Rarely

18. Does the use of Audio-Visual Aids encourage you to speak?

Yes No

Note:

Questions 12-13-14- 16 – 17 – 18, section two was adapted from “Improving English as a Foreign Language Learners’ Speaking Skill through Audio-Visual Aids” Submitted by Zaamoune Nour, 2016.

Appendix 02

Students interview

1. Do you like speaking English language?

Yes No

2. Do you consider yourself out going or shy student?

.....

3. Classroom interactions divided into teacher-student student-teacher which type do you prefer more?

.....

4. There are different learning styles, which one do you consider yourself?

Visual Auditory Audiovisual Kinesthetic (tactile)

5. According to you, what are the characteristics of a good teacher?

(Give 3 characteristics)

1)

2)

3)

Thank you.

كان التفاعل داخل الفصل الدراسي مسألة أساسية في تدريس وتعلم اللغة الإنجليزية كلغة أجنبية في السنوات الأخيرة. تم إجراء مجموعة كبيرة من الأبحاث حول تأثير تفاعل الفصول الدراسية وتأثيرها على عملية التعلم. يهدف هذا العمل إلى استكشاف الدور الحاسم للتفاعل الذي يتم داخل الفصل الدراسي باللغة الأجنبية في رفع مستوى تحفيز الطلاب. تم جمع البيانات عن طريق استبيان ومقابلات منظمة تدار لطلاب السنة الأولى من أجل دراسة مواقفهم ووجهات نظرهم فيما يتعلق بدور تفاعل الفصول الدراسية حول تحفيز الطلاب للتعلم. كشفت الدراسة أن المشاركين في هذه الدراسة أكدوا أن التفاعل في الفصول الدراسية هو إحدى الإستراتيجيات لمساعدة المتعلمين على تعزيز قدراتهم التعليمية. أوضحت الدراسة أيضًا أن التدريس القائم على التفاعل في الفصل الدراسي يمكن أن يثير تحفيز الطلاب من خلال مشاركتهم وتبادل معارفهم وتحقيق نتائج إيجابية. تناقش هذه النتائج من حيث الآثار التي قد تكون لها على ممارسات التدريس في الفصول الدراسية ومن حيث أثارها التربوية.

Summary

Classroom interaction has been a central issue in teaching and learning English as a foreign language in the recent years. A large body of research was done about the effect of classroom interaction and its impact on the process of learning. This work aims at investigating the crucial role of interaction held inside the foreign language classroom on raising students' level of motivation. The data were gathered by means of a questionnaire and structured interviews administered to first year students in order to examine their attitudes and viewpoints concerning the role of classroom interaction on students' motivation to learn. The study revealed that the participants in this study emphasized that interaction in the classroom setting is one strategy to help learners enhance their learning abilities. The study also showed that teaching based on interaction in the classroom can raise students motivation through making them participating, sharing their knowledge and achieve positive outcomes. These findings are discussed in terms of the effects they may have on classroom teaching practices and in terms of their pedagogical implications.

Résumé

L'interaction en classe a été une question centrale dans l'enseignement et l'apprentissage de l'anglais en tant que langue étrangère ces dernières années. Un grand nombre de recherches ont été menées sur les effets de l'interaction en classe et son impact sur le processus d'apprentissage. Ce travail a pour objectif d'examiner le rôle crucial de l'interaction au sein de la classe de langue étrangère pour accroître le niveau de motivation des étudiants. Les données ont été rassemblées au moyen d'un questionnaire et d'entretiens structurés destinés aux étudiants de première année afin d'examiner leurs attitudes et leurs points de vue concernant le rôle de l'interaction en classe sur la motivation des étudiants à apprendre. L'étude a révélé que les participants à cette étude ont souligné que l'interaction en classe était l'une des stratégies permettant aux apprenants d'améliorer leurs capacités d'apprentissage. L'étude a également montré qu'un enseignement basé sur l'interaction en classe peut renforcer la motivation des étudiants en les faisant participer, en partageant leurs connaissances et en obtenant des résultats positifs. Ces résultats sont discutés en termes d'effets qu'ils peuvent avoir sur les pratiques d'enseignement en classe et en termes d'implications pédagogiques.