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**The Role of Classroom Interaction in Improving Learners'
Writing Skills: Case Study of First Year EFL Students at
the University of Ain-Temouchent**

***An Extended Essay Submitted in Partial Fulfillment of the Requirement
for a Master's Degree in Didactics and Applied Languages***

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Dedications

Dedication 1

This research work is dedicated:

To my beloved parents, whose endless devotion; silent and voiced support, and constant prayers were all aimed at raising a well-educated daughter capable of carrying out such an humble research work

To my lovely sisters; Islam, Rahmouna, Nour-el-Houda, and Fatima Zohra for their clumsy; yet, much needed encouragement and faith in my abilities.

To all those dear to my heart.

Amel BENNAFLA

Dedication 2

I dedicate this work to:

Those I love most in my life, those who truly believed in me and supported me at every stage. My parents, who built my confidence. May Allah protect them.

To all of my siblings, Achwak, Malak, Mohamed, and Ritadj

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Abstract

With the Algerian government's decision to displace the French language and officially recognize English as the most important foreign language in all educational institutions, it has become of utmost necessity to improve the writing proficiency of English foreign language learners. The aim of this research work is to seek a better understanding of the role of classroom interaction in improving EFL learners' writing skill while, at the same time, experiencing a firsthand account of the teaching approaches and methods used by English foreign language teachers. This case study has used a triangulation of research instruments including a questionnaire, an interview alongside classroom observation, and a mixed methods approach to data analysis. The sample population consists of 60 first year EFL students and three Teachers. The results revealed that classroom interaction plays a significant role in enhancing the students' writing skill that will surely be beneficial in adapting to the professional world. Another interesting result is that both teachers and students had a positive perception towards the significance of classroom interaction to reach better fluency in writing.

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List of Acronyms and Abbreviations

EFL: English as a foreign language

CIC: Classroom Interactional Competence

CEE: Classroom Interaction in Comprehension and Written expression

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General Introduction

Learning a foreign language, such as English, poses complexities, particularly in the productive skills like writing. Evidently, in Algerian English Foreign Language (EFL) classrooms, many students are unengaged but receptive learners because of the narrow attention to classroom engagement, which indicates that students reflect their teachers' attitudes, and if the classroom interaction is abandoned, it may cause a reduction in participation and motivation. Currently, the focus is entirely on comprehension and grammatical knowledge, and a thorough progress in writing is limited, despite its importance and intricacies. This highlights a concern about the role of classroom interaction in improving learners' writing skill. Classroom interaction is no longer solely defined as an interference of words, but it encompasses shaping and enhancing the language flow.

Researching methods that can be successful in improving students' writing skill becomes crucial since students' writing is somewhat considered substandard. Therefore, it is essential to discover where teachers and students require additional support. Therefore, the current research work aims to investigate the role of classroom interaction in improving learners' writing skill and to examine the perceptions of teachers regarding the role of classroom interaction in enhancing students' writing skill. Additionally, this study aims to give strategies and suggestions that can enhance classroom interaction. To this end, this study addresses the following research questions:

1. To what extent does classroom interaction affect and improve students' writing skills?
2. How do teachers perceive the role of classroom interaction in enhancing students' writing skills?

In light of the questions mentioned above, we hypothesize that:

1. A teacher-student and student-student interaction positively affects and improves students' writing skills by enhancing their grammatical accuracy, vocabulary use, coherence, and overall organization.
2. If constructive teacher-student and student-student interaction occurs inside the EFL classroom, then students' writing skills will positively improve.

To either confirm or disconfirm these hypotheses, we try to examine the role of classroom interaction in improving learners' writing skills. The selected research instruments, such as the students' questionnaire, the teachers' interview, and classroom observation, are used to facilitate this investigation and to meet the prior stated objectives. The questionnaire targets 60 first-year EFL students and the interview is conducted with three EFL teachers at the University of Ain Temouchent, in addition to classroom observation, which is conducted with a randomized class of first-year EFL learners. The analysis of data is based on a mixed methods approach, including quantitative and qualitative approaches.

This research work consists of three chapters. The first chapter is designed for a review of the literature, which outlines the conducted studies in this area. The second chapter deals with perceptions and strategies to enhance classroom interaction. The

third chapter is methodological in nature. It yields interesting results for the study and provides some suggestions and recommendations to achieve progress in the issue raised, along with the several obstacles encountered while conducting this current study.

Chapter One:

The Interference Between Writing Skill and Classroom Interaction

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1.1. Introduction

In the scope of foreign language teaching, classroom interaction has always been a key approach to improve a learner's writing abilities through the exchange of knowledge. As it is a foreign language and the students are non-native speakers, it must be taken into consideration that their writing is purely dependent on the assistance of the teacher to actively correct their misspellings and grammar mistakes.

Teaching a foreign language to a non-native speaker is highly challenging; yet, the challenge only magnifies when the focus shifts toward writing skill. This chapter deals with the definition of writing skills in general and then specifically inside the EFL classroom, moving towards the notion of collaborative writing, its benefits and challenges. Then, the chapter defines classroom interaction by explaining its main types and aspects. Finally, it concisely expounds on the importance and impact of classroom interaction.

1.2 Definition of Writing Skills

The writing skill is one of the productive skills; it establishes a basis for learning a specific language. Writing poses several substantial challenges even for native speakers. Writing is a method of forming written communication by the use of letters, signs, and characters on paper in a meaningful and valuable way. It could be printed or cursive (Lince, 2005). This indicates that writing is a procedure that is based on a logical and coherent organization of linguistic items such as vocabulary to convey and exchange ideas and thoughts.

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However, Harmer (2004) sees writing as “A process where learners develop their language skills through planning, drafting, editing and rewriting” (p.4). This circular and self-referential process can encourage the student and guide him/her to reach coherent content. Harmer (2004) presented these stages in the diagram shown below:



Figure 1.1: The Writing Process (Adapted from Harmer 2004, p. 6).

1.3. Writing Skills inside the EFL Classroom

While learning a foreign language in an academic setting, writing skills exceed in importance, from paragraphs to essays to research. Students' academic success depends mostly on their writing style, quality, and the time spent optimizing it. Koo et al (2023) reveal that writing is a dynamic mental process that demands uninterrupted decision-making depending on working memory, and a rapid change between diverse activities. Meanwhile, Hyland (2003) emphasized that:

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Learning to write in a foreign language or a second language mainly involves linguistic knowledge and vocabulary choices, syntactic patterns and cohesive devices that comprise the essential blocks of texts (p.34).

A formidable text is compiled of sophisticated terms and expressions, adhering to the grammar rules of the language in question. These two variables are the key areas of emphasis for foreign language teachers. Students, at this level, seek to create a good piece of writing, and they need to take into consideration the following elements while writing.

a. Clarity

According to Harmer (2004), “The ability to express ourselves clearly without ambiguity is essential to a good writing” (p.11). Clarity is more for the reader of the paper than the writer himself/herself. Words of differing interpretation are best to be avoided, as they are turning around the bush instead of concisely and directly addressing the topic. Starkey (2004) agreed with this by stating that:

Wordiness is boring and it takes up valuable time and space [...] there are two equally important approaches to more concise writing by eliminating unnecessary words and phrases and using active voice whenever possible (p. 15).

b. Coherence

The ideas expressed in writing are expected to be logical to validate a cohesive sequence of ideas through an organization that enables the maintenance of a reader’s attention. According to Flower and Hayes (1981) “Coherence is a logical structure of writing, guiding the reader through a consistent progression of ideas” (p.362).

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c. Accuracy

According to Graham and Perin (2007), “effective writing requires careful attention to detail, ensuring the correctness of language and the logical consistency of ideas” (p.26). Writers are required to revise their expressions and language to ensure that it is correct and that the style used is suitable for the type of writing that has been chosen. Through accuracy, the writer builds a credible reputation as it extends to the ownership of the work and the data validity.

d. Creativity

According to Richards and Ranandya (2002), “creativity in writing transforms a mundane topic into an engaging narrative or argument” (p.115). A creative paper grabs the attention of readers forcing them to think out of the box, raising questions, and seeking answers. Creativity, though a hook in a well-written document or research, is often the opposite of what is encouraged in an academic setting as it implements the senses.

1.4. The Notion of Collaborative Writing

Collaborative writing is a pedagogical approach that is the product of diverse educational theories. On the one hand, Bandura developed the social learning theory in 1960, which mainly advocates that social interaction plays a vigorous role in the learning process. Vygotsky’s social-cultural theory, on the other hand, was first published in 1978 and it provided the world with, what is known as, the ‘Zone of Proximal Development’. This theory differentiated between learning separately and learning in cooperation; it guarantees that learning in collaboration capacitates and

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allows students to develop their writing skills. The Zone of Proximal Development provides guidance and direction by “more capable peers” (Vygotsky, p.86). Collaborative writing is an organizational activity given to the learners to work with each other to build a text essay. Storch (2005) defines collaborative writing as

An activity where two or more individuals work together to produce a single written text, sharing decision-making process and responsibility throughout all stages of writing process (p.153-173).

This reveals that cooperative writing is not limited to producing and making texts; it encourages them to work together and take responsibility. “Negotiation and interacting with others support the writing skills” (Bruffee, 1984). Overall, collaborative writing allows EFL learners to develop themselves, engage, think, and make decisions.

1.5 Benefits and Challenges of Collaborative Writing

Various studies have revealed that collaborative writing inside EFL classrooms encourages student interaction. For instance, Biria and Jafari (2013) mention that “collaborative writing can be used as a pedagogical tool to encourage more classroom interaction among learners where they are accustomed to individual work” (p. 2434). Collaborative writing enhances the level of confidence and puts learners in an environment that is full of enjoyment rather than working alone and being uninvolved and disinterested.

Moreover, collaborative writing fosters critical thinking and teamwork (Hirvela, 1999), which helps students to examine and assess the obstacle and then develop an

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answer or a resolution for it. Cooperative writing is important in the development of learners since it enables the transmission of motivation and augments the level of performance as students learn from each other's mistakes.

Although collaborative writing provides different benefits, it also makes students face some concerns that warrant attention. In this vein, cooperative writing spreads the sense of unequal participation among the collaborators since the students have different personalities. For example, Storch (2005) believes that collaborative writing tasks, while promoting interaction and shared knowledge construction, are fraught with challenges that educators and participants must navigate.

In collaborative writing, students may face difficulties in balancing contributions among group members, as some individuals may dominate the process while others remain passive. Additionally, disagreements over ideas, writing styles, or task directions can lead to frustration and hinder a group's progress. The process also demands a significant level of coordination, which can be further complicated by time constraints and varying levels of commitment among participants. Such challenges highlight the need for careful task design and the implementation of strategies that ensure equitable participation and minimize conflict.

Collaborative writing can be an obstacle once all members of the group have their own thinking, style or even culture, a fact which can raise a conflict between the group members and may stop the learning process. Storch (2005) stated that Students may feel anxious and hesitant to seek feedback from their peers and correct their mistakes because they fear criticism.

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1.6 Definition of Classroom Interaction

Interaction is a mutual action that happens between two things or more. In the context of education appears the term ‘classroom interaction’ which involves “the interaction between the teacher and learners, in the classroom” (Tsui, 2003, p. 120). Classroom interaction is, in fact, a fundamental action that can fill the gap which exists between the teacher and the students or even among students themselves.

After all, classroom interaction is related, in the first place, to the teacher since he/she is a crucial factor inside the classroom. This interaction can lead students to engage and interact either with them or with each other. Following Doyle’s (1977) words, “classroom interaction is largely determined by the teacher's own behavior and personality” (p. 53). Classroom engagement shapes the classroom environment and can even influence a learner’s motivation, thoughts, and feelings.

1.7. Types of Classroom Interaction

Thurmond (2003) proposed varied types of classroom interaction, which are: student-course content interaction, student-technology interaction, teacher-student interaction, student-student interaction. However, this research work will mainly focus on the last two types since they highly fit its aims. They are listed as follows:

1.7.1. Teacher-Student Interaction

This type of interaction serves various critical roles in the field of education. In this setting, a teacher is the main core in the classroom, he/she is the primary source in delivering knowledge and instructions to students through teaching, guiding, and

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structuring while also correcting. As Rivers (2000) asserts, “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.” (p. 85).

Moreover, this type of interaction involves mutual relationship between a teacher and his/her students. This connection lies on a foundation of cooperation and open communication, relying basically on the guidance of a teacher.

Downey (2008), on his part, added 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.” (p. 57). From this quote, we understand that involving students in the teaching process, helps educators to define the skill level of each learner; ultimately giving a lecture that is understandable to both weak and excellent students. The upcoming diagram drawn by Scrivener (2005) analyses the process of interaction among a teacher and his/her students:

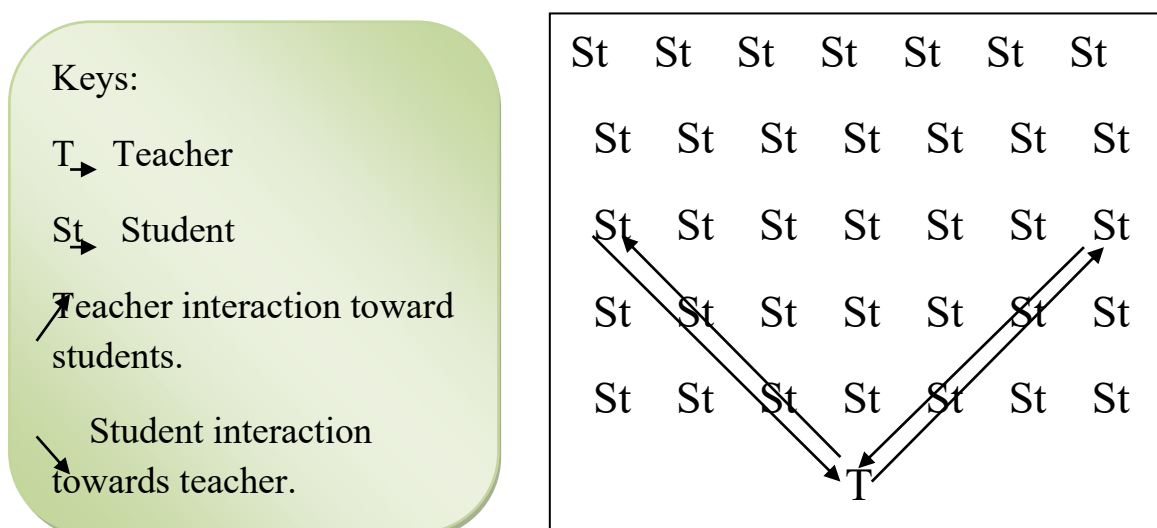


Figure 1.2: Classroom Interaction amongst teacher and students (Adapted from Scrivener. 2005, p. 85).

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The figure above shows that the classroom environment is one of the most important factors in teaching-learning that shapes what takes place inside the classroom and creating a positive atmosphere defined by shared integrity, trust, care, and collaboration. It also establishes a suitable and appropriate educational environment that meets students' learning needs. In a classroom environment, both a teacher and his/her students collaborate to ensure that the learning-teaching process is successful.

1.7.2. Student-Student Interaction

Several accredited studies advocate that student-student interaction is one of the key factors that shape students' abilities in the classroom setting. This type of interaction occurs between students themselves, in which attendees collaborate with their peers in the hopes of engaging speaking sessions that would help in adjusting their writing, such as grammar and spelling inaccuracy. Learner-learner interaction; according to Webb (1989), in her elaborate research, *Peer Interaction and Learning in Small Groups* seemed to be hinting at the gravity of applying peer interaction in a collaborative situation where learners aim to reach a similar endgame.

Additionally, other studies show that the fear present in teacher-student interaction diminishes when students interact with their peers. That fear is buried under learners' desire to prove themselves, and their growing, unkempt curiosity. Once these aspects come into play, students feel brave enough to, publically, raise their inquiries while discussing and possibly putting it under a microscope, expecting findings for those queries, Johnson & Johnson (1989) confirmed that coping strategies

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used by the teachers have lowers the levels of anxiety exhibited typically by students; elevating their self-esteem, cueing them to vocalize their queries.

However, Hendrickson (1987) believes that teacher evaluation on students' mistakes may be beneficial for various students; though, it may not work for all attendees. Nevertheless, interacting and integrating in peer or self-adjustment with teacher direction could be practical as it may save time and work for some instructors and their participants. This is highly illustrated by Scrivener (2005) in his diagram, which presents a clear interaction between peers:

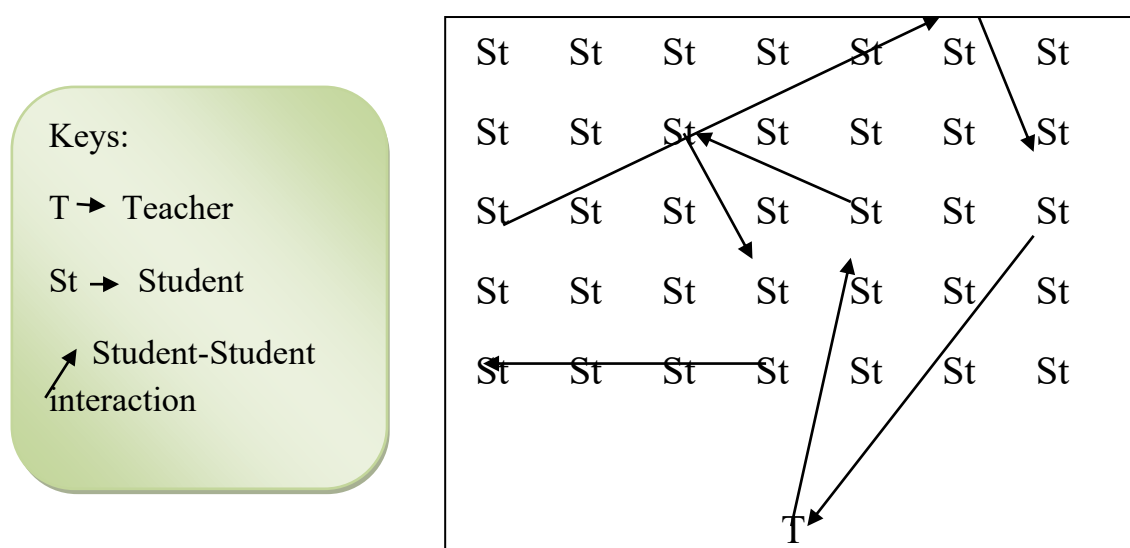


Figure 1.3: Student-student interaction (Adapted from Scrivener 2005, p. 86).

Following the interpretation of Scrivener's diagram, language learning is a time-consuming effort and when it comes to the writing skill, the exchange of knowledge is necessary to seek console. Thus, considering peer interaction is an important factor in the learning process as it provides learners with opportunities to cooperate, exchange ideas, and communicate their thoughts effectively to broaden their understanding.

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1.8. Aspects of Classroom Interaction

Classroom interaction consists of two major aspects; they are identifiably: negotiating meaning and feedback. If these two components are not present in the classroom, then we cannot attain a successful interaction. Ellis and Foto (1999) mentioned that “Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output” (p. 9). Interaction, in this framework, lies mainly in the mastery of planning a classroom negotiation where both teachers and students are comfortable enough to discuss information and negate misunderstandings. From this, we understand that students receive feedback from both their classmates and instructors where interaction is significantly meaningful and entails a critical debate. The purpose of the discussion above is to explore how both elements are effectively significant for students in classroom interaction.

a. Negotiating meaning

Philologists have gone through deliberately drawn-out discussions to determine whether negotiating meaning is a key element to learning a foreign language or not. In order to decide its importance in classroom interaction, we must first define it. Negotiating meaning is a means of discussing certain ambiguous concepts and theories to decide on its affirmation or negation. Morell (2004) views ‘negotiating meaning’ as

An aspect of interaction that occurs when at least two interlocutors work together to arrive at mutual comprehension of their utterances. It is characterized by modifications and restructuring of interactions when instructors and their students anticipate or perceive difficulty in understanding each other’s messages (p. 329).

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Research done to investigate interaction amongst students has shown that negotiation of meaning plays a fundamental role in classroom interaction. Ellis and Barkhuizen (2005) stated that negotiating meaning is a verbal interaction that happens when disruption of communication is avoided, adding that negotiating meaning is the primary discourse structure. Learners in the classroom are in need of making the linguistic output more comprehensible for one another, to easily engage and participate with each other in the interaction. However, if comprehension is lacking or unclear, various processes can be focused on to enhance the interaction. Mackey (2007) confirms that

Through processes of repetition, segmentation and rewarding, interaction can serve to draw learners' attention to form-meaning relationship and provide them with additional time to focus on encoding meaning. (p. 12-3)

The quotation cited above highlights three major processes that students need to apply to address common difficulties in comprehension and to enhance communication. *Repetition* occurs when a learner repeats the exact speech as stated when the others do not understand. *Segmentation* is another negotiation repair in which learners restate the utterance by breaking it into linguistic segments through raising and falling intonation. *Rewording* involves rephrasing the original statement utilizing different words.

Negotiating meaning can be considered an effective comprehension mechanism as long as it assists with the foreign language learning process. Effectiveness can be seen in the following functions: negotiating contributes to the

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expansion of students' vocabulary and elevate their sentence forming. Listening to others' mistakes allows for and stimulates students to correct their own errors with confidence. Ultimately, learners feel motivated when they receive positive feedback from their teachers prompting them to voice their thoughts.

b. Feedback

Feedback plays an integral part in the classroom; it is considered an important element of interaction and a powerful tool in the development of learning, particularly in acquiring a language. Mackey (2007) affirms that "Through interaction that involves feedback, the attention[s] of the learners is paid to the form of errors and are pushed to create modification" (p.30). In order to enhance writing skills, students must be able to recognize and correct their errors when receiving feedback from both their peers and instructors. However, teachers' feedback may differ from the one that is received from learners simply because teachers use and apply different methods and techniques. Mackey (2007) has mentioned two types of feedback, which are *explicit* and *implicit* feedback.

On the one hand, explicit feedback, also termed 'metalinguistic feedback' occurs when a teacher identifies if students have committed any mistakes during speech and provides them with a language-oriented correction. On the other hand, 'implicit feedback' is considered as the corrective feedback that mainly relies on requesting students to alter their knowledge of certain information implicitly; with this type of feedback, the correction is implied.

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Researchers have mulled over the idea that explicit feedback works more effectively than the implicit one as it is direct and done by the instructor, to the point that learners will not commit their mistakes again. However, the implicit feedback is indirect when students are corrected in an affirming manner, prompting them to spot their mistakes without having to point them out. To sum up, feedback plays a significant role in classroom interaction as it familiarizes students with their peers' point of view. Yet, teachers should carefully decide when and how to react to students' errors, and which type of feedback fits each situation (Hassan, 2019).

1.9. Importance of Classroom Interaction

The classroom is viewed as an appropriate environment for enhancing various educational skills. Johnson (1995) affirms that the classroom is a distinctive communication milieu distinguished by certain patterns that are cooperatively developed by teachers and students.

The following diagram by Johnson and Johnson (1989) puts an emphasis on the importance of interaction in a foreign language classroom. We see that promotive interaction, positive inter-dependence and positive relationships are the key ingredients in building a highly functional dynamic group, which ultimately is the root of a student's overall learning experience and social development; therefore, leading to a successful writing process.

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Figure 1.4: Promotive Interaction (Adapted from Johnson, 1989, p. 193).

Allwright (1984) thinks that interaction is “the fundamental fact of classroom pedagogy [...] that everything that happens in the classroom happens through a process of live person-to-person interaction” (p. 156). This clarifies that person-to-person interaction serves as an integral part in the expansion of writing proficiency development. Furthermore, learners enhance their writing skills through the sharing of materials and immediate feedback, which allows them to explore diverse insights and refine their nuanced writing.

Gokhale (1995) asserts that students are responsible for one another’s learning as well as their own learning; therefore, the achievements of one student benefit the rest of the students. This reveals that collaborative learning is thus considered as a key element in providing learners with the appropriate language use. Moreover, it refines their ability to engage successfully with their peers. Littlewood (1981) declared that there is a progress from “pre-communicative” practices leading to “communicative” ones, which consist of different types of interactive language use; this progression highlights the necessity of understanding and designing instructional activities that

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reflect “real-life” language use (p. 16). Incorporating these practices allows learners to become not only efficient but also confident writers.

1.10. The Impact of Interaction on Students’ Writing Skills

Classroom interaction plays a vital role in enhancing students’ writing abilities. Engaged students have a greater likelihood of participating actively in writing activities and engaging in discussions. Rao (2007) claims that writing tasks expand a student’s way of thinking, reflecting on their progress of their language learning process. Teachers play a significant role in improving students’ writing skills by leading them through targeted writing activities. These activities not only enhance literacy, but also establish a motivating environment that is much needed for a mentor to decide on the amount of confidence students possess to share their thoughts, which, inadvertently, accentuate the skill level of each student.

In an EFL classroom, language is the center of attention as it is complex to no end; it cannot be taught by instructions alone. Ying (2010) affirmed that the teaching of a foreign language is dependent on communication; it demands interaction to be the instrument and the objective of acquiring a language. From this interpretation, we understand that teachers use collaborative learning as a teaching technique to enhance their students’ communicative competence. In the last few decades, this approach has become the first choice in foreign language teaching as it cultivates more of a social connection between learners and their teacher.

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1.11. Conclusion

In summary, this chapter has discussed the pivotal role that classroom interaction plays in improving writing skills. To this end, the chapter has dealt with the writing skill within the context of EFL classrooms, shedding light on both the benefits of collaborative writing and the challenges students meet in doing so. This chapter has served well in promoting the importance of classroom interaction and its impact on writing skills.

Chapter Two:

Perceptions, Factors and Strategies to Enhance Classroom Interaction

Chapter Two: Perceptions, Factors, and Strategies to Enhance Classroom

Interaction

2.1 Introduction

In recent years, there has been a noticeable focus on the reliability of perception in EFL teaching classes. It is indeed considered one of the major components in learning a foreign language. Therefore, current analysis of EFL classes emphasizes on teachers and learners' perception of classroom interaction, studying the level of understanding conveyed by both the teachers and their students.

This chapter explores the diverse perceptions of interaction in EFL classrooms, stressing on student perceptions, the factors that affect interaction, and the strategies teachers adopt to enhance it. Through investigating how learners perceive interaction and the obstacles they may face, educators plan their classroom interactive activities to smash down those walls. In addition, this chapter delves into practical techniques that teachers utilize to encourage active participation, such as group work, interactive questions and discussions, peer feedback and role-playing practices. Following all the above with a concise conclusion.

2.2 Student Perception of Classroom Interaction

Within an academic setting, student's perception is a teacher's main concern, it refers to the manner with which students receive information and handle interactions. The way students perceive others and themselves is a detrimental factor of a successful interaction. (Rose-Krasnor, 1997) To perceive knowledge, students require more than just explanations from a lecturer, instead they value a clear communication and supportive teachers. This support is exclusively found in approachable teachers who

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Interaction

build a sense of community in the classroom through collaborative activities and encourage students with positive feedback.

Group discussions are also a crucial element when students' personality traits such as introversion and extroversion are taken into consideration as they affect how interactions are perceived. An unbalanced group dynamics where some students refrain from engaging in discussions as a result of timidity; affects the perception of the entire group.

According to Pienta, Hamer, and Allen the approach used by teachers to foster teacher-student interactions is of great importance (2012). It is a teacher's responsibility to engage their students in the learning process by adjusting each student's learning and perceptive techniques, preventing their gradual withdrawal from the interactive activities insisting on giving each learner a safe space to voice their thoughts without being judged severely thus evading academic underperformance.

2.3 Factors Affecting Classroom Interaction

Classroom interaction functions as a key aspect in the learning process, shaping the mechanics amongst teachers and learners. This interaction is commonly influenced by different factors that involve both sides to adjust their procedures and employing methods that may either improve or hinder their communication proficiency.

2.3.1 Teacher Beliefs

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Belief is a knowledge standing on a basis of a subjective experience; it strongly impacts students' behavior shaping the classroom activities. Harste and Burke (1977) and Kuzborska (2011) stated that teachers as decision makers in the classroom are influenced by beliefs regarding language teaching as well as learning. These beliefs significantly reconstruct a teacher's role in their classroom; remodeling their goals prompting them to modify their teaching approaches, evidently matching the students' skill level. For instance, when the teacher believes in his students' capabilities; he is more likely to support a learner-centered approach, ultimately, raising motivation and sowing the seeds of self-belief among learners.

Cultural beliefs may be shunned in an academic setting for being overly subjective but when exploited properly they impact the effectiveness of the lessons. That is to say; the syllabus of the lesson plan though dominantly objective; must be thoroughly examined and picked under the guise that it serves the students' expectations from the lessons where a teacher is seen as more of a guider than a lecturer or an informant.

2.3.2 Teacher Questioning

Teachers provoke their students' curiosity using multiple methods, questioning is an indirect technique to thought processing; It measures students' understanding of the lesson. Hayano (2013) defined a question stating that it is "an utterance that requests a verbal or embodied response" (p. 395). Questions come in different types; open-ended questions that seek intricate answers, for example: how would you explain

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the decision of a certain character? Closed-ended questions that require an affirmation or a fact, for example: What is the capital of Yemen? Probing questions push for further explanations following an ambiguous answer, for example: Can you further explain your point? And reflective questions that motivate students to rethink their own understanding, for example: how did you reach that conclusion? This line of questioning, while seemingly just another teaching technique, has more potential at thought provocation, helping teachers realize their students' understanding.

2.3.3 Student Proficiency Level

Student proficiency refers to the competency or skill level of each learner that is mastered in a subject matter or a specific language learning process. It is sorted into three main categories they are the beginner's level, the intermediate level, and the advanced tier. In the beginner's level; learners are being introduced to a new skill set, it focuses on basic terminology and simple notions that draw the attention of the learner. When students are intermediates, their prior knowledge on the subject matter is the foundation on which they expand their skills, grasping complex opinions. Advanced level students however, are exceptionally skilled and acutely knowledgeable, immersing in abyssal analysis, showcasing their finesse of the subject.

A classroom is a convention of diverse skill levels where teachers must meet the academic needs of students of all calibers, tasking the ones with high proficiency with intellect challenging assignments; while instructing the lowly proficient to reach a higher level of understanding. This teaching technique is guaranteed to address

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disparities and is a sure way to include all parties of a classroom in the learning process, making students feel heard and supported.

2.3.4 Student Anxiety

Anxiety is another psychological factor that affects student success in the learning process. It appears within the classroom due to negative evaluation primarily that the students receive from both their teachers and guardians, their expectations usually match the students' skill level. Any fluctuations in their performance; especially a negative one puts a tremendous pressure on students, resulting in stress; the leading cause of inadequacy and failure. The constant stress about being under a lens, or disappointing an anticipating figure; lead to bouts of anxiety hindering the students' participation, naturally impacting their grades on written assignments.

2.4 Classroom Interactional Competence

Classroom interactional competence (CIC) refers to the ability of teachers and learners to use interaction as a pedagogical tool for creating opportunities and facilitating learning (Wlash, 2006). CIC has a transformative influence on the development of the student's engagement and critical thinking. They are more likely to become self-motivated learners since CIC boosts participation and promotes a sense of unity.

In the context of writing skills, interaction enhances students' ability to write thoughtfully and coherently since writing is not just an activity but a process

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(Nystrand, 1977). CIC fosters imagination as they are required to brainstorm ideas before composing. CIC helps students clarify and revise their ideas because it permits them to negotiate, ask questions, disagree, or seek clarification from instructors or fellow students. Classroom interactional competence causes improvements in writing standards given that it provides linguistic accuracy and coherence.

2.5 Principles of Classroom Interaction

In an EFL context, classroom interaction is considered as a pivotal component for learning a language, particularly in enhancing the writing skills amongst learners. Interaction as an effective tool promotes suitable and dynamic learning environments which creates a sense of engagement and facilitate language acquisition. This element; discusses key principles of classroom interaction that can improve students' writing competency.

a-Balanced Use of Input and Output

In an EFL classroom; teachers are burdened with the need to not only focus on providing their students with quality lessons promoting the listening skill but are obliged to grant them with abundant chances to articulate their language advancement through reading and writing activities. This dual teaching technique; has proven to be a guaranteed tool in accelerating the learning process while focusing on the writing skill as a form of language output.

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b-Encourages Risk Taking

Creating a suitable classroom environment that positively support and encourage risk-taking is crucial. In an encouraging atmosphere that upholds self-expression; a learner is likely to be open to take the jump with conveying their thoughts, weather verbally or in written compositions. The possibility of failure is taken into consideration by both the teachers and the students, but the need to overcome the restraints and succeed in the learning process overwhelms that possibility greatly.

c-Integration of Different Interaction Patterns

In an EFL classroom; a cluster of interaction patterns is promoted as opposed to a singular arrangement, indicating that group activities and pair discussions are more likely to indulge various individual learning approaches. This arrangement ensures that students are well invested in the learning process; enriching their speaking skill and ultimately their writing skill relying on thought expressing and participatory team-based communication.

d-Emphasizing on Process over Product

This concept points to a set of steps and strategies student employ to complete a writing activity, rather than just focusing on the results. In the EFL settings; writing, indicates that the teacher use methods to assist his learners to develop their writing skills through engaging tailored practices.

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✓ Brainstorming

It is the initial step in the writing process, in this position the students formulate ideas and organize their perspectives, while also constructing an adequate vocabulary. In an EFL classroom and during brainstorming collaboration and creativity are cultivated under the guise of eliminating the writer's block; a direct product of a blank page. In this particular stage the teachers tend to through the topic of interest in the open, requiring the students to pitch in with relevant ideas, and then expanding on those ideas by asking follow-up questions.

✓ Drafting and Revising

Drafting and revising both are indispensable units of the writing process, as it permits students to hone their piece of writing through teacher evaluation and group deliberation. These factors play an essential role in guiding students to pinpoint their strengths as well as their weaknesses in their writing. Reaching this point, the first draft is examined thoroughly for any misspellings and grammatical inaccuracies, while the issue of coherence is kept at the forefront of the revision process.

✓ Reflective Learning

Reflective Learning propels the students to reflect rationally on their writing process. Teachers, on the other hand, stand to spot areas for a better improvement. This stage in the writing operation sheds light on the valuable

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effects of self-evaluation and reflection the students allow while perfecting their writing by say writing a short passage highlighting the challenging parts of the writing process and how far their skills have improved. Teachers' main frame here is to serve as feedback providers, encouraging a positive self-assessing mindset.

f-Encouraging Competition

Encouraging competition in an academic setting affects the students both positively and negatively. The direction in which this effect is guided depends solely the teachers; it can push the students to aim for excellency, achieving more than is expected of them, resulting in effortlessly handled real-life obstacles. However, an uncontrolled competition results in a stressful environment harboring anxiety where students focus on winning rather than learning.

2.6 Student Engagement in Interactive Activities

Student engagement significantly impacts the learning process, affecting students' performance, motivation, and collaborative learning. Fredricks, Blumenfeld, and Paris (2004) define engagement as a multifaceted phenomenon that covers behavioral, emotional, and cognitive dimensions.

a-Behavioral Engagement

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It involves the student's involvement and participation in school activities. For example, an EFL learner attends his classes frequently, completes his assignments, and collaborates effectively with peers.

b-Emotional Engagement

It entails the student's comfort and attitudes toward the teachers, peers, and school climates. For example, an EFL learner who shows a profound interest in learning new vocabulary or new concepts that illustrates emotions.

c-Cognitive Engagement

It involves the student's willingness to cope with complex ideas and difficult concepts. For example, an EFL student uses multiple methodologies to improve his writing, such as revising the draft or welcoming insightful suggestions from peers and experts.

Interactive activities such as collaborative story writing, picture prompts, editing circles, and dialogue shift from teacher-centered to student-centered learning, making the EFL classroom environment more entertaining and accessible. Therefore, teachers should be careful when designing activities that suit students' levels while promoting their performance and motivation. Writing is always seen as an individual assignment, whereas interactive activities develop the students' engagement by applying certain activities below.

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➤ Collaborative Story Writing

The teacher in this activity might divide the students into small numbers of 4 or 5 amongst each group, each one writes a few sentences, and then passes the paper around to the other members. Once finished, they share with all of the students their story. That encourages them to build creativity based on others' ideas.

➤ Picture Prompts

The teacher shows the students fascinating images, for example, a market, and then she/he asks them to write a short concerning the displayed picture. That helps students promote visual cues to develop ideas.

➤ Editing Circles

The student writes about a theme that he is inspired by. Once he terminates, he hands over the paper to his peer to verify, for example, grammar mistakes and cohesion, and then delivers the feedback. That helps students to improve themselves from others' errors.

➤ Dialogue

By charging the students with varied roles as doctors and patients, they are tasked with producing a brief, concise dialogue and enacting the script.

2.7 Strategies to Enhance Classroom Interaction

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Both teachers and students interactions foster language learning, specifically concerning writing. To enhance this particular skill, both parties need to apply such methods to ameliorate the learning experience.

1) For Teachers

Classroom interaction plays an important role in developing the learner's writing skills in parallel; teachers are the key elements in enhancing classroom interaction by incorporating different strategies to stimulate interaction and involvement. This may be enabled through some interactive activities as follows.

- **Group Work and Pair Activities**

To foster an interactive and engaging learning environment, the participation of the students should be increased through implementing the group work strategy. The group work method provides a dynamic communication process, minimizing students' discomfort and building their confidence in sharing ideas and opinions (Littlewood, 2009). This helps them obtain a rich comprehension of language and context and facilitates writing growth.

Additionally, pair activities make the students focus, for example, they exchange their pre-final versions to critique each other's work by verifying errors such as spelling and punctuation. Peer editing provides learners with the ability to think critically so that they learn how to analyze each other papers in terms of language use and logic (Hyland, 2002). Moreover, think-pair-share is also a valid method used by the teacher to foster classroom engagement, such as giving each two students a

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question to answer so that they can discuss it by exchanging insights and opinions. As a result, the picture clarity will increase.

- **Interactive Questions and Discussions**

Interactive questioning is a beneficial learning strategy that may enhance EFL learners' interaction. According to Walsh (2011), teachers can improve the student's interaction through

- a) Open-ended questions**

Are questions that their answers are more than just confirming (Yes) or declining (No), they demand an explanation or an interpretation. For example, to increase participation and engagement, the teacher asks, "What lesson did you learn from the tale?"

- b) Follow-up prompts**

Upon receiving the students' answers, the teacher asks extra questions to encourage participation and elaborate on their ideas. For example, the additional question might be, "Do you think that all characters in the story learned the same lesson? Why?"

- c) Scaffolding techniques**

It is a method where the teacher assists learners to achieve comprehension. For example, when students write an essay, the teacher can help them brainstorm their

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ideas and outline. That can lead them to write meaningful sentences in further paragraphs.

Discussions are a pedagogical method that allows learners to discover new ideas and perspectives. Gillies (2016) draw attention to the role of structured discussions and scaffolding talk that can lead the learner to arrange his thoughts. In the context of writing skills, she mentioned that discussions function as a pre-writing activity that can assist the student in organizing and structuring his ideas before drafting them. Beyond the scope of the preceding discussion, debates and exchanging views have several rules to be followed to make discussions successful and beneficial.

- a) The discussion needs to be guided by the teacher so the debate will not be deviated from the context
- b) The discussion should be in a limited number of learners so everyone will focus and not be disturbed
- c) Finally, learners need to be tolerant and flexible toward the different perspectives and be able to revise their viewpoints when they are proven to be unfounded and inaccurate

- **Peer Feedback**

Peer feedback has proven to be a winning formula for enhancing student interaction. While applying that strategy, the learner will play two important roles: the dual role of the student and the judge. When the instructor utilizes this technique, it encourages self-awareness. Liu and Hansen (2002) highlight that when learners deliver

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constructive feedback, they will directly recognize their mistakes and avoid them while writing. Furthermore, it also serves as a method of transforming an individual work into a social work. Hence, students can engage with each other.

Peer feedback reduces teacher dependency. In other words, inside the classroom, students are always passive, and the teacher is always observing and giving her/ his opinion, whereas implementing this strategy makes the classroom dynamic by motivating the students to take responsibility by correcting each other's work.

- **Role-Playing and Simulations**

Role-playing and stimulation is a strategy that facilitates meaningful interaction and cooperation between EFL students, especially about writing skills it yields significant improvements. According to Harmer (2007), role-playing can give students ideas and insights to initiate essays. All that process is derived from the interaction happening during the simulation. Teachers can apply this method to a wide array of choices.

- a) Real-life scenario role-playing**

Some students need to imitate a certain situation, and others will follow, as soon as the imitation finishes, students will start writing a summary of what they did understand.

- b) Character-based writing**

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Students presume a character, it could be fictional or non-fictional, and then they write a paragraph or an essay considering the character's mindset and actions.

b) Debate, stimulation, and persuasion

Structured classroom debates can create a sense of improvement in the student's arguments before writing a persuasive or argumentative essay.

c) Drama and script formatting

Students must have a topic to perform, and each plays a role that could be a sketch, for example, and the other students will follow carefully to write a short essay about it.

2) For Students

Students furthermore play a major role in enhancing classroom interaction by embracing such practices, actions, and strategies:

- **Interaction and involvement**

a) Asking questions

Learners should feel empowered and confident to ask questions to enhance and refine their knowledge.

b) Participating actively

Participating, for example, in a collaborative dialogue that can enrich peers' ideas

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c) Encouraging discourse

Students begin negotiation about such topics that are related to the lecture

1) Peer to Peer learning and collaboration

Students can be involved in participation and enhance classroom interaction through clarifying theories or ideas for peers. Interactive activities help students become active learners by exchanging insights and offering constructive feedback to each other (Richards and Rodgers, 2014).

- **Planning and Reflection**

Learners should arrive at class prepared to ask questions about whatever is ambiguous. Reflection encourages learners to identify their strengths (Nunan 1999). After discussions, the students could reflect on their areas of improvement, leading them to acquire a sense of self-reliance.

2.8 Conclusion

In a modern language learning environment, considerable studies have shed light on writing skills since it is a tool of thought expression and sets the stage for academic success. This chapter tackled students' perceptions, factors affecting classroom dynamics, and strategies that foster EFL classroom interaction.

Empowering the learners to engage while teaching is fundamental since it helps them improve their verbal and mental processes.

Chapter Three:

Research Methodology, Data Analysis and Interpretation

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3.1 Introduction

This chapter covers the practical part of the current study; it aims to achieve our research goals by presenting the motivations of choice, the type of research design, the sample population, and the research site; then, it sets up the research instruments used in this study and the mixed-methods approach. Finally, the chapter presents the analysis and interpretation of the main results, the limitations of the present study, and ends with some pedagogical recommendations.

3.2 Motivations of Choice

The choice of this topic is based on understanding how the first-year EFL learners studying at the University of Ain Temouchent respond to classroom interaction. As English in Algeria is, mostly, limited to classrooms, many students may struggle to write correctly due to the lack of interactive practices and passive learning. In addition to the researchers personal experience with the writing skill led us to done this investigation, we found it important to tackle this specific issue through this humble study.

3.3 Type of Research Design

Research design is a structure followed to find an answer to the research questions. Moreover, research design is the logical sequence that links the research questions, information gathered, and the investigation outcomes; it acts as a plan that ensures a logical flow between the study objectives and its research findings (Yin, 2018).

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In this research work, our research focuses on a detailed examination of the role of classroom interaction in improving the EFL learners' writing skill. The case study involves first-year EFL students at University of Ain Temouchent. The analysis of the compiled data in this study is based on what is identified as triangulation. Triangulation is the use of more than one technique to examine or study, strengthen credibility, and validate results (Cohen, Manion and Morrison, 2018).

3.4 Sample Population

a) Teachers

The main goal of dealing with EFL teachers is to know their point of view concerning the writing skill and the classroom interaction in the Writing Expression and Comprehension (CEE) subject. The sample consists of three teachers who teach first-year EFL students CEE courses at the Department of English, University of Ain Temouchent. These teachers are specialized in different fields. Therefore, this sample selection is valuable to the current study since they teach students how to improve their writing skill.

b) Students

As already mentioned, the current study is conducted at the Department of English at Belhadj Bouchaib University. The second portion of participants are first-year EFL students. The purpose of selecting such a level as a study population is related to the fact that they are at an early stage of academic writing development, and they are shifting from basic writing skill to more structure and coherent writing; as a result, the student sample consists of 60 first year EFL students.

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3.5 Site of Research

This study was conducted at the University of Ain Temouchent during the second semester of the academic year 2024/2025 to explore the role of classroom interaction in improving the learners' writing skill, within the Department of Letters and English Language, Faculty of Letters, Languages and Social Sciences.

3.6 Research Instruments

The foundation of any research relies on the tools that permit us to collect valid and accurate data for the study. Research instruments refer to the different methods used by a researcher to attain data from answerers for his\her investigation. Various researchers have given definitions of *instrument* as a tool to gather and measure data. This research work contains two different instruments that helped us to collect reliable data and compile valid results.

The first tool used is the questionnaire, which is a set of questions to collect quantitative data handed to the students. The second tool used is the structured interview to collect qualitative data from teachers for more credibility and authenticity. The third tool is classroom observation to reach more reliable data. These instruments give insights to the results, as they are foremost essential in testing our research hypotheses.

3.6.1 The Students' Questionnaire

The questionnaire is a research instrument that contains a sequence of questions for the intention of gathering insights from participants in academic research or in a

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social science study. Brown (2001) defined a questionnaire as “Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out to their answers or selecting from among existing answers” (p. 6). It includes a mixture of questions, either close-ended questions or open-ended questions.

The students’ questionnaire was submitted to 60 students from three different classes. Eight questions were close-ended questions, and the participants could opt for either “Yes” or “No”, or simply select the relevant answer from the labeling choices, and two open-ended questions demanding them to provide their responses with justification. The questionnaire is categorized into three sections; each section specifies and tackles a specific aspect. The first section is about the students’ background; the second section is focused primarily on the interaction in the classrooms, and the third one is devoted to the writing skill. The three sections are explained in the following sections.

Section One: Background information

This section emphasizes on understanding the participants’ background, knowledge, and self-evaluation of the writing skill.

Section Two: Classroom interaction

The second section was mainly about classroom interaction and its role in enhancing the writing skill, in addition to the types of interaction that students encounter in the classroom; it involves eight questions. Question (2) is about their beliefs towards the importance of classroom interaction as an improving tool for the

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writing skills. Question (3) is asked to know which type of classroom interaction they frequently experience in writing classes. Question (4) is set to indicate how often they engage in interactive activities in their writing. Question (5) is to describe the extent in which classroom interaction has contributed to the student writing improvement. Question (6) is to know if they frequently receive feedback from classmates on their writing. Question (7) is formulated to see the effectiveness of teachers' feedback towards students in the classroom. Question (8) is about students' participation in collaborative writing activities with justification. Question (9) is probed to identify the challenges that the learners face during classroom interaction, which may affect their writing achievement and enhancement.

Section Three: The writing skill

This third section investigates the relationship between the speaking and the writing skill leading to recommendations for better improvement. This part covers only one question. In question (10) the students are kindly requested to provide the suggestions they have for enhancing classroom interaction to support their writing skills.

The use of the handout questionnaire has given reliable and valid data as this tool has served better in a face-to-face interaction with the participants by ensuring clarity in comprehending the questions. The anonymity of the answerers was preserved as it enabled them to feel brave to voice their answers freely and with honesty.

3.6.2 The Teachers' Interview

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The interview is another instrument used in this research work; it is considered to be an efficient tool in collecting data. This instrument was used to collect valuable data that align well with our research target. It is a conversation that occurs between an interviewer and the participant in which the questions are answered through verbal communication. According to Gay (2010) “Interviews are used to gather data from participants about opinions, beliefs, and feelings about situations in their own words” (p. 231). Thus, this tool is much significant in collecting teachers’ perspectives regarding English language and its application in the EFL classrooms in enhancing the writing skills.

The teachers’ interview is conducted to investigate teachers’ point of view on integrating interaction as a pedagogical approach to enhance students’ writing skill. It aims to analyze the influence of peer interaction, group work and feedback and how they contribute to developing students’ writing development. The participants of the interview are three teachers provide with seven open-ended questions.

The questions were planned beforehand by the interviewers themselves, and all the interviewed participants were kindly requested to respond to the same questions with the same order. There was a total interaction between the researchers and the participants. The questions were precise and aimed at collecting target insights that guaranteed credibility and reliability. The questions are as follows.

- 1) How do you incorporate classroom interaction into your teaching of the writing skill?

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- 2) In your experience, how does peer interaction affect students, writing development?
- 3) Can you share an example where classroom discussions or group work visibly improved a student's writing?
- 4) How do you use classroom feedback sessions to address common writing issues among students?
- 5) What strategies do you use to encourage students to actively participate in discussions related to writing tasks?
- 6) How does collaborative work, such as group writing or peer reviews, impact the quality of students' written work?
- 7) In what ways do you believe teacher-student interactions influence students' confidence and engagement in writing tasks?

3.6.3 Classroom observation

Classroom observation is another tool used to observe what is happening inside the classroom, and the behavior and the dynamics between the teacher and the students to check whether they give significance to classroom interaction as a valuable strategy to enhance students' writing abilities or not. According to Marshall and Rossman (1989) "Observation is the systematic description of the events, behaviors, and artifacts of a social setting." (p. 79).

In classroom observation, the examiner takes note with clarity of what transpires in the classroom, allowing for considerably reliable data. Dornyei (2007)

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said that “Classroom observation provides direct information and it is one of three basic data sources for empirical research.” (p. 178).

The observation took place during the second semester of the academic year 2024-2025 in first-year EFL classrooms. This observation was conducted with one group, and they were chosen spontaneously out of five groups. A perspective was formed after watching how the students of this group interact in the classroom. The session was one hour and a half long, where we examined the extent to which the students interact in the classroom, and whether the teacher grants enough time for the students to practice and hone their writing skill.

3.7 The Mixed Methods Approach

The mixed methods approach combines both the qualitative and the quantitative approaches to data analysis. This method allows us to collect and analyze data that is important in understanding and answering the research questions of this study.

The goal behind this method is to provide in-depth information and a better comprehension for the study, and it seeks to give credibility to the research work. Applying these different approaches (qualitative and quantitative) means to have more arguments and more evidence to make the research topic authentic and credible.

Therefore, the mixed methods approach is a useful operator in our study. Macky and Gass (2005) affirm that “the use of multiple research techniques and multiple data sources contributes to the credibility of the investigation.” (p. 164).

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3.7.1 Qualitative Method

This method of data analysis relies on the whys and the how behind peoples' behaviors and experiences with a particular phenomenon or social situation using their personal feedback as an in-depth insight of the research topic. Punch (1998) stated that "... qualitative research is empirical where the data are not in the form of numbers" (p. 4). From this definition, we understand that the qualitative approach is non-statistical; and solely based on the quality of the data collected while maintaining credibility and validity through the choice of the sample participating in the research.

3.7.2 Quantitative Method

The quantitative method is another research strategy used to measure and analyze numerical and statistical data of a certain study among a group of individuals. This type of research deals with structured instruments such as questionnaires, experiments, surveys, and so on to ensure generalization of the results. Thomas (2003) mentions that:

Quantitative methods, on the other hand, focus attention on measurements and amounts (more and less, large and smaller, often and seldom, similar and different) of the characteristics displayed by the people and events that the researcher studies. (p. 1)

This signifies that the quantitative method seeks to quantify the issue and determine its extent by searching for its findings applied from a small case to a larger population. As such, the quantitative approach looks at the data collected from a numerical perspective

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that allows for a generalization of the findings and the conclusions, and applies it on the rest of the target population.

3.8 Data Analysis and Interpretation

This section is devoted to the analysis and interpretation of the findings by analyzing the results of the students' questionnaire, the teachers' interview, and the classroom observation sessions.

3.8.1 Analysis of the Students' Questionnaire Results

In this study, 60 first-year EFL students answered the questionnaire, which is composed of three sections. The first section is concerned with the background information of participants. The second section is devoted to the students' classroom interaction. Finally, the third section deals with writing skill.

Section One: Background information

Question One: How would you rate your writing skills in English?

Table 3.1: Frequency of self-rated writing skills in English

Suggestions	Answers	Percentages
Excellent	5	8%
Good	38	63%
Fair	16	27%
Poor	1	2%
Total	60	100%

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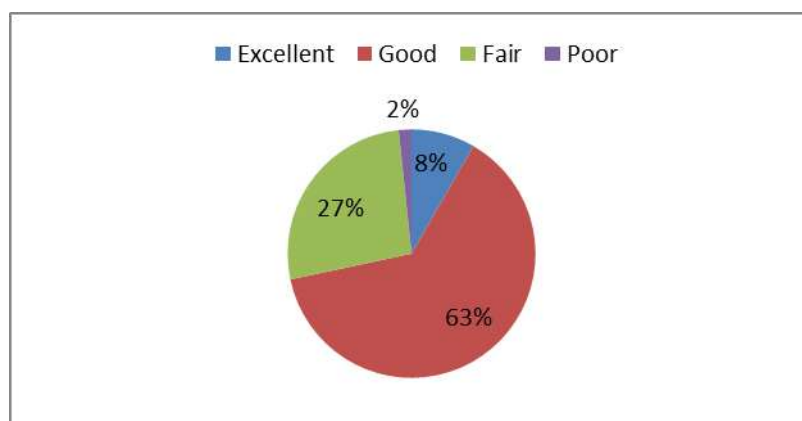


Figure 3.1: The rating of participants' writing skills

In Figure 3.1, the results show that 63% of participants rated their English writing skills as good, while 27% rated themselves as fair. 8% rated their skill as excellent and only 2% rated themselves as poor. That means that most participants are confident in their writing abilities. Additionally, a notable percentage believes that there is a possibility for improvements.

Section Two: Classroom interaction

Question Two: How important do you believe Classroom interaction is for improving your writing skills?

Table 3.2: Frequency of how important the classroom interaction is in the improvement of writing skills

Suggestions	Answers	Percentages
Very important	12	20%
Important	29	48%
Somewhat important	18	30
Not important	1	2%
Total	60	100%

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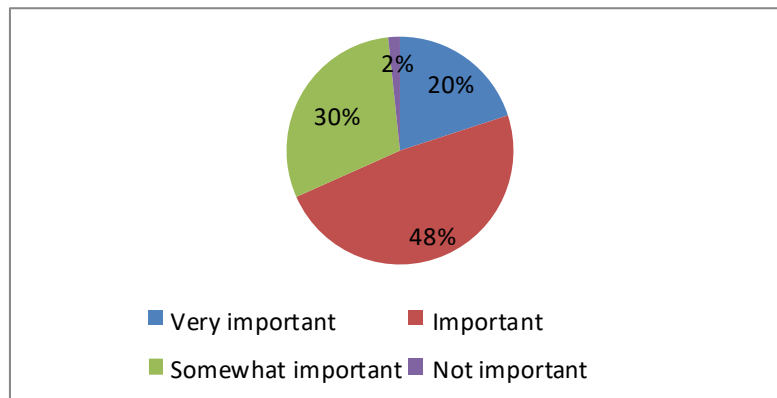


Figure 3.2: Classroom interaction's role in improving the writing skills

In Figure 3.2, the results show that the majority of participants, 48%, believe that classroom interaction is important in improving their writing skills, while 30% said it is somewhat important. Additionally, 20% see it as very important, and only 2% of participants think it is not important. This indicates that classroom interaction is as seen as essential in improving writing skills.

Question three: Which types of classroom interaction do you regularly experience in writing?

Table 3.3: Frequency of classroom interaction types used to experience in writing

Suggestions	Answers	Percentages
Group discussions	21	35%
Peer reviews	1	3%
Teacher-Student	16	27%
Feedback	6	10%

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Collaborative writing	10	17%
Tasks	6	10%
Total	60	100%

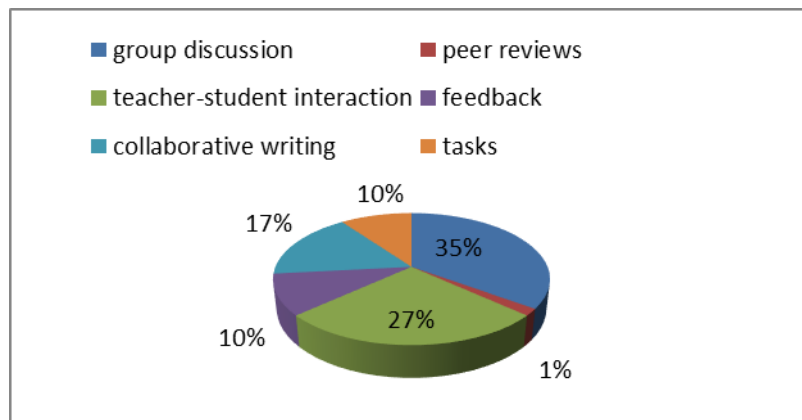


Figure 3.3: Types of classroom interaction used in writing

In Figure 3.3, students chose multiple answers, and the most common type of classroom interaction is group discussion (35%) and teacher-student interaction (27%), which are highly common. On the other hand, collaborative writing accounts for 17% and 10% of tasks, which are notable. Feedback is 10%, and peer reviews are 1%. That indicates that writing classes rely heavily on group discussions and teacher-student interaction, while feedback and structured tasks play a secondary role. By combining them with peer activities, improvements might be seen.

Question four: How often do you engage in interactive activities in your writing activities?

Table 3.4: Frequency of how often students engage in interactive activities

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Suggestions	Answer	Percentages
Daily	13	22%
Weekly	23	38%
Occasionally	13	22%
Rarely	11	18%
Total	60	100%

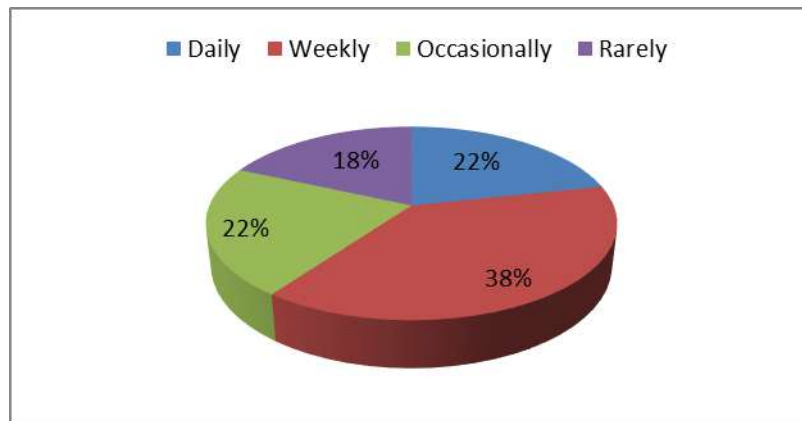


Figure 3.4: Participation in interactive writing activities

In Figure 3.4, the most common frequency is weekly, 38%, and then daily, and occasionally 22%, meaning that some classes emphasize interaction daily and others from time to time. However, 18% of students rarely engage in interactive activities. The results of this question show that most students engage in interactive activities at least once a week.

Question five: To what extent has classroom interaction contributed to your writing improvement?

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Table 3.5: Frequency of to which extent classroom interaction contributed in the writing improvement

Suggestions	Answer	Percentages
A Great Deal	13	23%
Somewhat	23	40%
Very little	17	30%
Not at all	4	7%
Total	57	100%

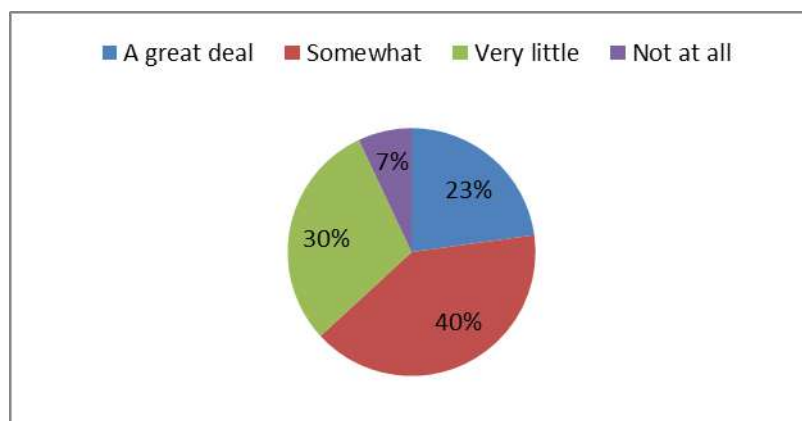


Figure 3.5: Classroom interaction and writing development

In Figure 3.5, three students skipped that question, but most students 40% believed that classroom interaction contributed somewhat to their writing improvement, while 23% felt that is a great deal. However, 30% think that interaction contributed very little and 7% said it has no impact at all indicating that while classroom interaction is helpful, others may struggle to engage with it.

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Question six: How frequently do you receive feedback from classmates on your writing?

Table 3.6: Frequency of Receiving Feedback from Classmates on Writing

Suggestions	Answers	Percentages
Always	09	15%
Often	20	33%
Sometimes	19	32%
Rarely	10	17%
Never	02	3%
Total	60	100%

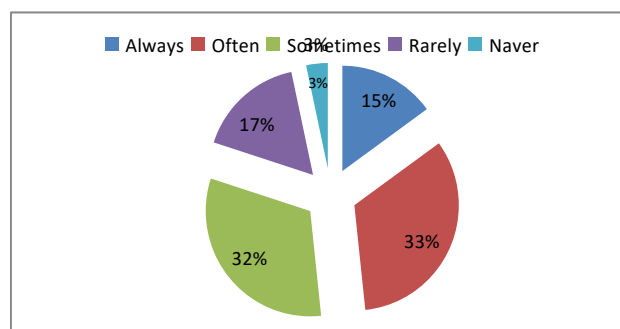


Figure 3.6: Frequency of Receiving Feedback from Classmates on Writing.

The figure above shows that 33% of the participants frequently receive feedback from their classmates, 32% of them occasionally receive feedback from their peers, 17% of the sample rarely ever acquire feedback; however, 15% of the research population were found to continuously obtain input, leaving 3% of the sample to admit to never receiving feedback. This indicates that classmate's feedback is an essential component of the learning environment.

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Question seven: How effective is the feedback you receive from your teacher during classroom interaction?

Table 3.7: Effectiveness of the feedback received from the teacher during Classroom Interaction

Suggestions	Answers	Percentages
Very effective	12	20%
Effective	31	52%
Somewhat effective	16	26%
Not effective	1	02%
Total	60	100%

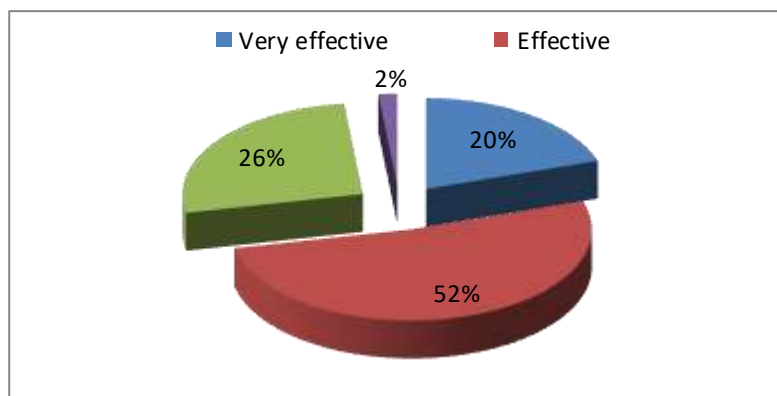


Figure 3.7: Effectiveness of the feedback received from the teacher during Classroom Interaction.

Figure 3.7 shows that 52% of the participants believed that receiving feedback from the teacher is effective in the classroom interaction, 26% found it somewhat effective, and 20% found it to be highly effective while 2% of the participants found it to be ineffective.

Question eight: Have you participated in collaborative writing activities? If yes, how did it help your writing?

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Table 3.8: The rate of participation in Collaborative Writing Activities

Suggestions	Answers	Percentages
Yes	29	48%
No	31	52%
Total	60	100%

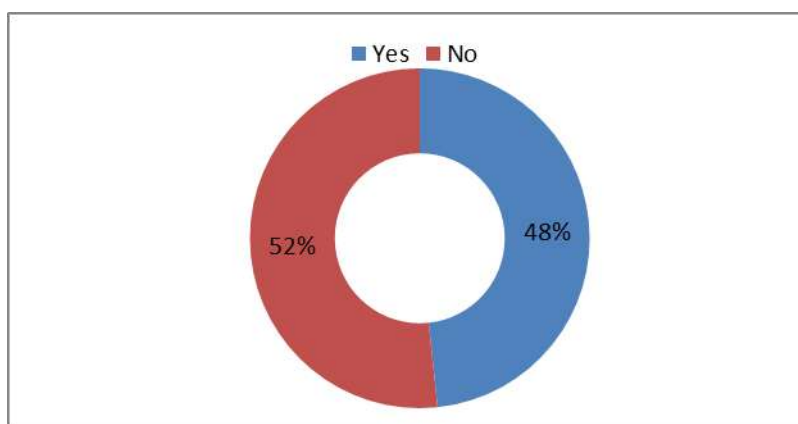


Figure 3.8: The rate of participation in Collaborative Writing Activities.

This question includes two parts; the first part is dedicated to answering the question of participation in collaborative writing activities, and the second part where they need to mention freely their suggestions. The results presented in this figure demonstrate that 52% of the participants voted with no, which means they do not participate in collaborative writing activities, while the remaining 48% said yes, this means they participate in collaborative writing activities.

Question nine: What challenges do you face during classroom interactions that may affect your writing development?

Table 3.9: Challenges effecting the Writing Development during Classroom Interactions

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Suggestions	Answers	Percentages
Lack of confidence	19	30%
Language barriers	19	30%
Limited time for interaction	14	23%
Difficulty in giving/ receiving feedback	8	17%
Total	60	100%

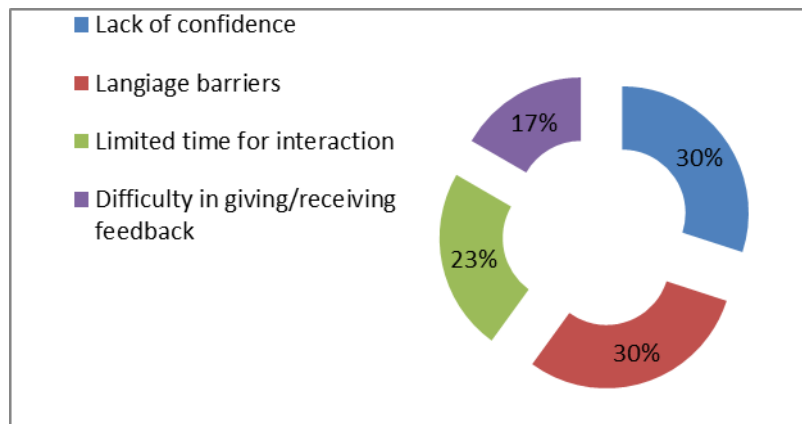


Figure 3.9: Challenges Effecting the Writing Development during Classroom

figure 3.9, the results indicate that 30% of the participants lacked the much-needed confidence to participate in the classroom interaction which affect their writing development, 30% of them faced several obstacles in a learning a language, 23% of them they did not have much time in interaction, and 17% of the participant faced difficulty in giving and receiving feedback. This means that students face many challenges that impact their writing development during classroom interaction.

Section Three: The writing skills

Question: What suggestions do you have for enhancing classroom interaction to better support your writing skills?

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This question was essential in revealing the recommendations thought of by the sample population participating in the research. It focused on the act of perfecting the writing skills. The students suggested many possible interactive techniques by which their writing can be refined. Among these suggestions, the ones we found critical in answering the research questions are as follows:

- Reading books was agreed upon by all the sample population as a gateway to learning new vocabulary that is necessary in improving the students' writing.
- A large number of the participants suggested writing short stories or argumentative texts while the teacher emphasizes on a particular writing technique.
- Most of the students insisted on being allowed ample opportunity and additional time to practice the language in the classroom and voice their inquiries.
- In terms of dictation, the students were hoping for a slow reading and a spelling of new and difficult words and expressions.
- A few participants suggested explaining vague terms in a language they excel at (preferably Modern Standard Arabic, or Algerian Arabic) to better understand the context and different uses of the word.

3.8.2 Analysis of the Teacher's Interview Results

The interview was conducted with three EFL teachers at the Department of Letters and English Language, University of Ain-Temouchent. The interview involves

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seven questions that aim to discover if classroom interaction has a role in enhancing the students' writing skill.

Question One: How do you incorporate classroom interaction into your teaching of writing skills?

Teacher one: As classroom interaction is of paramount importance in improving learners' competencies in writing, I always ask relevant questions that go hand in hand with students' ways and aims of writing and try to trigger students' feedback in written expression subject. This way, interaction takes place extensively during each session.

Teacher two: When teaching writing, especially to first-year students, I don't rely on how they perceive something, but rather on how they write about it. For example, while presenting a lesson that is about phrases, I ask them to write about it.

Teacher three: Classroom interaction is the cornerstone for the success of the lesson, and then I give them tasks and correct them one by one. This is how I help them interact with me, and I give them pluses to boost their interaction as well.

Question Two: In your experience, how does peer interaction affect students' writing development?

Teacher one: Peer interaction in written expression is very important. As an initial step, students brainstorm ideas; then, share them together before embarking into written tasks and assignments.

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Teacher two: It helps a lot because sometimes the teacher's explanation is not enough, because there are students who take time to understand, so peer interaction can work since they can talk with each other in the Algerian dialect, which I am not allowed to use.

Teacher three: Working with this method is important, for me, I prefer to work individually, especially with first-year students.

Question Three: Can you share an example where classroom discussions or group work visibly improved a student's writing?

Teacher one: For example, when students are asked to write a descriptive or a process paragraph in class, one first sets up all his/her ideas in relation to the topic sentence; then, he/she lists the supporting sentences followed by the concluding sentence. Next, he/she presents them orally to his/her classmates. After that, the other students listen and then read carefully these ideas, and try to edit them before writing the final version of the whole paragraph.

Teacher two: When working together, the writing improves, because it becomes easier for them to discuss the ideas that help them a lot to write and understand.

Teacher three: For example, I ask students to work in groups by giving them a weak argumentative paragraph, and their collaboration will show a better structure, proving the impact of classroom discussion.

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Question Four: How do you use classroom feedback sessions to address common writing issues among students?

Teacher One: I think, I have already answered this question previously. The students read each other's drafts; they edit, give their feedback including either positive or negative comments. This, in fact, immensely helps the students to write coherent paragraphs.

Teacher two: Concerning my feedback, I focus a lot on mistakes rather than the correct answers. For example, if I give them an exercise, I focus more on the wrong responses, and I say can you explain that? Then I correct them and try to guide them.

Teacher three: As I told you, I tell them to come to my desk to correct them, and the feedback given by me is oral more than written.

Question Five: What strategies do you use to encourage students to actively participate in discussions related to writing tasks?

Teacher One: I, regularly ask different and pertinent questions in relation to the lesson planned during each session. This way, students are expected to provide feedback and interact with one another. This strategy also helps them to share their ideas and select the most relevant ones for a specific written task.

Teacher two: Since it is their first year, hesitating, ashamed to talk, and afraid of making mistakes while writing. The strategy is encouraging them by saying, "you are here to learn, and it is acceptable to make mistakes", so they start participating.

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Teacher three: For example, I ask them to give me an interrogative sentence. When one of them gives me an answer, for example, he says, “What is your age?” Instead of saying correct I say “35 years old” so they all start participating.

Question Six: How does collaborative work, such as group writing or peer reviews, impact the quality of students’ written work?

Teacher One: I encourage collaborative work since this strategy helps students to widen their knowledge about a certain topic, they learn through their mistakes, and they develop their ideas when they share theirs with peers.

Teacher two: This strategy allows them to enhance their writing quality in general by exchanging ideas and feedback.

Teacher three: Group writing and peer reviews make the students engage in discussions where they can identify their weaknesses and strengths through different perspectives.

Question Seven: In what ways do you believe teacher-student interactions influence confidence and engagement in writing tasks?

Teacher One: First, I deeply believe in this strategy since it has been revealed by the students themselves. Direct contact and interaction with the teacher allow them to correct their mistakes, deepen their knowledge and write accurately. In addition, the teacher acts as a guide and a monitor to enhance students’ self-confidence and active engagement in writing.

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Teacher two: It is very important because if students give me the wrong answers and I start being aggressive, they will neglect participating, so I just try to move around the class to see what they answered one by one, and I try to correct them. Even wrong answers mean they are productive and trying to learn.

Teacher three: If there is no interaction between the teacher and the students in the classroom, the learning process will not be successful. So, I do believe that the teacher has developed certain strategies in order to encourage the students' interaction.

3.8.3 Analysis of Classroom Observation Results

Upon examining the findings of the classroom observation, we reached the following conclusions:

- The classroom observation served as a truth seeker; the findings were more accurate than the students' questionnaire, straightforward, and unequivocal.
- The teachers are the leaders in the classroom; they deliver the lecture, and the students simply receive them, taking no part in the teaching process.
- In first-year EFL classrooms, the teachers do not adapt to the learner-centered approach, and the students' input is only required in answering questions or engaging in activities.
- Albeit having enough time to practice their writing skill, the teachers' focus often shifts to the reading skill, the speaking skill, or the listening skill.

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- We have noticed that the teachers encourage interaction in the classroom by asking questions; demanding peer collaborations before giving out the answers; ultimately correcting their students as a form of feedback.
- The teachers dedicate the initial part of the session to the brainstorming and expect the students to do a prewriting as preparatory stage of the writing skill that will be studied.
- We have noted an improvement in the students writing when the teachers take rounds about the classroom checking their papers and guiding the students to discover their own grammatical mistakes; suggesting new vocabulary refining their writing.
- The students were not passive note takers; instead, they asked for clarifications; inquired about certain words and expressions, and request repetition from their teachers concerning the lecture and the dictation.

3.9 General Interpretation of the Main Results

In this study, we used a triangulation of research tools: a questionnaire for students, an interview for teachers, and a classroom observation. They were conducted in order to investigate the role of classroom interaction in improving first-year EFL learners' writing skill as well as to identify perceptions, factors, and strategies that enhance classroom interaction. This section interprets the main results obtained from the research tools used in this investigation.

We proposed two hypotheses to conduct the research study. We proposed, as a first hypothesis, that both teacher-student and student-student interactions positively

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affect and improve the students' writing skill by enhancing their grammatical accuracy, vocabulary use, and overall organization. After collecting data from students' questionnaires, teachers' interviews, and based on what we observed, the current study validates this hypotheses because, based on the answers of both teachers and students in the interview and the questionnaire, interaction positively affects the students' writing skill, and as a result of the observation the grammatical accuracy, vocabulary and organization improve since the teacher and even the students between each other are giving feedback about writing mechanics. Wondim et al. (2023) noted that getting developmental feedback remarkably enhances the writing style, which aligns with our findings.

Moreover, interaction creates motivation; therefore, teachers believed in these two types of interaction by applying certain strategies to foster them, like peer reviews and collaborative writing activities. For the second hypothesis, we hypothesized that constructive interaction occurs between teacher-student and student-student inside the EFL classroom. Then the students' writing skill positively improves, which has been proven since the teachers are using different strategies and a multitude of interactive activities in order to improve their interaction and be motivated to improve their writing skills.

3.10 Limitations of the Study

Researchers are naturally faced with drawbacks while conducting their studies, and we were no strangers to say drawbacks and limitations that set us back both

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materially and time-wise. We identified several obstacles that we found to be restraining.

Seeing as this study was targeting the first year EFL students, the number of teachers partaking in the research was less than needed to form a generalizing result, not to mention the setback in the time frame when schedules with the teachers for the classroom observation due to Ramadan absences and the holidays which coincide with our planned time table.

When it was time for the questionnaire to be answered, the teachers did not allow us to distribute the sheets ourselves, and ultimately explaining the questions to the participants opting to take full control over the operation, and later discovering that some students did not understand the questions saying some vague or new words.

There was a contradiction between the data amassed in the classroom observation and the questionnaire as some students were skeptical about telling the full truth and only yielded to answering the questions truthfully when realizing their answers would be anonymous and privy to the researchers.

While checking the questionnaire sheets, we realized that a few students neglected answering the open-ended questions and others answered out of context. Despite these limitations and obstacles, the willingness to cooperate helped marginally in finding the truth.

3.11 Suggestions and Recommendations

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This research work has helped us accumulate a vast amount of knowledge that was essential in highlighting some deficiencies, and some possible shortcomings of both the teachers and students. In light of the data collected through the students' questionnaire and the teachers' interview as well as the classroom observation, we suggest the following recommendations:

a-Suggestions for the Teachers

- The teachers should prioritize the learners' needs, regularly staging a check-up to figure out their students' level of understanding and the capabilities they gained along the way, ultimately paying attention to their merits and failings.
- As applaud worthy for their attentiveness to the students speaking abilities and development, the teachers should pay special care to the writing skill, knowing fully that their students' grades depend heavily on the perfection of their writing.
- Seeing as speaking and writing are tightly connected, we highly recommend the teachers to continuously encourage the students to participate in the classroom, taking it as an opportunity to sort out their language barriers.
- We also propose to the teachers the use of dictionaries, data shows, audios, and books that widen the students' perspective on the language and enrich their vocabulary.
- The listening skill and the reading skill should also be taken into consideration, seeing as they are of considerable value.

b-Suggestions for the Students

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- Students must find the courage and motivation needed to practice the language freely in the classroom, shedding the fear of being judged in favor of guidance.
- The classroom is not the only suitable environment for learning a language; instead, the students must practice the language with their peers outside of the classroom building over time a bigger library of English vocabulary.
- As heavily our reliance is on the teachers, other sources must be found by the students including finding native speakers if necessary, watching YouTube videos, writing paragraphs from time to time, reading books to grow accustomed to the words, and evidently using them in their writing.
- Taking quizzes from language learning websites will surely help the students to correct their grammatical mistakes and question their writing abilities, which will help in perfecting their writing style.
- The lack of attentiveness in the classroom is, by all means, a hindrance to the students' linguistic advancement and must be treated as such, and all parties of the learning process must work to lift it.

3.12 Conclusion

After analyzing and discussing the results, the present study demonstrates that the first-year EFL students are mostly aware of the imperative role of classroom interaction in improving their writing skill. Teachers' impressions about both types of interaction appear to be very positive since they promote engagement, understanding, and improving the writing skill in general.

General Conclusion

The primary objective of learning English as a foreign language is found in using language effectively, be it in a written or spoken form. This research work was the culmination of a drawn-out, thoughtful discussion aiming at exploring and understanding the effectiveness of classroom interaction in enhancing the writing skill of EFL students, while also shedding light on the methods and approaches of learning and teaching used by EFL teachers.

Along this study, we realized that certain criteria must be met by the teachers and the students alike in order to establish a cooperative relationship that hinges on a systematic interaction organized by the teacher and welcomed by the students; ultimately, propelling a tangible progress in the writing process.

This research work was divided into three chapters; the first two chapters were devoted to the theoretical exploration of the theme before examining the research questions in the last chapter. In the first chapter, we put emphasis on the role of classroom interaction in enhancing the writing skill. In the second chapter, our focus landed on the teachers' perceptions of classroom interaction alongside the strategies used by them to encourage interaction in the classroom. The third chapter dealt with the research methodology used, in addition to data analysis and interpretation.

After conducting our research at the University of Ain Temouchent and analyzing the results of the students' questionnaire, the teachers' interview, and classroom observation, the research hypotheses were confirmed showing that classroom interaction is one teaching method that cannot be neglected; instead, it must

be given as much importance as any other teaching method. The students are not exempt from this ruling, as peer interaction was found to be important in including the students in the teaching/learning process, provided that the learners' needs are the teachers' transcendent priority. During the analysis of data, it was observed that the writing skill also improved by the exposure to the other language skills since there are students who read to enrich their vocabulary to generate ideas and others like videos for grammar and structure.

Our study came through interesting results. For example, first year EFL students tended to be focused primarily on the speaking skill but when realizing the importance of the writing skill in their future academic ventures, their perspective changed marginally showing their need to seek out interactive teaching and learning environments, and promising to be more involved in the English language learning process.

The unavoidable conclusion drawn from this research work is that to ignore classroom interaction and its importance is to remove a key tool in the teaching process. The points covered in this study lent credence to the theoretical assumptions made as the building ground of the research, all the while providing us with verifications of the research questions. Further studies may entail the effectiveness of teachers' verbal feedback in pushing students towards ameliorating their writing skills.

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Appendices

Appendix A: Students' Questionnaire

Dear students,

You are kindly invited to answer this questionnaire, which is part of a research study investigating the role of classroom interaction in improving learners' writing skill. All of your answers will be anonymous and will remain confidential. I appreciate your time and collaboration. Thank you in advance.

Section one: Background information

1. How would you rate your writing skills in English?

☐ Excellent

☐ Good

☐ Fair

☐ Poor

Section Two: Classroom Interaction

1. How important do you believe classroom interaction is for improving your writing skills?

☐ Very Important

☐ Important

☐ Somewhat Important

☐ Not Important

2. Which types of classroom interactions do you regularly experience in writing classes?

☐ Group discussions

☐ Peer reviews

☐ Teacher-student

☐ feedback

☐ Collaborative writing

☐ Tasks

3. How often do you engage in interactive activities in your writing classes?

☐ Daily

☐ Weekly

☐ Occasionally

☐ Rarely

4. To what extent has classroom interaction contributed to your writing

improvement?

☐ A great deal

☐ Somewhat

☐ Very little

☐ Not at all

5. How frequently do you receive feedback from classmates on your writing?

☐ Always

☐ Often

☐ Sometimes

☐ Rarely

☐ Never

6. How effective is the feedback you receive from your teacher during class interactions?

☐ Very Effective

☐ Effective

☐ Somewhat Effective

☐ Not Effective

7. Have you participated in collaborative writing activities?

☐ Yes (if yes, how did it help your writing)

☐ No

8. What challenges do you face during classroom interactions that may affect your writing development?

☐ Lack of confidence

☐ Language barriers

☐ Limited time for interaction

☐ Difficulty in giving/receiving feedback

Section Three: The writing skill

1. What suggestions do you have for enhancing classroom interaction to better support your writing skills?

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Appendix B: Interview with Teachers

Dear teachers,

You are kindly invited to answer the following interview questions, which aim to investigate the role of classroom interaction in improving learners' writing skill.

This interview will remain confidential, thank you priorly for coopirating and devoting so much of your time to our study.

1. How do you incorporate classroom interaction into your teaching of writing skill?

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2. In your experience, how does peer interaction impact students' writing development?

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3. Can you share an example where classroom discussions or group work visibly improved a student's writing?

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4. How do you use classroom feedback sessions to address common writing issues among students?

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5. What strategies do you use to encourage students to actively participate in discussions related to writing tasks?

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6. How does collaborative work, such as group writing or peer reviews, impact the quality of students' written work?

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.....

7. In what ways do you believe teacher-student interactions influence students' confidence and engagement in writing tasks?

الملخص:

مع قرار الحكومة الجزائرية بإزاحة اللغة الفرنسية والاعتراف الرسمي باللغة الإنجليزية كلغة أجنبية مستعملة في جميع المؤسسات التعليمية، أصبح من الضروري للغاية تحسين الكفاءة الكتابية لمتعلمي اللغة الإنجليزية كلغة أجنبية. والهدف من هذا البحث هو السعي إلى فهم مفصل لدور التفاعل في القسم في تحسين مهارة الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية وفي الوقت نفسه الاطلاع على مناهج وأساليب التدريس التي يستخدمها معلمو اللغة الإنجليزية كلغة أجنبية. واستخدمت لدراسة هذه الظاهرة التعليمية ثلاث أدوات بحث تتمثل في الاستبيان، والمقابلة إلى جانب الملاحظة الصفية، ومنهجية مختلطة لتحليل البيانات. وتتكون عينة الدراسة من 60 طالباً من طلاب السنة الأولى في اللغة الإنجليزية كلغة أجنبية وثلاث معلمين. كشفت النتائج أن التفاعل في الفصل الدراسي يلعب دوراً مهماً في تعزيز مهارة الكتابة لدى الطلاب والتي ستكون مفيدة بالتأكيد في التكيف مع العالم المهني. ومن النتائج الأخرى المثيرة للاهتمام أن كلاً من المعلمين والطلاب كان لديهم وجهة نظر إيجابية تجاه أهمية التفاعل الصفّي للرفع من المستوى المعرفي و المهاراتي في فن الكتابة.

الكلمات المفتاحية: التفاعل في الصف، التفاعل بين المعلم والطالب، التعلم التعاوني، استراتيجيات التعليم والتعلم، مهارات الكتابة

Summary:

With the Algerian government's decision to displace the French language and officially recognize English as the most important foreign language in all educational institutions, it has become of utmost necessity to improve the writing proficiency of English foreign language learners. The aim of this research work is to seek a better understanding of the role of classroom interaction in improving EFL learners' writing skill while, at the same time, experiencing a firsthand account of the teaching approaches and methods used by English foreign language teachers. This case study has used a triangulation of research instruments, including a questionnaire, an interview, alongside classroom observation, and a mixed methods approach to data analysis. The sample population consists of 60 first-year EFL students and three

Teachers. The results revealed that classroom interaction plays a significant role in enhancing the students' writing skill that will surely be beneficial in adapting to the professional world. Another interesting result is that both teachers and students had a positive view towards the significance of classroom interaction to reach better fluency in writing.

Keywords: Classroom interaction, Teacher-Student interaction, collaborative learning, teaching learning strategies, writing skills

Résumé:

Suivant la décision du gouvernement algérienne de supplanter la langue française et de reconnaître officiellement l'anglais comme la langue étrangère la plus importante dans tous les établissements d'enseignement, il est devenu de la plus haute nécessité d'améliorer la compétence d'écriture des apprenants d'anglais comme langue étrangère. L'objectif de ce travail de recherche est de mieux comprendre le rôle de l'interaction en classe dans l'amélioration des compétences rédactionnelles des apprenants d'anglais comme langue étrangère tout en découvrant les approches et les méthodes d'enseignement utilisées par les professeurs d'anglais comme langue étrangère. Cette étude de cas a utilisé une triangulation d'instruments de recherche, notamment un questionnaire, un entretien et une observation en classe, ainsi qu'une approche mixte de l'analyse des données. L'échantillon de population est composé de 60 étudiants en première année d'anglais langue étrangère et de trois enseignants. Les résultats ont révélé que l'interaction en classe joue un rôle important dans l'amélioration des compétences rédactionnelles des étudiants, ce qui leur sera certainement utile pour s'adapter au monde professionnel. Un autre résultat intéressant est que tant les enseignants que les étudiants ont une vision positive de l'importance de l'interaction en classe pour atteindre une meilleure fluidité dans l'écriture.

Mots Clés : Interaction en classe, interaction entre l'enseignant et l'élève, apprentissage collaboratif, enseignement des stratégies d'apprentissage, compétences en matière d'écriture