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Teacher's Role in Developing EFL Learners' Interaction Skills

Case Study: Second Year EFL Learners, Aissa Hamitouche High School

-Bordj Bou Arreridj-

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DECLARATION

We hereby solemnly declare that the work we are going to present in this thesis “The teacher’s role in developing EFL learners’ interaction skills” is our original work and has not been submitted for a degree or examination at any other University. The research presented in this thesis is based on our own research and analysis, and all sources have been acknowledged appropriately. We have read and understood the regulations and guidelines controlling the submission of this thesis, and we have followed to them throughout the research. This work is to be carried out and completed Mohamed El Bachir El Ibrahimi University of Bordj Bou Arreridj, Algeria.

DEDICATION 1

“In the name of Allah, the Most Gracious, the Most Merciful”

This modest work is genially dedicated:

To the most precious people in my life, my cherished parents, who have always inspired me to follow my goals and been my strongest supporters. This great success refers due to their sacrifices and unwavering dedication to my studies. I owe them a debt of gratitude for their support, love, and advice.

To my brothers and sisters, who have been my best supporters and confidants. Your endless love, caret, and encouragement have given me the power to face the obstacles and moving forward.

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Barkati Samir

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“In the name of Allah, the Most Gracious, the Most Merciful”

This Piece of work is dedicated to my beloved parents who have supported me throughout my educational career. I am here because of you and for you.

I would like to thanks my supervisor M.r Moustapha Habitouche who was the best guide and director, astonishing teacher and a faithful friend. Thanks to all teachers who helped us in our research.

Thanks to my soul mate Nada Bassma for being my shadow in all my steps.

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DEDICATION 3

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Samir, Bassma and Soumaya

ABSTRACT

The current research aims to address the role of teachers and the techniques they use to develop interactive skills for English Language Learners EFL. It also examines the impact of using educational games to stimulate students' English learning and increases interaction within classroom. The study was conducted on a sample of second-year secondary school students studying foreign languages at Aissa Hamitouche Institution in Bordj Bou Arreridj. To achieve this objective, educational games were used with a sample of 20 males and females students. To answer the study's questions and test its hypothesis, two instruments were used to conduct this research: a questionnaire that provided information about the methods used by the teachers to develop interactive skills between the teacher and students or among students, and classroom observation that included both students and the teacher. The mixed method was the appropriate approach to accomplish this study. The data analysis was done manually; thematic analysis was employed to analyze qualitative data collected through classroom observation. The study's results showed significant differences in teacher's responses regarding the techniques used and the positive impact of using educational games in improving students' interactive skills. On the other hand, the thematic analysis revealed that most students actively engage with the stimulus technique throughout learning English with educational games, which greatly contributed to enhance their self-confidence. Additionally, most students showed great enthusiasm for participating in educational games with their teacher, especially when asked to answer oral questions or discuss specific ideas.

Key words: interactive skills, educational games.

List of Abbreviations and Acronyms

CI: Classroom Interaction.

CCR: Classroom-Centered-Research.

ELT: English Language Teaching

EFL: English as a Foreign Language.

Etal.: this abbreviation is used to mean “and others”.

e.g.: this abbreviation is used for “for example”.

FLL: Foreign Language Learners.

FL: Foreign Language.

L1: First Language.

LLI: Learner- Learner Interaction.

P-S: Problem-Solving

Q: Question.

TLI: Teacher- Learner Interaction.

ZPD: Zone of Proximal Development.

%: Percentage.

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

Classroom interaction has been defined as an important tool for teaching English as a foreign language. It has an impression on the learning process and is considered a key to one of the most serious debates in the last decades. Interaction as a teaching method has been prominent in developing EFL student's and teacher's communication. Teachers play an effective role in increasing EFL students' interaction skills. They help mobilize the classroom atmosphere, guide learners to form correct learning attitudes and improve learning effects. When interacting with EFL students, a positive teacher displays acceptance, understanding, closeness, trust, respect, care, and cooperation. However, many researchers claim that interaction inside the classroom is more effective in getting enough experience for good competence and performance. Ellis (1994) stated that interaction inside the classroom is focused and carried out to facilitate knowledge sharing between the teacher and learners and prevent communication breakdowns. He explained that interaction is a dynamic process in which students and teachers communicate to construct meaning, negotiate understanding, and build relationships. Furthermore, Brown (2000) explained that interaction is an active process that provides learners with opportunities to practice using the language in meaningful contexts and to receive feedback on their language use. He also argued that interaction should be the principal aspect of language teaching, as it helps learners develop their linguistic and communicative competence. Additionally, the use of educational games in EFL classroom, has become an important approach in enhancing learners' interaction skills, because it provide an engaging and interactive learning environment, give many opportunities for students to express themselves as learners, and participate in the class with a funny and enjoyable manner. Many researchers and scholars claimed that educational games play a positive impact in developing learners' interaction skills, among them, Kurt Squire (2003), said that educational games can foster critical-thinking, problem-solving and collaboration skills, as well as, he highlighted that by using educational games in the class, students will engage in a dynamic and interactive environment.

1. Statement of the Problem

The ability to interact in English is an important skill for EFL learners as it enables them to use the language in various social and academic contexts. However, second-year English as Foreign Language EFL learners face some challenges in developing their interaction in the classroom and suffer from many issues such as lack of attention, motivation, and pronunciation problems. Thus, classroom interaction is vital in developing and improving learners' learning skills. Moreover, educational games effectively encourage students' interaction and make them actively engage in the class. Therefore, the study aims to investigate the role of the teacher in enhancing EFL learners' interaction skills through classroom interaction and educational games activities, and to identify the main techniques and strategies that can be applied in EFL classroom

2. Significance of the Study

The study on the teacher's role in developing EFL learners' interaction skills is significant because it can shed light on effective strategies and techniques teachers can use to promote student interaction. Thus, Classroom Interaction can give opportunities for students to practice using the language in a meaningful context and enhance their communication skills. While educational games can make the learning process more engaging and enjoyable, leading to good student participation and interaction. By exploring the role of the teacher in facilitating classroom interaction, this study can identify specific strategies and techniques to create a more interactive learning environment. Furthermore, by investigating the use of educational games in the EFL classroom, this research might give valuable insights into the effectiveness of these activities in promoting interaction in the class. This study's findings can contribute to improving EFL learners' interaction skills.

3. Research Aims

The current research focuses on the role of the teacher in facilitating the process of interaction in EFL classroom. The major aim of this research is to investigate the main techniques and strategies that employed by EFL teachers, and its influence in developing students' learning skills. In addition, this study will focus on the classroom setting as a primary context for developing interaction skills. Furthermore, this research investigates the use of educational games and its impact in enhancing EFL learners' interaction skills, which

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may identify the best techniques for incorporating educational games into EFL classrooms and examine how teachers can effectively guide and support learners during these games.

4. Research Questions

This study aims to answer the following questions:

Q1. What does the teacher do to interact with his/her learners?

Q2. What are the techniques and strategies teacher uses to promote EFL learners' interaction skills?

Q3. How can the use of educational games develop EFL learners' interaction skills in the classroom?

5. Research hypotheses

This research is based on the following hypotheses:

- A. Classroom interaction is a helpful instrument for teachers to transmit knowledge to learners.
- B. Classroom interaction is an effective tool in order to improve learners learning skills.
- C. Teachers who incorporate educational games in their EFL instruction can enhance their students' learning by creating a more collaborative and interactive classroom environment.

6. Research Methodology

As previously mentioned, this present research aims to investigate the role of the teacher in developing EFL learners' interaction skills at the second-year level of Aissa Hamitouche secondary school of BBA. To analyse the information collected in this research, a mixed method data collection approach, including observation and questionnaire, is used in this study. A questionnaire will be administered to the teachers to gather information about their views, opinions, and attitudes toward classroom interaction, as well the main techniques and strategies they use to promote interaction in the classroom. Furthermore, this research tool seeks to explore information about the use of educational games, and its effectiveness in developing EFL learners' interactions skills. On the other hand, Classroom Observation will be used to examine the teacher's actual implementation of interaction-promoting strategies

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and techniques in the class. By using a mixed method approach, this study will provide a comprehensive understanding of the teacher in promoting interaction skills in EFL learners and identify effective strategies that might be implemented to improve interaction in the classroom.

7. Population and Sampling

7.1 Population

To conduct this study, researchers focused on English as Foreign Language (EFL) teachers currently teaching second-year students at Aissa Hamitouche secondary school in BBA for the academic year 2022/2023. Specifically, researchers have identified a qualified teacher named “Mrs. Amari” who will be a valuable resource for this investigation.

7.2 Sampling

In this research, samples of ten teachers from secondary school who are responsible for teaching English as a Foreign Language EFL at Aissa Hamitouche Secondary School were chosen to participate in the study. The sampling approach used was convenience sampling, whereby participants were selected based on their availability and willingness to participate in the study. The selected teachers will provide researchers with a representative sample of the school's EFL teachers, allowing them to conclude the overall population based on their answers and insights.

8. Limitation of the Study

The current research attempted to investigate the role of the teacher in developing EFL learners' interaction skills. During the research process, researchers have faced several issues including the sample size and selection process. The study only includes a small sample of 20 second-year students studying foreign languages at Aissa Hamitouche Secondary school, and they were chosen randomly. Due to the limited sample size, the findings may not be representative of the larger population of EFL learners. Therefore, generalizing the results to a broader context should be done with caution.

9. Structure of the Research

This research is structured into three chapters. Chapter number is presents to the literature review, discussing different studies and researchers related to the research topic.

Chapter two extensively explores the research design used in this investigation. Furthermore, it delves into a thorough examination of the data collected during this study, starting with a concise analysis of the responses from the teacher’s questionnaire, focusing on

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identifying worthy findings. Also, it includes a brief discussion regarding the data analysis derived from classroom observation. Then, this chapter concludes by summarizing the key findings from both research instruments.

Chapter three discusses the results obtained from the analysis of the data collected during the research. The chapter begins with a brief introduction to the discussion. Furthermore, it proceeds with interpreting the teacher's questionnaire and the classroom observation. Finally, this chapter ends with a summary and conclusion, then general conclusion, as it provides recommendations for teachers based on the findings.

Summary

This research emphasized the significance of the teacher's role in developing EFL learners' interaction skills. The primary aim of this study was to discover the main strategies and techniques used by EFL teachers to improve interaction among students, and between the instructor and learners. Furthermore, it examines the influence of incorporating educational games into English Language Learning ELL process. The study was implemented with second-year school learners at Aissa Hamitouch Institution. Moreover, the researcher selected a professional teacher, which consider as a valuable resource in carrying out this investigation. Again, this research was accomplished using a comprehensive approach, which is a mixed-method approach, using a questionnaire and classroom observation as data collection instruments. The following chapters will provide a deeper understanding into the literature review, methodology, findings, and analysis of the study. Additionally, this research will give few recommendations for EFL teachers to enhance their learners' learning skills.

CHAPTER ONE LITERATURE REVIEW

1. Overview of Classroom Interaction

In the last few years, classrooms have covered a wide range in EFL learning classes. It has been regarded as an important technique to develop EFL learner's skills and communicative competences. Besides that, classroom interaction as a relationship between the teacher and learners, or between learners themselves, enhances the learners' productive skills and creates a collaborative environment inside the classroom for the purposes of learning a foreign language.

1.1 Notion of Classroom Interaction

Classroom interaction has been concerned as an effective strategy in teaching generally, and in teaching English as a foreign language in particular. CI means the engagement between two persons; teacher-learner, or learner-learner interaction in the classroom.

In the domain of teaching English as a foreign language, CI is different from every day interaction. It was defined by the Longman Dictionary of Language Teaching and Applied Linguistics (2002, p.72) as the set of linguistic and non-linguistic patterns used by the teacher and learners to communicate with each other.

According to Kumpulainen and Wray (2002), classroom interaction requires, in the process of teaching a second language, the presence of more than one or two learners who share semiotic rules and a list of signs, who are cooperatively fulfilling communication. Besides, CI focuses on whole-class interactions between the teacher and learner in general and the process of learning and teaching language skills in particular.

Recently, Ellis and Fotos (1999) say that classroom interaction contributes to the development of learners' arts of communication and arts; therefore, it is very important for learners to be more confident and fluent in speaking the second language, and they must also be responsible for their learning.

For Richards and Rodgers (1986), CI is another matter; both mention that the teacher must be quite inside the classroom and give the learners the opportunity to participate in speaking the language as much as possible. In this way the learners can understand better because the teacher is engaging them to speak, giving them the chance to express their thoughts freely, as well as improving their intellectual abilities.

In this concept, FL. Richards and Lockhart (1994) point out that classroom interaction makes the learners more responsible and paves the way for them to share their own points of view. Moreover, it helps them to be more active, motivated, and confident; therefore, it provides them with feedback to better understand their courses.

In addition, Chaudron (1988) confirms that CI is the capacity of the teacher to cover learners' behaviours inside the classroom. For instance, turn talking, questioning and answering, and negotiating the meaning and feedback. Moreover, CI is more related to teachers' teaching styles. Creemers and Kyriakides (1994) insist that classroom interaction is based on the teacher's style; the more the teacher knows how to make the learners involved and participated in the classroom, the more the learners interact with the teacher and with each other. In this concept, the teacher is the key one who makes the learners interact in the classroom actively and purposefully.

Furthermore, to have more clarification and understanding about classroom interaction, it is important to define this expression each word alone. CI consists of two parts: classroom and interaction. The term "classroom" is seen as the first place that paved the way to teacher and learners opportunities to communicate with foreign language. It is commonly agreed that the use of any language in the classroom can support and promote an effective interaction between participants (saifi 2015). On the other hand, various definitions are given to the term "interaction". For example, Cambridge online dictionary defines the verb "to interact" as "To react to or to communicate with each other". While, the noun "interaction" is defined as well by Oxford online dictionary as "reciprocal action or influence".

In addition to that, the term "interaction" is defined by many researchers. It has been described by Wanger (1994) as an event that requires more than one person and two actions, and the interaction occurs when the two persons communicate by discussing about a topic. In other term, it is the relationship that gathers two participants or more, which made a discussion between learners inside the classroom.

In other terms, Hedge (2000) argued that interaction is one of the most important causes in producing the total results of the learners themselves, and it gives them the capacity and opportunity to practice the language in the classroom. Moreover, he considered interaction inside the classroom would get a feedback from both teacher and learners.

Further, Sowton, Hewings, and Thaine (2012) described the term "interaction" as an occasion when more than two persons exchange ideas, and communicate with each other or reacting to each other by sending and receiving verbal messages.

In this term, Hadfield and Hadfield (2008, as cited in Batite 2013) confirmed that interaction is an expression or exchanging thoughts and replying to other persons you are discussing with a simple language they are able to understand, which creates an effective communication among them.

Also, Brown (1994) supported this idea when he defined interaction as the main point in every classroom discussion, and he described it as the heart of communication because it is what communication is all about.

1.2 The Components of Classroom Interaction

According to Runmei (2008) classroom interaction components can be divided into three main components which are included in classroom interaction: collaborative learning, negotiation, and co-construction. These items are very necessary for successful learning through interaction and participation either language improvement or cognitive development, also rising the internal developmental process of learners.

1.2.1 Collaborative Learning

Interaction is a main part of learner's collaborative learning. It is an important element that needs to be involved in the teaching and learning process. Many researchers have found that collaborative learning group is effective in developing learners learning.

In this concept, Salvin (1995), co-operative learning is the process of teaching methods in which learners work in groups to exchange one another learn academic language, and this instructional method paved the way to the learners in which are supposed to work in small groups for the objective of improving their learning skills and helping each others to achieve their common goals.

Swain (2000, cited in Runmei, p.48) said that collaborative learning takes place effectively among two participants, where the language use and language learning occurs, it is the language that uses mediation learning, which is based on the cognitive practices and social activities, and this develop the learners mental process of language learning.

Likewise, (Anderson, T & Soden, R, 2001) argued that prior knowledge and perspectives develops their literate thinking and promotes their understanding. Moreover, it involves a meaningful discussion; also it leads to a better text comprehension. Besides that, it allows learners to achieve a new comprehension to achieve their high-level of understanding.

Vygotsky (1978) emphasized that in co-operative learning, learners are grouped together so they can interact with each other socially and madding a comprehensive learning. Furthermore, in the theory of Zone Proximal Development ZPD; the constructivism theory learning is considered as an active construction of meaning that occurs by social interaction between participants.

In another study, Ollson and Mattiason (2013) supported the necessity of argumentation and negotiation in collaborative work for learning. Both investigated about the interaction in co-operative work in the classroom affects positively learners learning.

1.2.2 Negotiation:

According to Ellis and Barhuizen (2005, cited in Rahmah 2014), negotiation is considered as an important tool of second and foreign language learning. The need to negotiate meaning in any language learning situation refers to verbal mutual exchange between language speakers to minimize communication breakdowns. In other words, it is a verbal expression they use in order to enhance the communication impasse that has arisen. I.e., when it is not clear for learners to understand what has been said, then the quality of the language produced by the teacher should be clear and understandable for learners who engage themselves in the interaction process.

In addition to that, Pica (1994:494, cited in Saifi 2015) considered interaction as an essential element for a successful language learning process, and it is one of the main principles of classroom interaction, also Pica related the negotiation to the misunderstanding of messages that can be expressed in different forms, and the speakers can communicate with each other by modifying their discussion in order to be understood for other participants, so they can interact more in any communicative situation.

1.2.3 Co-construction

Co-construction occurs among learners to help each other by learning from each other and expanding their thoughts and knowledge. It leads learners to grow in many areas, such as; solving tasks together, also teaches them how to create relationships with their peers and teachers.

According to Jacoby and Ochs (1995, cited in Runmei, 49, p.140) co-construction has been described as “the joint creation of form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other related meaning”. Moreover, the international competence includes the language knowledge by participating in interaction process which includes their active learning, skills, feelings, and the cultural knowledge. Too, in classroom interaction second language or foreign language learners are responsible for creating an effective interaction by their participation and negotiation, also they must share ideas among them in the meaning of cooperatively constructed in social context. Furthermore, learners must build up their ability of developing self-discipline, awareness, progressively from group interaction when they are discussing and negotiating among them.

Co-construction exchanges knowledge through discussion, not direction. Creswell (2014) and Menter Elliot, Hulme, Lewinx(2013) declared that learning is based on a constructivist worldview, where interaction plays the main role in cultural. Locating learners,

discovering their language culture, building their experiences, and then exchanging learning opportunities among learners.

1.3 Types of Classroom Interaction

Classroom interaction occurs in different manners, either between learners themselves, or between learners and the teacher, also classroom interaction refers to two types of interaction the teacher learner interaction or learner-learner interaction but all are generated to achieve one goal, which is improving interactive learning skills.

Moreover, Johnson (1995) mentioned that classroom interaction types are related to who communicates with whom as follows: teacher with learner or learner with learner. In this study the focus will be only on two types; teacher learner interaction and learner-learner interaction.

1.3.1 Teacher-Learner Interaction

In this type of interaction, the teacher plays the role of the controller, or the leader while waiting the learners to give their feedback. During T-LI, learner's purposes are enhancing and improving their oral performance besides their listening as well, and the teacher here should take a variety of roles besides being an instructor to realize a successful interaction.

Besides, (Snell, 1999, Scrivener, 2005) confirmed that interaction between the teacher and the learners has a significant role in the classroom and they are encountered when they talk to each other, and the teacher talk dominate the class, also the learners just giving a feedback in this type of interaction.

Furthermore, Coulthard (1977) emphasized that this type of interaction occurs among the teacher and one learner or many learners, when the teacher takes the main role through discussing the lecture's content with the learners, such as: asking questions, giving positive feedback. During this type of interaction the role of the teacher is based on involving all the learners in the interactive tasks, and minimizing the time of interaction and giving them the chance to express their thoughts and do most of the talk.

1.3.2 Learner-Learner Interaction

This type is considered as one of the techniques used in the classroom to improve learner's EFL capacities that happen between learners. In this type of interaction, learners are the essential participants since they need to interact with each other in order to discuss meaning ideas speaking practices.

In this concept, Mackey (2007) proved that L-LI can be happened either in pair called peer interaction or in group called learner-learner interaction, in order to pave the way for

learners to talk and practice speaking skill inside classroom for the sake of receiving feedback in the target language through correcting each other's errors, and learning from each other's mistakes. Besides that, negotiating when working in groups by asking questions to each other.

In the same line, Johnson (1995) affirmed that the presence of this form of interaction between learners is considered as a positive attitude of the learning process in which learners are able to enhance and improve their knowledge, and their abilities that make them more active and interactive during the lectures.

Moreover, Neagle (2002) stated that interaction among learners inside the classroom is needed, since interaction among classmates can improve and develop the learner's capacities, also L-LI is necessary because it paved the way for learners to express their thoughts and share their ideas, in order to enhance their communicative skills.

In this term, Scrivener (2005) confirmed that inside classrooms learners are interacting with the teacher then among them, and to increase learner's interaction the learners must have the chance to express themselves, also this can be realized by creating group and pair work to make positive interaction between learners. Besides, the teacher must provide opportunities for FLL to participate and enhance effectively their language skills.

Additionally, Paula (2002) emphasized that the negotiation between learners and their peers about the lecture's content is a helpful way for them to reinforce what they have learned, and the role of the teacher is to create for them more chances to practice the foreign language, so the learners will be able to communicate with language freely at the same time they overcome their weaknesses, also they will be aware about their levels, which make them focus on their needs, and trying to correct their errors.

What's more, woolfolk (2004) claimed that the necessity of learner's interaction with themselves, in order to receive feedback to be challenged and noticed how others solved problems, group work is considered as a special powerful learning tool and to increase interaction between learners, the teacher must support cooperation rather than challenge, because learners learn from each other.

1.4 Importance of Classroom Interaction

Classroom interaction plays a vital role in the teaching and learning process. Besides that, the educational system obliges learners to interact with the teacher and among themselves more than just listen to their teacher's speech, because the failure of learning a foreign language inside the classroom usually refers to the nature of interaction that happens between learners, and effective classroom interaction can be the place that makes the learners become active interactors and communicators.

In this concept, Hall and Verplaetes (2000) classroom interaction is a process that improves two important skills (speaking and listening); it makes learners using their critical thinking, and shares their thoughts among them.

In this line, Ellis and Fotos (1999) declared that interaction facilitates the learning of a foreign language, because it leads the learners to communicate easily with their peers, also it provides them the opportunity to practice what they have learnt. In addition to that, it supports the learners to learn from each other's errors; also it allows them to play the teacher's role in the classroom by giving them the chance to guide and get things right.

According to Hedge (2000), interaction is an important tool for learners to improve their communicative skills; it allows them to practice their language in the classroom in order to produce comprehensible output. Moreover, it gives learners different opportunities to enhance their language performance by getting a previous knowledge from the teacher or their peers. Besides that, interacting in the classroom makes learners able to cope with their lack of knowledge, and in ELT practice interaction pushes learners to produce appropriate language when they are working in groups or in pairs. Therefore, in language learning, group work has an important role since it investigates the ways in which language input and output differs in the classroom.

Moreover, Long (1996) confirmed that interaction plays a key role in enhancing foreign language learners FLL speaking skill, because the primary source of data for learners is taking during a meaningful interaction more competent speakers, and this means that interaction is the first source which provides learners with chances in order to control the input. Besides, to this, interaction makes the learners capable to check their communicative success through increasing their knowledge with the teacher or among them.

In this term, Chaudron (1998) stated that the importance of interaction is by giving the learners opportunities to analyze the target language structure, also it allows learners to insert the receiver structures of classroom event into their own speech, it also helps learners to shape their language correctly, because of the communication that happens daily among learners which helps to engage them to communicate tasks they attempt to solve.

For Allwright (1984), interaction is base fact of classroom through a process of interaction of learner to learner. Moreover, interaction keeps learners focused and active while minimizing the amount of teacher's speaking in the classroom, which helps to develop learners' speaking skills. In other words, interaction provides the sense of belonging to the same family group so that students can exchange information and share emotions of entertainment and happiness in a whole class setting. Moreover, he concerned interaction as

the process by which language learning is managed; it does not facilitate only language development but also learner's development, for this reason interaction should include meaningful concerns for the benefits of learners, and therefore to enhance communication between them.

As well as, Nunan (1991, cited in Mona and Abdullah 2017:136) the first role of teacher inside classroom is to improve classroom interaction, and realizing the interaction process goal among learners, also leading them to be more active and interactive. Besides that, it allows learners to analyze, and manipulate information which make the learning process easier and successful.

Johnson (1995) argued that when learners are learning a second language, they enter into a communicative context so the norms of the learners are establishing by their teacher, and the teacher is responsible to enhance the learner's abilities to practice the language in different interactive purposes. Moreover, the teacher must be aware that speaking in classroom is speaking in academic language, where the interaction process is dealing with this kind of daily conversation between teacher and learners inside classroom, and classroom interaction is seen as a productive technique.

In this concept, woolfolk and Galloway (1985:77-78, cited in Saifi 2015) pointed out that the exchange of information and thoughts that occurs in the classroom should be made by learners in order to active participants, which means that many reasons and persons are creating interaction in the EFL classrooms, and this makes interaction covers a big part in language teaching and learning processes, since it paved the way for learners to learn the foreign language through making all learners interact with their teacher.

Sullivan (2000) claimed that the natures of pair work or group work organize a cultural interactive classroom, and it leads to beneficial learning and teaching the foreign language. Besides that the collaborative study creates active classroom, and it helps to have a right to talk freely and free from the teacher's control, and the thought of equality because learners in groups are equal, also the strength of the teacher with groups is beneficial to the whole classroom interaction.

1.5 Interaction in EFL Classroom

Interaction plays an n important role in enhancing EFL learners inside classrooms .It facilitates the learner's language development and communicative competences, also it gives students more opportunities to practice their language successfully.

According to Ellis (1999) acquiring a new knowledge while learning English as a foreign language can be constructed through classroom interaction, since it provides learners

with different strategies and chances to send and receive data, therefore, interaction has a main role in the process of teaching and learning English as a foreign or a second language.

In this term, Vygotsky's insights to the contribution of social interaction in learning process (1962, 1978), the existence of renewed interest in the nature of classroom discussion and signs of willingness to realize the pedagogic value of interaction among learners and teachers inside the classroom, since English is language of the classroom is a result of the exposure of the learner to environment manifested in the interaction between the teacher and learners, or among learners themselves.

In this line, Allwright and Bailey (1991), Classroom Centered-Research CCR focuses on classroom interaction to increase learners understanding of classroom lectures learning and teaching, in the aim of enhancing the learning process inside classroom.

Moreover, Kyriacou (2009) stated that EFL can be much better to be learnt in classes if the learning process itself is functional. Beside that, effective teaching can be successfully achieves the learning by learners purposed by the teacher. In other term, effective learning can be divided into: a) the teacher must be responsible for having a pure idea of what learning is about, b) the learning experience nominated and produced that achieves. Therefore, it is possible to conclude that a beneficial teaching is a teacher best facilitating of transferring knowledge process that confirmed by learners learning achievement.

1.6 Learners' Attitudes towards Classroom Interaction

Interaction is very important aspect inside the classroom; it helps both of the learner and the teacher. It provides for the learners better understanding, and for teachers it helps them to present the lessons in good atmosphere. The expression classroom interaction has been an attractive subject in the last years and there are lot of researches and studies that have been conducted about. Hammer (2007), Westrup and Becker emphasized that teachers are capable of teaching huge numbers in classes if they take some steps as consideration for example preparing activities that fits the learners; as well as thinking about how the class should be organized when presenting the lessons, and pitting some rules to maintain the class ordered and controlled for instance giving the learners homework every day, preparing attendance sheet. Furthermore they pointed out to take consideration for weak learners and trying to use multiple activities. According to Choudhury (2005), group work activities plays vital role in the classroom because it improves talking abilities even learners who have some problems like shyness will overcome their obstacles and will enhance them to interact with their peers.

Bruff (2009) discussed the same idea, he claimed that the large classes and the huge numbers of learners can be divided into small groups or into pairs in order to facilitate and

improves learners-learners' interaction and learners-teacher interaction. In the other hand, Walsh (2006) focused on the necessity of expanding the role of teachers in the classroom; he added also that dividing the learners into groups or pairs is not enough to work independently, but they should keep the lesson clear.

In addition to this, Brooks, Swain and others (2002) focused on the role of learner-learner dialogue in improving the communicative competences among language learners, as they added that learners can help each other when they work in pairs or in groups. According to El-Shingeety (2007) the physical constraint like sitting in large classes is very important to ameliorate learners- learner interaction.

1.7 Teacher's Attitudes towards Classroom Interaction

Many studies have shown that the attitudes of the teachers towards classroom interaction play a vital role in promoting effective communication and language learning among students (Muller, 2013). Instructors who demonstrate positive attitudes towards classroom interaction in the classroom create a learning environment that is conducive to the progress of students' communication skills. Furthermore, teachers who use interactive teaching strategies are more likely to develop student engagement and motivation, leading to improve academic performance (Al qahtani, 2015).

1.8 Interactive Activities in EFL Class

Recently, interactive activities have been widely considered as an effective way of developing learning and promoting engagement in both formal and informal learning settings. A lot of studies have shown that interactive activities can enhance learning outcomes, improve retention of information, and lead to a good development of motivation and interests in the subject matter (Sitzman et al., 2008; Jhonson Jhonson, 2014).

In education, interactive activities are used to create an active and collaborative learning environment in which students can improve their abilities and develop critical thinking, problem solving, and communication skills. In EFL classes, numerous teachers use different activities in order to increase their students' interaction and engagement, as well as to achieve successful management in the class. Furthermore, the use of these activities in EFL classes provides an opportunity to actively engage with the learning material, promoting a deeper understanding of the subject matter and developing the learning process. Among these activities are the following: group works, pair works, discussions, simulations and role play.

1.8.1 Group Works

Group work in the classroom refers to a teaching strategy in which students work together in small groups to achieve common learning objectives. The major aim of this activity is to increase student engagement, encourage active learning, and develop communication and teamwork skills (Johnson et al., 2014). Additionally, group work has been demonstrated to be an effective way to improve learning results across a wide variety of educational contexts, from primary school to higher education (Slavin, 2014). When students work in groups, they are typically offered projects or tasks that they must finish together. Each team member is responsible for making the project successful and has a particular function to perform. In addition, there are many other ways to organize group work, including jigsaw puzzles, think-pair-share, problem-based learning, and peer review. Further, when students are collaborating in teams, the teacher's role is to observe, facilitate and mentor them while offering feedback and guidance as needed.

According to some research, group work is an action that allows students to share information, and express their opinions to others, and fosters strong academic achievement, higher motivation, participation, and retention of knowledge (Salvin, 2014). Among other things, the advancement of social skills such as conflict resolution, cooperation, and communication, which are crucial for success on the job and in life, has also been demonstrated to be facilitated by group work (Johnson et al., 2014).

Many teachers around the world see group work as an effective method for encouraging interactive learning and enhancing communication skills. All these views are based on their experiences and professional development. The following are some typical thoughts that teachers have on group work:

1. Encourage collaboration: Group work is typically considered amongst teachers as an effective strategy for building collaborative learning and teamwork abilities (Barkley et al., 2014; Johnson & Johnson, 2014).

2. Builds community: Students' sense of community and belonging can be developed through group work (Kilgo et al., 2016).

3. Improves learning outcomes: Good group work can lead to higher academic success and more effective teaching (Hornby & Lafaele, 2011; Slavin, 2014).

4. Development of social skills: Students have the chance to develop their own social skills through the group work, as well as, gain enough skills to communicate effectively, resolve conflicts, and work collaboratively with each other Slavin(2015).

5. Preparation for the workplace: Working in groups can help students get prepared for the workforce. Thus, working in teams effectively is a skill that is required in many professions, as it gives students the opportunity to develop the needed skills for successful teamwork (Hansen & Nussbaum, 2011).

1.8.2 Pair Works

Another effective strategy that allows students to work together to achieve a common learning objective is “pair work”. It is a kind of cooperative learning that increases students’ engagement, interaction, and active participation among themselves. In pair work, students will be able to work together on some activities, tasks, and assignments, as they can share their opinions, exchange ideas, and give feedback to one another. According to Hamer (2001), pair work activity is quick and easy to organize in the class.

Pair work is an activity that takes several forms, for instance, peer tutoring, brainstorming, discussion, and problem-solving. It can be applied in various school environments, including language instruction EFL classes, math, and science classes. Students’ self-confidence, critical thinking, and social interaction are all improved due to pair work. In addition to this, pair work is an active action that helps timid students overcome shyness, believe in their abilities and take part in lessons. Moreover, it provides learners the ability to discuss more and learn from each other. In addition, this activity leads the instructor to work with one or two pairs while the others go on working. In the classroom, pair work is a useful educational tool that can enhance students learning and stimulate social connection. Through pair work, students will be able to improve their communication abilities and gain more knowledge.

Khan et al. (2015) investigated the influence of pair work on students’ academic achievement in mathematics. In which the findings showed that students who engaged in pair work activities obtained much higher achievement scores than students who did not engage in pair work.

Another study by Azarnooch et al. (2017) investigated how well pair work helped EFL English as Foreign Language students improve their speaking abilities. The results showed that pair work activities significantly improved students’ speaking skills and their attitudes toward learning English.

1.8.3 Discussions

In EFL classes, discussion refers to a classroom activity where students engage in spoken communication with each other so that they can practice and develop their English language skills. This action can be done in different ways, including through group

discussion, interaction, and dialogues about specific themes. Moreover, discussion in class is very important; it allows students to improve their speaking, listening, and critical thinking skills. It also helps learners to improve their ability to express their ideas and opinions in English, as well as to understand other's perspectives and ideas and engage with them. Further, discussion has a great impact of provoking fluent language use, since it helps students to discuss several topics for their interest (Harmer 2001, p.128). In addition, discussion can be introduced into an EFL class in many different manners. For instance, the teacher might give the learners a series of discussions on a particular topic and require them to debate their answers in pairs or short groups. In this case, students will be able to promote active participation and engagement among themselves, while teachers provide feedback to each one of them.

In language learning, a discussion is a fundamental element of communicative language, which emphasizes using language for real-life communication rather than only memorizing grammar and vocabulary (Harmer, 2009). In this context, discussion might be considered a precious opportunity to build rapport and community among learners and create a sense of belonging in the classroom. In addition to this, Harmer also said that discussion is a key to learning well and being more engaged with the classroom environment, as well as, making the process of learning easier for the teacher, in which they can provide feedback to all students (Harmer, 2009).

1.8.4 Role-play Activities

In EFL classes, role-play activities play a vital role in developing learners' language skills and facilitate the process of transmitting knowledge among them. This type of activity provides the students an opportunity taking on fictional roles and interacting with one another in English. According to research, role-play activities can help learners to apply language in context and to increase their communication abilities (Zhang, 2020).

In EFL classes, there are many examples that can be related to role-play activities. For instance, the teacher can bring up some topics about exchanging roles so that the students can pretend to be, such as job interviews, hotel employees, airport agents, through these examples, students will be able to interact with each other in English, and they will learn more from these conversations. In addition, these tasks can be used to practice several language skills, as they can be adapted to fit the student's levels and needs.

1.8.5 Simulation Activities

It is a technique that enables students to act out or simulate a real-life situation using language skills. In this type of activity, students are given a role to play, a situation to

perform, a scenario to act out, and a list of language functions to apply. Simulation activities can be used for a variety of language learning purposes, such as practicing speaking, listening, writing, and reading skills, as well as developing critical thinking, problem solving, and cultural awareness. According to the Canadian-American psychologist Albert Bandura (1977) who has written about social learning theory and the role of modeling and limitation in learning. He argued that simulation is an important activity that helps in developing his theory, where individuals can practice new behaviors and talents in a controlled environment that closely approximates real-life situation. Moreover, he claimed that simulation can be a powerful tool for enhancing self-efficacy, in which learners can build their confidence and competence, as well as they can use their skills in safe environment.

1.9 Techniques for Classroom Interaction in EFL Class

Effective classroom interaction is an important key element for a successful EFL class. It is the place where students can develop their learning abilities and retain better knowledge. To all of this, there are some techniques that are designed by teachers to promote an environment where their learners feel that they are studying English fluently and using this language in a meaningful and communicative way. Among these activities are the following:

1.9.1 Collaborative Work Technique

Collaborative work technique is an activity that students need to do to achieve a common goal. It encourages students to work together as a team, in which they can benefit from each other's experience and opinions and gain new information. As it gives learners the chance to build social skills, communicate, and develops language learning. (Chafe, 1998, p.74) he claimed that working together maximize opportunities for student-student interaction with meaningful input and output in a supportive environment. Here are some examples of collaborative work technique in EFL class environment:

1. Jigsaw Technique: it involves breaking a lesson into separate parts and assigning each part to a different group of students. Each group focuses on becoming experts on their assigned part, and then shares their knowledge with the rest of the class. This method has been shown to improve academic achievement and language learning in EFL classrooms, (Aebersold and Field's research in 1997).

2. Think-pair-share Technique: it is a technique that helps students participate in the classroom and promotes effective learning among them, as it encourages learners to be more active and engaged together. This expression is divided into three steps, think, pair and share.

. **Think:** means that students are given a question to think about it individually for a few minutes, in order to generate their ideas and thoughts about the question asked.

. **Pair:** after thinking about the question, students will discuss their ideas and opinions together, and listen to each other.

. **Share:** after discussing in pairs. The pairs then share their thoughts and ideas with the whole class, either through a class discussion or by picking up a few pairs to present their ideas.

3. Collaborative Writing Technique: through this technique, students will be able to work together in teams to produce a written text, as well as they will be able develop certain skills such as, good way of communication, collaboration skills and even the writing skills. According to research, collaborative writing can be efficient strategy to develop EFL student's writing skills (Storch& Wigglesworth, 2010).

1.9.2 Questioning Technique

In EFL class, teachers use the questioning technique to encourage students to participate actively in the class and to express themselves as learners. It also facilitates the student's critical thinking, provides a deeper understanding of the content, and promotes involvement in the learning process. In the classroom, questioning on the part of instructor and learner takes up a significant portion of the day, therefore, it is an important part in teacher-student interaction (Daly ET al.1994, p.27). Here are a few examples of questioning techniques used by teachers in the class:

1. Open-ended Questioning: this type of questioning is about asking students questions about a particular topic, story, or article, which they will answer more than yes or no, and encouraging them to share their ideas and opinions on that subject. Again, this type of questions allows students to give more detailed answers in their own words. e.g. the teacher can ask his students a question about a story that they have read before in the class: Did you read the story of "Christmas Carol" by Charles Dickens? And "What do you think about the main character? Here, the students will first answer yes or no, and then they will give the teacher a bit more details about the second part of the question.

2. Yes No Questioning: this kind of questioning require a simple yes or no answer, and often used to get brief and direct information from respondents. e.g. have you finished your task? In this case, students will answer direct with yes or no.

3. Critical Thinking Questioning: this sort of questioning asks students to search for a deeper study on a specific subject, as it asks them to evaluate, analyze, and synthesize the information on this topic. E.g. what are the pros and cons of social media? Here, the students are going to work their minds, their previous knowledge and other tools that help them gather information about the advantages and disadvantages of social media.

1.9.3 Scaffolding Technique

The scaffolding technique is a teaching approach used to support students in their language development. The word scaffolding came from the theory of ZPD Zone of Proximal Development, which belongs to Lev Vygotsky. This refers to the amount of learning that learners can achieve with assistance or guidance (Vygotsky, 1978). In the educational field, scaffolding is the process involving teachers' temporary assistance and guidance at the beginning of the class so that learners can latterly develop their knowledge and skills, which is when scaffolding can be withdrawn (Mulatish, 2011). Next, scaffolding is considered as an instructional method that helps learners learn how to solve problem, work on a task, and achieve their objectives (Pinanton, 2013). Again, this technique combines the features of the three writing approaches: modeling and analyzing model texts (text approach), focusing on the process of writing, such as through brainstorming, group discussion and re-writing (process approach) and promoting social interaction and collaboration (teaching writing as a social practice).

Furthermore, scaffolding can be used to develop EFL learners' interaction skills, which are very important for effective communication in English. Teachers can also help their students to enhance their language skills and become more confident in their abilities. In this small part, there are some ways scaffolding used to develop EFL learners' interaction skills:

1. Giving Models: scaffolding can include showing learners examples of good English interaction skills, such as common conversational expressions and phrases, and demonstrating how to start and answer discussions.

2. Facilitating Practice: teachers can make the learning process easier by providing their learners with opportunities to practice interaction skills through many activities, such as role-playing tasks, group work collaboration, and so on. As well as guidance and feedback are required to help them improve their interaction skills.

3. Using Authentic Materials: teachers can use authentic materials such as videos, images, podcast, and others to help students develop their interaction skills in meaningful contexts.

1.10 Teacher's Roles and Responsibilities

Without doubt, teachers play a vital role in developing EFL learner's skills. They serve as facilitators of student learning and creators of productive classroom environments in which learners can increase the skills they need at any time, whether now or in the future. However, before we start to understand the evolving role of an EFL teacher, let's outline some of the

most popular teacher roles. Harmer, J. (2007) claimed that ‘it makes more sense to describe numerous teacher roles and say what they are useful for. So, in this part, there will be a brief explanation of some of the most common teacher roles, shedding light on their significance and relevance in the EFL classroom.

1. Teacher as a Facilitator

Teachers as facilitators are probably one of the most important roles that should be applied in the classroom. Teachers have to direct and support their learners in learning for themselves as a form of self-development. They should provide students with a good learning environment that reflects their lives in societal, intellectual, and linguistic occurrences. Moreover, teachers as facilitators need to have a strong foundation of themselves in relation to their personal growth (Harmer 2007). In addition, the teacher’s role as a facilitator is the main one among all roles. Many authors claimed that teachers must provide their learners with some space to let the spirits of creativity and innovation spread in their minds so that they can develop their skills and be able to solve issues and struggles. Through this role, teachers can give their students activities and tasks to discuss, as they should support the learning process by helping students to do the work when they face difficulties (Harmer 2007).

2. Teacher as a Controller

The teacher has complete control over the class, including what students do, say, and how they express themselves. The instructor assumes this responsibility when a new language is presented and accurate replication and drilling techniques are needed. Teacher as a controller, stands in front of the class, addresses the students, and gives instructions. According to Harmer (1991.p, 236), teachers who perform this “function control not just what the students do, but also when and what language they use.” The teacher is in charge of, and responsible for everything that happens in the classroom, including giving students assignments, using drill and repetition, introducing the target language, and guiding them through the material. In addition, the pace of a lesson is entirely under the authority of the teacher, ensuring that each student is taught at the same level. Furthermore, in the classroom, the instructor is primarily the centre of attention. The teacher may have the gift of instruction and can inspire through knowledge and skill.

3. Teacher as an Organizer

This role is possibly the most challenging and essential one. Many exercises depend on strong organization and good preparation, and students know exactly what they are supposed to accomplish next. In front of this, providing instructions and organizing activities are

necessary in this function. Again, the role of an organizer can also act as a demonstration, which enables the teacher to become active and engaged with the students. Furthermore, the teacher also opens and closes activities and provides subject feedback.

4. Teacher as a Resource

During communicative activities, the instructors act as a walking resource centre, they are ready to offer assistance or provide learners with whatever language they might need. The teachers must make themselves available so that students can consult them when absolutely required. As a resource, the teacher can lead students to use available resources, such as the internet, for themselves; however, spoon-feeding students may have the unwanted consequence of making them dependent on the teacher.

5. Teacher as Assessor

In this part, the instructor assumes this role to observe how well students are doing or how well they performed. Feedback and corrections are organized and carried out. There are numerous ways to grade students, and the position of an assessor allows teachers to correct students. Yet, if it is not expressed sensitively and with support, it may be detrimental to a student's self-esteem and confidence in learning the target language.

6. Teacher as a Participant

When the teacher participates in an activity, the atmosphere in the classroom improves. However, when executing the activity, the teacher runs the risk of dominating it. Here, the teacher can enliven a class; if a teacher is able to step back and not become the center of attention, it can be a great approach to communicate with learners without being overpowering. According to (Harmer, 2015) in his book of “The practice of English language teaching fifth edition», suggested that teacher participation can be a valuable teaching strategy to promote student’s engagement and interaction, and create more authentic and collaborative learning environment in the classroom.

7. Teacher as a Tutor

Since students are engaged in a research project or self-study, the teacher acts as a coach. The teacher gives advice and assistance, as well as supports students in explaining ideas and limiting assignments. This role can be an excellent approach for providing individual attention to the learner. It also enables a teacher to personalize a course to suit a student’s needs. It can, however, lead to a student becoming increasingly reliant on or even too comfortable with one teacher and one approach or style of teaching.

8. Teacher as an Observer

According to Harmer, J. (2007), “In order to provide relevant feedback to students on their communication skills, we need to observe their performance carefully, while being mindful not to intrude too much. It’s very important to take notes on both their errors and success, as watching for both types of outcomes provides a more comprehensive view of their progress. We must be able to observe and work at the same time, absorbing and processing information to inform our feedback and assessment. This allows us to evaluate the effectiveness of the materials and activities used in the class, and make necessary adjustments for future improvement. Furthermore, this process of observing and giving feedback is essential for the professional growth of teachers”.

9. Teacher as a Motivator

In order to create a supportive and interesting learning environment, teachers should motivate their students to learn and give them the opportunity to express themselves so that they engage in the learning environment. Effective teachers encourage their students to develop a meaningful and respectful relationship with them by getting to know their interests and hobbies. As well, it provides an avenue for teachers to share some details about their lives outside the school. When students lose what is going on, or they lost words, here the teacher will provide them enough words or expression to nudge them forward in discreet and supportive way Harmer (2007).

10. Teacher as a Mentor

An excellent teacher acts like a mentor toward the students, giving assistance and support as they navigate the challenges of growing up. They act as role models and offer guidance on both academic and private matters. According to Harmer (2001), teacher as a mentor is someone who not only teaches their students but also guides and supports them in achieving their goals. Moreover, Harmer emphasise the importance of a teachers as a mentor in his book “The practice of English language teaching”. He claimed that mentorship is not just about giving academic guidance, but also about enhancing a good and a positive relationship with the students and creating a supportive learning environment Harmer (2001).

Consequently, the roles mentioned above play a very important part in the classroom’s engagement since they help in the students' development of good interaction and performance. A well qualified teacher is a person who has the entire ability to inspire, motivate and guide their learners to achieve their goals, and making a lasting impact on their lives. Further, interaction in class discussions is developed when teachers take on several responsibilities in the classroom and provide their educators with the opportunity to discuss ideas with them and with each other.

1.11 Characteristics of a Good, Effective or Qualified Teacher

Many trainers are fond of quoting from a work called “The Prophet” by Gibran k: “if the teacher is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you the threshold of your own mind” (Gibran 1991, p. 76). Such humanistic sentiments expose a dilemma in the minds of many trainers. Is teaching about the “transmission” of knowledge from teacher to student, or is it about creating conditions in which, somehow, students learn for themselves? (Harmer, J. p.56).

Teaching is a challenging profession, and unfortunately, many educators never advance beyond mediocrity, providing only the bare minimum for their learners. However, exceptional teachers go above and beyond, putting in endless effort to create stimulating and supportive learning environment. Effective teaching is often more about teacher’s approach to their students, subject matter, and work, rather than just their knowledge and expertise. Despite the fact that lists are certainly not all-inclusive, one may narrow down various characteristics that can be attributed to good and qualified teacher:

1. “Calling” to the Profession : Teachers who are effective have a strong dedication to their profession and are motivated by a calling to teach, as well as they have a powerful desire to provide help to the students to learn and develop their talents. This calling is essential for success in teaching because without it, teaching can become just a hard mission, and this is called “call of duty”. Furthermore, a positive attitude is a key component of this calling, as effective teachers understand the challenges of their job but still take pride in their work.

2. Respecting Students: In a good teacher’s classroom, each person’s ideas, guesses, and opinions are valued. Learners feel safe expressing their feelings and emotions; they learn to respect and listen to others. As a result, all students can benefit from the welcoming learning environment that the teacher creates. Carl Rogers (1983, p.34), argued that teachers should respect their students as individuals and create a learning environment that is non-judgmental, supportive and focused on their individual’s needs.

3. Professional Knowledge: Shulman (1986) has asserted that proficient teachers must possess seven different types of knowledge, which he refers to as professional knowledge. These areas of expertise include knowledge of:

- 1- The subject matter they are teaching.
- 2- The curriculum, instructional materials, and educational programs.
- 3- General principles and strategies for managing and organizing a classroom.
- 4-The characteristics and needs of the students they are teaching.
- 5- The specific educational environment in which they are teaching.

6- The goals and objectives of education.

7-The broader social and cultural context in which education takes place.

4. Creating a Sense of Community and Belonging in the Classroom: the mutual respect in a teacher's classroom provides a supportive, collaborative environment. In this small community, there are rules to follow and jobs to be done, and each student is completely aware that he or she is an important, integral part of the group. A great teacher lets students know that they can depend not only on them but also on the entire class.

5. Loving Learning: A good teacher is passionate about education and the course material, constantly renewing themselves as a professional in order to provide the best possible instruction to their students. They are not afraid to learn new teaching strategies or incorporate new technologies into their lessons, and they are always willing to share their knowledge with colleagues. Ultimately, a teacher who loves learning sets an example for their students and creates an environment where learning is valued and encouraged.

6. Good Leadership: a great teacher is a talented leader. Different from administrative leaders, effective teachers focus on shared decision-making and teamwork, as well as community building. This great teacher conveys this sense of leadership to students by providing them with opportunities for each of them to assume leadership roles.

7. Flexibility: A good teacher can shift gears and be more flexible when a lecture is not working. This instructor assesses his teaching throughout the lessons and finds new ways to present material to make sure that every student understands the key concepts. (Harmer 2007) noted that flexible teachers are reflective and self-aware in which they are able to evaluate their own teaching and always looking for new ways to improve their teaching and help their students succeed.

8. Cooperation: A good teacher collaborates with colleagues on an ongoing basis. Rather than thinking of themselves as weak because they ask for suggestions or help, this teacher views collaboration as strength to learn from a fellow professional. Additionally, a good teacher uses constructive criticism and advice as an opportunity to grow as an educator.

9. Patient: A great teacher must have patience because they are aware that learning takes time and that some students may want additional help or explanation. Students can improve their skills at their own pace with the support of a patient teacher. Furthermore, a patient teacher can understand that his students are not a machine, but human beings with feelings, emotions, and unique personalities.

10. Empathy: Another key to engaging students and improving their learning is to treat each one of them as an individual by being empathetic and understanding what may be going

on in their lives. In addition, a teacher's empathy and understanding can have a serious influence on a student's learning in the classroom, in addition to helping him establish a good relationship with the student.

11. Enthusiastic: A good teacher is enthusiastic about teaching and passionate about their subject matter. They are able to convey their enthusiasm to students, which can help motivate them to learn. According to (Harmer, 2001) in his book PELT, stated that the characteristic of enthusiasm is the key aspect of effective language teachers. He argued that enthusiastic educators are better able to motivate and engage their students that their enthusiasm can help create a positive learning environment.

12. Positive Perspective: effective teachers have a positive attitude toward both teaching and their students, as well as encourage the efforts of their students and trust in their capacity to succeed. Positive perspective involves building learner's language skills and experiences, teachers can create opportunities for students to take risks and make mistakes in a supportive and no judgmental environment. This also can help learners to develop their motivation and engagement inside the classroom.

13. Share Good Practices: According to (Rogers 1986), one of the most essential characteristics of an effective teacher is a willingness to transmit information and experiences to others. Without a doubt, teacher is a key to making education valuable and powerful by giving students everything they need to accomplish their learning and become more experienced. Probably, the best ways to communicate with students must frequently be tested in the classroom because education in itself is a practical field. According to (Rogers), an important component of being an effective instructor is to share the findings and best practices with others in the field. In addition, (Rodgers) emphasized the importance of sharing good practices as a means of promoting ongoing reflection and self-evaluation in the process of teaching, as well as for fostering a culture of collaboration and continuous learning within the profession.

14. Adaptability: Effective educators should be able to adapt their teaching strategies to the ages of their learners, the resources available, and changing curriculum, practices, and requirements. Adaptability is also one of the key skills demanded of a teacher who may be educating students of varying grade levels or different learning styles. (Harmer, 2015) emphasised that adaptability is a critical characteristic of effective teachers, and that educators need to be able to adjust their teaching approach to suit the changing needs and requirements of their learners and teaching contexts.

15. Management: (With-it-ness), the concept of with-it-ness (McEwan, 2002) is defined as the state of being on top of things, turned into the teaching and learning environment, and it controls the different facets of classroom life and major jobs. A” with-it” teacher is one who can organize and manage their classroom, engage students in the lesson, and keep up a fast-paced momentum. Teachers with this quality are ones who can multi-task, use their time most effectively, and adapt to the changing needs and demands of their job and the profession.

16. Instructional Effectiveness: for many, if teachers possess the requisite qualifications and years of teaching experience, being a good teacher is considered a given. However, we all know and work with teachers who have good credentials and lots of experience but have the same one year of teaching experience 20 times (as opposed to having 20 years of teaching experience). Knowing the content area and being able to deliver effective lessons matters. Study after study confirms that students who have high-quality teachers make significant and lasting learning gains. Those with less effective study habits play a constant game of academic catch-up.

17. Streets Smarts Teachers: street intelligent educators are those who have more knowledge about everything and what is really happening around them, about their students, the school environment, and the community. Besides this, they combine this knowledge with their great senses to solve any problem. Smart instructors are those who are aware of the real-life situation, they give help to the needy, they share their good collaboration with others, they are familiar with their institutional culture and they know which materials to avoid in the workplace.

1.12 Definition of Games

A game can be either practice, activity or sport designed or created to teach certain knowledge for the learners or participants, where the participants follow fixed rules and instructions. Moreover, games are systematic process dedicated for certain group to teach them specific subject.

1.13 Definition of Educational Games

Prensky 2001 emphasized that educational games are designed and created for the purpose of learning; it is often a mixture between educational content, learning principles and games. Digital games based learning is often organized to teach the learners in funny way; because fun relaxes the learners at the same time it puts them in a receptive state to acquire the new knowledge.

Educational games are often created to teach people about certain subject in a specific point in time, teach them new techniques and method that provides for them the opportunity to improve their interactive learning skills while learning. Moreover, educational games are meaningful activities designed by the teacher in the classroom in accordance with the age of the learners and that fits their learning level in order to achieve educational objectives in funny manner and with some engagement such as puzzle, role play and cross words.

According to Merriam Webster dictionary the term game has been defined as physical or mental competition conducted and created according to rules with the participants or the players in direct opposition to each other and often involves an activity engaged in for diversion or amusement. Nevertheless, EG paved the way to the learners to have a unified information in flexible environment Asan and Sezgin (2020). Moreover, educational games are always preferred at the elementary school level where learners are more active and develop both critical and stimulate thinking in the educational process Kapidere (2020).

Educational games are often found in order to help learners to evaluate their learning skills or are those amusing games with an educational aims like to teach grammar and vocabulary ,they are created in order to facilitate the lessons and their concepts, learn and discover the knowledge of the domain meanwhile develop problem solving skills while playing.

Kelley (1988), Sallen and Zimmerman (2003) defined games as a system which means it's a process that follows specific rules and instructions. At the same time it is a system of conflict because learners can face and find many problems and difficulties while playing, it is a combination between rigid subject and funny techniques to teach them, that it is to say teaching and learning Mathematics or physics or many subjects without feeling board.

Educational games are often designed to teach and guide learners to learn about specific subject, facilitate understanding the conceptual meaning of the knowledge, reinforce learner's learning process progress, it helps to understand different events in culture, educational games often promote an opportunity to the teacher to evaluate and assist the learners while playing, this includes boards, cards and video games.

Educational games are dedicated for learners for the purpose of learning and improving learning skills with easy techniques to learn about the subject matter in a game format. In addition, they are created to be used in educational environment and explicitly designed with educational purposes. (<https://www.igi-global.com>).

1.14 Benefits of Educational Games

Educational games plays vital role inside the classroom and the use of this type of games improves lots of skills such as learner's receptive and productive skills, problem-solving skill, it helps them to ameliorate their complex academic language as well as their sense of creativity develops. Moreover, using games for teaching will help the learners to build social skills like communication. Furthermore, it can transform old and traditional lesson plans into vivid, funny ones. EG playing a vital role in improving other skills like academic language, motivation, problem -solving skill, team work, communicative skills and time management.

1.14.1 Develop Complex Academic Language in and out of Schools

Learning academic language is very important element for learners and part of the curriculum for secondary school learners; it helps them to express their ideas, feelings and emotions easily. Nevertheless, many learners see academic language as a real obstacle and many of them found it hazardous to acquire or to learn about .for this reason educational game are created in order to help the learners to improve their receptive and productive skills for example they play cross words to learn about the vocabulary of the united. Nowadays EG become effective solution that may help students to improve their learning skills as well as it helps them to make their academic language better because one game can put them in an environment where they are obliged to follow certain rules and regulations to achieve the aims that are designed by the teacher or by the one who designed the game.

1.14.2 More Motivation

Educational games plays vital role in increasing motivation and interaction inside the classroom. While playing a game learners become more interested and motivated towards the subject as well as they pay more attention for the elements that the teacher is trying to highlight. Moreover games can be a tool to achieve classroom management that is to say throughout the regulations of the game that the teacher put, they can control the whole classroom for example in one game a teacher can prevent speaking as a rule for the game than he or she asks the learners not to use dictionaries and instead of they can ask for each other help means it become group or pair work in one hand it increases both of motivation and interaction and in the other hand it helps the learners to learn and acquire the knowledge without feeling board.

1.14.3 Problem-solving

Many researchers proved that learners who used educational games during their learning process are capable to solve the problems they face in smart way and easily more than others who did not , because they were engaged to real situations . Moreover, P-S skill involves critical thinking, division making, and creativity. It teaches them how to find the problem of the situation at first, then trying to find the maximum possible solutions after that the learners start trying the solutions to find the ultimate and the suitable one. By following these steps, the learners will be able to work in group as well as learning how to manage their time.

1.15 Team work

« Alone we can do so little, together we can do so much » Hellen Keller. Group work and pair work are very important inside the classroom, it teaches the learners how to think in different manner than the others as well as how to accept and respect the new ideas. Furthermore, when working in a team the sense of creativity increases because new ideas are immerging and each member is doing his best to find the best solution for the current problem that is to say each one is challenging the other members to find the appropriate solution from his own unique perspective, being able to work in group or in pairs is very important skill that participate to solve the problems effectively.

1.15.1 Developing Communicative Skills

« Good communication is just as stimulating as black coffee and just hard to sleep after» Anne Morrow Lindbergh. Communication is the most important condition that can make any situation succeed or fail, for this reason, it plays great role in one classroom. During playing any educational game, the most important part that that connects between members is communication. Both of educational games and communication work hand in hand, one improves the other that is to say if the communication between the members was successful the game would succeed, and if not the game would not be successful. At the same time, good educational games create environment for the members to communicate between each other and one another means the relationship between both is complimentary relationship.

1.15.2 Time Management

One of the benefits of educational games is that learners become more aware about time management, it is defined as a technique created to enable one or a group to do more actives in less period and with good results, that is to say it is the act or process of planning and exercising conscious control over specific period on specific activities and for better results. It

also known as the ability and the capacity to use time smoothly and successfully. Learners who manage and use their time effectively, first they are more productive because they can do different activities in short period. Second, they have fewer mistakes because they trained their mind to think very fast in correct manner, moreover they are less stressed in comparison with others because their mind is already habituated to work under the pressure of time and to have better results than others. It is important for learners to value their time and give the appropriate time for the right activity, for this reason, educational games give value for time management and because learners will be able to accomplish their goals depend, in part, on their abilities and capacities to make the most efficient use of time.

1.16The Effect of Educational Games

Before reaching the quarter of the twenty first century, educational games have proved its effectiveness in the field of educational. Many studies and researches emphasized that playing and using games while teaching and learning with appropriate content for the age supports the progress of many different skills like problem -solving skill, time management, cognitive and behavioural skills, both receptive and productive skills as well as the ability to make quick decisions (Blumberg & fish; Bunt & Gouws, 2020; Flynn et al; 2019; Majid& Ridwan, 2019). Teachers developed lot of games fits the content of lessons they are teaching about, many studies and researches proved that EG have positive impact on variables like classroom interaction, motivation, academic achievements for example developing complex, academic language. As well as it has positive attitude on learners compared to the old and traditional method that have been adopted years ago (Becker, 2017, khenissi et al., 2015) .By using games inside one classroom the learner become the center of the course and all of the learners will be involved in the lesson, what was noticed also is that success and motivation in the course increased. According to (Baytak& Land 2010) games design process that supports the formation and building of classroom culture and learner's cooperation. In addition, at the same research they mentioned that when the students develop their own educational game, they will obviously improve their multidimensional thinking skills, on the other hand Ruggiero and Green (2017) emphasized in their research that student's problem -solving skill have been improved because of the use of educational games. Furthermore, Walfisz et al. (2006) Lopez & Fabricatore (2012) said that learners who used educational games in their learning process are more creative than others who were not engaged to this techniques.

1.17 Types Educational Games

1.17.1 Puzzle

To begin with, Puzzle games appeared for the first time around 1760, it was created by the cartographer John Spilsbury. This game become popular at the beginning of 1900 s and has an effective effect on people who suffered from depression and it has remained popular since world war two. Puzzle games can be played over and over, it is source of fun for both adults and kids even teenagers found it as source for amusement, because it does not require huge investments of time. This kind of games have been created for the purpose of testing problem -solving skills, developing the thinking process and focused on completion that needs players to solve each stage, it can be played in group, pairs even alone. Solving puzzle games have lot of benefits first of all; it improves that player's memory because it reinforces the connections between the mind and the cells. It also minimizes the depression and this gives the mind a capacity to think more quickly. Additionally, it improves the short term memory; this memory is responsible about colours, sizes and different shapes. Second, puzzle games gives the players the ability to solve the problems better and think critically. Third, one of the most important values of this game is that it helps to delay the symptoms of Dementia and Alzheimer's disease because it always keeps the brain and the memory active. Finally, it lowers the stress level as well as increases the sense of creativity.

1.17.2 Crossword

Crossword are games made of grid of squares and blanks into which words vertically and horizontally, where the players need to answer the questions of the game in order to find the words and fill the blanks. Crossword appeared for the first time on the « fun» page of the New York world on 21 December 1913, Arthur Wyame a British journalist created it. The aim of crossword is to give learners the opportunity to evaluate their knowledge and gives them the chance to improve their vocabulary, this game are effective in all fields in medical education, communication, sociology, psychology and even biology.

1.17.3 Role-plays Games

Role-plays is another educational games, it increases the sense of creativity and improves group work skills. Moreover, it gives them the chance to be what they want and what they dream to be and this can help them to overcome some problems like chins and stress. Both of (Bowell and Eison, 1991, p.47) emphasized that role-plays engage student in authentic situations and scenarios that can be stressful, complex and even unfamiliar requires them to test personal feelings and emotions towards others and their circumstances. Playing

roles inside the classroom can be effective to motivate learners to learn skills used in real world situations, furthermore it improves communicative skills between the learners as well as enhances current teaching strategies.

1.17.4 Business Games

Business games are games created in order to reproduce those of working situations in a successful business; it helps to improve both of the individual and team performance in workplace. In a business game, participants typically take on the role of business owner, manager, or team member, and make decision based on simulated data and scenarios. This game may include elements such as financial management, marketing, production, and human resources. The objective is usually to grow the business or achieve a certain goal, and the game may be competitive, collaborative or both.

1.17.5 Board Games

Another game that has been adopted in the field of education, in this game, the players need to move certain pieces in a particular way on a board marked with a pattern. Some of the most popular board games include chess, Scrabble and Monopoly. These kinds of games have been played for centuries and continue to be enjoyed by people of all ages around the world. Further, they have been claimed that they are good to improve memory and cognitive skills.

Conclusion

Being able to interact effectively is one of the vital skill in the process of teaching English as a foreign language for EFL learners. This chapter shed lights on the importance of classroom interaction and using educational games in the class. Moreover, it focuses on the different techniques and strategies teachers use to achieve this aspect.

CHAPTER TWO
RESEARCH
METHODOLOGY
and DESIGN

Introduction

The study investigates the teacher's role in developing EFL learners' interaction skills. This chapter begins by presenting an analysis of the data collected through two different tools; a questionnaire and observation. To begin with, a questionnaire was submitted to teachers to explore their opinions and point of view about classroom interaction patterns and the ways in which teachers facilitate the process of interaction among their EFL students. Furthermore, to identify the strategies and techniques they teachers employ to promote interaction in the class. Additionally, this questionnaire designed to gather information about the effectiveness of educational games in the class, and its influence in developing EFL learners' interaction skills. On the other hand, classroom observation designed to collect information about the implementation of these techniques by EFL teachers in the class, and how the instructor facilitates the process of interaction among the students.

1. Methods and Approaches

The aim of this research is to explore the main techniques and strategies that teachers employ to promote interaction among EFL learners. Furthermore, to explore the effectiveness of educational games in developing EFL learners' interaction skills. A mixed method approach used to gather and analyze the data obtained from both questionnaire and classroom observation. Many scholars supported the mixed method approach. Among them, Creswell (2014) defines "mixed methods" research as a research approach that involves collecting, analyzing, and integrating both qualitative and quantitative data in a single study or a series of studies. He emphasized the importance of mixing two different types of data to gain a more comprehensive understanding of research problems. Furthermore, he emphasized the importance of using the mixed method approach systematically to ensure accurate and meaningful outcomes.

2. Population and Sampling

The selected population for this investigation was second-year EFL teachers at Aissa Hamitouche high school. Moreover, the total number of instructors in this population was 10 teachers who are responsible for teaching 2nd year EFL learners. The sampling approach used was convenience sampling, whereby participants were selected based on their availability and willingness to participate in the study. Furthermore, the selected teachers will provide researchers with a representative sample of the EFL teachers schools, allowing them to conclude the overall population based on their answers and insights.

3. Materials

The first material used in this research is a questionnaire, this research instruments was send to EFL teachers to gather much possible of information about their opinions, attitudes and points of views. This questionnaire consists of three sections, section one focused on collecting little information about teacher's highest level in studying English, and the duration of teaching this language. Section two, designed for the classroom interaction, and section three planned for the suggestions and comments for EFL teachers.

The second material employed to carry on this investigation is observation. This research tool was conducted to observe students' interaction and as teacher facilitator of interaction. The observers followed structured observation guide including, steps and activities, teacher's questions and learner's questions, and researcher's comments. Moreover, this observation was accomplished during regular class sessions and lasted approximately 60 minutes per session.

These two materials aimed to collect a comprehensive data on the role of the teacher and the influence of educational games in increasing interaction skills among EFL learners.

4. Data Collection

In this research, data were gathered through a combination of questionnaire and classroom observation. The primary objective of data collection was to collect information on the role of the teacher in increasing EFL learners' interaction skills and to explore the influence of using educational games on students' English learning and the positive impact of classroom interaction as a tool in promoting the process of interaction among EFL learners. To begin with, a questionnaire survey planned to gain insight into the techniques and methods used by instructors to promote interaction between the teacher and the students or between the learners themselves. Besides, classroom observation was implemented to obtain a deeper study of the dynamics of interaction within the classroom environment.

Section One: Teacher's Questionnaire.

Introduction

Effective interaction in the EFL classroom is crucial for language learning, as it provides students with opportunities to practise using the language in meaningful contexts and develop their communication skills. In order to create these opportunities, EFL teachers must employ a group of strategies and activities. The following research chapter focuses mainly on exploring the connection between classroom interaction and EFL teachers. Therefore, a questionnaire will be an appropriate tool to facilitate the process of our study. This

questionnaire was submitted to EFL teachers at the second-year level at Aissa Hamitouche Secondary School. The opinions of the participants (teachers) are important and beneficial to our investigation. The purpose of a questionnaire in a teacher's role in developing EFL learners' interaction skills is to gather information about classroom interaction patterns and the ways in which teachers smooth the way of interaction among their students in the English as a Foreign Language EFL classroom. Specifically, it seeks to identify the strategies and techniques that teachers use to promote interaction in the classroom, including group work, pair work activities. The questionnaire will also provide valuable feedback on the effectiveness of these methods, which can be used to tailor instructional methods to the specific needs and interests of students. Furthermore, it can shed the light on the teacher's perception of educational games and their impact on their learners' language skills.

1.1 The Teacher's Questionnaire

1.1.1 Aims of Teacher's Questionnaire

Based on the questions asked in the questionnaire, the aims are likely to be:

- To gather information about the background and qualifications of English as Foreign Language EFL teachers, such as their level of education and years of teaching experience.
- To investigate how EFL teachers perceive the teaching of English in secondary schools and the challenges they face in controlling their classrooms.
- To explore how classroom interaction can be used to improve students' performance in English.
- To identify EFL teacher's preferred strategies for encouraging students' interaction in the classroom.
- To examine EFL teacher's attitudes towards educational games and their role in developing EFL learners' interaction.
- To gather suggestions and comments from EFL teachers on how to improve learners' interactive skills.

1.1.2 Administration of the Questionnaire

The current research focuses on a sample of ten English as Foreign Language EFL teachers who are responsible for teaching second-year students at Aissa Hamitouche secondary school. The study was conducted through a questionnaire that was distributed to two different groups of teachers. Five teachers were sent the questionnaire via email on Wednesday, April 13th, 2023, while the other five teachers were sent the questionnaire face-to-face during a meeting held on the same day. All of them have returned back their completed questionnaires on Monday, April 17th 2023.

1.1.3 Description of the Questionnaire

The teacher's questionnaire was made up of thirteen questions, divided into three parts, background information, classroom interaction, and suggestions and comments. The types of questions in this data collection tool are definitely various, including yes or no answer, where the teachers are going to tick simple yes or no. Moreover, it includes multiple-choice questions, in which teachers are going to select one answer from different options, two answers from various options, or all the of the above options. At the end of the questionnaire, it is an open-ended question which asked teachers if they had any suggestions and comments that could help develop learners' interaction skills.

Part One: Background information Q1-Q2:

The first part is planned to collect some personal information about the teacher. Question number one 1 asks teachers about the highest level of formal education that they have completed in English. While question number two inquires instructors to state the numbers of years they have been teaching English at the Secondary school level.

Part Two: Classroom Interaction Q3-Q13:

The second part is designed to gather details information about teachers' implementation of Classroom Interaction in English as a Foreign Language EFL classes. To begin with, question number three asks instructors to rate how they find teaching English in Secondary school, whether easy, difficult, average, or other. Then, question number four asks teachers if teaching English has given them enough experience to control their classroom, with yes or no response. In addition, question number five requests instructors to select the best option from the previous question that is relates to the teaching strategies. Moreover, question number six is a yes / no question about whether classroom interaction is a helpful tool to improve their students' performance. Additionally, question number seven provides multiple options from teachers to pick regarding the effectiveness of classroom interaction. Furthermore, question number eight inquires about the strategies and techniques that teachers prefer to use to encourage their students to interact inside the classroom, and provides them many options to select the appropriate technique and strategy. Besides, question number nine queries educators about how they find their learners as they engage them in interactive activities. The following question, ten requests teachers to identify what kind of interactive game activities are best to develop EFL learners' interactive skills. Next, question number eleven asks teachers for their opinions about whether interactive game activities play an important role in developing EFL learners' interaction skills or not. Question number twelve solicits educators' views about the effectiveness of interactive game activities in enhancing

EFL learners' interaction skills. Lastly, question number thirteen inquires teachers to give their standpoints about how they can rank their roles in the classroom when learners are interacting, providing them some various options to select.

Part Three: This questionnaire ends with suggestions and comments for teachers, asking them if they were completely free to answer about what improvements they would suggest to develop learners' interaction skills.

1.1.4 Analysing of Teacher's Questionnaire

Part one:Background Information.

Question1: What is the highest level of formal education that you have completed in English?

Table A1: Teacher's highest level in studying English.

Levels or Degrees	Frequency	Ratio
English licence degree	06	60%
Master's degree	03	30%
PhD (doctorate)	01	10%
Total	10	100%

According to the results obtained from to table A1, and which provides insights into educational qualifications of the surveyed teachers in the field of English. It reveals the distribution of instructors based on their highest level of formal education they completed in English. According to the findings, **60%**of teachers indicated that their highest level of education is a license degree. This suggests that the majority of them have an average level of education qualification in the subject. Moreover, **30%**of teachers reported that they have obtained a Master's degree, indicating a higher level of education qualifications.. Interestingly, **10%**of the surveyed teachers hold the highest academic degree of a PhD (Doctorate degree). This group represents the experts in their field, possessing extensive knowledge and expertise in English education. It is worth noting that no other degree were reported by the surveyed teachers, indicating that the majority of them fall into the categories of license degree, Master's degree, or PhD degree holders. These findings shed light on the educational background of the teachers participating in the study, proving a range of qualifications from average to highly skilled individuals.

Question 2: How long have you been teaching English?

Table A 2: Teacher's experience in teaching English at High School.

Years	Frequency	Ratio
a-1-5	03	30%
b- 5-10	02	20%
c- More than 10 years	05	50%
Total	10	100%

According to the results obtained from table A2, the data reveals that **50%** of teachers indicated that they have been teaching English for more than ten years. This extensive teaching experience positions them as seasoned educators, capable of performing their job with a high level of expertise and accumulated knowledge. On the other hand, **20%** of the surveyed teachers reported that they have been teaching English for a duration ranging from one to five years. This relatively shorter teaching experience provides them with a fresh perspective and enthusiasm in their teaching practice. Moreover, **20%** of teachers stated that they have been teaching English for exactly ten years. This specific duration of teaching experience may have allowed them to achieve a high level of success in both teaching classroom management.

Part Two: Classroom Interaction.

Question 3: How do you find the teaching of English in the Secondary School?

Table A 3: The level of teaching English at Secondary School.

Options	Frequency	Ratio
a- Easy	00	00%
b- Difficult	02	20%
c- Average	06	60%
d- Other	02	20%
Total	10	100%

According to the results gained from table A3, approximately **60%** of teachers viewed teaching English in the secondary school as an average language to teach. This suggests that they perceive English as a language that can be effectively taught within the classroom settings, without significant challenges or difficulties. On the other hand, **20%** of teachers expressed that teaching English is difficult. Interestingly, **20%** of teachers provided other responses that they are not motioned in the table above. While, no one of them declared that teaching English is easy, because it has a large vocabulary, difficult grammar, and challenging

pronunciation. In short, the findings reveal a range of perceptions among the teachers regarding the teaching of English in the secondary school, with a majority considering it as average language to teach, a notable portion perceiving it as difficult due to its limited real-life use.

Question 4: Does teaching English gives you enough experience to control your classroom?

Table A 4: Teacher's experience in controlling their classes.

Options	Frequency	Ratio
a- Yes	10	100%
b- No	00	00%
Total	10	100%

According to the results gathered from table A4, remarkably, **100%** of teachers answered "yes" to this question, indicating that teaching English has provided them with sufficient experience to effectively manage and control the classroom environment. This suggests a high level of confidence and competence among the surveyed teachers in terms of their ability to maintain discipline, engage students, and create a conducive learning atmosphere while teaching English. In short, the findings suggest that the surveyed teachers feel adequately prepared and experienced in classroom management because of their teaching experience in English.

Question 5: If yes, is it because your teaching strategy focuses on ?

Table A 5: teachers' strategies in the classroom.

Options	Frequency	Ratio
a-The active action of learner	01	10%
b- The learner-learnerinteraction	03	30%
c- The teacher-learnerinteraction	05	50%
d- The teacher-centred method	01	10%
Total	10	100%

According to the results obtained from table A5, **50%** of teachers stated that they utilize the teacher-learner interaction strategy. In contrast, **30%** of teachers focus on the learner-learner interaction technique. This proves the importance of learners interacting with one another, as it facilitates the exchange of ideas, information, and collaborative learning. Interestingly, **10%** of teachers selected the strategy of the active action of the learner. Similarly, another **10%** of teachers considered the teacher-centered method as the appropriate

strategy for teaching English. The findings highlight the diversity of perspectives and preferences among the teachers regarding interaction strategies in the classroom. It is clear that all teachers have different approaches, and those instructors employ various strategies based on their teaching styles. In short, the results show that a range of approaches employed by teachers, including teacher-learner interaction, learner-learner interaction, active action of the learner, and teacher-centered methods, reflecting the varied instructional practices in promoting interaction during English language teaching.

Question 6: Do you think that Classroom interaction is helpful to improve your students' performance?

Table A6: Teacher's opinions about whether classroom interaction is helpful to improve their student's performance.

Options	Frequency	Ratio
a-Yes	10	100%
b- No	00	00%
Total	10	100%

Based on the results gathered from table A6, it is evident that all of the teachers agree on the positive impact of classroom interaction in improving student's performance. The data indicates that **100%** of teachers believe that classroom interaction plays a crucial role in enhancing students' learning and skill development. The huge agreement among the teachers demonstrates the significance they place on interaction as an effective educational tool. Furthermore, this proves that classroom interaction creates a powerful and engaging learning environment, which develops student participation, active engagement, and overall academic growth. The findings suggest that the teachers perceive classroom interaction as a means to develop various aspects of student performance, including cognitive skills, social skills, vocabulary development, and motivation.

Question 7: If yes, is it because classroom interaction?

Table A7: The importance of classroom interaction.

Options	Frequency	Ratio
a-Develops learners' cognitive skills	02	20%
b-Develops learners' social skills	01	10%
c-It improves their vocabulary	01	10%
d-It motivates them	01	10%
e-All of the above	05	50%
f- None of the above	00	00%
Total	10	100%

Based on the results collected from table A7, **20%** highlighted that classroom interaction plays a significant role in developing learners' cognitive skills. This may prove that through interaction, students are exposed to diverse perspectives and ideas, leading to improved cognitive abilities. Another **10%** of instructors agreed on the vital role of classroom interaction in enhancing learners' vocabulary. This shows that classroom interaction is a powerful aspect that helps learners to gain much vocabulary terms and more knowledgeable. Additionally, **10%** of teachers expressed that classroom interaction fosters motivation among students. This implies that when students actively participate and interact with their peers, their motivation to learn increases. Besides, **50%** of teachers concurred with all of the multifaceted benefits of classroom interaction in increasing learners' skills. These findings highlight the positive impact of interactive classroom environments and toward teachers and learners.

Question 8: What is your preferred strategy to make your students interact in the classroom?

Table A8: Teacher has preferred strategy to make their students interact in the classroom.

Options	Frequency	Ratio
a-Choosing authentic topics	03	30%
b-Using simulation and role play	02	20%
c-Design group and pairs	03	30%
d-All of the above	01	10%
e-Others	01	10%
Total	10	100%

Based on the results gained from table A8, **30%** of the teachers indicated a preference for using authentic topics. Another **30%** of teachers selected group and pair work as their

preferred strategy. This implies that these teachers value collaborative learning approaches where students work together in small groups or pairs, enabling them to interact, share ideas, and learn from one another. Similarly, **20%** of teachers indicated a preference for role-plays and simulations. In addition, the data also shows that **10%** of teachers agreed on all the options presented, indicating that they recognize the value of employing multiple strategies to promote student interaction in the classroom. Additionally, **10%** of teachers chose other strategies, but the specific details of those strategies are not provided in the table. Based on the available information, these views are a representative of how teachers felt about various methods of encouraging student's involvement.

Question 9: How do you find your learners as you engage them in interactive activities?

Table A9: Teacher's views about the engagement of their students in using the interactive activities.

Options	Frequency	Ratio
a-Dependent on the teacher	03	30%
b-Dependent on group members	01	10%
c-Independent	02	20%
d-Looking for information a lot	02	20%
e-Other	02	20%
Total	10	100%

Based on the results collected from table A9, approximately **30%** of teachers stated that their learners depend on them as they prepare games or activities. This suggests that these teachers play a crucial role in guiding and facilitating the learning process. Around **20%** of teachers noted that their learners exhibit dependency on their classmates or group members. Another **20%** of teachers observed that their learners actively search for information and strive to find solutions on their own. This indicates a higher level of independence and self-directed learning among these students. Moreover, **10%** of the teachers reported that their learners rely on their colleagues when working in groups. Additionally, **20%** of teachers mentioned that their learners exhibit dependency on other aspects, although specific details regarding the nature of this dependency are not provided in the table. These findings shed light on the diverse patterns of learner dependence observed within the classroom. While some learners rely on their teachers, classmates, or external sources for support, others demonstrate a higher degree of independence and self-reliance.

Question 10: Which of the following games you think that best develops EFL learner's interactive skills?

Table A10: Teacher's opinions about the best games that develop their learners' interaction skills.

Options	Frequency	Ratio
a- Crossword puzzle	08	80%
b-Scrabble	01	10%
c-Who/ What am I	01	10%
d-Bingo	00	00%
Total	10	100%

Based on the results obtained from table A10, approximately **80%** of teachers believe that crossword puzzle games are the most effective in promoting interactive skills among EFL learners. Thus, Crossword Puzzles have a long-standing reputation in education for their ability to engage learners, enhance vocabulary acquisition, and foster critical thinking and problem-solving skills. Around **10%** of the teachers identified Scrabble as an effective game for developing interactive skills. Thus, Scrabble is known for its emphasis on word formation, spelling, and strategic thinking, which can contribute to improved language proficiency and communication abilities. Similarly, another **10%** of teachers acknowledged the effectiveness of the "Who/What am I" game. This game encourages learners to ask and answer questions, think creatively, provide descriptive clues, and enhance their communication abilities. The findings from this table reflect the perceived effectiveness of specific games in promoting interactive skills among EFL learners, highlighting the potential of these games as valuable tools in language instruction.

Question 11: Do you think that interactive games activities play a vital role in developing EFL learner's interaction?

Table A11:Teacher's opinions about whether interactive games activities play a vital role in developing EFL learner's interaction or not.

Options	Frequency	Ratio
a- Yes	10	100%
B- No	00	00%
Total	10	100%

According to the results obtained from table A11, all of teachers **100%** recognized the importance of these activities in enhancing learner interaction. According to the findings, it is clear that none of the teachers responded negatively, indicating a unanimous agreement on the positive impact of interactive games in promoting interaction among EFL learners. These findings highlight the strong belief among teachers in the effectiveness of interactive games activities for developing EFL learner's interaction.

Question 12: If yes, is it because they?

Table A12: Teacher's opinions about the effectiveness of interactive game activities in developing their learners' interaction.

Options	Frequency	Ratio
Increase student's participation	02	20%
Foster social and emotional learning	01	10%
Motivates students to be more active and aware	01	10%
Improve student's attitude toward learning and boosted their academic learning	01	10%
All of the above	05	50%
Total	10	100%

Based on the results collected from table A12, the findings indicate that **50%** of the teachers recognized the significant role of interactive games in promoting student interaction, motivation, and social skills. Meanwhile, **20%** of teachers acknowledged the positive impact of interactive games on improving learner's interactive skills. An additional **10%** of teachers highlighted the influence of interactive games in fostering a positive attitude towards learning. Similarly, **10%** of teachers identified the contribution of interactive games in enhancing learner's social skills. Another **10%** of teachers emphasized the role of interactive games as a source of motivation for students. Based on these findings, it is recommended for educators to consider incorporating a variety of interactive games into their teaching methods. By doing so, teachers can enhance student engagement, motivation, and the development of important skills.

Question 13:How can you rank your role in the class when learners interact?

Table A13: The role of the teacher in developing learners' interaction in the class.

Options	Frequency	Ratio
a- Just a guide	04	40%
b- A transmitter of knowledge	01	10%
c- To help learners develop their interactive skills	03	30%
d- To transmit skills and cultural aspects of L2	01	10%
e- Other	01	10%
Total	10	100%

Based on the results obtained from this table, **40%** of teachers perceive their role as that of a guide, providing support and guidance to facilitate student interaction. On the other hand, **10%** of teachers believe their role primarily involves transmitting knowledge to learners. Interestingly, **30%** of teachers consider their role to be focused on helping learners develop their interactive skills. Additionally, **10%** of teachers view their role as transmitting not only skills but also cultural aspects related to the target language. Finally, **10%** of teachers indicated other roles, which may vary based on the specific needs and context of the learners. These findings highlight the different point of views among teachers regarding their roles in facilitating interaction in the classroom. While some teachers give priority to guiding and supporting learners, others answered about knowledge transmission, skill development, and cultural aspects.

Part Three:Suggestions and Comments.

At the end of the questionnaire, EFL teachers were presented with an open-ended question to gather their insights on potential improvements or suggestions to enhance learners' interaction skills. To ensure a comprehensive understanding, a group of 10 teachers elaborated on their answers, providing additional details regarding this question. Fortunately, we received a wealth of valuable suggestions from their responses.

Based on the teachers' feedback, **20%** of them recommended the utilization of motivational techniques as a means to improve and enhance students' interactive skills. Additionally, **30%**of teachers emphasized the importance of teaching active listening, noting its significant benefits. Another **20%**of teachers highlighted the significance of fostering collaborative relationships among learners as the most effective approach. Lastly, **30%**of teachers affirmed

that initiating discussions with students on open-ended topics can greatly enhance their interactive skills.

Section Two: Classroom Observation

Introduction

Classroom observation is a valuable tool for evaluating and improving teaching practices. Through this tool, we can gain insights into the effectiveness of different teaching approaches. Many studies have shown that classroom observation can be a powerful technique for facilitating research, as it provides researchers with rich data, direct access to the learning environment and many chances for professional development. Furthermore, the observers can gather much details information that suits their needs. In this context, researchers conducted a classroom observation to gather information about teacher's strategies, techniques, and interactive activities for promoting interactional competence among EFL learners. As well as, scholars will describe and analyse the results of this observation.

2.1 Classroom Observation

2.1.1 Aims of Classroom Observation

As it was mentioned previously, this research seeks for many answers and solutions to gather lot information. Thus, classroom observation is a successful instrument that enables us to carry out this investigation. The main objective of classroom observation is to collect data on how the teacher is promoting opportunities for EFL learners to practice their interaction skills during classroom activities. Furthermore, researchers aim to gain insights into the main strategies and techniques used by instructor to develop the process of interaction among the students. Specifically, scholars are interested in noting how the teacher structures and facilitates interaction in the classroom, how does she/ he provides feedback and guidance to support students' interaction skills development, and how learners are engaging with each other in English during the activities. Additionally, the observation aims to examine how educational games are structured and facilitated by the teacher, whether students are really interact using this games, what types of educational games teacher uses in the classroom, and whether students are engaging with one another during the games.

2.1.2 Description of the Classroom Observation

The classroom observation was conducted on April 17th, 18th, 19th, 20th 2023, in English language class, branch of English as Foreign Language EFL at Aissa Hamitouche Secondary School. The class consists of 20 students, both male and females gender. The

teacher, Mrs. Amari, has been teaching English for five years and has a Licence degree certificate. The main focus on this observation was on Mrs Amari strategies and techniques for promoting interaction and communication among the students, the use of feedback to support the development of students' language skills, and how the learners are engaging with the teacher during interactive activities.

2.1.3Analysing of Classroom Observation

Classroom Observation N°1

School: AissaHamitouche

Level: 2nd year level

Time: 2h (10-12).

Date: Monday, April 17th, 2023.

Name of teacher: Mrs Amari.

Topic: Disaster and Safety

Game: Puzzle game.

Unit: No man is an island.

Observation Objectives: the objective of the first classroom observation is to note and assess how effectively the teacher is facilitating students interaction related to the topic of Disaster and Safety, what are the main techniques and activities teacher uses to promote interaction in the class, and how she encourage active participation in the class to create a successful learning environment. Furthermore, to note how the teacher is providing assistance and guidance to students and how she is smooth the way of learning using the educational games "Puzzle Game".

Session2(1h) The use of Educational Games (Puzzle)	Steps & Activities	Student's Questions? Learners' Questions?	Researcher's Comments
<p>-During the second session of an EFL class on natural disasters and safety, the teacher (Mrs Amari) introduced a puzzle game that asked the students to use their critical thinking and problem-solving skills to prepare for a potential earthquake. The game was about arranging a list of emergency supplies in a backpack in the most efficient and effective way possible.</p> <p>-The teacher started by reviewing key vocabulary related to the topic, which is natural disasters and safety, such as earthquake, emergency kit, and first aid. Then, she demonstrated how to play puzzle game, breaking down the steps involved and giving examples of how to arrange or order the supplies in the backpack in English.</p> <p>- Then, the students required working individually or in pairs to solve the puzzle, using their English language skills to describe their decision-making process and justify their choices. When the students were working on the puzzle, the teacher circulated around the class, giving guidance, help and responding all the questions needed to the students.</p>		<p>-Throughout the activity, the teacher asked open-ended questions to promote the students to think positively about their choices and decision-making process in English. For instance, the teacher asked, “what are the most important objects to have in emergency box”? In addition, “how can we prioritize our supplies to ensure we have everything we need in the event of an earthquake?”</p> <p>- Students were so engaged and so interesting about these sorts of events, some of them asked good questions to the teacher, and two of them asked the teacher to give them an alternative word to Supplies.</p> <p>- For example, one student asked “How can we say “Flashlight in English? And what other objects should we consider including in our emergency box?”</p> <p>- Another student asked the</p>	<p>-During our observation, we noticed that the puzzle game effectively engaged the students in problem-solving and critical thinking related to the topic “disasters and safety” while also providing opportunities for the students to practice their English language skills. Furthermore, as observers, we noticed how the teacher provided clear instructions and guidance, while also she allowed the students to work independently and explore several strategies.</p> <p>- In short, the lesson was well-structured and engaging, and the students seemed to have developed their knowledge and understanding of</p>

	<p>teacher; can you give us a word that is similar to “supplies”?</p> <p>- The teacher responded to all these questions in English and encouraged them to use English language vocabulary and sentences related to the topic.</p>	<p>emergency preparedness and English language skills through the puzzle game.</p>
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Observation Description: This observation takes place in EFL classroom, 2nd year level, the time limited in 2 hours. The first hour is for introducing and explaining the lesson, and the second hour is for the use of educational game (Puzzle game).

Observation structure:

- 1/ Step and activities.
- 2/ Teacher’s questions and learner’s questions.
- 3/ Researcher’s comments.
- 4/ Data analysis.

Table B1. Classroom observation about the main techniques and strategies that teacher uses to promote interaction in EFL class.

Table B2. Classroom observation about the use of educational game Puzzle in EFL class.

Data Analysis 1

Based on the data gathered during the observation, which lasted for tow 2 hours, it is clear that the teacher used effective strategies and techniques to engage students in participating and share their opinions and ideas related to the topic of Disasters and Safety. Furthermore, the teacher use images, questions, and activities which represents **50%** of the class time and which all contributed to a positive learning environment. Out of the 20 students’ interactions that happened during the observation, all of them were fully involved in asking clarifying questions or building off each other’s ideas, which represents **90%** of the interaction. After the observation, the students completed a quiz of different types of natural disasters, and on average, they scored **90%** correct. Finally, the teacher used a puzzle game related to disasters and safety, and after playing the game, the learners were required to write a short paragraph about what they learned. **90%** of the students were able to apply the concepts they learned to a real world scenario, which demonstrates a good level of critical thinking skills.

Classroom observation N°2

School: AissaHamitouche.

Level: 2nd year level

Class size: over 20 students

Time: 1h (10-11).

Date: Tuesday, April 18th, 2023.

Name of teacher: Mrs Amari.

Topic: Review to the previous topic “Disaster and Safety”.

Unit: No man is an island.

Observation Objectives: the objective of this classroom observation is to assess the effectiveness of the teacher’s review and reinforcement strategies for vocabulary and grammar structures related to the topic of disasters and safety. By observing the class, researchers can evaluate whether the students are able to remember and apply the vocabulary and grammar structures from the previous lesson. In addition, this observation can help u to ensure that the students are retaining important information related to safety awareness and are prepared to use this knowledge in the real life situations.

Observation Description: This observation takes place in EFL classroom, 2nd year levels, the time limited in 1 hour.

Observation Structure:

- 1/ Steps and activities.
- 2/ Teacher’s questions and learner’s questions.
- 3/ Researcher’s comments.
- 4/ Data analysis.

Table B3. Classroom observation about the main techniques and strategies that teacher uses in reviewing the lesson of disaster and safety in EFL class

Steps and Activities	Teacher's Questions? Learners' Questions?	Researcher's Comments
<p>-During the observation, we observed an EFL class for second year Secondary school, in which the teacher was reviewing the vocabulary and grammar structures from the previous lesson on natural disasters and safety. The teacher (Mrs Amari) started the session by asking her students to remember the vocabulary terms that are related to the topic of "Disasters and Safety", such as earthquake, floods, fires and drought.</p> <p>-The students were also worked in pairs to create a short conversation that contains the vocabulary words and grammar structures from the previous lesson.</p> <p>- After that, when the students were working in pairs on their dialogues, the teacher again turned around the class and asked several questions to promote critical thinking and to facilitate discussion among students.</p>	<p>-In the observation, both teacher and students asked questions to make the dialogue works.</p> <p>-For example, the teacher asked her students "what are some of the different ways that people can prepare for natural disasters?"</p> <p>-While, students were working in pairs, some of them provided the teacher some different ways that people can prepare for natural disasters.</p> <p>-As well as, students asked questions to clarify their understanding and search for teacher's guidance on how to use the appropriate vocabulary terms and the correct grammar structures.</p> <p>-For instance, one student asked the teacher "Can we use the previous vocabulary words that you have given them to us before in our dialogues? And of course the teacher said; yes absolutely you can use many words, and she gave them other words to satisfy their needs.</p>	<p>-We as observers, we noticed that the review activity is an effective way to promote interaction in the classroom, as it was a good way to reinforce the vocabulary and grammar structures from the questioning technique played a vital role in developing EFL learners' interaction and which helped in creating an open discussion between the teacher and learners previous lesson and promote an active engagement in learning about natural disasters and safety procedures.</p> <p>Furthermore, the pair work activity was so effective in encouraging collaboration and creativity among students; as well as, they were so strict and so serious during the activity.</p>

Data Analysis 2

Throughout the observation, a total **10** pairs of students were observed engaging in the pair work activity that is related to the topic of “Disasters and Safety”. An analysis of their conversation demonstrated that, on average, each pair used for about **10** vocabulary words and **3** grammar structures correctly in their dialogue. Moreover, **80%** of the pairs included extra information for example; actions to take during natural disasters and communication methods, illustrating their understanding and application of the topic.

Furthermore, when the teacher Mrs Amari asked about her use of review activities in the class, she mentioned that she conducts such activities at the end of each topic. A review of her teaching records showed that over the past **5** weeks has conducted 10 review activities. On average, each review activity lasted for **20** minutes and included opportunities for all students to practice the language and develop their communication skills.

These statistics suggest that the use of pair work and review activities can be effective techniques for developing EFL learners’ interaction skills in the classroom

Classroom Observation N°3

School: Aissa Hamitouche.

Level: 2nd year level

Class size: over 20 students

Time: 1h (09-10).

Date: Wednesday, April 19th, 2023.

Name of teacher: Mrs Amari.

Topic: Reported Speech.

Unit: No man is an island.

Observation Objectives: the objectives of this classroom observation is to observe the effectiveness of the teacher’s instruction and students’ learning in the class that is related to the lesson of Reported Speech. Furthermore, this observation aims to know what techniques and strategies teacher uses in raising student’s knowledge (scaffolding and questioning techniques), his role in developing interaction among students, the students’ engagement in the lesson, their level of understanding of reported speech, and also to note how the teacher is providing feedback and guidance to support 2nd year EFL learners interaction skills.

Observation Description: This observation takes place in EFL classroom, 2nd year level, the time limited in 1 hour.

Observation Structure:

- 1/ Steps and activities.
- 2/ Teacher's questions and learner's questions.
- 3/ Researcher's comments.
- 4/ Data analysis.

Table B 4. Classroom observation about the main techniques and strategies that teacher uses in raising student's knowledge in EFL class.

Steps and Activities	Teacher's Questions? Learner's Questions?	Researcher's Comments
<p>-During the observation, the teacher used various steps to make everything clear for her students in order not to get lost.</p> <p>-<u>First step</u>, (Introduction and pre-assessment). The teacher (Mrs Amari) presented the lesson on reported speech and explained what it is, and why it is important in the grammar English. Then she asked her students if they already know something about reported speech and if they are familiar with this concept. In addition, she distributed a pre-assessment activity, which includes a short paragraph written in direct speech, and asked the students to rewrite it to the contrary form (indirect speech).</p> <p>-<u>Second step</u>, (Presentation to</p>	<p>-Throughout the observation, the teacher asked her students different questions that relates to the lesson of Reported Speech. For example, she asked:</p> <p>1- Are you familiar with the concept of reported speech?</p> <p>2- What do you know about reported speech?</p> <p>3- Have you ever heard about reported speech?</p> <p>4- What are rules and structure of reported speech?</p> <p>5- Can you give me some examples of sentences in reported speech?</p> <p>-As well as, many students asked various question about this lesson. For instance, a student asked; How do i know to change the tense in reported</p>	<p>-We as observers, we noted that teacher (Mrs Amari) used a variety of techniques and strategies to promote interaction inside the class, and to engage students and help them understand the concept of reported speech. As well, the teacher gave a clear explanation and many examples, and allowed many opportunities for her students to practice converting direct into indirect speech. We also noted that the students were fully involved and engaged in the lesson, asked many questions, and actively participated in the tasks.</p> <p>-Furthermore, we noted that 2nd year EFL students have a strong desire to study, the good will and brave</p>

<p>reported speech). The teacher introduced the rules and the structure of reported speech, including, changes in verb tense, pronouns, time and place expressions and punctuation. Then, she gave many examples on the table, and asked students to practice converting direct speech into reported speech in pairs.</p> <p><u>-Step three</u>, (Controlled practice). After that, the teacher shared a worksheet with many sentences written in direct speech and asked students to rewrite them in reported speech. The students worked on the worksheet individually, and the teacher provided feedback and help as needed.</p> <p><u>-Forth step</u>, (Guided practice). Next, the teacher divided the class into small groups, and assigned each group a situation to create a conversation. The students worked together to create a conversation on direct speech, and then rewrite it in reported speech. The teacher again gave feedback and assistance to students if needed.</p>	<p>speech? Other one she is a girl, asked; what happens to pronouns in reported speech? Another learner asked again; How do we report questions in reported speech?</p> <p>- Without a debt, these kind of questions are very important to open a vast discussion between the students and the teacher, and as observers, we noted that students already knew a bit information about the topic, however, they just want activate their previous knowledge and share it with the teacher.</p>	<p>personalities lead them to be a good students, and anything asked of them to do, they do not ignore it; they do it and review it.</p>
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Data Analysis 3

During the observation, it was noted that out of **20** students in the 2nd year EFL class, showed a strong understanding of the concept of reported speech, as evidenced by their ability to accurately apply the rules and structure in their spoken and written communication. Besides, some students showed a moderate understanding, while some of them struggled with the concept and required additional support. The teacher Mrs. Amari was observed providing individualized feedback and support to these students during class activities, which contributed to their improvement over time. As a result, the class achieved an average score of **80%** on the reported speech assessment, which indicates a good understanding of the concept. Furthermore, the teacher used several techniques to develop her students learning skills including; questioning technique, which contributed the positive engagement in the class, and scaffolding technique, which provided students the opportunity to retain better knowledge. Besides, the teacher's use of various roles, such as facilitator, organizer, motivator, assessor, and observer, played a significant role in the success of student's learning results.

Classroom Observation N°4

School: Aissa Hamitouche.

Level: 2nd year level

Class size: over 20 students

Time: 2h (10-12).

Date: Thursday, April 20th, 2023.

Name of teacher: Mrs Amari.

Topic: Reported speech.

Game: Word search game puzzle.

Unit: No man is an island.

Observation Objectives: the objectives of this classroom observation is to observe how the teacher is promoting interaction inside the class using the Word search game, as well to note how the teacher is encouraging the students to express their opinions and participate using the game. Furthermore, to note the effectiveness of group work in promoting collaboration and communication among students, and how the teacher is providing feedback and guidance to her learners.

Observation Description: This observation takes place in EFL classroom, 2nd year level, the time limited in 1 hour.

Observation Structure:

1/ Step and activities.

2/ Teacher's questions and learner's questions.

3/ Researcher's comments.

4/ Data analysis.

Table B 6. Classroom observation about the use of Word search game in (EFL) classroom.

Session1:(1h) Educational Games& -Word search Puzzle Game.	Steps Activities	Teacher's Questions? Learner's Questions?	Researcher's Comments
<p>-During the observation, the teacher again started with a brief review to the previous topic of reported speech, asking them some questions to make sure that they still remember the rules and instruction that relates to the topic.</p> <p>-After that, the teacher gave the students an activity using Word search game, she divided the class into small groups of five (5) students each and distributed a word search puzzle game related to disaster and safety to each group.</p> <p>-Then, she explained that the students they will work together to find and match the words in the game. In order to make it easy, she motivated them by adding extra marks for those who find all the</p>		<p>-Throughout the observation, the teacher asked the students some questions about the game. For example, she asked if they know this game, and whether they used it before outside the class?</p> <p>-Then, she asked students to help guide the student's learning and so that will be able to have a clear idea about the words. For instance, she asked the students; what are some examples of disasters that can occur in our area? In this case, students will have an idea about some common disasters and try to match these names in the game.</p> <p>-On the other hand, students were actively focused with teacher and asked several question. One student asked; are there any other disasters in the game that we do not know them?</p> <p>-Other student asked; what we can do if we find a missing</p>	<p>-During the observation, we noted the students were actively engaged with teacher, how they were answering about teacher's questions and how they were positively participating in the class.</p> <p>-As we observed that the use of group work during the activity is an effective technique to engage students in learning important terms and concepts, as it provides the opportunity for learners to share their ideas and express their opinions to each other.</p> <p>-Furthermore, we noted that how the students were so exiting to play the game with one</p>

words in the game. - During the activity, the teacher circulated around the class, offered assistance and guidance and support to the students as needed.	letter? -The teacher answered about all these questions and also encouraged collaboration and communication within each group, emphasizing the importance of teamwork and shared responsibility.	another, and how they were fully involved playing this game. Moreover, we noted how the teacher was so interested in developing her learner's interaction through motivating them to participate and share their ideas and guesses.
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Table B 6. Classroom observation about the main techniques and strategies that teacher uses in reviewing the previous lesson (Reported Speech) in (EFL) class.

Session 2(1h) Reported Speech	Steps & Activities	Teacher's Questions? Learner's Questions?	Researcher's Comments
-During the second session of the observation, the teacher moved to the lesson of reported speech. She again started the lecture with an introduction about the concept of reported speech to the students, explaining its meaning and importance, and then she provided them with many examples and explains the differences between direct and indirect speech. -After that, the teacher asked the students to read a chapter from a book, and answer about the questions proposed there in the book. She gave		-Throughout the observation, the teacher asked some question about the chapter that students have read. -For example, she asked; who is the writer of this chapter? What he is talking about? What is the main objective of this chapter? Do you see any reported speech form? Are they in direct or indirect speech? And so on. What are the necessary changes -Likewise, the students required several question	-This observation showed that review and practice can be an effective way to teach reported speech to students. Through reviewing students will be able to remember what they already have learned with the teacher and recall all the important rules that relates to the topic. In addition, the teacher will make sure, whether her learners are understood reported speech and whether they are able to apply all the rules from direct to indirect form. Besides, we noted that the teacher's questions were

<p>students a short time to read and respond to the questions.</p> <p>-The teacher asked students to work individually to test their understanding and to see whether they are learning on their own or not.</p>	<p>about this chapter. For instance; What happens if the sentence in direct speech is in the present tense?</p> <p>-Other student asked; can we use reported speech in informal conversations, or is it only for formal situation?</p>	<p>open-ended and encouraged critical thinking, while the student's questions showed that they were actively engaged in the learning process.</p>
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Data Analysis 4

During the observation, we were positively engaged with the teacher (Mrs. Amari), she effectively incorporated the Word search game to promote interaction among her students. As well as, she encouraged them to participate positively and express their ideas and opinions, resulting in increased student engagement. This illustrates that the use of group work was noted to be effective in promoting collaboration and communication among the students. Moreover, the teacher divided the students into groups of four, and they were actively engaged in discussions and sharing their ideas. Finally, the teacher was observed to provide feedback and guidance during the Word search game. Further, she gave help to all a students and provided them about all sort of information they need to be aware about what they are doing during the game.

Conclusion

In short, the results collected from this chapter confirm that both teacher's questionnaire and classroom observation are very important to accomplish this study, because they provided a comprehensive understanding of the topic proposed in this dissertation, which is the role of the teacher in developing EFL learners' interaction skills. According to the feedback given by teachers, it is clear that they perceive their responsibility in fostering EFL learners' interaction skills as crucial. Further, they believe that their teaching approach to the process of teaching has significant influence on the development of communication skills in their students. As well, they mentioned a variety of techniques and strategies that could help learners in developing their communication skills, such as promoting active engagement in group discussions, incorporating pair work into lessons, and giving students opportunities to enhance their learning skills. While, classroom observation on the other hand, showed that teachers were actively implementing these techniques. They produced a supportive and collaborative learning environment that encouraged students to engage with each other and participate in group discussions. Furthermore, they gave students with feedback on their communication skills and motivate them to reflect on their performance.

Likewise, this chapter indicates that teachers play a vital role in improving EFL learners' interaction skills. To achieve this, teachers need to use effective teaching techniques and strategies, creating a supportive learning atmosphere, and offer feedback to their students. By doing so, teachers also can assist their learners develop important communication skills that will benefit them both academically and beyond. Moreover, the study highlights that the teachers in this research are dedicated to their roles in fostering their students' communication skills and providing a high quality learning experience.

**CHAPTER
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Introduction

The purpose of this study is to shed light on the role of the teacher in improving interaction in EFL classrooms. This chapter is devoted to the interpretation of the results, and it discusses the main findings based on the data obtained from this research instruments. First, the teacher's questionnaire was designed to collect information about teacher's feedback of English teaching and learner's interaction in the secondary school classroom. In addition, the results of classroom observation that shows what everything happened during the classroom settings, as well it allows to open a window into patters and techniques that used to develop EFL learners interaction skill. Lastly, the main finings of this investigation are summarized in accordance with the research objectives.

3.1 Interpretation of the Results

There were many interconnected steps used in the deep analysis of the teacher's questionnaire and the classroom observation to arrange the importance of the data depending on the purpose of the study. The interpretation of the data focused on evaluating different aspects presented in the questionnaire and classroom observation, such as teaching techniques, activities and strategies and so on. Furthermore, the following interpretations are concerning the interaction among the teacher and his/her learners, and among the learners themselves. Moreover, it confirms the main role of the teacher in developing the learner's interaction skills, and enhancing their knowledge. Besides, it paved the way for all of them to share their own thoughts with the teacher and peers, and created a better interaction by the collaborative learning, also achieving a successful communication among them in the classroom.

3.1.1 Interpretation of Teacher's Questionnaire

The questionnaire included questions about the teachers' background, their views on the teaching of English, their preferred strategies for promoting classroom interaction, and their opinions on the role of interactive games in EFL learning. A total of 10 teachers completed the questionnaire.

To begin with, background information. The results show that the majority of the teachers **60%** had completed a license degree in English. Many of them **30%** had completed a Master's degree, the rest of them **10%** have PhD (doctorate) degree. Furthermore, when instructors asked about the duration of teaching English, more than half of the teachers **50%** had been teaching English for more than ten years, while **20%** had been teaching for 5-10 years and **30%** had been teaching for 1-5 years.

Concerning of the classroom interaction, the teachers generally rated the teaching of English in secondary schools as average **60%**, followed by difficult **20%**. Almost all the teachers **100%** agreed that teaching English gave them enough experience to control their classroom. When asked about the preferred teaching strategy, **30%** of the teachers chose group and pair work, followed by using authentic topics **30%** and simulation and role play **20%**.

Talking about the benefits of classroom interaction, all teachers **100%** agreed that it was helpful to improve students' performance. When asked about the reasons, the majority of the teachers **50%** cited that classroom interaction develops all student's learning skills (all of the above), some of them **10%** cited that classroom interaction develops learners' cognitive and social skills, while **20%** said it improves their vocabulary and **10%** said it motivates them.

As for interactive games, all teachers **100%** agreed that they played a vital role in developing EFL learners' interaction. When asked about the benefits, the majority of the teachers **50%** cited that interactive games increase all student-learning skills (all of the above). Some of them **20%** said that interactive games increase student's participation and motivation, followed by fostering social and emotional learning **10%** and improving students' attitude toward learning and academic learning **10%**. Again, when teachers required about the best game for developing EFL learners' interaction skills, the majority of them **80%** said crossword puzzles, followed by Scrabble **10%**, who/What am I **10%** and Bingo **00%**, which has no affection in developing learners' interaction.

Finally, when asked about suggestions for improving learners' interactive skills, the teachers suggested a variety of strategies, including using more interactive activities and games, encouraging student participation, and providing feedback and guidance to students.

The results of the teacher questionnaire suggest that classroom interaction and educational games play an important role in developing EFL learners' interaction and improving their performance. The findings can be used to inform future English teaching practices and curriculum development, with an emphasis on promoting student participation and using interactive activities and games to foster cognitive and social skills.

3.1.2 Interpretation of Classroom Observation

As it was mentioned previously, the classroom observation aimed to investigate the teacher's role in developing EFL learners' interaction skills. The observation focused on the teacher's instructional strategies, techniques, and promotion of student interaction. Besides, the observation was conducted in a secondary school classroom, and the teacher's interactions with students were closely noted and observed.

Throughout the observation, it was clear that the teacher actively encouraged student interaction through various strategies. In addition, the teacher frequently used pair and group work activities, which allowed students to engage in meaningful conversations and collaborate with their peers. Furthermore, the students were observed sharing ideas, discussing topics, and supporting each other. Again, the teacher ensured that all students had equal opportunities to participate and encouraged shy students to join discussions. Additionally, the teacher actively monitored and facilitated the interactions, providing language support and clarification when needed. Too, the observed teacher also used a range of instructional materials and resources to enhance student interaction. Visual aids, images, videos were used to stimulate discussions and promote understanding among students.

In short, the classroom observation proved that the teacher played an important role in developing EFL learners' interaction skills. The teacher effectively employed strategies to promote student interaction, foster collaboration, and create an inclusive learning environment. The observed classroom demonstrated a positive atmosphere where students felt comfortable engaging in discussions and actively participating in learning activities.

These findings from the classroom observation suggest that the teacher's role in developing EFL learners' interaction skills has a positive impact in promoting language fluency, confidence, and interpersonal communication among the students. The observed instructional strategies and classroom management techniques can serve as examples for other teachers seeking to enhance student interaction in EFL learning environments.

3.3 Conclusion

In short, this chapter discussed and presented the interpretations of the main findings from both teacher's questionnaire and classroom observation, aiming to test the hypothesis formulated at the beginning of the research. The results obtained from these research tools reveal and confirm the effectiveness and the positive impact of educational games and classroom interaction on enhancing the learners' learning process.

GENERAL CONCLU SION

GENERAL CONCLUSION

To wrap up, this research has investigated the significant role of teachers in developing English as Foreign Language EFL learners' interaction skills using several research instruments and useful research methods that helped us conducting this valuable study, including, classroom interaction, educational games, teacher's questionnaire, and classroom observations.

To begin with, the findings from the teacher's questionnaire and classroom observation provided a valuable insight into the effectiveness of these instructional approaches. Furthermore, the results obtained from the classroom interaction and educational games have a positive impact on enhancing learners' interaction skills and improving the overall learning process.

Additionally, by incorporating educational games into the curriculum, teachers can create an engaging and interactive learning environment. As well as, these games not only promote active participation but also encourage collaboration among learners. Through cooperative tasks and problem-solving activities, learners will be able to develop their interaction skills while reinforcing their language proficiency.

Further, classroom interaction plays a crucial role in increasing communication and social interaction among EFL learners. Without forgetting the vital role of teachers in facilitating meaningful discussions, encourage peer interaction, and provide opportunities for students to express their ideas and opinions. This active involvement promotes language development and cultivates learners' confidence in using the target language.

Moreover, the implementation of both teacher's questionnaire and classroom observations has provided valuable data to support the research hypothesis. These research methods have allowed for a comprehensive understanding of the teachers' perspectives and practices regarding the development of interaction skills in the EFL classroom.

In short, this dissertation draws attention to the significance of educational games and classroom interaction in promoting EFL learners' interaction skills. As well, it highlights the valuable insights obtained from teacher's questionnaire and classroom observations, emphasizing the role of teachers as facilitators and guides in creating an interactive learning environment. By integrating these approaches effectively, teachers can enhance learners' interaction skills, leading to improved language proficiency and overall learning results.

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Appendix 01:

Teachers' Survey Questionnaire

This research is meant to increase our understanding of English teaching and learners' interaction in the secondary school. Would you please answer the questions as truthfully as possible. Thank you very much for your collaboration . Answer with a tick (x) or a full answer wherever needed.

I/-Background information.

1. What is the highest level of formal education that you have completed in English?

- a) English Licence degree
- b) Master's degree
- c) PhD (Doctorate degree)
- d) Other.....

Q2: How long have you been teaching English ?

- a) 1-5 years
- b) 5-10 years
- c) More than ten years

II/- Classroom Interaction

3.How do you find the teaching of English in the secondary school ?

- a)-easy b)-difficult c)- average d)- other.....

4. Does teaching English give you enough experience to control your classroom?

- a) Yes No

5.If yes, is it because Your teaching strategy focuses on ?

- a)- The active action of learner
- b)-The learner- learner interaction
- c)-The teacher- learner interaction
- d)-The teacher-centred method

6. Do you think that Classroom interaction is helpful to improve your students' performance?

- a) Yes No

7. If yes, is it because classroom interaction.... ?

- a)-develops learners' cognitive skills
 b)-develops learners' social skills
 c)-it improves their vocabulary
 d)-it motivates them
 e)-all of the above
 f)- none

8. What is your preferred strategy to make your students interact in the classroom?

- a) Choosing authentic topics
 b) Using simulation and role play
 c) Design groups and pairs
 d)- other.....
 e)-all of the above

9. How do you find your learners as you engage them in interactive activities ?

- a)-dependent on the teacher
 b)-dependent on group members
 c)-independent
 d)-looking for information a lot
 e)-other.....

10. Which of the following games you think that best develops EFL learner's interactive skills?

- a) Crossword puzzle b) Scrabble c) Who/ what am I d) Bingo

11. Do you think that interactive games activities play a vital role in developing EFL learner's interaction?

- a) Yes No

12. If yes, is it because they ?

- a) Increase student's participation
- b) Foster social and emotional learning
- c) Motivate students to be more active and more aware
- d) Improve student's attitude toward learning and boosted their academic learning.
- e) All of the above

13. How can you rank your role in classroom when learners interact?

- a)-just a guide
- b)-to transmit knowledge to learners
- c)-to help learners develop their interactive skills
- d)-to transmit skills and cultural aspects of L2 ?
- e)-other.....

III/-Suggestions and comments : What improvements would you suggest to develop learners' interactive skills ?

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Thank you very much for your time and contribution !

Appendix2
Classroom Observation

School:

Level:

Class size:

Time:

Date:

Name of teacher:

Topic:

Unit:

Observation objective:

Observation description:.

Observation structure:

1/Step and activities.....

2/ Teacher's questions and learner's questions.....

3/Researcher's comments.....

4/Data analysis.....

Steps and activities	Teacher's questions ? Learner's questions ?	Researcher's comments.

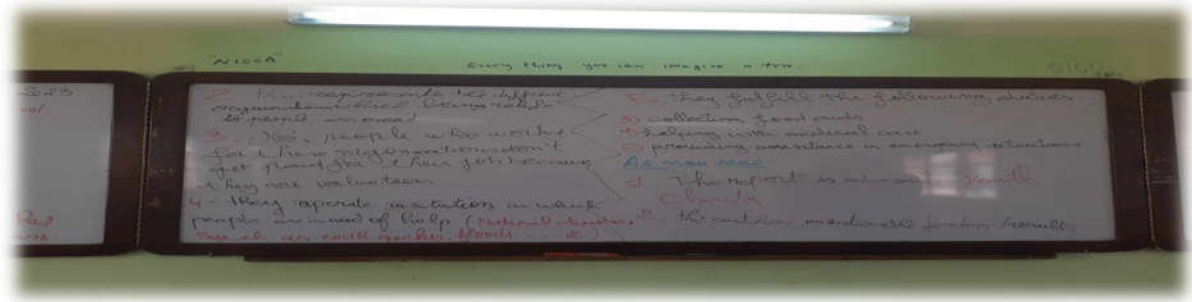
Classroom observation:

Unit: No man is an Island. **Number of the students:** over 20 students.

Class: EFL class. **Techniques:** questioning, scaffolding techniques

Topic: Disaster and Safety **Activities:** group work and pair works activities.

Name of the teacher: Mrs. Amari.



Student's interaction with the teacher during the lesson.



The group work activity inside the classroom:

Unit: No man is an Island.

Topic: Disaster and safety.

Game: Puzzle game.

Activity: the group work activity.



The group work activity during puzzle game:



The group work activity:



The pair works activity:



Teachers' support and guidance toward students:



المخلص

تهدف الدراسة الحالية إلى معالجة دور الأستاذ والتقنيات التي يستخدمها لتطوير المهارات التفاعلية للتلاميذ الذين يدرسون اللغة الإنجليزية، كما تشير إلى إثر استخدام الألعاب التعليمية لتحفيز التلاميذ لتعلم اللغة الإنجليزية وزيادة التفاعل داخل القسم. لدى عينة من طلاب السنة الثانية ثانوي فرع لغات أجنبية بمؤسسة عيسى حميطوش ولاية برج بوعريريج.

لتحقيق هذا الهدف تم استخدام الألعاب التعليمية مع 20 تلميذ وتلميذة. وللإجابة على أسئلة الدراسة واختبار فرضياتها تم استخدام أداتين هما: الاستبيان الذي تضمن معلومات عن الطرق التي يستعملها الأستاذ داخل القسم لتطوير المهارات التفاعلية بينه وبين التلاميذ، أو بين التلاميذ، والملاحظة الصفية التي شملت كلا من التلاميذ والأستاذ. المنهج المزدوج كان هو الأنسب للإكمال هذه الدراسة. حيث ان تحليل المعطيات تم انجازه يدويا. ولتحليل البيانات تم استخدام منهج التحليل الموضوعي لتحليل البيانات النوعية و الكمية التي تم جمعها من خلال الملاحظة الصفية. ولقد أظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية لاختلاف إجابات الأساتذة حول التقنيات المستخدمة، وعن التأثير الإيجابي لاستخدام الألعاب التعليمية في تحسين المهارات التفاعلية لدى التلاميذ. من جهة أخرى أظهر التحليل الموضوعي أن معظم التلاميذ يتفاعلون بشكل كبير مع تقنية التحفيز بواسطة تعلم اللغة عن طريق الألعاب التعليمية، التي تساهم بدرجة كبيرة في تعزيز ثقتهم بأنفسهم. كما أظهر معظم التلاميذ حماسا كبيرا للمشاركة في الألعاب التعليمية مع أستاذتهم أفضل بكثير عندما طلب منهم الإجابة عن أسئلة شفوية حول أفكار محددة.

الكلمات المفتاحية:المهارات التفاعلية. الالعاب التعليمية.

RESUME

La recherche actuelle vise à étudier le rôle des enseignants et les techniques qu'ils utilisent pour développer les compétences interactives des apprenants en langue anglaise (ELL). Elle examine également l'impact de l'utilisation de jeux éducatifs pour stimuler l'apprentissage de l'anglais des élèves et favoriser l'interaction en classe. L'étude a été menée sur un échantillon d'élèves de deuxième année d'école secondaire étudiant les langues étrangères à l'Institution Aissa Hamitouche dans la willaya de Bordj Bou Arreridj. Pour atteindre cet objectif, des jeux éducatifs ont été utilisés avec un échantillon de 20 élèves, hommes et femmes. Pour répondre aux questions de l'étude et tester ses hypothèses, deux instruments ont été utilisés : un questionnaire fournissant des informations sur les méthodes utilisées par les enseignants pour développer les compétences d'interaction entre l'enseignant et les élèves ou entre les élèves, et l'observation en classe qui incluait à la fois les élèves et l'enseignant. L'analyse des données a été faite manuellement. La méthode mixte était l'approche appropriée pour réaliser cette étude. L'analyse thématique a été utilisée pour l'analyse des données quantitatives, en plus, a été employée pour analyser les données qualitatives collectées par l'observation en classe et le questionnaire. Les résultats de l'étude ont montré des différences significatives dans les réponses des enseignants concernant les techniques utilisées et l'impact positif de l'utilisation de jeux éducatifs sur l'amélioration des compétences interactive des élèves. D'autre part, l'analyse thématique a révélé que la plupart des élèves s'engagent activement avec la technique de stimulation grâce à l'apprentissage de l'anglais avec des jeux éducatifs, ce qui contribue grandement à renforcer leur confiance en eux. De plus, la plupart des élèves ont montré un grand enthousiasme à participer à des jeux éducatifs avec leurs enseignants, notamment lorsqu'on leur demande de répondre à des questions orales ou de discuter d'idées spécifiques.

Les mots-clés : les compétences interactives, les jeux éducatifs.

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

جامعة محمد البشير الابراهيمي برج بوعريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة)
الصفة: طالب

الحامل (ة) لبطاقة التعريف الوطنية رقم:
والصادرة بتاريخ: 2021/04/16

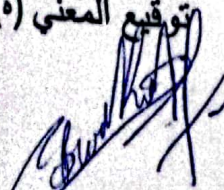
والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

.....
Teachers's role in developing EFL learners
Interaction Skills
.....
.....

أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة
الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 15/07/2023

توقيع المعنى (ة)


تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة) ..د. الشيخ.....سعيدة..... الصفة: طالب

الحامل (ة) لبطاقة التعريف الوطنية رقم: ..403.906.909.. والصادرة بتاريخ: 2022/12/11

والمكلف (ة) بإنجاز مذكرة ماستر،

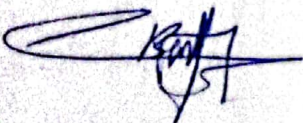
عنوانها:

Teacher's Role In Developing EFL learners'
Interaction Skills

أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: ..15/07/2023..

توقيع المعني (ة)



جامعة محمد البشير الابراهيمي برج بوعريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة) ناسم الصفة: طالب

الحامل (ة) لبطاقة التعريف الوطنية رقم: 468906.9.89 والصادرة بتاريخ: 29.07.2021

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

Teacher's Role in Developing EFL learners
Interaction Skills

أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 18/07/2023

توقيع المعني (ة)

