



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research



Mohammed El Bachir El Ibrahimi University – BORDJ BOU ARRERIDJ-

Faculty of Letters and foreign Languages

The Role of the teacher in enhancing the warming up activities and classroom interaction

Case study: Third-Year Middle School -Touati Larbi –Bordj Bou Arreridj

Department of English

Thesis submitted in partial fulfilment of the requirements for the Master's Degree in Didactics.

Candidates:

Ms. Sabrina Zouaoui

Ms. Houda far

Ms. Warda Atamna

Supervisor:

Mr. Habitouche Mustapha

Board of Examiners

Mr. Refif Djeloul

Mr. Habitouche

Mr. Benhamimid

Chairperson

Supervisor

Examiner

University of B.B.A

University of B.B.A

University of B.B.A

Academic Year 2022/2023

DECLARATION

We hereby solemnly declare that the work we are going to present in this thesis “The Role of The Teacher in enhancing the warming up activities and Classroom interaction” is our own to the limits of our knowledge. This work has not been submitted before to any other institution, university or degree. All sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed El Bachir El Ibrahimi University of ,Bordj Bou Arreridj, Algeria.

DEDICATION-1-

Every challenging work needs self efforts as well as guidance of elders especially those who were very close to my heart.

My humble effort I dedicated to my sweet and loving

Mother and father

Whose affection, love, encouragement and prays of day and night make me able to get such success and honor.

Along with all hard working and respected teachers.

Houda

DEDICATION-2-

This work is dedicated to:

My father may God have mercy on him.

My mother who supported me along my studies. Because of you, I have the vision to reach for my dreams, and the grit to push through the challenges that are in my way. Thank you for making me strong.

My lovely brothers and sisters.

My husband, you've always been by my side, thank you.

Sabrina

DEDICATION-3-

This research paper is sincerely dedicated to my supportive parents who encouraged and inspired me conducting this study. They have never left me through out the process and gave me strength and hope when I thought of giving this up.

Moreover, I dedicate this humble work to my beloved husband, my children, my sisters and brothers and to my best friends.

Warda

ACKNOWLEDGEMENTS

We would like to express our sincere gratitude to our teacher and supervisor Mr. Habitouche Mustapha for his understanding, generous guidance and support that made the work possible on a topic that is of great interest. It is worth mentioning that his pieces of advice enabled us to accomplish this humble work. Special thanks to our teachers who helped us fulfill the two years studies for the master's degree in didactics. Special thanks to the board of examiners for their time and effort. Also, a special thank you to teachers of third year at Touati Larbi Middle School Bordj Bou Arreridj for their cooperation in this modest work.

ABSTRACT

The aim of this study is to investigate the role of teachers in enhancing warming up activities and classroom interaction. The current inquiry entails an exploratory design which comprises a quantitative method. The research sample embraces the teacher and the entire population of third year middle school of **Touati Larbi (BORDJ BOU ARREIDJ)**. This study relied on questionnaire in the process of data collection through which participants are requested to answer several questions. This aims at investigating the role of the teacher in enhancing the warming up activities and exploring the reasons why many learners struggle initiating an interaction with their teachers inside the classroom. The results obtained show that both teachers and learners are aware of the importance of integrating warm up activities in enhancing learner's teacher interaction and emphasizing the classroom interaction quality in general.

Key words: enhance, interact, integrate, warming up.

List of Acronyms

ESL: English as a second or foreign language

SPSS: statistical package for the social sciences

List of Tables

Titles	Page
1.Age of participants.....	29
2. Gender of participants.....	30
3. Job of participants.....	30
4. Interaction as a basic concept and practical.....	31
5.Always start my lesson as designed in my planning lesson.....	32
6.Start my lesson out of the lesson plan.....	33
7.Always have a pre-lesson warming up.....	33
8.Warming up has an impact on motivation.....	34
9.Warming up is my opening to interaction.....	35

List of Figures

	Page
Figure 01: Age of Participants.....	29
Figure 02: Gender of Participants.....	30
Figure 03: Job of Participants.....	30
Figure 04: Interaction is a basic concept and practical.....	31
Figure 05: I always start my lesson as designed in my planning lesson.....	32
Figure 06: I start my lesson out of the lesson plan.....	33
Figure 07: I always have a pre-lesson warming up.....	33
Figure 08: Warming up has an impact on motivation.....	34
Figure 09: Warming up is my opening to interaction.....	35

TABLE of CONTENTS

DEDICATION-1-.....	
DEDICATION-2-.....	
DEDICATION-3-.....	
ACKNOWLEDGEMENTS.....	
Abstract.....	
Table of Contents.....	
List of Acronyms.....	
List of Tables.....	
List of Figures.....	

General Introduction

1. Statement of the problem.....	3
2. The aim of the study	4
3. Research Questions	4
4. The significance of the study.....	4
5. Overview of the Methodology.....	4
6. Structure of dissertation.....	5

Chapter One: literature review

Introduction

Section one: Classroom Interaction

1.1.1 Definition of classroom interaction.....	7
1.1.2 Nature of the classroom interaction.....	7

1.1.3 Types of classroom interaction.....	8
1.1.3.1 Student-teacher interaction.....	8
1.1.3.2 Teacher-students interaction.....	8
1.1.3.3 Student-student interaction.....	9
1.1.4 Importance of classroom interaction.....	9
1.1.5 The role and duties of the teacher in the classroom.....	10
1.1.5.1 Teaching.....	10
1.1.5.2 Planning.....	11
1.1.5.3 Implementation.....	11
1.1.5.4 Supervision and follow-up.....	11
1.1.5.5 Evaluation.....	11
1.1.5.6 Organizing the classroom environment.....	12
1.1.5.7 Providing the psychological and social climate.....	12
1.1.6 Classroom challenges.....	13
1.1.7 The role of the teacher in dealing with classroom problems.....	13
1.1.8 Methods for improving class interaction.....	15

Section Two: Warm Up Activities

1.2.1 Definition of warm up activities.....	16
1.2.2 Nature of warm up activities.....	16
1.2.3 The purpose of warm up activities.....	17
1.2.4 Types of warm up activities.....	17
1.2.4.1 Games.....	17
1.2.4.2 Encourage creative expression.....	18
1.2.4.3 Allows varied learning styles.....	18
1.2.4.4 Helps students adjust to school.....	18

1.2.4.5 Creates a comfortable learning environment.....	18
1.2.4.6 Candy pass.....	18
1.2.4.7 Asking correct questions.....	19
1.2.4.8 Song.....	19
1.2.4.8.1 Get learner attention.....	19
1.2.4.8.2 What’s the topic?.....	19
1.2.4.9 Video.....	19
1.2.4.9.1 Intro activities.....	20
1.2.5 Importance of warm up activities.....	20
1.2.6 Useful strategies when implementing warming up activities.....	21
Conclusion.....	22

Chapter Two: Research Methodology and Design

Introduction.....	24
2.1 Research Design.....	24
2.2 Sample of the Study.....	24
2.2.1 Teachers.....	24
2.2.2 Population.....	25
2.3 Data Collection.....	25
2.4 Research instrument.....	25
2.4.1 Description of the questionnaire.....	25
2.4.2 Aim of the questionnaire.....	26
Conclusion.....	26

Chapter Three: Data Analysis and Interpretation of the Main Results

Introduction.....	28
3.1 Results found from teachers questionnaire survey.....	28

3.2 Suggestions to practical warming up activities.....	36
3.2.1 Photo sharing mingle.....	36
3.2.2 Asking right questions.....	37
3.2.3 Vocabulary race.....	38
3.3 Practical warming up activities in grammar.....	39
3.4 How to manage the classroom interaction.....	39
3.5 Teachers presence in interaction.....	40
3.6 The classroom arrangement affect the teacher learning interaction.....	41
3.7 The evacuation of classroom interaction.....	41
3.8 Recommendations.....	42
3.8.1 Recommendations for teachers.....	42
Conclusion.....	43
General conclusion.....	44

References

Appendices

المخلص

General Introduction

All societies, at all levels, seek to adopt modern educational ideas to train qualified teachers and professors who can achieve the goals of education. The school is the tool of education in achieving its goals, and the teacher is the delegate of the community to deal with the learners, by providing the opportunity for every learner or student to grow properly in his personality, knowledge and behavior. The process of teaching is the process of interaction between teachers and students, and between the students themselves. The teacher plays many roles in this aspect, and yet he has his own style and personality, as he represents a sub-system in classroom management, and he bears the responsibility of several roles in terms of controlling the class system and taking charge of everything that happens in the classroom also he has the role to create a classroom environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can either be positive or negative. The students sense the mode of the teacher; if the teacher is angry, they may react negatively hence the learning is impaired. Teachers perform an essential role in classroom interaction since it can facilitate students to enhance their levels of comprehension toward the learning materials and further encourage them to be more active during the learning process. Furthermore, the teacher has a leading role in managing and organizing his class and achieving a kind of communication between him and his students using his appropriate skills, and this requires him to have a sound knowledge of communication methods and his various skills. Moreover, the role of the teacher was more salient and explicit in the whole class periods, but the teacher was present in all the learning episodes.

This study aims to learn how teachers feel about the function of warm-up exercises in English language classrooms. By establishing the tone of the lesson and including enjoyable elements, warm-up exercises can help students understand a challenging lesson. They might thus make teaching and learning in English-speaking classes more efficient. Many warming

up exercises are used by English language instructors all around the world and are specifically adopted to the settings, levels, and demands of the students. A warm-up is a quick exercise or activity done before a longer, more intense exercise or activity. A warm-up is used to get the body ready for movement, such as stretching, sport, dance, and exercise. The efficiency of using warm-up exercises like songs, games, films, etc. in the classroom. Beginning a lesson with a warm-up exercise can enhance student engagement, create a welcoming environment, increase participation, grab their attention, etc. Hence, the inclusion of these tools in the teaching and learning process has a significant impact, especially on students who struggle with boredom, attentional lapses, and total inattention. Warm-up exercises are intended to increase students' interest, focus, and positive involvement in class. Using warm up activities can be one way to bring variation in class activity and to make the students curious, focus their attention, provide them with purpose and motivation (Eragamreddy, 2013). Yet, as Akther (2014) states the use of warming up activities can introduce new topics, activate previous knowledge, and help students to focus on the class as it sets the appropriate mood for learning due to the fact that it motivates them implicitly making them feel engaged in the lesson and helping the teacher to develop the class successfully. The best warm-up activities are all about getting students engaged and providing them with new interesting ways to work together and connect. They should make the students feel stimulated and allow for personalization where possible. Do not correct errors during warm-up activities. The emphasis should be on fluency and building trust and rapport.

Interaction takes place where there are two or more people who exchange thoughts, feelings, or ideas resulting in a reciprocal effect on each other and it is required in classroom for success of the teaching learning process. Classroom is the place where teachers and students communicate their thoughts, feelings, or ideas to each other in the form of oral conversations to full fill certain goals (Brown2001: 165). Brown (2000) defines, “Interaction

is the collaborative, exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other". Classroom Interaction is a set of behaviors and actions emanating from verbal and non-verbal communication between the two parties to the teaching process (teacher, student) in a specific situation while achieving a balance between satisfying their needs and achieving the desired educational goals. In addition, interaction in the classroom refers to the conversation between teachers and students in which active participation and learning becomes vital because conversations are part of the socio-cultural activities through which students construct knowledge collaboratively. In the classroom, a teacher is likely to face situations in which it may be necessary to participate in the student's group interactions to guide the students into meaningful learning trajectories and he need to be more aware about the importance of creating interactive classroom through different exercises by using a variety of activities and teaching methods that allow students to connect with one another . According to Kumplainen & Wray (2002: 10), classroom interaction is formed from structure discourse pattern to dynamic teaching and learning conversation more typically found in everyday setting.

1. Statement of the problem

The process of teaching languages relies heavily on classroom interaction. It gives students chances to advance their information and abilities. The problem was specifically identified in accordance with the third-year students at Touati larbi Middle School Bordj Bou Arreridj, insufficient interaction occurs in the classroom for those students, which means they do not independently express their opinions to the teacher, furthermore the complicated methods used by the teacher herself, response to this problem this research undertakes warm up Activities as the possible and effective solution by examining how teachers perceive the use of and integration of those tasks in developing learner interaction in the classroom.

2. The aim of the study

The purpose of this study is to explore the role of the teacher in enhancing warm up activities. It aims to investigate whether teachers and learners believe that the use of warm up activities is necessary and beneficial for more teachers' learner's interaction to take place inside the classroom. Also, it is to create a positive and engaging learning environment for students. The teacher plays a crucial role in setting the tone and creating a sense of excitement and enthusiasm at the beginning of a lesson.

3. Research Questions

This study attempts to answer the following questions:

- 1- What are the learning objectives of warm up activities?
- 2- How can a teacher enhance classroom interaction?

4. The significance of the study

In this dissertation, we want to share the experience we applied tries to find out that warm up Activities can be used to improve language classroom effectiveness, the advantages of emphasizing warm-up exercises in the introduction are numerous, and starting a lesson with one of these could spark students' interest, and create a friendly atmosphere to increase student participation, attract students' attention, help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow. In the theoretical section, it goes into detail about what a warm-up activity is, and more significantly, it tries to highlight its value in the classroom.

5. Overview of the Methodology

This study investigates a single-site case study which entails a quantitative approach toward data collection and analysis procedures, where quantitative data is taken in tandem to

furnish a more accurate explanation and resolution to the research questions postulated earlier. In addition to that, a questionnaire was held to provide numerical evidence about the role of the teacher in enhancing the warming up activities and classroom interaction. Creswell (1994) defined a quantitative research as "an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true". For data collection, questionnaire is one of the most useful methods. This method has a number of advantages. It is easier to interpret the survey result when questionnaire method is followed. The respondents can fill up the questionnaire within little time. As the answers are relatively objective, the researcher finds it easy to analyze and discuss (Best & Kahn, 1986). Therefore, the quantitative approach is intended to identify and clarify teacher perception of warm-up activities to enhance teacher interaction.

6. Structure of dissertation

The present study is divided into three chapters. The first chapter deals with some of the research available in English language teaching literature on the classroom interaction, and presents information about warm up activities. The second chapter sets out the methodology. Finally, chapter three present the results, analysis and discussion of the research findings.

Chapter One

Literature Review

Introduction

The following chapter is divided into two sections, section one talk about classroom interaction, their nature, its importance, and its types and so on.... Furthermore, section two discusses warming up activities, their nature, its purpose, and its types. This chapter also presents a link between the two variables and what researchers have found regarding the role of the teacher in enhancing the warming up activities and classroom interaction.

1.1 Section One: Classroom Interaction

1.1.1 Definition of classroom interaction

Defining the concept classroom interaction implies defining each term separately. The word classroom means a physical classroom environment in which teachers and participants are physically present for the teaching of a course. According to Oxford classroom is a room where a class of children or students is taught. Also, it refers to a specially designed space to teach the students without any interruption. Students are expected to be obedient and quiet in the classroom. Whereas interaction is the action or influence of people, groups, or things on one another . Interaction according to the Cambridge Advanced Learner's. Dictionary (2008) is when there are two or more persons or things. Communicate with or react to each otherl. Brown (2007: 165) stated that. Interaction is the heart of communication; it is what communication is all about. Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers.

1.1.2 Nature of the classroom interaction

Classroom is an interaction that takes place either between teacher and learners or among the students in class. In describing the nature of classroom interaction, Brown (2001)

claims that: interaction is the mutual collaborative exchange of thoughts, feelings and ideas between two or more persons, resulting in a reciprocal, effect on each other .in his attempt to present an idea about what interaction is, Robinson (1994) declares that interaction refers to "reciprocal face to face action. This can be verbal, channeled through written or spoken words or non-verbal channeled through touch, proximity, eye contact, facial expression, gesture, posture, appearance, environmental factors, etc.."(p.7)

1.1.3 Types of classroom interaction

The dominant types of classroom interaction: student-teacher interaction, teacher-student interaction and student-student interaction.

1.1.3.1 Student_ teacher interaction

The teacher plays a key part in this interaction between teachers and students, or "teacher-student interaction." To improve the pupils' English-speaking abilities, the teacher conducts a question-and-answer session. The teacher had a personal conversation with some pupils in order to elicit emotion from them. The interaction took place during lessons when instructors explained, praised, and corrected mistakes.

1.1.3.2 Teacher-Student Interaction

Teachers must encourage and appreciate their pupils in order to boost their speaking abilities and give them the confidence to speak up. If a student does not comprehend what the teacher is explaining and asks the teacher for clarification. Students responded, students started, and students were confused during their interactions. Students' responses signify that they were able to respond when the instructor quizzed them or explained a concept. For instance, when the teacher inquired about the materials.

1.1.3.3 Student-Student Interaction

When students engage with each other in a class where they are learning to speak English, it is more complicated than when they interact with the teacher. In the face-to-face classroom, students interact with one another as an ordinary part of the learning experience. They chat before and after class, they participate in group discussions and lab experiments, and they build relationships through study groups and other course-related interactions.

1.1.4 The importance of classroom interaction

Classroom interaction plays an important role in learning. Interacting with other people has proven to be quite effective in assisting the learner to organize their thoughts, reflect on their understanding, and find gaps in their reasoning. Rivers (1987) mentions that “Through interaction, students can increase their language store and they can use all they possess of the language in real life exchanges” (p. 45). Moreover, Classroom interaction increases the vitality of students in the educational situation, as it works to liberate them from a state of silence and negativity to a state of research and discussion, and the exchange of views, which helps them to acquire positive attitudes towards the teacher and the subject. Also, it helps the teaching and learning process run smoothly and it can increase learners' communication.

The results of many studies confirmed the mechanisms of classroom interaction and its role in creating an effective learning environment. This is through the following points:

- 1- It helps in communication and exchange of ideas.
- 2- Helps create an effective social and emotional climate.
- 3- Helps self-regulation.
- 4- It provides opportunities for learners to explore their cognitive structures and present their ideas.
- 5- It increases the vitality of the students learned in the educational stand.

6- To succeed in learning self-confidence.

1.1.5 The role and duties of the teacher in the classroom

Teaching has become an effective force in the development of human power, and its effectiveness derives from the activity of the teacher in particular and his determination to face the daily problems of education, and this is judged by his being directly responsible for the educational process, and being in constant and continuous contact with the students and thus having the opportunity to discover their chances of success and learn about their abilities and tendencies, identifying the difference between them, and then working to make the educational act a success by achieving its goals.

The role of the teacher is no longer confined to mere indoctrination of scientific and literary subjects and urging them to learn recalling these topics in the annual exams only but has also become a directive to the students and a guide for them in the search for knowledge. Hence, the role of the teacher emerges in his good conduct of the school work so that he gives every student an opportunity to participate in his education, and his role is not limited to interest in the knowledge provided without taking into account the characteristics of growth and the nature of the personality of his students, this new view that dominated the educational arena and focused its attention on the child and made him the focus of the educational process. The thing that completely changed the goals of education as well as the roles that the teacher had to perform within the department. The success of the educational process is linked to the teacher's performance of these important roles in their entirety. Among the most prominent roles and tasks that the teacher performs in the classroom are the following:

1.1.5.1 Teaching

It is the first and primary role of the teacher, and this role is followed by sub-roles represented in:

1.1.5.2 Planning

Planning what will be implemented to achieve the educational objectives that he has set, and with the provision of the necessary means for that.

1.1.5.3 Implementation

It means the set of practical procedures and practices that the teacher performs during the actual performance in the classroom. The implementation process is the practical test of the teacher's ability to succeed in the profession.

- Preparing the lesson in a way that arouses the interest of the students.
- Presenting the material in a proper way, with diversifying teaching methods and linking the lesson to students' experiences past or current events.
- Good use of the board, writing key points on it.
- Use the designated and appropriate means.
- Encouraging students to participate in the lesson.
- Considering individual differences and the use of group learning during the lesson.
- Commitment to the allotted time for the class.

1.1.5.4 Supervision and follow-up

Are all the procedures and methods taken by the teacher in the classroom in order to maintain order, control the attendance and absence of students, and guide students.

1.1.5.5 Evaluation

It is the procedures and methods used by the teacher to judge the extent of students' achievement and their acquisition of knowledge, concepts and skills, and their representation of desirable values and attitudes.

1.1.5.6 Organizing the classroom environment

Teaching is achieved by providing the classroom climate in which the learner feels comfortable, calm and reassured, and makes the best use of the classroom.

1.1.5.7 Providing the psychological and social climate

This role is intended to provide the classroom atmosphere that takes place with affection and cooperation between students with each other, and it is one of the basic conditions for learning. One of the tasks that the teacher cannot ignore is to provide the psychological and social climate within the classroom, as this has an impact on increasing students' learning. Numerous research has shown that there is a strong relationship between the type of climate prevailing during teaching, the amount of work that students do, the type and outcome of learning, as well as directing students' behavior and contribution. In building their integrated personality in terms of mental, social and emotional aspects.

* The most important roles of the teacher in the classroom can be identified in general as follows:

- 1- Contribute to building the integrated personality of students from the physical, mental, social and moral aspects.
- 2- Encouraging students to study, love science and scholars, search for knowledge, and follow up on everything new in their field of specialization.
- 3- Taking over the leadership of the school class group, by setting a good example for the students in his class in terms of personal and social behaviors.
- 4- Acting as an expert in a subject of his specialization for his class students.

1.1.6 Classroom challenges

Classroom challenges are one of the adequate problems faced by teachers and a good teacher has the courage to overcome all these challenges bravely. The most common challenges that teachers face on a day-to-day basis. While that may seem like a lot of bad news, once the issue is understood, it's easier to find the solution. Ten Common challenges teachers face in classroom

1. Understanding different learning styles
2. Lack of effective communication
3. Staying up to date with learning technology
4. Communicating with parents
5. Pressure from school administrators
6. Creating engaging lesson plans that fit the curriculum
7. Behavior and classroom management
8. Time-consuming administrative work
9. Lack of funding
10. Burnout addressing these common classroom challenges can not only help to improve teacher retention rate but also enhance success rates of students and the ultimate quality of education.

1.1.7 The role of the teacher in dealing with classroom problems

Academic centers are schools and universities that radiate morals and spiritual values. and every new piece of thought, knowledge, and the platform from which the opinions of free thinkers, scholars, philosophers, and pioneers of reform and development stem from, the roles of the effective teacher in terms of preparation and upbringing, and with the accompanying halo, appreciation and glorification, have been linked to tis. Participation in social committees, revealing students' talents, facilitating learning and achieving the desired goals of

the educational process. However, there are a set of roles that the teacher must master in order to solve class problems, which are:

- 1- Facilitate the learning process.
- 2- To be proficient in the subject matter.
- 3- Choosing the appropriate educational material for the abilities and preparations of the students.
- 4- To be aware of the importance of motivation in learning.
- 5- To work on developing students in the cognitive, social and emotional aspects.
- 6- The ability to consider individual differences among learners.
- 7- The ability to create and innovate.
- 8- The ability to diversify in methods and activities.
- 9- The ability to present the lesson appropriately in terms of preparation, presentation and closure.
- 10- Planning ability so as not to let the lesson go randomly.
- 11- The ability to take responsibility.
- 12- Correct language speaking skills.
- 13- The ability to capture students' attention.
- 14- Respect the regulations and instructions and take pride in the profession.
- 15- To be aware of the surrounding social problems.
- 16- Excellence in speaking.
- 17- Cooperation.
- 18- Perseverance, research and intellectual honesty.
- 19- Inculcating the religious and moral spirit, such as faith in God, His angels, His books, His messengers, and destiny, good and bad.
- 20- Physical health.

1.1.8 Methods for improving class interaction

The effectiveness of classroom learning is highly dependent on the dominant classroom interaction pattern, which is associated with in turn, the teacher's cognitive and behavioral characteristics that help him succeed in his work effectively. The teacher's cognitive characteristics are represented by his academic and professional preparation, his interests, and his ability to employ knowledge. As for the behavioral characteristics, they are summarized in commitment, warmth, affection, enthusiasm, good treatment, and unconditional acceptance of his students. This is in addition to the presence of a set of competencies that the teacher may possess and work to improve classroom interaction, represented in:

- 1- His ability to organize the subject he is studying.
- 2- His skills in employing effective communication skills.
- 3- His skills in employing listening skills, accepting ideas and diagnosing problems.
- 4- His ability to persuade others.
- 5- Developing and applying reinforcement methods.
- 6- Increase the motivation of his students.
- 7- Developing the skills of asking questions, receiving students' responses, and paying attention to students' questions.
- 8- His ability to develop the skill of collaborative work among students.
- 9- His ability to pay good attention.
- 10- Its ability to employ feedback.
- 11- Its ability to provide a physical and psychological climate and to achieve effective communication.
- 12- Accept the thoughts and feelings of others.

13- He is able to employ verbal patterns that support verbal classroom interaction, such as calling his students by their names, using words that make students feel accepted and respected, using expressions of praise, not generalizing criticism, speaking at an acceptable and understandable speed, and encouraging students' initiatives.

14- To stay away as much as possible from the negative practices that hinder constructive interaction, which are represented by his use of reprimands and threats, his neglect of students' questions, his attempt to impose his opinions on his students, the use of ridicule and ridicule of their ideas, and the use of exaggerated reinforcement.

15- Distinguished by an attractive personality, fair and firm, calm and broad-minded, open-minded, well-mannered, Optimistic, simple, level-headed, punctual, Selfless.

1.2 Section two: Warm Up Activities

1.2.1 Definition of warm up activities

Allwright (1984) considers that warm up activities are designed to attract students' attention, to help them put aside distracting thoughts, and to get them ready to focus individually and as groups on whatever activities that follow to engage in exercise or practice especially before entering a game or contest. Furthermore, a language warm-up is a simple language task that helps you and your students to recall, review, and introduce information. Usually, you'll want to use this task to begin your class, but you can also use it to shift gears to a new topic or language focus midway through the class session.

1.2.2 Nature of warm up activities

A warm-up activity is a way for a teacher to enable students to make these links in an additional language and thus transfer skills. Also, it is a short, fun game which a teacher or trainer can use with students. Many teachers use the warm-up stage to recap the previous lesson. They can see how much has been retained and decide where to go next. Furthermore,

Warmups are particularly useful: to help new students or trainees to get to know each other, to mark the shift when students have finished learning about one topic before starting on a new topic.

Warm up activities are essential teaching techniques for good teachers and trainers.

1.2.3 The purpose of warm up Activities

Warm-ups activities help students shift their frame of mind into the subject they're about to learn. ESL educator Kristina Lim says warm-ups are important for a foreign language classroom to do because students may not have used that language at home or at all that day so far. It takes time and mental stimulation to start thinking about the world in another language, so a warm-up activity effectively supports this transition, Lesson warm-ups are important for helping students move into a learning frame of mind where they can effectively focus, participate and learn. Here's what all teachers should know about lesson warm-ups, and how to plan them, put simply, a lesson warm-up is an activity that helps get students in a learning frame of mind. Warm-ups, or warmers, are any activity completed at the beginning of class specifically intended to prepare students for learning.

1.2.4 Types of warm up activities

It's a great idea to start each class off with an activity to get the students switched over to their "English brains" and in the right mindset to have a successful class! There are literally thousands of specific activities you can use; however, we have organized those activities into five main types of warmups and given you a fun example for each. These kinds of activities help both teachers and learners to create a healthy relationship in the class (Senior, 1997). These activities provide variety and interest in the lesson (Treko, 2013; Kay, 1995).

1.2.4.1 Games

Classroom games are a great way to create well-rounded lesson plans. Here are some benefits of using classroom games:

1.2.4.2 Encourages creative expression

Many classroom games involve an artistic component, allowing students to develop their original ideas and express themselves creatively.

1.2.4.3 Allows varied learning styles

You can use classroom games to incorporate different learning styles into your curriculum. For instance, some students learn skills more effectively by participating in an activity rather than reading or writing text.

1.2.4.4 Helps students adjust to school

Games can become a strategy for helping students adapt after they spend time away from the classroom. It can also help students who are new to the school.

1.2.4.5 Creates a comfortable learning environment

You can use games to bond with your students, create classroom guidelines and promote a comfortable and welcoming atmosphere for learning new skills.

1.2.4.6 Candy pass

Give each student a small handful of colored candy (such as Skittles). Tell the class that a question has been assigned to each candy color. Write these on the board, considering having a mix of serious and more humorous questions such as:

Blue: Would you rather be a tiny horse or an enormous chicken? Why?

Red: What is your ideal job and why?

Green: Tell the class about your house and who lives in it.

Yellow: What are three countries you would like to visit and why?

Students are then told to eat all their candy except for one piece. In this way they can choose the question they will answer.

1.2.4.7 Asking correct questions

The teacher explains that students can ask other students different questions (or even the teacher!). However, questions will only be able to be answered once the whole class agrees the question is grammatically correct. Students work in pairs to think of interesting questions for others and check their grammar. For example:

yes or no question: In this game Students are going to answer a question. The only rule is not to say YES or NO

1.2.4.8 Song

Song is absolutely one of the most efficient language learning tools preferred by most young learners (Kirsch, 2008). Then, Klein (2005) claims that young learners respond cheerfully to songs and welcome them. Rumley (1999) argues that songs help young learners to learn because they provide a safe and non-threatening environment to practice their English.

Two practical ideas of using songs in class:

1.2.4.8.1 Get Learner Attention

If you have played some background music during the lesson, you can get instant attention from the learners if you slowly reduce the volume of the song. You will notice learners will look at you once you have reduced the volume of the song completely. This could be technique could be used before you give instructions or wish to change the task during the lesson.

1.2.4.8.2 What's the Topic?

This is a really interesting way to start a lesson by getting students to guess the topic of today's class. Choose between 3-5 songs all related to the topic and play the first twenty seconds of each song. For example, if the topic of today's lesson is related to travel and

transport you could play the following songs below and get students to predict the lesson topic.

1.2.4.9 Video

As teachers, we know that videos are actually incredibly useful learning tools which can push students beyond their limitations, really engage them with the language and boost their learning speed. Videos make the lesson seem “real” and relevant to the world outside the classroom. Their power to keep students engaged and interested is a huge boon to the teacher. In videos, students see the target language in its natural setting, spoken by native speakers. Not only do they realize how relevant the language is to their lives, but they can also master spoken phrases naturally.

1.2.4.9.1 Intro Activities

Recommended Video Length: Up to 30 seconds

Clips are a great way to kickstart a lesson quickly and effectively. Here are a few of my favorite activities, even though you’ll almost certainly discover your own.

1. “Clip start!” Show a short clip and get the students to guess what will happen next.
 2. “Guess what?” Students guess what the lesson will be about from the clip.
 3. “Sound down” Show a clip with no sound and have the students provide the voice-over.
- For example, during a science lesson on predators, I used the first 30 seconds of a coywolf documentary and had the students find four adjectives used to describe these animals. For lower classes, you can give them the first letters of the words they need to find.

1.2.5 The importance of warm up activities

Warm ups and ice breakers are essential for those classes where everybody is new, including the teacher. They will allow everyone to relax and get to know each other. Lindstrom Ber (2004) claims that warm up activities get learners’ attention, review and

recycle previous learning. Moreover, A lot of teachers plan. In fact, planning is probably where most of the work goes into a class. Of course, the important parts are gone over including the activities and other exercises. But a lot of teachers will forget to do things such as warming up. They will often come into the class and pull something off the top of their head. Whilst this can work, it is always good to be prepared. Construct a good warm up session from the materials that are going to be covered in the class itself. Peterson (2010) claims that "beginning your lesson plans with a five-minute warm-up can serve to focus your students on the topic, open up creative thinking and help them to apply the learning in new ways". Furthermore, Hansen and Liu (2005) point to the impact of warm-up activities stating that "In order to create an environment wherein students feel more comfortable to engage in negotiation of meaning and provide each other with linguistic content, warm-up activities play supportive roles" (p.33). This will give the students plenty to talk about at the beginning and will help ease them into the rest of the lesson. Warm-up activities help the students stop being distracted and focus their attention on the lesson. These kinds of activities lead the students to effective language learning from the beginning (Velandia, 2008). Also, there are many ways you can warm up student minds and introduce them to the topic. Retired ESL teacher Revel Arro way suggests that your warm-up could involve physically warming up students through stretching and bending exercises. This can boost blood flow to their brains, release tension and improve alertness. Or you might use music or a game to engage students in a fun, active way.

1.2.6 Useful strategies when implementing warming up activities

A warm up is a set of activities that are aimed at preparing students for a period of concentration. It may involve physical movements that keep the learners motivated and active such as: Standing up, Walking, Jumping, Matching pictures with sentences or vocabulary, Drawing or writing personal experiences or stories and singing or listening to familiar songs.

Conclusion

This chapter has summarized some of the results of studies in order to see the role of the teacher in enhancing the warming up activities and classroom interaction. Interaction is needed in a classroom. The effective interaction which happens in the classroom can increase students' language performance. Not only students get the impact of the importance of good interaction but the teacher can also improve their teaching and learning process in the classroom. Some of the previous research had given reflection that interaction can engage the students' participation in the classroom by using the suitable teachers' talk. It can be concluded that classroom interaction is beneficial in the teaching and learning process. Section one is intended to give additional information of classroom interaction. It is hoped that this article can give more suggestion to increase the teacher- students, students-student, students-teachers' interaction in the classroom so the teaching and learning process can be effective.

In addition, section two tackled different points about warming up activities their nature, its types and its purpose. The following chapter is concerned with the data analysis and interpretation.

Chapter Two

Research Methodology and Design

Introduction

This chapter presents the practical side of this research. It aims at collecting data about the role of the teachers in enhancing the warming up activities and classroom interaction .

In order to achieve that , we conducted an investigation, a close ended questionnaire of six questions were designed and addressed to teachers of third year at TOUATI LARBI middle school Bordj Bou Arrerridj ,according to Krejcie and Morgan's table for determining sample size of a known population.(1970)

The questionnaire was designed to highlight the role of teachers in enhancing warming up activities and classroom interaction.

2.1 Research design

This approach has been chosen, because it goes hand in hand with the nature of this study. This work adapted a quantitative approach to describe the results concerning the role of the teacher in enhancing the warming up activities and classroom interaction. Then, a case study design used because it addresses a unique case represented in third year middle school teachers at Touati Larbi middle school. Furthermore , the type of approach utilized in data collection is a quantitative method.

2.2 Sample of the study

2.2.1 Teachers

The middle school Touati Larbi of Bordj bou arreridj has many teachers , As far as the sample is concerned ten teachers of third year .They form a small population, for that reason the entire population is the sample itself in order to increase the representativeness of this sample.

2.2.2 Population

The population would be ten teachers in the third year of Touati Larbi middle school as the sample of this study.

2.3 Data collection

This questionnaire contains nine items which is divided into 3 sections addressed to third year Touati Larbi middle school investigates the role of the teacher in enhancing the warming up activities and classroom interaction. It was delivered hand to hand and ten teachers responded to it.

2.4 Research instruments

2.4.1 Description of the Questionnaire

In the quantitative research, questionnaire is widely applied. A questionnaire is a list of inquiries made to people in order to gather statistics on a particular subject. The questionnaire was distributed to third year teachers at Touati Larbi middle school, ten teachers have participated in answering this questionnaire. This questionnaire contains six questions divided into 3 sections : the first section is about classroom interaction which the practice that permits enhancing the student's skills. The second section is about lesson plan opening to classroom interaction the lesson plan outlines what the teacher expects the pupils to learn and how it will be accomplished during class. Then, you can construct learning activities that are appropriate and techniques for getting feedback on those strategies of learning. The third section is about warm up activities which are an essential technique to make a qualified teachers.

2.4.2 Aim of the questionnaire

The purpose of the teacher survey was to learn more about how the teacher may improve class engagement and warm-up exercises. Therefore , we found it was important to include the thoughts of the teachers of Third Year at Touati Larbi Middle School in this study.

Conclusion

In conclusion, the methodology chapter on quantitative methods provides a comprehensive framework for conducting rigorous research. It ensures that the study's objectives are addressed effectively through appropriate research design, sampling techniques, data collection methods, and statistical analysis. Understanding the methodology chapter enables readers to evaluate the study's credibility and the reliability of its findings.

Chapter Three

Data Analysis and Interpretation of the Main Results

Introduction

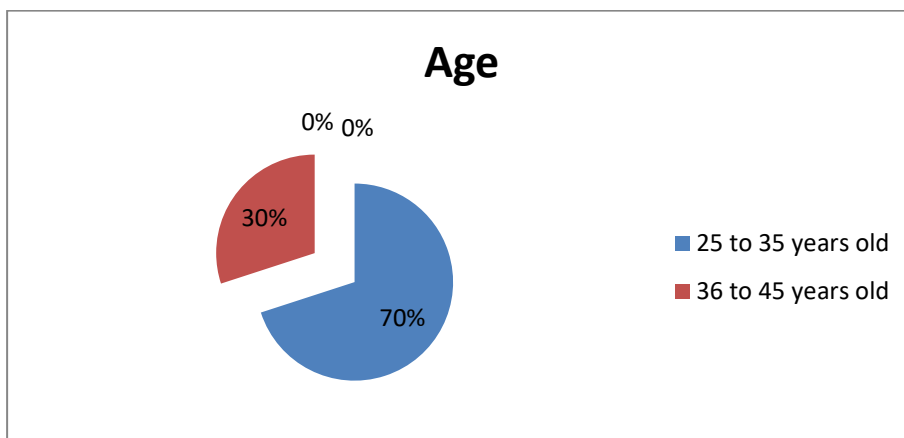
This chapter is aimed at presenting and discussing the research results. The statistical data were analyzed using the Statistical Package for Social Sciences SPSS version. The data were collected through quantitative method. The questionnaire contains six questions addressed to ten teachers of third year in Touati Laarbi middle school , according to Krejcie and Morgan's table of determining the sample size of the population (1970). The six questions were used to explore the role of teachers in enhancing the warming up activities to get the students interaction. This chapter discusses the results of the analyzed data and relates them with the previous research.

3.1 Result Found from Teachers' Questionnaire Survey

The respondents had to tick an appropriate option for each statement from the four options. For analysis, the responses were converted into mathematical figures as was done in analyzing the data questionnaire survey.

Item and table 01 : Age of participants

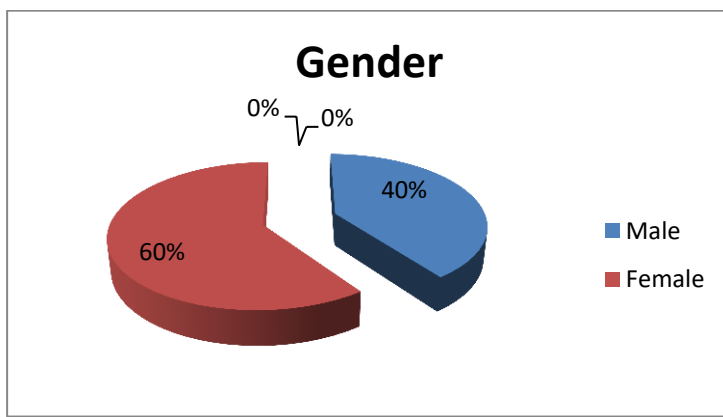
Age			
		Frequency	Percentage
Valid	25 to 35 years old	7	70,0
	36 to 45 years old	3	30,0
	Total	10	100,0



This pie chart represents the percentage of the participants' age, 70% of them are aged between 25 to 35 years old and 30% are aged between 36 to 45.

Item and table 02 : Gender of participants

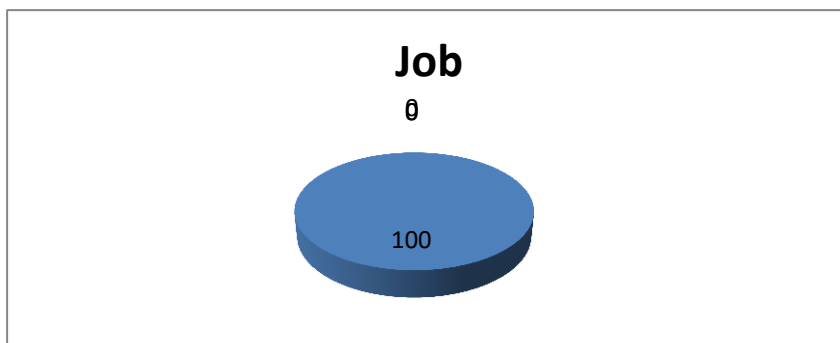
Gender			
		Frequency	Percentage
Valid	Male	4	40,0
	Female	6	60,0
	Total	10	100,0



This pie chart represents the percentage of participants' gender, 60% are male and 40% are female.

Item and table 03 : Job of participants

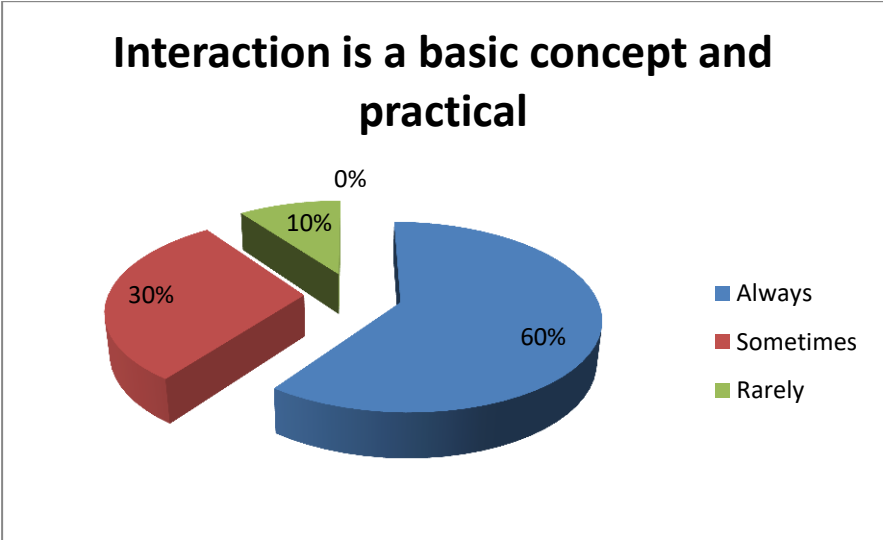
Job			
		Frequency	Percentage
Valid	Teachers from different subjects	10	100,0



This pie chart states that 100% of the participants are teachers of English.

Item and table 04 : Interaction is a basic concept and practical

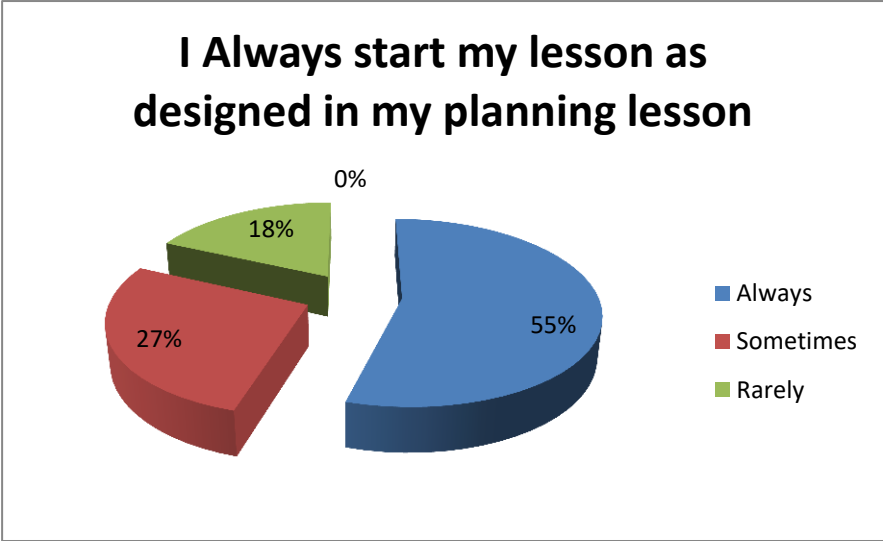
Interaction is a basic concept and practical			
		Frequency	Percentage
Valid	Always	6	60,0
	Sometimes	3	30,0
	Rarely	1	10,0
	Total	10	100,0



Concerning this question table and pie chart 04 show that 60% of the teachers always use interaction as a basic concept and practical and 30% of them sometimes use it while 10% of them rarely use it.

Item and table 05: I always start my lesson as designing in my planning lesson

I Always start my lesson as designed in my planning lesson			
		Frequency	Percentage
Valid	Always	5	50,0
	Sometimes	3	30,0
	Rarely	2	20,0
	Total	10	100,0



As presented in table 01 and pie chart 01, 50% of the teachers said that they always start their lesson as designing in their lesson while 30% teachers said that they sometimes start their lesson as designing in their planning lesson. However, only 20% of them rarely start their lesson as designing in their planning lesson.

Item and table 06 : I start my lesson out of the lesson plan

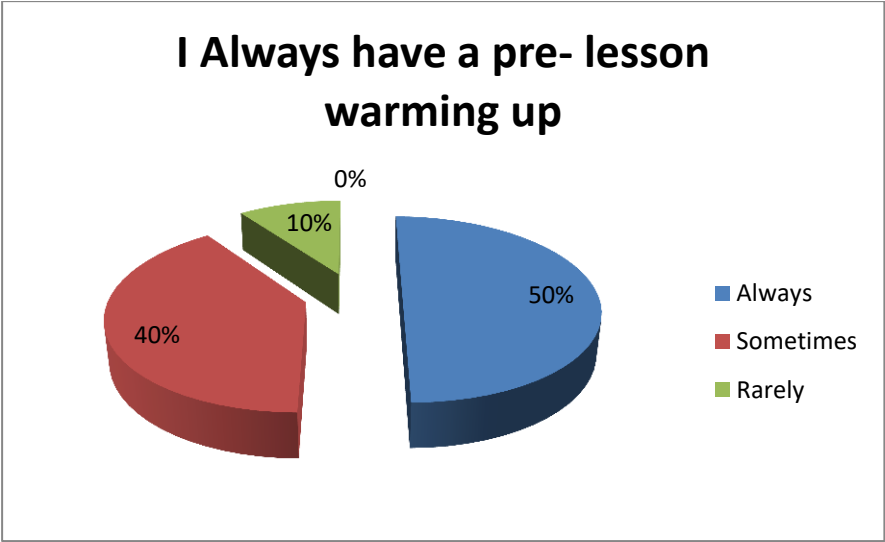
I start my lesson out of the lesson plan			
		Frequency	Percentage
Valid	Sometimes	10	100,0



For this question 100% of the teachers answered that they sometimes start their lesson out of the lesson plan.

Item and table 07 : I always have pre-lesson warming up

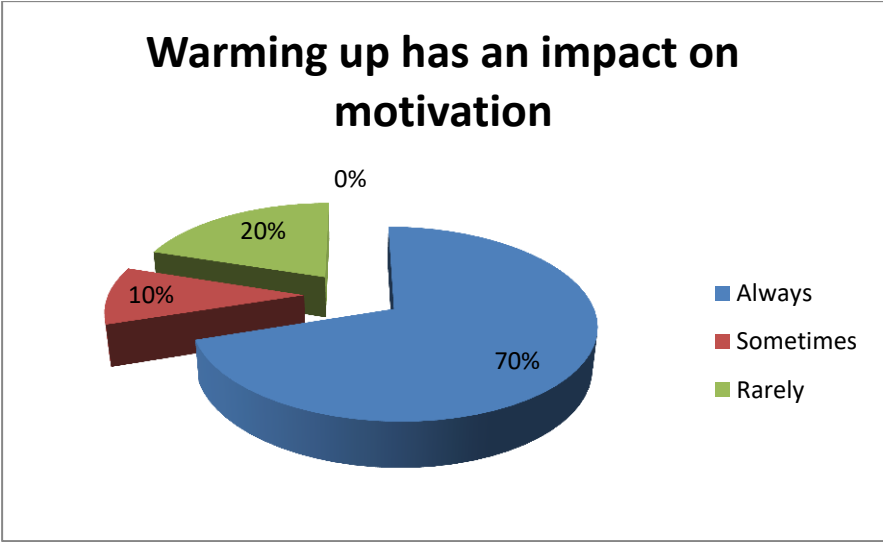
I Always have a pre- lesson warming up			
		Frequency	Percentage
Valid	Always	5	50,0
	Sometimes	4	40,0
	Rarely	1	10,0
	Total	10	100,0



As shown in table 07 and pie chart 07, 50% of the participants said that they always have pre-lesson warming up and 40% stated that they sometimes have pre-lesson warming up but only 10% of the teachers said that they rarely have a pre-lesson warming up.

Item and table 08 : Warming up has an impact on motivation

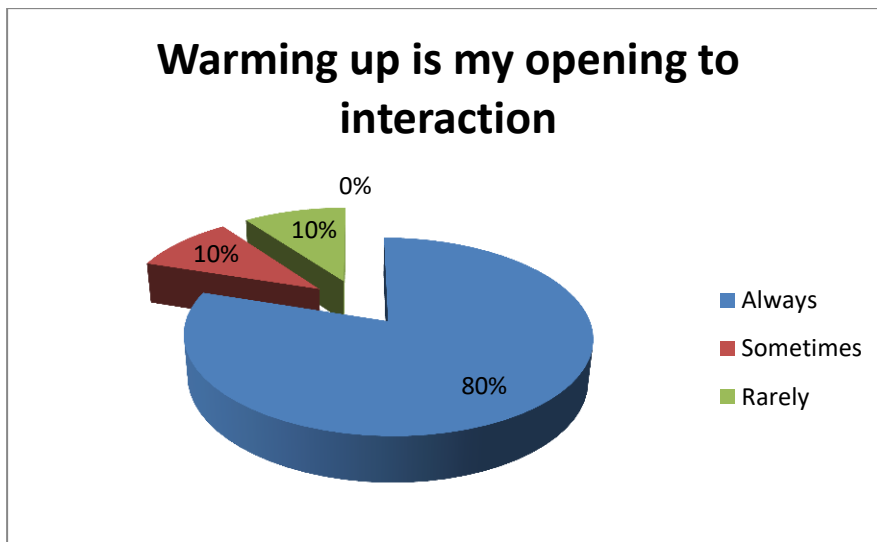
Warming up has an impact on motivation			
		Frequency	Percentage
Valid	Always	7	70,0
	Sometimes	1	10,0
	Rarely	2	20,0
	Total	10	100,0



Concerning this table and pie chart about 70% of the teachers stated that warming up always has an impact on motivation and 10% of them answered that warming up sometimes has an impact on motivation while 20% teachers said that warming up rarely has an impact on motivation.

Item and table 09 : warming up is my opening to interaction

Warming up is my opening to interaction			
		Frequency	Percentage
Valid	Always	8	80,0
	Sometimes	1	10,0
	Rarely	1	10,0
	Total	10	100,0



For this question table and pie chart 09 illustrate that the majority of the teachers with the percentage of 80% agreed on that warming up is always their opening to interaction and 10% of them stated that warming up is sometimes their opening to interaction while only 10% of the teachers answered that warming up is rarely their opening to interaction.

The results of teachers' questionnaire survey are presented in the table : (In each box the number on the top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.)

3.2 Suggestions to practical warming up activities

The satisfactory warm-up activities are all about getting college students engaged, and providing them with new interesting methods to work collectively and connect. Here are some first-rate warm-up activities appropriate for teens and adults to get your classes off to a flying start!

3.2.1 Photo sharing mingle (10-20 minutes)

Get your college students to get to understand every other, with the aid of getting them to discover a significant photograph on their phones, and sharing it with the different student. This ideally be a photograph they took, however an photo from an on-line search is also ok.

Students are then informed to mingle (or go into breakout rooms online) and ask and answer questions about every other's photos. Encourage students to ask plenty of follow up questions.

3.2.2 Asking right questions (10-15 minutes)

The teacher explains that students can ask different college students one-of-a-kind questions (or even the teacher!). However, questions will solely be able to be answered once the complete classification is of the same opinion the query is grammatically correct. Students work in pairs to think of fascinating questions for others and test their grammar. When all the pairs are ready with two or three questions to ask, pre-teach the solutions “none of your business” or for greater levels “I'd prefer no longer to answer that question” in case these are needed.

3.2.3 Vocabulary race (15-20 minutes)

Vocabulary warm-up activities are a magnificent way to elicit vocabulary from a category and introduce a topic. Tell students you are going to show them an photo and that they will need to listing as many phrases linked to the picture as they can. Show them an instance photo first. If the instance photograph is a image of a kitchen, you ought to ask “What can you see?” and write up words such as “sink”, “washing machine”, “kettle”...

3.3 Practical warming up activities in grammar

One practical warming up activity in grammar is to use a fill-in-the-blank exercise that reviews previously learned grammar structures. Another activity is to have students work in pairs or small groups to brainstorm as many examples as possible of a particular grammar structure, such as past tense verbs or adjectives. Another activity is to have students write a short paragraph or story that uses a particular grammar structure, such as the present perfect tense, to help reinforce their understanding of the structure in context.

Another practical warming up activity in grammar is to have students work in pairs or small groups to create short dialogues or role-plays that use a particular grammar structure. This can help students practice using the structure in context and can also be a fun and engaging way to review grammar. Additionally, having students complete a quick grammar quiz or worksheet can be an effective way to review previously learned grammar structures and to identify areas where students may need additional support or instruction.

3.4 How to manage the classroom interaction

To manage classroom interaction, it is important to establish clear expectations for student behavior and participation from the beginning of the school year. Teachers should communicate these expectations to students and consistently reinforce them throughout the year. Teachers can also use a variety of strategies to encourage student participation and engagement, such as asking open-ended questions, using group work and collaborative activities, and providing opportunities for students to share their ideas and perspectives. Additionally, teachers can use positive reinforcement to encourage desired behaviors and provide corrective feedback when necessary. It is also important to be aware of nonverbal communication and to use body language and tone of voice to convey respect and positive regard for students. Finally, teachers should be flexible and willing to adapt their teaching strategies to meet the unique needs and learning styles of their students.

Furthermore, Another way to manage classroom interaction is to be aware of the dynamics of the classroom and to actively work to create a positive and inclusive learning environment. This can involve promoting respect and empathy among students, encouraging active listening and dialogue, and being sensitive to cultural and individual differences. Teachers can also use a variety of techniques to manage disruptive behaviors, such as redirecting attention, using positive reinforcement, or providing individualized support to students who may be struggling. Additionally, teachers can use technology and multimedia

resources to enhance classroom interaction and engagement, such as using interactive whiteboards, educational apps, or online discussion forums. Finally, teachers can work with students to establish clear rules and procedures for classroom interaction, such as taking turns speaking, using respectful language, and actively listening to others.

3.5 Teachers presence in interaction

Presence can have a big impact on the learning experience of your pupils, as well as the behaviour of the class. By having presence, you suggest to your pupils that they are safe with you, will make progress with you, and that everything is under control.

Additionally, Teachers play a crucial role in classroom interactions, as they facilitate learning and help students understand new concepts.

Furthermore, teachers can create a positive learning environment, encourage student participation, and provide feedback to help students improve.

Moreover, teachers can serve as role models and inspire students to become lifelong learners and responsible citizens.

3.6 The classroom arrangement affect the teacher learning interaction

The classroom arrangement can affect teacher-student interactions in several ways. For example, seating arrangements can impact student engagement and participation, and the location of instructional materials can affect accessibility and ease of use. Additionally, classroom lighting, temperature, and noise levels can impact student comfort and focus, which can in turn impact learning outcomes.

Furthermore, classroom arrangement can also impact the teacher's ability to monitor student learning and provide feedback, as well as the teacher's ability to move around the classroom and interact with students individually or in small groups.

Moreover, classroom arrangement can influence the overall classroom atmosphere and student behavior, which can impact the quality of the learning environment and the effectiveness of instruction.

3.7 The evaluation of classroom interaction

The evaluation of classroom interaction can involve a variety of methods and tools, such as observation, surveys, self-reflection, and feedback from students and colleagues. One approach to evaluating classroom interaction is to use a rubric or checklist to assess the quality and quantity of student participation, the level of engagement and interest among students, and the overall effectiveness of communication and collaboration in the classroom. Another approach is to use student feedback surveys or self-reflection exercises to gather information about students' perceptions and experiences of classroom interaction. This can help teachers to identify areas for improvement and to make adjustments to their teaching strategies and methods. Additionally, teachers can seek feedback from colleagues or instructional coaches to gain a broader perspective on their teaching practices and to receive constructive criticism and support. Overall, the evaluation of classroom interaction is an ongoing process that requires teachers to be reflective, open-minded, and willing to make changes in response to feedback and data.

Additionally, another important aspect of evaluating classroom interaction is to consider the role of cultural and individual differences in the classroom. Teachers should be aware of the diverse backgrounds and experiences of their students, and should work to create a learning environment that is inclusive, respectful, and supportive of all students. This can involve promoting cultural awareness and sensitivity, using a variety of teaching strategies and methods to meet the needs of diverse learners, and providing individualized support to students who may be struggling. Additionally, teachers can use assessment tools and strategies that are culturally responsive and that take into account the unique strengths and challenges of

their students. Finally, teachers can use feedback from students and families to evaluate the effectiveness of their teaching practices and to make adjustments as needed to better support student learning and success. Overall, the evaluation of classroom interaction requires teachers to be reflective, culturally aware, and responsive to the needs of their students.

3.8 Recommendations

3.8.1 Recommendation for teachers

Based on the results, teachers should consider the value of warm-up exercises when teaching English since they encourage involvement, which results in more interactions, which later leads to language growth for the students. Along with taking into account the value of warm-up exercises, teachers must reflect correctly and choose the kind of warm-up exercises that best match the students' current learning levels. Additionally, teachers must pay attention to cut back on their talking within the quality limitations so that students have sample opportunities to initiate interaction with their teachers inside the classroom and to practice their English. Teachers must also pay attention to the various roles they play in the classroom, particularly those that have an impact on how well students engage with them, such as involver, facilitator, and motivator. By using warm-up exercises as much as they can in each lesson, teachers can build a strong rapport with their students. Finally, educators must focus on creating an environment in the classroom that encourages interaction among students. Moreover, teachers should use technology tools: Utilize online tools and apps to encourage classroom interaction. Platforms like Kahoot! and Quizizz allow students to answer questions and compete with their peers in a fun and interactive way. Furthermore, Use icebreaker activities which are a great way to warm up the classroom and help students feel comfortable interacting with one another. Examples include "Two Truths and a Lie," where each student

shares two true statements and one false statement about themselves, and the class has to guess which is the lie.

Conclusion

This chapter includes discussion of the results we gained from collecting data. The majority of the findings were similar to what we expected and to what previous researchers stated. Results of the questionnaire, which was addressed to third year teachers of middle school . The latter presented the role of teachers in enhancing the warming up activities and classroom activities in learning English language that they presented in form of questions divided into 3 sections. Each one of these sections described the image of role of teachers in warming up in the classroom in learning English as a foreign language. We found that the majority of teachers use warming up to get students interaction whereas the others they never use at as a strategy to get their interaction when they learn English and produce it in a comfortable ,also giving some suggestions to practical warming up activities , we describe three of them , that's mean the important ones , then we showed how to manage the classroom interaction by giving some steps , by the end we discover that there is a big importance in the presence of teacher in classroom interaction and how they evaluate the interaction in classroom.



General Conclusion

To conclude, the role of the teacher in enhancing the warming up process is crucial. The warming up phase sets the tone for the entire learning experience and prepares students for effective engagement in the lesson. Teachers play a multifaceted role in facilitating a meaningful and productive warm-up. First of all, teachers need to plan carefully and prepare warm-up activities that align with the lesson objectives and engage students. They should consider the relevance and interest of the warm-up exercises to capture students' attention and motivate them to participate actively. Second, teachers should foster a positive and inclusive learning environment during the warming up phase. This involves setting clear expectations, promoting open communication, and encouraging students to feel comfortable and confident in expressing their thoughts and ideas. Finally, the teacher's role in the warming up process extends to building rapport with students. By establishing a positive relationship, teachers can create a safe space where students feel supported and encouraged to actively participate in the warm-up activities. This rapport also helps in creating a conducive learning atmosphere throughout the lesson. Overall, the teacher's role in enhancing the warming up process is to create a supportive and engaging learning environment, assess and activate prior knowledge, foster critical thinking, and provide feedback. By focusing on these aspects, teachers can effectively prepare students for successful participation and learning in the subsequent lesson.

The role of the teacher in enhancing classroom interaction is pivotal for creating an engaging and effective learning environment. Teachers play a pivotal role in promoting and facilitating interaction among students, as well as between themselves and students. They act as facilitators, moderators, and guides, fostering a collaborative and participatory atmosphere that encourages students to engage in active learning. One key role of the teacher in enhancing classroom interaction is to create opportunities for students to interact with each other. This can be done through group work, discussions, debates, and other collaborative activities. By organizing these activities and setting clear expectations, the teacher encourages

students to share ideas, debate different perspectives, and learn from each other's experiences. This not only enhances the quality of learning but also promotes the development of social skills and critical thinking abilities.

Based on the use of a quantitative method for the questionnaire to teachers, it can be concluded that the data collected is numerical in nature and can be analysed using statistical techniques. This allows for the identification of patterns, trends, and relationships within the data. The use of a quantitative method also enables the researcher to draw general conclusions about the population of teachers being surveyed, as the data is representative and can be generalized to a larger population. Overall, a questionnaire with a quantitative method is a powerful tool for gathering and analyzing data from teachers, leading to informed decision-making and enhancing educational practices.

The role of the teacher in enhancing classroom interaction is essential for creating an engaging and interactive learning environment. Through various strategies and techniques, the teacher can promote active participation, encourage student collaboration, and foster meaningful discussions among students. By facilitating effective classroom interactions, the teacher helps students develop critical thinking skills, enhances their understanding of the subject matter, and promotes overall learning outcomes. The teacher's role includes creating a safe and inclusive space, providing clear instructions, asking thought-provoking questions, and facilitating group work or pair work activities. Additionally, the teacher should actively listen to students, provide constructive feedback, and adapt teaching methods to meet the diverse needs of the students. Overall, the teacher plays a pivotal role in enhancing classroom interaction, which ultimately leads to a more engaging and effective learning experience for students.

References

References

- ✓ Akther, A. (2014, August). Role of Warm-up Activity in Language Classroom: a Tertiary Scenario. Department of English and Humanities. BRAC University, Dhaka, Bangladesh.
- ✓ Allwright, R. (1984). The importance of interaction in classroom language learning. *Applied Linguistics* (Vol. 5).
- ✓ Best, J. W., & Kahn, J. (1986). *Research in Education* (5th ed.). Prentice-Hall of India Pvt. Ltd.
- ✓ Bouguerra Hadil zohra EFL teaching strategies and students' apprehension in learning the English language dissertation submitted to the department of English language and literature in partial fulfillment of the requirements for the degree of master , stream: English language , option: didactics , faculty of Arts and language department of arts and foreign language bordj bou arreridj (2021/2022) p:26-29.
- ✓ Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco: Pearson Education.
- ✓ Eragamreddy, N. (2013). Teaching Creative Thinking Skills. *IJ-ELTS: International Journal of English Language & Translation Studies*, 1 (2), 4-248.
- ✓ Hansen, J.G., & Liu, J. (2005). Guiding Principles for Effective Peer Response. *ELT Journal*, 59 (1), 31-38.
- ✓ Kay, C. (1995). *Scott Foresman English series*. Baltimore, Maryland: Scott Foresman.
- ✓ Kirsch, C. (2008). *Teaching Foreign Languages in the Primary School*. London: Continuum.
- ✓ Klein.K. (2005). Teaching Young Learners. *English Teaching Forum*, 43(1), 12-17.
- ✓ Krejcie, R.V., & Morgan, D.W., (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*.
- ✓ Kumpulainen, K. & Wray, D. (2002). *Classroom Interaction and Social Learning*. New York: Idea Group Publishing.
- ✓ Lindstromber, S. (2004). *Language Activities for Teenagers*. Cambridge Handbooks for Language Teachers, Cambridge (Cambridge University Press).
- ✓ Peterson, D. (2010). The Effects of Warm up in Learning Second Language. Retrieved from EDUCATION: /essays/education/the-effects-of-warm-up-in- learning-second-language.php

- ✓ Robinson, H. (1994). *The Ethnography of Empowerment: The Transformative Power of Classroom Interaction*. Washington, D.C.: the Falmer press.
- ✓ Rumley, G. (1999). *Games and Songs for Teaching Modern Languages to Young Children*, in P. Driscoll and D. Frost (eds),. *The Teaching of Modern Foreign Languages in the Primary School*. (Routledge, Ed.) London.
- ✓ Senior, R. (1997). *Transforming language classes into bonded groups*. *ELT Journal*, 1(51), 3-11.
- ✓ Treko, N. (2013). *The Big Challenge: Teaching Large Multi-Level Classes*. *Academic Journal of Interdisciplinary Studies*, 2(1), 215-243.
- ✓ Velandia, R. (2008). *The Role of Warming Up Activities in Adolescent Students' Involvement During the English Class*. *Profile Journal*, 9-26.
- ✓ Soufi naima « the strategies adopted by the teacher in the classroom and their role in developing the ability to control the solution of mathematical problems among middle school students » faculty of humanities and Social Sciences. Department of psychology, Education Sciences and Orthophonia.2010-2011.

Appendices

Questionnaire to test the role of the Teacher in Enhancing the Warming up Activities and Classroom Interaction .

Dear teachers, you are kindly asked to fill in the questionnaire which is part of the research . it is designed as a data collection tool for the accomplishment of a master project in sciences of the language . The study is conducted to investigate the role of the teacher in enhancing the warming up activities and classroom interaction .

Age :

Gender:

Male:

Female:

Job:

Questions:

Total:

Percentage:

Directions: please read the questions carefully and put a check mark on the column that corresponds to your answer .

		Always	Sometimes	Rarely	Never
1.	- Interaction is a basic concept and practical.	X			
2.	- I Always start my lesson as designed in my planning lesson .			X	
3.	- I start my lesson out of the lesson plan.		X		
4.	- I Always have a pre - lesson warming up .	X			
5.	- Warming up has an impact on motivation.	X			
6.	- Warming up is my opening to interaction.	X			

Appendix 01: Teachers' Questionnaire



السيد رئيس القسم
منير بوزيدي

الى السيد مدير متوسطة بن تواتي
العربي

توجيه

يشرفني أن أوجه اليكم الطالبة عثمانة وردة المسجلة في السنة الثانية ماستر لغة انجليزية بالسنة الجامعية 2022-2023، تخصص تعليمية اللغة الإنجليزية وذلك لتمكينها من جمع بيانات عن طريق استبيان موجه لأساتذة السنة الثالثة متوسط لغرض إجراء دراسة حول تعليم اللغة الانجليزية. يرجى منكم تقديم المساعدة الممكنة في حدود أغراض البحث العلمي. تقبلوا مني فائق التقدير والاحترام.

رئيس القسم
2023/05/03
رئيس قسم اللغة الإنجليزية
بوزيدي منير

التزام

أنا الممضي أسفله السيد(ة)....فار.هد.ك...ن.وا.و.ن. صبور.سنة، عتاهنة. و ردة

المولود(ة) في: 2000/05/10

الحامل لبطاقة التعريف رقم 2000.11.64.0.11.000

المصادرة في: 2010/07/10 ب.ب. بلدية... ب.ب. بوعويريج

أتعهد و ألتزم أن أحترم النظام الداخلي للمؤسسة وألتزم بمواقيت العمل والسلوك

الحسن خلال فترة البحث.

برج بوعويريج في:

26 أفريل 2023

إمضاء المعني بالأمر

Appendix 03 : A Signed Commitment From Students To School

المخلص

يهدف البحث إلى استكشاف دور المعلم في تعزيز الأنشطة الصفية والتفاعل الصفّي، حيث يعتبر تفاعل المعلم مع طلابه ذا أهمية في عملية التعليم والتعلم، لذلك فإن نمط ونوعية هذا التفاعل تحدد بفاعليته ... وما يسود الجو الصفّي من علاقات اجتماعية تفاعلية يقوم بها المعلم بدور المنظم للنشاطات، ويساعد الطلاب في اتخاذ القرارات. تم إجراء الدراسة في متوسطة تواتي العربي، مع أساتذة السنة الثالثة متوسط، ولاية برج بوعريّيج. ولتحقيق الهدف الرئيسي للدراسة، تم اعتماد نهج المنهج الكمي. إضافة إلى ذلك فإن الأنشطة الصفية هي المجال الطبيعي في اكتساب الطلاب الخبرة من خلال ممارستها؛ ولهذا يقع الدور الأكبر في التخطيط لها وتنفيذها وتقييمها على المعلم، فهي تدخل ضمن خطته التدريسية.

Résumé :

La recherche vise à explorer le rôle de l'enseignant dans l'amélioration des activités et de l'interaction en classe, car l'interaction de l'enseignant avec ses élèves est considérée comme importante dans le processus d'enseignement et d'apprentissage, de sorte que le modèle et la qualité de cette interaction déterminent son efficacité... et les relations sociales interactives qui prévalent dans l'atmosphère de la classe dans laquelle l'enseignant joue le rôle d'organisateur des activités et aide les élèves à prendre des décisions. L'étude a été menée au collège Touati Larbi, auprès des enseignants de troisième année du collège, Etat de Bordj Bou Arreridj. Pour atteindre l'objectif principal de l'étude, une approche quantitative a été adoptée. De plus, les activités en classe constituent l'espace naturel dans lequel les étudiants acquièrent de l'expérience en les pratiquant. Par conséquent, le rôle le plus important dans la planification, la mise en œuvre et l'évaluation incombe à l'enseignant, car cela fait partie de son projet d'enseignement.