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The impact of Effective Classroom Interaction on foreign Language Learners' Motivation

The case Study of First Year Students of English at Mohamed Kheider

University of Biskra

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master

Degree in Sciences of Language

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Dedication

I Dedicate This Work To :

My Loveley Mother Karima and My Dear Father Mohamed

My Brother Adem and My sister Hana

*My Cousin Amri Boutheina and Her Husband Chenini
Abdelhak Who provided me with help and Support during all of
My Academic Carrer.*

All My Aunts Especially Fatima Zohra.

My Nieces and Nephews.

*My Closest Friends : Jojo, kaltoum, Sonia, with whom I shared
the University Life.*

*The Rest of My Friends and My Familly and Everyone also
loves Me.*

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Abstract

The present study seeks first and foremost to investigate the close relationships between classroom interaction and foreign language learners' motivation. Our study stems from our belief that effective classroom interaction is a fundamental pedagogical tool that really boosts learners' motivation. Therefore, reconsidering the role of classroom interaction especially in the EFL context should be the focus of any teaching methodology. Our purpose in conducting this research is to show the need of reconsidering the role of interaction on boosting learners' motivation towards learning a foreign language and more particularly, the development of learners' language proficiency. Our other aim is to demonstrate that classroom interaction is an efficient pedagogical tool. Therefore, we start from the hypothesis that if effective classroom interaction is properly conducted in the foreign language classroom learners' motivation will significantly increase. In order to cope with such an issue, we opt for descriptive methodology. The data about this issue is gathered using a questionnaire that was administered to First year students. Our study is divided into three chapters. The two first chapters are devoted to the theoretical background of the research. The third chapter is devoted to the analysis and interpretation of the results obtained from the questionnaire. In fact, the results obtained to confirm the postulated hypothesis. We come to the conclusion that effective classroom interaction does really contribute in boosting learners' motivation and thereby helping them to overcome their learning difficulties.

Key words: Classroom interaction, students' motivation, teacher's roles (Mohamed khider University,2017).

List of Abbreviations

EFL : English as a Foreign Language

ELT : English Language Teaching

FLL : Foreign Language Learning

ICT : Information Communication Technologies

IM : Intrinsic Motivation

L2 : Second Language

N : Number of Participants

SLA : Second Language Acquisition

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ملخص

General Introduction

General Introduction

The process of teaching and learning is very systematic; it requires a number of skills from the teacher's part. The latter has to play different roles in order to guarantee the success of the operation. The student is also expected to take part and be involved in every single part of the lesson. Therefore, interaction between these two most important components of the teaching and learning process would pave the way to its success.

Moreover, recent psychological and socio-cultural theories consider the act of language learning as a social activity. Interactions in language classroom are nowadays considered as important social activities which contribute not only in the construction of knowledge but in the development of confidence and motivation to learn as well. Most studies in the area of classroom interaction suggest that learning is a social enterprise jointly constructed and intrinsically linked to learners' repeated and regular interactions in the classroom.

According to a number of researchers(Canal and Swai1980;River,1987;Savignon,1983;And Wells,1981) active interaction between teachers and learners or learners and learners is a pivotal element in increasing learners' motivation and desire to learn and to take part in different activities taking place in the language classroom .Such interactions provide a safe and secure atmosphere where in learners' motivation increases and consequently enables them to spontaneously and willingly use the target language.

Classroom interaction allows learners' involvement in the dynamic process of communication. This pedagogical aspect involves contact and negotiation of meaning where learners' motivation is boosted and helps them experience how language functions in different situations.

1. Statement of the problem

One of the major problems that teachers of oral expression face during the lesson is the students' reluctance to interact. The latter may create serious hurdles for EFL students whose ultimate goal is the good mastery of the target language. In such a case the teacher is expected to reach all types of learners and try to motivate them to interact and overcome such an obstacle.

Moreover, many learners experience difficulties during the process of learning to speak the target language in the classroom. Speaking fluently and accurately is the learners' main concern. Therefore, teachers should be aware of the interactive nature of the language classroom.

The main issue raised throughout our study is particularly about how classroom interaction contributes to increase learners' motivation and thereby gradually giving the desire to communicate effectively using English in different interactive situations.

2. Aims of the Study

The overall objectives of the present study is to investigate the role of classroom interaction in developing learners' motivation. We would like to show that effective classroom interaction plays an active role in the process of language teaching and learning. Our study also aims at investigating the correlative between classroom interaction and learners' motivation and its role in improving their oral proficiency.

We can summarize the objective of our study as follows:

1. To show the close relationships between classroom interaction and learners' oral proficiency.
2. To highlight the need for developing effective classroom techniques.
3. To explore the role of the interactions patterns to raise EFL learners' motivation

3. Research questions

In order to narrow down the scope of the study, the researcher will try to provide satisfactory answers to the survey questions:

- 1- How does classroom interaction contribute to raising EFL learners' motivation?
- 2- What are the interactional patterns that should be adopted in EFL classes to create a motivational and healthy learning atmosphere?

4. Hypothesis

In order to provide answers to our previously stated questions, we hypothesize that, if teachers adopt effective and appropriate interactional patterns in the FL classroom, learners' motivation and desire to learn will increase.

5. Methodology

The choice of the method to be adopted in any research is often declared by the nature of the issue under investigation. Our study is an explanation of the role of classroom interaction and its impact on learners' motivation.

We want to gather evidence about the role that teacher plays in creating a secure atmosphere therefore, we will collect teachers' views and other sides. So we ,therefore assume that a descriptive approach would be suitable .The main tools we will use will be a teacher's survey.

6. Population of the study

Forty(40) students of First year will serve as the population of the study due to the fact that they are making a transition from the pre-university phase to university life and scientific research. Thus, a sample of first year students will be randomly selected for the data collection phase. The randomization of the sample will ensure the maximum coverage of all categories of first year

students which will provide reliable and valid results. Moreover, data will be collected via a questionnaire addressed to the targeted population. The questionnaire will be devised to answer very specific questions that will be later used to test the research hypothesis.

7. Delimitation of the study

The present study focuses on the effective classroom interaction and how the teacher should create the appropriate atmosphere inside the classroom to become a motivational place for learners where they can use and practice their English. The present study will not in any way be interested in any other teaching and learning problems, such as: students' level of mastery of English or teacher training...etc.

8. Structure of the study

The present study is divided into three chapters. The first two chapters will be devoted to the theoretical background of the research; however, the third one will consist of the field work and data collection, analysis, and interpretation of the results. The first chapter will take into consideration the problems that face the learners in classroom interaction and the possible strategies that the teacher could make to avoid them. The second chapter will be devoted to the type of relationship that exists between motivation and classroom interaction. The third chapter will present the data collection and analysis procedures as well as the interpretation of the findings.

Chapter One

Effective Classroom Interaction

Chapter One: Effective Classroom Interaction

Introduction

Human beings' everyday life is based on communication and interaction between people in this tremendous world. In this chapter, we will limit the scope of interaction to the educational concern as well as explore how it evolved from a human phenomenon to a necessity in today's EFL classrooms. Therefore, we will try to shed light on some experts' concepts about interaction and its types, the role of classroom interaction and its various patterns. We will also try to focus on how important it is to create a supportive learning atmosphere to pave the way and encourage students to interact during the session. In this chapter we will try to give a variety of definitions of interaction then move to its types. In addition, figures will be added to clarify the concepts under investigation.

1.1 Definition of Interaction

Before giving any definition to interaction let us first acknowledge that interaction is cereal in any tea during the learning process. The point is interaction displays and orient learning in the same way, it demonstrates different abilities that create discourse which is conducive to learning. In fact, interaction is concerned with what goes on between interactants and how communication is managed. Many researchers have dealt with interaction without really providing a workable definition. Very often, interaction is defined as the ability of teachers and learners to interact in order to mediate and assist learning. In the coming lives we will go through a number of definitions and we will attempt to choose the most suitable one that can be adapted to our research.

According to young (2008), interaction is a relationship between participants employment of linguistic and interactional resources and the contexts in which they are employed.

Not far from this, Wagner (1994:8) believes that interaction is considered as a series of events that happen between at least two objects which are expected to perform at least two actions. In the same flow of thought, Hadfield (2008:6-26) views interaction as involving more than just putting messages together. For him, it involves also responding to other people. In other words, it means choosing the language that is appropriate for the person you are talking to. Interaction then, is concerned with that goes on between interactants and how they manage communication.

In the classroom interaction is a key concept which is defined as, 'teachers' and learners' ability to use interaction as a tool for mediating and assisting learning' (Walsh 2011:158). Larsen-Freeman (2010) argues that by improving classroom interaction we will create better opportunities for learning. The same author believes that classroom discourse is characterized by involvement, engagement and participation where learning is seen as doing rather than having. Therefore, Brown (1984) considers interaction as a fundamental fact of pedagogy and that successful pedagogy involves the successful management of classroom interaction.

With the advent of communicative language teaching, interaction has been a firmly established as the heart of communication. In fact, it is all about communication. According to River (1987) through interaction students can increase their language score as they listen and read authentic language. Therefore, it has been discovered that the best way to learn is through interaction itself. Nunan (1991:105) argues that interaction is central to language learning and that 'learning to speak in a second or foreign language will be facilitated between learners activity engages in attempting to communicate'. In the same way, Allwright (1984) as quoted in Ellis (1997:173) sees 'interaction as a fundamental fact of pedagogy'. He also adds that 'successful pedagogy involves the successful management of classroom interaction'.

Considering the above definitions we may say that interaction is central to any teaching learning process as it provides opportunities to improve learning. The figure below illustrates well its components:

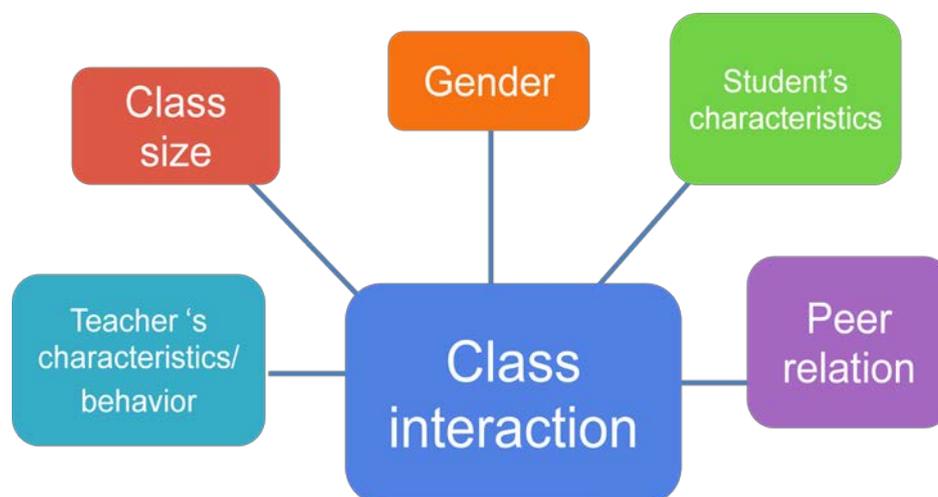


Figure 1.1: Factors that govern classroom interaction (Adapted from Shomoosi et.al, 2008)

As can be seen in the diagram above classroom interaction encompasses many elements that interact positively. Interaction then, includes two pivotal elements, the teacher and the learner(s). Each of them bears special features that are interrelated.

1.2 Types of Interaction

In the classroom setting interaction is seen as a crucial element since it occurs during any classroom encounter. It can occur between the teacher and the student or between students themselves. Therefore, in the coming sections we will discuss these types of interactions.

1.2.1 Teacher-Learner Interaction

This type of interaction is what essentially happens between the instructor and the learner. This can take different aspects, ranging from instruction, and clarification to providing feedback. For Harmer (1998), the instructional activities give students opportunities to interact with their

instructor, receive information and provide feedback. That is to say, that interaction is a skill that is shared between the teacher and the student. In that case, the teacher relies on the learners' amount of understanding of the input that is suitable for classroom interaction.

Taking into consideration the above facts, we can say that interaction is meant to facilitate students' understanding and mastery of the learning objectives. Consequently, teachers focus on the type of input he should provide his learners with. Put simply, meaningful and understandable input leads to better response and interaction with the learners. In the classroom both teacher and learners are involved in some kind of interaction. Teacher-Learner talk is an essential part of classroom interaction. Moreover, the amount of talk either by the teacher or learner is imposed by the nature of the lesson or even the method adopted. In addition to this, classroom interaction can be verbal or non-verbal novice teachers very often concentrate on learner comprehension while skilled and experienced teachers use a mixture of both techniques. They can use gestures, mime body language and eye-contact. In fact, teacher talk and learner talk should be balanced and controlled by the teacher himself

1.2.2 Learner-Learner Interaction

This type of interaction occurs among the learners themselves during pair, group and class work. This type of interaction is really motivating for students since it allows them to take part in classroom activities. It also enables them to practice the language by negotiating meaning through different tasks. During pair and group interaction learners are given a chance to practice the language to receive feedback in the teacher language by correcting their own errors or by correcting each other. Therefore, Lynch (1996) argues that their sort of interaction is highly effective as it is designed with small groups or peers rather than this way, learners can receive feedback and practice the language freely through exchanging ideas, vocabulary and assessing each others' performances.

1.2.3 Content-student Interaction

In addition to the interaction that occurs between the teacher and the learners and the learners themselves, learners also interact with the content of the course material.

According to Thurmand(2003), the most important factors for successful learning is the learners' appreciation and involvement with the material being used for language learning.Learners' comprehension of the materials whether textbooks or any other materials and its presentation encourage students to engage with it. A type amount of language learning may take place if learners really interact with the content being presented. This of course will largely depend on the kind of the material as well as the way it is presented to the learners.

1.2.4 Technology –student Interaction

In this type of interaction, the students are exposed to the technology adopted by the teacher as a pedagogical support to facilitate the task for them. These Information Communication Technology can be in the form of computer hardware, the course management system, audio/video materials etc.....). This type of interaction can have an impact on their ability to learn from and engage with the course materials.

Lowerison et al(2006: 465-489) suggest that technology has a potential to transform the learning environment from passive to active and more subject to the control of the learner. It means that during the session, the use of the technological materials by the teacher is very important and much more workable, because it can make the learner has an energy and power to be more active in the classroom instead of staying calm and lazy in order to be more developed and create an interactional atmosphere.

According to Robler (2003), technology may enable the learner to be more actively involved in his or her own learning. It means that the use of technology not restricted only on the classroom

interaction for enhancing EFL learners but the learner also can use it in other different domains such as: in his career in order to facilitate and develop things that has a relationship with his job

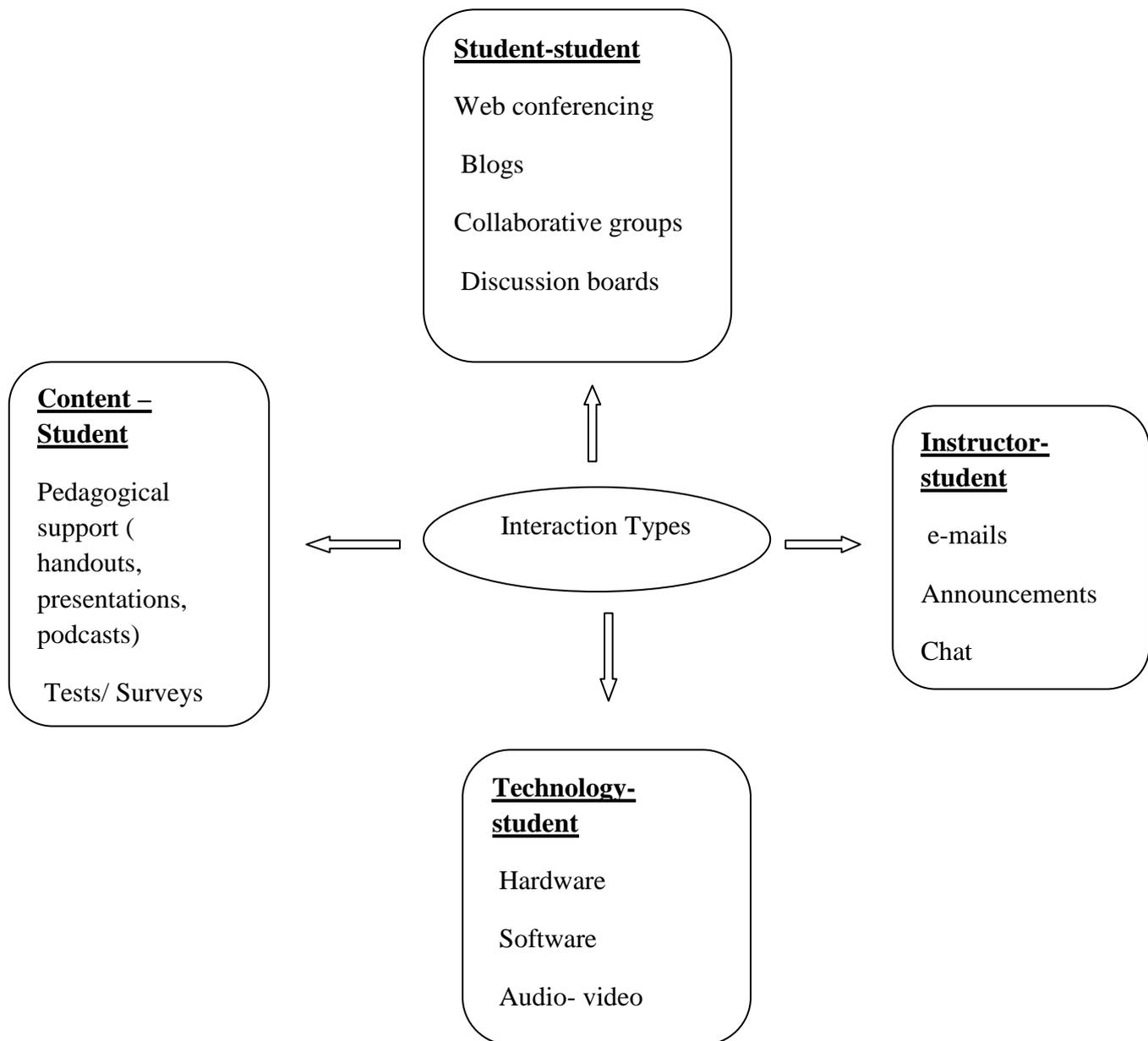


Figure 1.2: Adapted from Julie Magadan for PC CTL

The above figure summarizes the types of interaction which are most frequently observed in EFL classes. It represents the shift towards learner centeredness with reference to the use of technology and collaborative learning which facilitates the teaching and learning process for all its participants

1.4 Interaction Patterns

The classroom setting plays an important role by allowing learners to interact with the teacher with the content of the lesson and with his/her mates. Communication in the classroom can take the form of different of interactional patterns .Therefore, depending on the nature of the lesson and the activity types, teachers adopt different strategies that may eventually lead to understanding and the negotiating of meaning.For learning to happen and to transform input to output, teachers adopt various interactional patterns.T hese patterns show learners' own approaches to the learning situation.In fact, it describes the ways used by the learners in order to handle the learning situation. In the next section, we will describe some of these strategies.

1.4.1 Group Work

Organizing learners to work in groups is not an easy task for the teachers, thus is mainly due to mixed ability classes and learners varying proficiency level. In forming the groups, the teacher then has to take into account many considerations. Partnership can be a motivating factor if it is done on specific criteria such as interest, friendship and especially or linguistic proficiency.

Taking into considerations the facts cited above, grouping students and giving the opportunity to work in groups smaller than the class size can be a motivating factor. In small groups arranged by the teacher, learners interact with other each cooperatively by exchanging ideas. According to Freiberg and Driscoll(1992) during group sessions learners may have more opportunities to paraphrase, explain, describe, ask for clarification and comment about the whole class interaction may provide. This simply means that group work plays a facilitating role by a chance to gather ideas, to rebuild and to clarify the harder issue that is related to content and activity type. By so doing, they can exchange different views and thought which can help in creating an interactional atmosphere.

In sum, group is a way of organizing learners for teaching and learning. In a Mitchell working in groups is a good solution for helping learners to share information, to facilitate the difficult tasks, and to enable learners to be more organizers and more initiators.

1.4.2 Independent Learning

In order to define this type of learning that Philip Candy (1991:19) quotes Forster's (1972) definition in which he views independent learning as a process, a method and philosophy of education in which a student acquires knowledge by his/ her own efforts and develops the ability for inquiry and critical evaluation.

In fact, independent learning or self-education increases educational responsibility on the learner for achieving his/her own objectives. As a matter of fact, it represents for the learner an effective way to improve themselves by using their own ideas and language proficiency. It also enables them to test their own abilities to learn and even enhance them to be more developed and more cultivated.

1.4.3 Choral Response

As a classroom technique choral response involves all the learners responding verbally in unison to a teacher's questions.

For Heward (1994), it is an easy to use cost free method of increasing each student's frequency of active response during group instruction. Here, the teacher's role is of crucial importance since she/he has to adopt strategies that increase the participation of the students during classroom work. As such, this strategy involves the teacher and the learner to look in harmony to avoid disruption and to give everyone a chance to take part and answer

1.4.4 Teacher Talk

Classroom talk is very often distributed between the teacher and the learners. The amount of the teacher talk is essential but should be controlled. According to Sinclair and Brazil (1982) teacher talk is 'the language in the classroom that takes up a major portion of class time employed to give directions.' However, classroom talk is very often distributed between the teacher and the learner according to the nature of the lesson and activity. Teacher's talk remain essential in directing learners and checking their understanding. That is why Johnson (1995) argues that there is a tendency for teachers to control the patterns of communication. This control comes from their social status of teachers and from the way they use language.' It is nevertheless true that teachers should not talk at the expense of their learners.

1.4.5 Open-ended Teacher Questioning

Generally, teachers ask their learners different types of questions. This is always directed by one targeted answers they want to get. Question type many fall into different kinds such short response questions, controlled and guided questions. However, teachers may ask open-ended questions where learners may provide varying and acceptable answer. According to Barnes (1976) an open ended-question is 'a question to which a number of different answers would be acceptable.' A question such as the following would illustrate the above definition : why is Paris the most memorable place you have ever visited ? In response to such a question different answers are possible and can be acceptable.

1.5 The teacher's Roles

In English teaching, the teacher performs different functions. One of the teacher's main skill is to play different roles according to the nature of the lesson and what the learners are expected to do. It is difficult to give general descriptions of teachers simply because different teachers can be successful in different manners. According to Harmer (2007), good teachers are

born not made. In the sections below, we will deal with the roles of the teacher should play for effective teaching to take place.

1.5.1 As a Facilitator

One main roles of the teacher is to facilitate learning and make it enjoyable. This role of the broader as facilitator in the clinical setting has been referred to as the supervisor's role, with the teacher providing students with opportunities for working in the clinical context ,observing students and giving feedback(Ullian et al., 1994).This is true since the teacher may clarify learners'tasks by using the easy words and expressions.Teachers behavior in the classroom should be directed towards boosting the students in order to enhance their level and their motivation to learn.

1.5.2 As an Assessor

Another important of the teacher is to provide feedback to his learners' performances by evaluating their progress in learning. As an assessor he has achieved his/her objectives. Assessing here simply means observing and measuring learners advancement in terms of using and understanding one target language.In order to be an efficient assessor the teacher should also be conscious and alert to students possible reactions. In other hands, he pays attention to the learners 'bad as well as good performances. In this ways, he can help students improve by evaluating their performances.(Harmer,2007).

1.2.5.1 The Curriculum Assessor

According to (Coles & Grant,1985:405), curriculum evaluation is'' a deliberate act of enquiry which sets out with the intention of allowing people concerned with an educational event to make rigorous informed judgments and decisions about it so that appropriate development may be facilitated'' .In the educational process, professional teachers should be given opportunities to suggest some ideas to the curriculum in order to have formal tasks to teach and to become known

and clear for the learner and can understand it. In other words, practitioners should issue their own opinions about the content of the syllabus and means to implement it appropriately.

1.5.3 As a Planner

1.5.3.1 The Curriculum Planner

Teachers employed by the different institutions may be expected to make a contribution to curriculum planning. Teachers can undertake few activities to bring their positive contributions, Diamond suggests (1998) that teachers who work at universities or study in a higher schools can make decision about what can you add or omit to the curriculum such as activities, texts, pictures etc ...

1.5.4 The Resource Developer

1.5.4.1 The Resource Material

One of the role teachers play is adopting and creating teaching materials that best meet their learners' needs and contribute to learning. Teachers bring different sorts of materials into the classroom. Therefore, selecting any materials is done by the teacher following certain criteria , such as the students' level, the nature of the lesson and most importantly the objectives to be attained. According to Ravet and Layte (1997) teachers are'' activity builders, creators of new learning environments.'Environment here, includes the most appropriate materials and activity type that efficiently boost classroom interaction.

1.5.4.2 The Study Guide Producer

As a Study guide the teacher tells the students what they should learn the expected learning outcomes for the course, how they might acquire the competences necessary of the learning opportunities available, and whether they have learned it the students assessing their own

competence (Laidlaw & Harden, 1990:7-12) In other words, it means that ,study with someone who helps you or guides you is an important and rare way in our community .This allows the learners to know how and what he should learn,acquiring some skills that give them a chance to work or to improve thier thoughts or what they have know from this study.This role is batter illustrated in the diagram below:

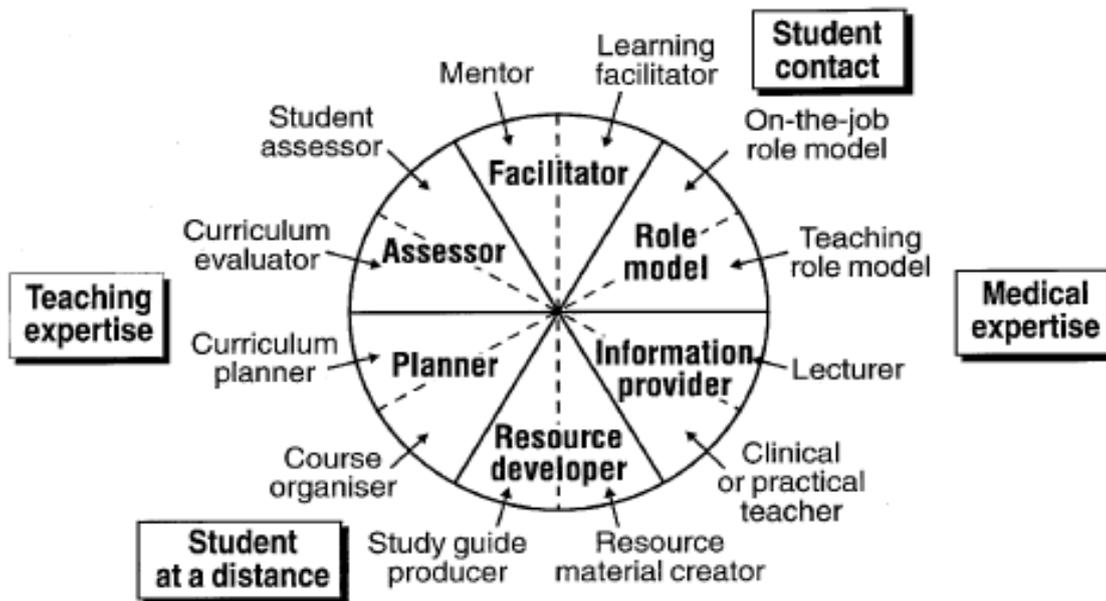


Figure 1
The twelve roles of the teacher

Figure 1.3: The Twelve Roles of the Teacher (Harden and Crosby, 2000)

According to harden and Crosby there are six major roles of the teacher and each one of them comprises two sub-roles.By being conscious about his roles and by practically playing those roles ,the teacher will provide a healthy teaching environment in his classroom.By doing so ,the chances that motivation will be promoted become stonger

1.6 The Role of Classroom Interaction

According to Hedge(2000:13), interaction is considered as an important factor for the learners in producing comprehensible output since it allows students to practice their language in the classroom. Furthermore, interaction in the classroom gives the students opportunities to get feedback from the teacher or other students that leads to improve their language system. For Hedge, speaking in the classroom makes learners capable to cope with their lack of language knowledge; for example, students speaking slowly, repeating or clarifying their ideas while talking together is regarded as negotiation of meaning (discussion to reach agreement) which aims at making the output more comprehensible. This means that in ELT practice, interaction urges learners to produce appropriate language when they are working in pairs or in groups, because when a student produces the suitable language, this language will be as an input for other students. 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) argued that interaction plays a key role in developing second language since the primary source of data for learners is taken during a meaningful interaction with a more competent speaker, this means that interaction is considered as the only source which provides learners with opportunities in order to control the input. In addition that interaction makes the learners be able to test their communicative success through exchanging information with the teacher or among the students themselves (as stated in Lyster, 2007: 102-103). Classroom interaction then, contributes to language development by providing target language practice with opportunities through designing classroom interaction activities that makes learners use the target language. In this sense, Littlewood advocated that there is a progression from “pre-communicative” to “communicative” activities which involves many forms of interactive language practice, this means that practicing such activities should progressively related to the “real-life” language use (1981:16). The table below clarifies how important it is to encourage students to interact during the lesson.

Indirect Influence	Accepts feeling: accepts and clarifies the feelings of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
	Praises or encourages: praises or encourages student action or behaviour. Jokes that release tension, not at the expense of another individual, nodding head or saying 'uh huh?' or 'go on' are included.
	Accepts or uses ideas of student: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.
	Asks questions: asking a question about content or procedure with the intent that a student may answer.
Direct Influence	Lectures: giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.
	Gives directions: directions, commands, or orders with which a student is expected to comply.
	Criticises or justifies authority: statements, intended to change student behaviour from non-acceptable to acceptable pattern, bawling someone out; stating why the teacher is doing what he is doing, extreme self-reference.
Indirect Influence	Student talk - responses: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
	Student talk - initiation: talk by students which they initiate. If 'calling on' student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.
Direct Influence	Silence or confusion: pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

Table1.1: The Role of Classroom Interaction (Adapted from Wray and Kumpulainen)

1.7 Principles of classroom interaction

Effective classroom interaction is the result of a careful planning from the part of the teacher who should take into consideration a number of some essential principles such as the following

1.7.1 Adjacency pairs

According to Heritage (1984:254-8) grants adjacent action, pairing, the elementary status in building the inter subjectivity in interaction. It means that when learners talk together especially when they are in pairs can help them to control and build their utterances; also they contribute to become the classroom more interactional.

In addition to that McCarthy (1991) defines them as referring to pairs of utterances produced by the speaker. This means that learners in pairs make a conversation and from this conversation they produce utterances from both of speakers, and this can create an interactional classroom if any pairs in the class had to communicate.

1.7.2 Exchanges

According to McCarthy(1999) cited in Kuicem(2010,p.17),the exchanges are the central unites in any interaction talk; they are independently observable entities, and we may find adjacency pairs within their boundaries .This means that, the important thing in the classroom is when learners talk together and exchanging thoughts and ideas, they create kind of both utterances that help them to have an interactional classroom on their limites

1.7.3 Turn-Taking

According to Ellis and Barkhuizen (2005:201), this phenomenon refers to both the construction and distribution of turns. It means that turn-taking is a kind of exchanging words during a conversation, and this based on how the learners can build a correct turns and well structured phrases: It is also about how the learners can make this word in their right place in order to have a full and meaningful turn-taking.

Moreover, McCarthy (1991) believed that turn-taking occurs smoothly between the participants but with a little overlap and interruption and brief silence between turns.This simply

means that exchanging conversation between learners with some interruptions in speech and brief silence will make this debate happen in an easy form in order to facilitate meanings and understand each other.

1.7.4 Transaction and Topics

Merrill (1985) these display enables only a limited number of interaction between the courseware and student. The most frequently seen interaction is presenting text and graphics, asking a question, evaluating the students response, providing feedback, and branching to the next display. It means that in classroom interaction; transaction and topics are related to each other, the teacher here should have the ability to make those aspects work together in an appropriate way, in order to create an interactional atmosphere between the learners ,and that by providing text and also by student assessment.

1.8 Components of Classroom Interaction

The interaction that occurs in the classroom is effective when the teacher systematically paves the way for the learners to take part in the lesson through giving priority to the following components:

1.8.1 Collaborative Dialogue

Collaborative learning is broadly defined as “a situation in which two or more people learn or attempt to learn something together,” and more specifically as joint problem solving (Dillenbourg, 1999: 1).It means that it’s a phenomenon that contain of two persons or more instead of learning or trying to catch or learn something which is new together during a conversation.

Roschelle and Teasley (1995:70) define collaboration as “coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a

problem. It means that, it is an activity between a number of students in a chronological and organized way in order to build and solve certain phenomenon in a helpful way.

Tudge (1992) studied the performance of student pairs on a science task, concluding that collaboration was as likely to diminish performance as to improve it. It means that the participation of the student in the classroom especially when they do such activity it is better to work in pairs in order to help each other and that, it will enhance their level to become more interactive during the session.

1.8.2 Negotiation of Meaning

According to Gass and Selinker (2006) when a non-native speaker negotiates meaning, the interaction takes place and results in the development of L2. This leads us to say that when non-native speaker learners make a conversation between them and suggest different synonyms to a certain word, they can make a second language more developed and useful in order to create an interactional classroom. The findings of SLA modified interaction researchers suggest the classroom must be structured to provide a context whereby learners negotiate meaning (Pica et al, 1993: 11).

Furthermore, Long (1996: 454) suggests that what is of interest to both theorists and pedagogy is the «evidence of a facilitating effect on comprehension and acquisition of... negotiation for meaning». It means that, the important thing for the teachers in the classroom that the best solution to simplify things to the students in order to be more understood for them and more clarify is to suggest a different meanings to a certain word to allow for everyone of the student his opinion about it, for that can make an interactional classroom.

1.8.3 Co-construction

This mediation of learning-- assisting students' performance--requires teachers to adapt to the level of the student, provide help when needed, and to help students to work with one another

and the teacher to co-construct meaning (Tharp & Gallimore, 1988). It means that, in order to have an interactional classroom should the learners seem more participative by their efforts, also for the teachers to work in with the level of the learners and helping them when they need and to work together in a collective way to build meanings of words that it doesn't understand.

1.9 Classroom interaction and motivation

Learners' motivation influences and is influenced by the form and content of behaviors or social interaction in the classroom. In particular, research on gender, class and "race" in education has examined the relationship between the teacher and the student in the classroom. A variety of methods have been used to investigate the amount and type of 'teacher-time' received by different groups of students. Much of the research has then sought to relate this to different educational experiences and outcomes among particular groups. For example, some studies showed that students eagerly participate in class daily. Yet, at semester's end most classes contain students who have not uttered a word since first-day instructions. Why is this difference? This perplexing question is important because, whether one's reference is a lecture-oriented or a discussion-oriented class, student participation seems to nurture critical thinking. Facilitating students' willingness to raise questions or offer comments in class is likely to enhance their intellectual development. Student engagement, described as the tendency to be behaviorally, emotionally, and cognitively involved in academic activities, is a key construct in motivation research (Thijs & Verkuyten, 2009). Consequently, compared to less engaged peers, engaged students demonstrate more effort, experience more positive emotions and pay more attention in the classroom (Fredricks, Blumenfeld, & Paris, 2004). Further, engagement has also been associated with positive student outcomes, including higher grades and decreased dropouts (Connell, Spencer, & Aber, 1994). The following illustration is based on *Vroom's Expectancy theory* and it will better explain how strong is the relationship between motivation and effective classroom interaction.

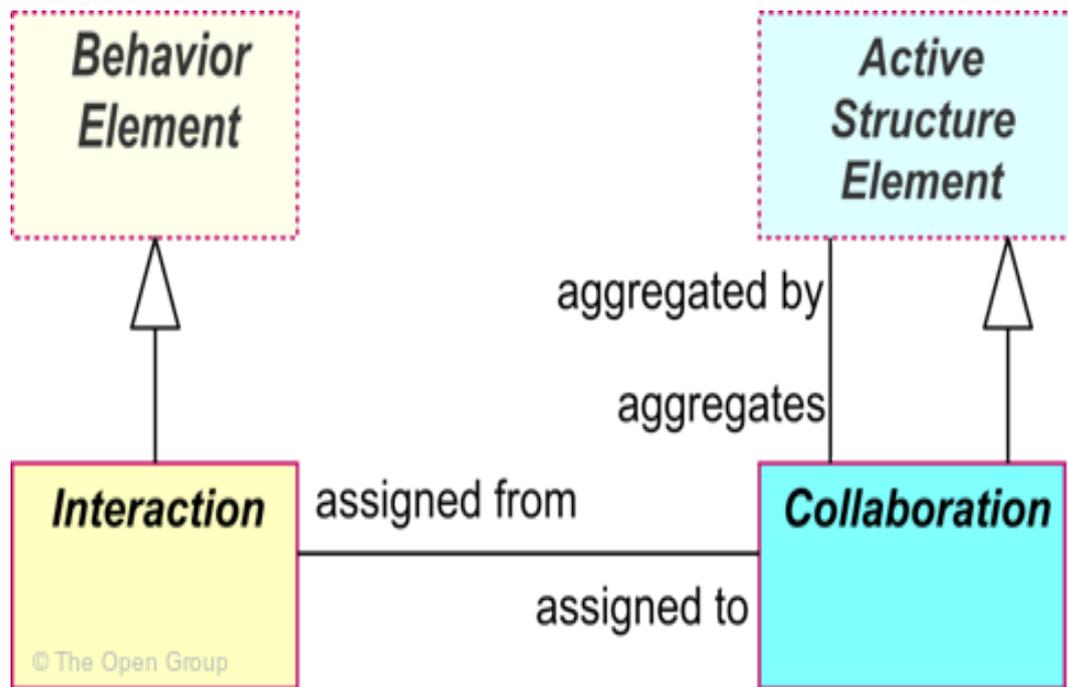


Figure 1.4: The Relationship between Classroom Interaction and Motivation
 (Adapted from Nugent, 2009)

While much motivation is intrinsic to the student, teachers also play a vital role in the motivation and engagement of their students. A significant portion of student engagement and achievement has been explained by teacher- and classroom-level variables (Hill & Rowe, 1996). Therefore, the purpose of this article is to briefly discuss the importance of motivation and engagement on student learning and behavior, the role teachers play in motivating and engaging students, and suggestions for doing so

Conclusion

Throughout this chapter, we have tried to define interaction by showing all its different aspects. We have also stressed the importance of interaction in the foreign language classroom. We also tried to link interaction to motivation and its role in enhancing learners' oral production.

All in all, we can say that effective classroom interaction is a result of a systematic and well planned work from the teacher's part. The latter is expected to spend much time during the

preparation phase and leave the chance for the learners to interact during the lesson. This would encourage the students to participate and interact in a supportive learning environment. Moreover, students' participation and engagement is a key construct in motivation which is affected by the level of interaction.

Chapter Two

Motivation in Foreign Language Learning

Chaptre Two

Motivation in Foreign Language Learning

Introduction

There are many implications regarding EFL classes that contribute to the success or the failure of the teaching learning operation. Motivation is a very challenging factor that must be present in the classroom so as to achieve a favourable atmosphere that boosts foreign language learning. In this chapter, we will deal with this issue and by to provide all the theoretical foundations and its implications on the acquisition of the target language. Therefore, we will tackle the difficult theories types of developedelement of motivation. Sofar, we will also attempt to define it in relation to foreign language teaching and learning. In addition to that, we will discuss how effective classroom interactin can enhance motivation towards foreign language learning.

2.1 Definition of motivation

Motivation has been a topic of serious investigations by scholars who try to circumscribe it and present comprehensive studies about the ways in which it operates. One important aspect in these studies is to promote motivation, enhance it, create it and preserve it. However, this section is devoted to the different definitions of motivation as presented by a number of scholars. It also tackles the sources, types, theories, and the roles of motivation in SLA.

In general motivation is defined as the will and the desire to achieve certain goals. Therefore, Gardner, Broussard and Garrison (2004:106-120) who says that: «Motivation as an attribution moves us to do or not to do something. ». Johnstone (1999:146), Considers motivation as “a stimulant for achieving a specific target. “. It means, the teacher in turn will make t he students more active in order to know their level and also to evaluate them, and to let the students reach their goals

According to Ryan & Deci (2000), “ To be motivated means to progress or to be in motion to do something” .In order to have power or to improve yourself in a certain domain you must have someone support and help you to achieve anything you want to reach.

As far as second or foreign language learning is concerned, Lightbrown and Spada (2001: 33) define mitivation as “a complex phenomenon which can be defined in terms of two factors: learners’ communicative needs and their attitudes towards the second language community”. This shows the complexity of this human’s fenomenan especially for language learners.However, to overcome such a difficult fenomenan both searchers and learners have their roles to play. First, the teacher has a boost his learners’ motivation by identifying their needs and by knowledgeable about their learning styles and personalities. He/ she has to be aware their attitudes towards the teaching learner.

However, Ellis (1994) considers that motivation is the learners’ability to make learning takes . In fact, it is their need or desire to learn. This true, if we know that high achievers are very highly motivated. Motivtion then, is the energy that feels sttudents’ learning. Following the same define of thought; Keller (1983:389) refers to motivation as the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect. From this we can come to the concideration that motivation allows learners to make different choices

2.2 Sources of motivation

Due to its importance, motivation has received much attention in language learning. In fact, there was an explosion of interest in the role of motivation can play in language learning. After having defined motivation, our next task is the identify its source. Learners can be internally or externally motivated.

2.2.1 Extrinsic motivation

Extrinsic motivation is when we work for an external reward or to avoid external punishment provided by someone else (Gianni, 2010). It means, when student do his effort to work in a certain activity, he did that for having a gift from the teacher or to save himself to avoid putting himself in an embarrassing situation with his teacher and to improve his skills.

When students are extrinsically motivated they participate because they expect a desirable outcome like a reward or avoidance of punishment (Gianni, 2010). When students become more active and participate in the classroom, they automatically expect that they will have either a gift or a punishment from the teacher.

2.2.2 Intrinsic motivation

Intrinsic motivation has emerged as an important phenomena for educators, a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by parent and teacher practices (Ryan & Stiller, 1991). The teacher's attention is drawn by students who work by themselves without any interference from anyone, and become more comfortable in working with them because they accept the idea quickly and create new things, teacher will support such those learners to more participation in order to enhance themselves more and more to become in a high development, also their parents and friends will help them to improve their skills.

According to (Ryan and Deci, 2000), intrinsic motivation is defined as: « the doing of an activity for its interest satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward. Studying or working with your own capacity for doing a certain job will make you do that for your own benefits in a funny and comfortable way without waiting any gift or punishment from any one.

According to Ushioda (1996), students who are intrinsically motivated can experience greater pleasure and emotional involvement because the rewards generated from intrinsic motivation are usually positive feelings such as enjoyment" learners who studying with their skills ,they feel with pleasure because the reward that he gain from it make him proud for himself and let him more creative in other domains to became famous and more developed

In addition to that, Noel et al(2003:38),intrinsic motivation can be divided in to three types :intrinsic motivation(IM) knowledge,(IM) accomplishment, and (IM) stimulation,the first one refers to « the motivation for doing an activity for the feeling associated with exploring new ideas and developing knowledge » ,the second one refers to « the sensations related to attempting to master a task or achieve a goal,and the third one refers to « the sensation stimulated by performing a task ».Itmeans that intrinsic motivation has a different types and each type has a certain role that affects on EFL learners , the first one, can help the learners to participate with their classmates in order to become sociable,and can create new words and items to develop their level in knowledge.in other hand,we find the second one, allow the learners to communicate together and that maye nables them to do any task and realise their aims,the last type means that the learners has a total confiedance on themselves to apply their goals on the ground

2.3 Types of motivation

2.3.1 Integrative motivation

A student can be integratively motivated if he or she is inspired to learn, willing to join the other language group,and hold a positive attitudes towards the learning process(Masgoret and Gardner,2003) .it means that,if leaners really wants to study , need to know things that has relationship with language and become ready to do other relationship with other people have other languages in order to communicate together ,also to exchange and know the rules of this languages,and have a positive view about the operation of learning.

Those integratively motivated students should hold an internal motivation for learning the language (Gardner, 1985). In order to learn language, students who are with a complete motivation must have a strong and internal reason to be successful in doing that.

Also we can define the Integrative motivation as a development that comes from inside without any interventions and that can help them to improve themselves also to evaluate their level in a certain domain, for that they feel enjoyable when doing such those things. (Tileston, 2010).

2.3.2 Instrumental motivation

According to (Hudson, 2000), Instrumental motivation is generally indicated by the aspiration to get practical benefits from the study of the second language. This is as say that, important objective make the students more curious about the interesting things that may have when they study the second language. Not far from this, Tileston (2010) sees instrumental motivation as something that is generated due to the promise of a touchable, salable size. Gardner (1985) also suggests that instrumental motivation was the stimulus for learning generated by utilitarian objectives upon the uses of the languages. The achievement of goals in using different languages, it seems from the students who have an interesting reason that let them learning these languages and become more knowledgeable about its culture.

2.3.3 Integrative versus Instrumental Motivation

Those two types of motivation have many differences and similarities that allow the EFL learners to differentiate between them, and we can mention some differences and similarities as follows. Dörnyei (2005) pointed out that instrumental motivation alone will not be enough to progress a more advanced levels, where integrative motivation appears to be a more important factors. Here we mean that those two items are completing each other, in order to have a full motivation, there must be consist of the basic and the important motivation, that allow the learners to develop themselves when they studying the second language. Lambert's (1959) "integrative and

instrumental motivation” model in order to achieve the desired results. Oggiano and Barrett (1992) found that females are more instrumentally motivated than males, and that males are integratively motivated, have fewer incidents of depression than females. Therefore, it is necessary to investigate EFL student motivations for learning English

2.4 Theories of Motivation

2.4.1 Motivation as Reinforcement

This older theory is proposed by the psychologist B.F. Skinner who explain the behaviour of the human being (what and why we do certain action), the theory states that « an individual’s behavior is a function of its consequences” (Management Study Guide, 2013). Additionally, it has many points of view from different psychologists for example: (Funder, 2010) argues that : « These researchers turned to exploring only the behaviors that could be observed and measured, and away from the mysterious workings of the mind ». It means that, some researchers ignore the learner’s mind and its effect in doing such a job, in other hand, they focus only to the learner’s attitude that can be observable from other person to evaluate the learner’s level. According to (Banaji, 2011) : « "In understanding why any organism behaves the way it does, Skinner saw no place for dwelling on a person’s intentions or goals »

Reinforcement theory has four approaches and each two approaches have a title; First, Law of effect: it consists of positive and negative reinforcement, this assumes that behaviour is shaped by its components. And according to (Thorndike, 1913) who ensure this meaning by his opinion, This states that people engage in behaviors that have pleasant outcomes and avoid behaviors that result in unpleasant outcomes.

2.4.2 Maslow's need hierarchy theory

The psychologist Abraham Maslow has come with a new and famous theory of motivation in 1943, which called need theory, this is based on the accurate observation on some individual's and explain the entire of human behavior. It consists of a different functions that basic needs such as :

a. Physiological: need for hunger, thirst, breathing...etc

b. Safety: the need must contain a total protection in the physical and psychological form .

c. Social: the need must have feelings like love, hate, sadness. admittance for a groups, teacher.

d. Self- Esteem : need for better attitude such as :recognition , achievement , mastery experiences , self confidence for others.

e. Self Actualization: need for creativity and fulfillment, curiosity ...etc

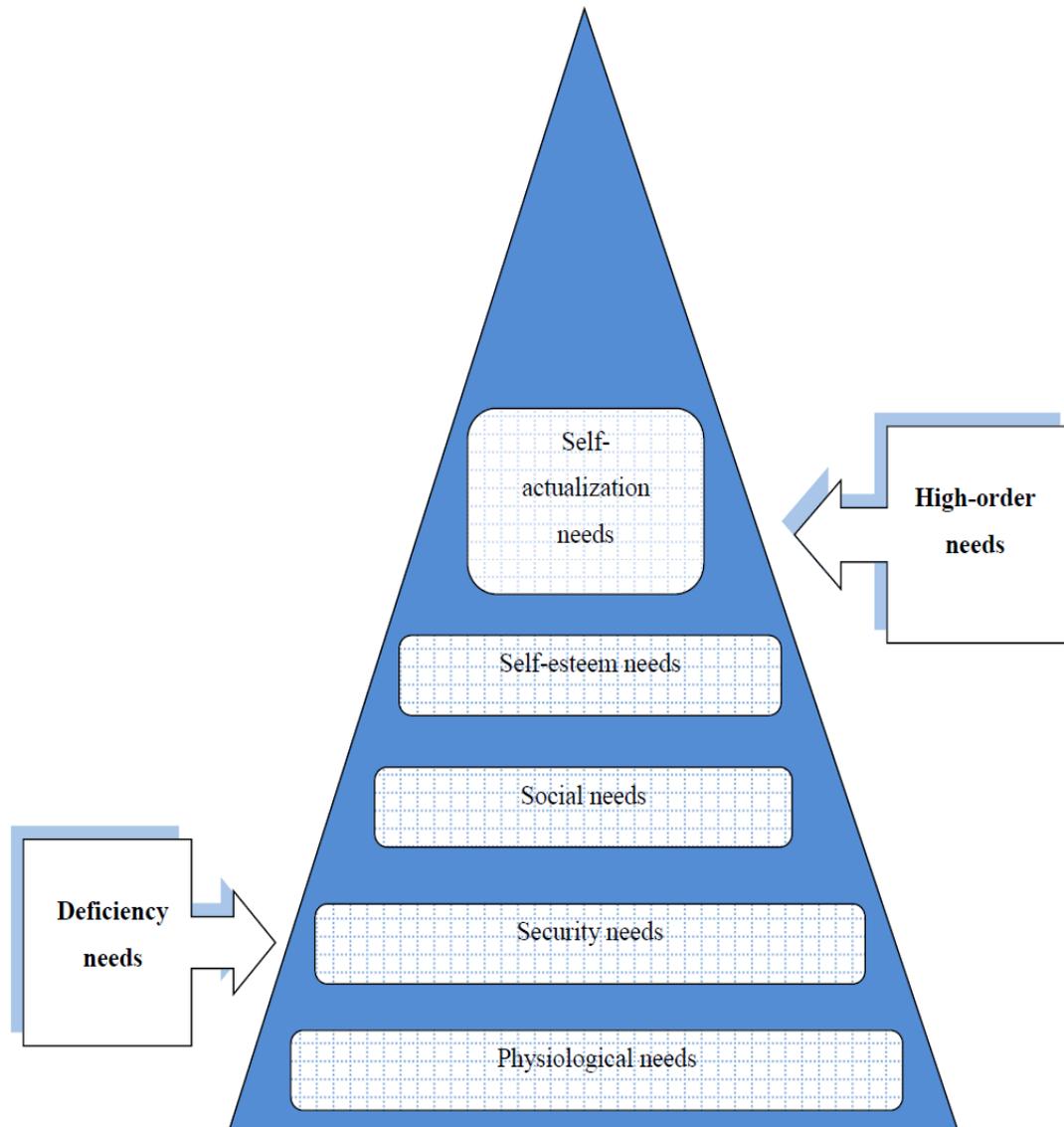


Figure 2.1 Maslow's hierarchy of needs

The above figure states the different factors of Maslow's hierarchy of needs that help the EFL learners to achieve their goals, It has the shape of pyramide „it start from the basis to the top.First, from the basis it concern of psychological need eg:eating,breathing, above of it has a security need and followed by social need that hold a different feelings that human being is needed,also self esteem that shows the importance of self confidence that allow humans to do anything. Finally, from the top,it has self actualization need create and having a curiosity to learn or to know new things.

2.4.3 Achievement Theory

Achievement motivation typically refers to the *level* of one's motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. Our construct of motivational orientation refers to the *type* of motivational stance which the child adopts toward classroom learning. Thus, one may engage in schoolwork for intrinsic reasons, because work is challenging, enjoyable, and piques one's curiosity, or alternatively, one may engage in school work for extrinsic reasons, either to obtain external approval or because the educational system requires it. (Harter & Connell, 1984 : 222). This theory is about the fact that motivation is a compulsory feature when it comes to reaching a planned goal that ends with an achievement. Motivation in this case is usually the result of a strong internal driving force that is subconsciously planned in the learner's mind. This theory consists of three different fields which focus on different things such as :

a. Need for achievement :It focuses on students' want to succeed in their study, and master different types of tasks and achieving their aims.

b. Need for affiliation :which is emphasized on socialization that is means they want to be sociable and communicate with others.

c. Need for power :It is related to the students that should take a responsibility for dealing with other people and for authority with others.

2.4.4 Attribution Theory

Attribution theory is a social cognitive theory of motivation centered upon the belief that retrospective causal attributions have bearing on present and future motivation and achievement (Weiner, 1972) .This theory focused on the social and conscious case of the

peoples' life and belief that it is affect on their psychological and futre life also for the goals that they want to achieve it.

2.4.5 Self-Determination Theory

Deci and ryan (1985)cited in Çolak(2008 :14) claim that motivated people try to obtain something and by taking on goal-oriented action to achieve it so their motivated action would be self-determined or controlled.It means that when people wants to do somthing they became excited and that will make them achieving their goals in any fields.

The extent to be motivated to do something may mean extrinsically motivated person (at varying levels of self-determination) or intrinsically motivated one (Fully Self-Determined) (Brophy,2010).This theory means that person who has certain external reasons that makes him to many things can also take a serious decision in his personal life.

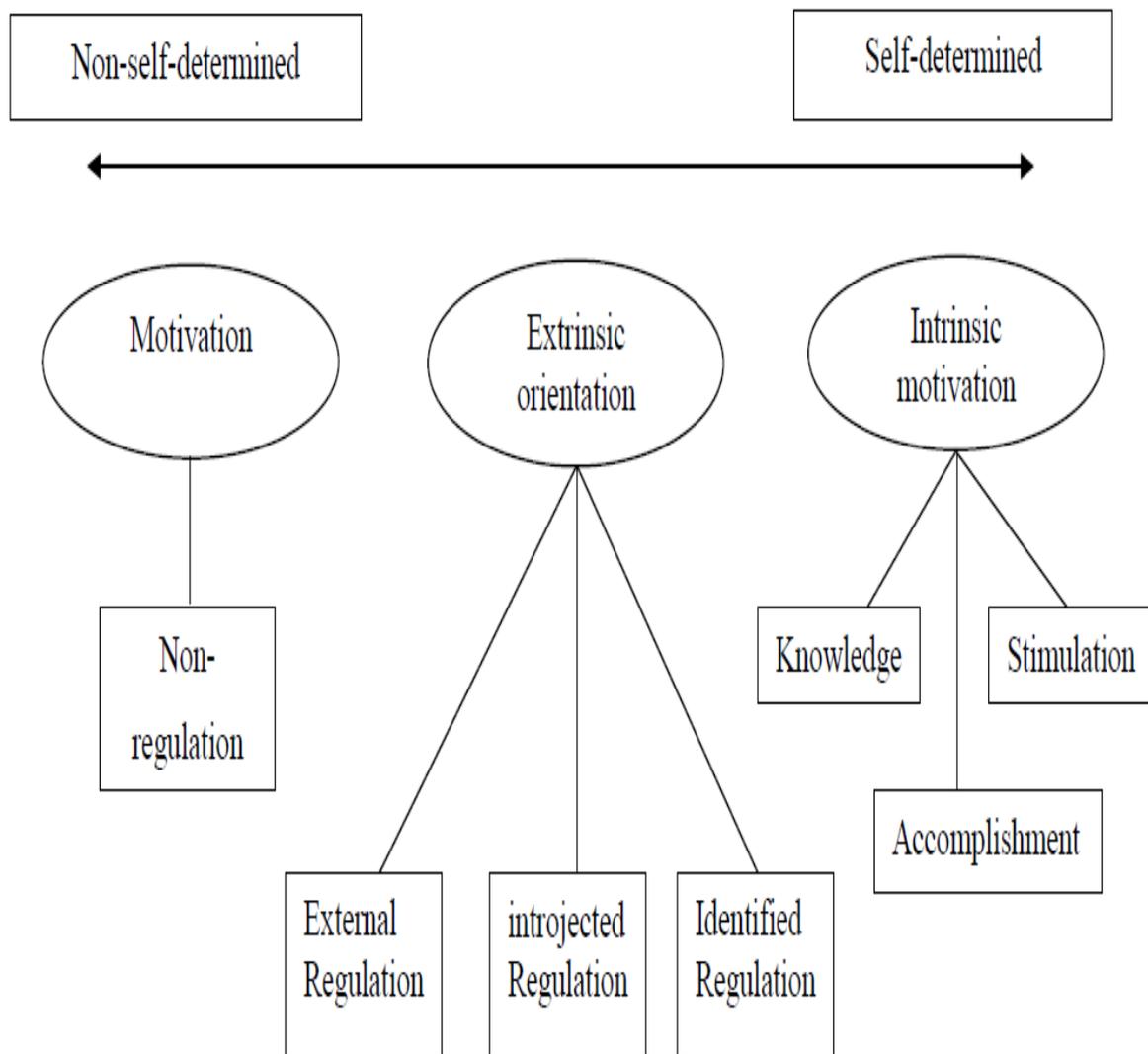


Figure 2.2: Orientation subtypes along the self-determination scale (adapted from Ryan and Deci(2000.p.72.Cited by Keblawi, 2005,9,32)

The above figure is an attempt to represent motivation as a well organized and systematic human behaviour which can be driven by one’s own planned objectives. As suggested in the figure, on one hand, students who set clear and attainable goals in the beginning of their educational career are highly motivated, self-determined and most likely to achieve their objectives. On the other hand, the other kind of students who fail to set clear goals are most of the time demotivated and non-self-determined because they do not know what is their final destination.

2.4.6 Self- Efficacy Theory

Self-efficacy relates to the learner's ability es to achieve a specific task and the amount of effort they may spend to attain success and avoid failure .Dornyei(1998:119)cites that self-efficacy theory refers to « people's judgement of their capabilities to carry out certain specific tasks,and,accordingly,their sense of efficacy will determine their choice of the activities attempted,as well as the level of their aspirations, the amount of effort exerted,and the persistence displayed ». this theory is meant of the learner's determination towards achieving his golas. The latter requires a strong belief in the learner's capacities;this fact would give him an amount of motivation which leads him to his objectives.

2.5 Motiving L2 Learners

Motivating students is highly recommended and needs a careful planning when learning a foreign language is the wished objective, therefore, Dornyei (2015) suggests the following stages of motivation in the table below:

Preactional stage	Actional stage	Postactional stage
Choice motivation Motivational function: <ul style="list-style-type: none"> • Setting goals • Forming intentions • Lunching action Main motivational influences: <ul style="list-style-type: none"> • Various' goal properties (e.g.,goal relevance, specificity & proximity) • Values associated with the 	Executive motivation Motivation function: <ul style="list-style-type: none"> •Generating and carrying out subtasks •Ongoing appraisal(of one's a chievement) •Action control(self-regulation) Main motivational influences: <ul style="list-style-type: none"> • Quality of the learning experience (pleasentness,need 	Motivational retrospection Motivation function: <ul style="list-style-type: none"> • Forming causal attribution • Elaborating standardand and strategies • Dismissing the intention and further planning Main motivational influences: <ul style="list-style-type: none"> •Attributional factors(e.g.,attributional style

<p>learning process itself,as well as with its outcomesand consequences</p> <ul style="list-style-type: none"> • Attitudes toward the L2 and its speakers • Expectancy of success and perceived coping potential • Learner beliefs and strategies • Environmental support or hindrance 	<p>significance, coping potential,self and social imagine)</p> <ul style="list-style-type: none"> • Sense of autonomy • Teacher’s and parent influence •Classroomreward-and goal structure(e.g. competitive or cooperative) • Influence of the learner group <p>Knowledge and use of self-regulatory strategies(e.g. goal setting,learning and self-motivating strategies).</p>	<p>andbiases)</p> <ul style="list-style-type: none"> •Self- cocept beliefs(e.g.,self-confidence & self-worth) •Received feedback ,praise, grades
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Table 2.1: motivation strategy in promotin L2 learners(Dornyei 2005)

The table above state the different strategies of motivation to learn L2 ,it has three main stages that the teacher should follow in order to facilitate studing to the learners and to have a motivational classroom, those stages and it’s functions will samurize as follows: the first one is pre-actional stage functioning as setting goals,forming intentions,the second one is the actional stage and it’s function :generating and carring out subtask,and the last one is the post-actional stage has many functions like: forming causal attribution and elaborating standard and strategies.

2.6 The Teachers' Motivational Techniques

Active teachers always try to create a positive and healthy environment during the session in order to get all the students involved in the classroom activities. There is a variety of techniques and strategies that might be of help especially when adapted to the learners' level and interests. The figure below represents a number of possibilities and alternatives to motivate L2 learners as suggested by Guilloteaux and Dornyei (2008:55-77)

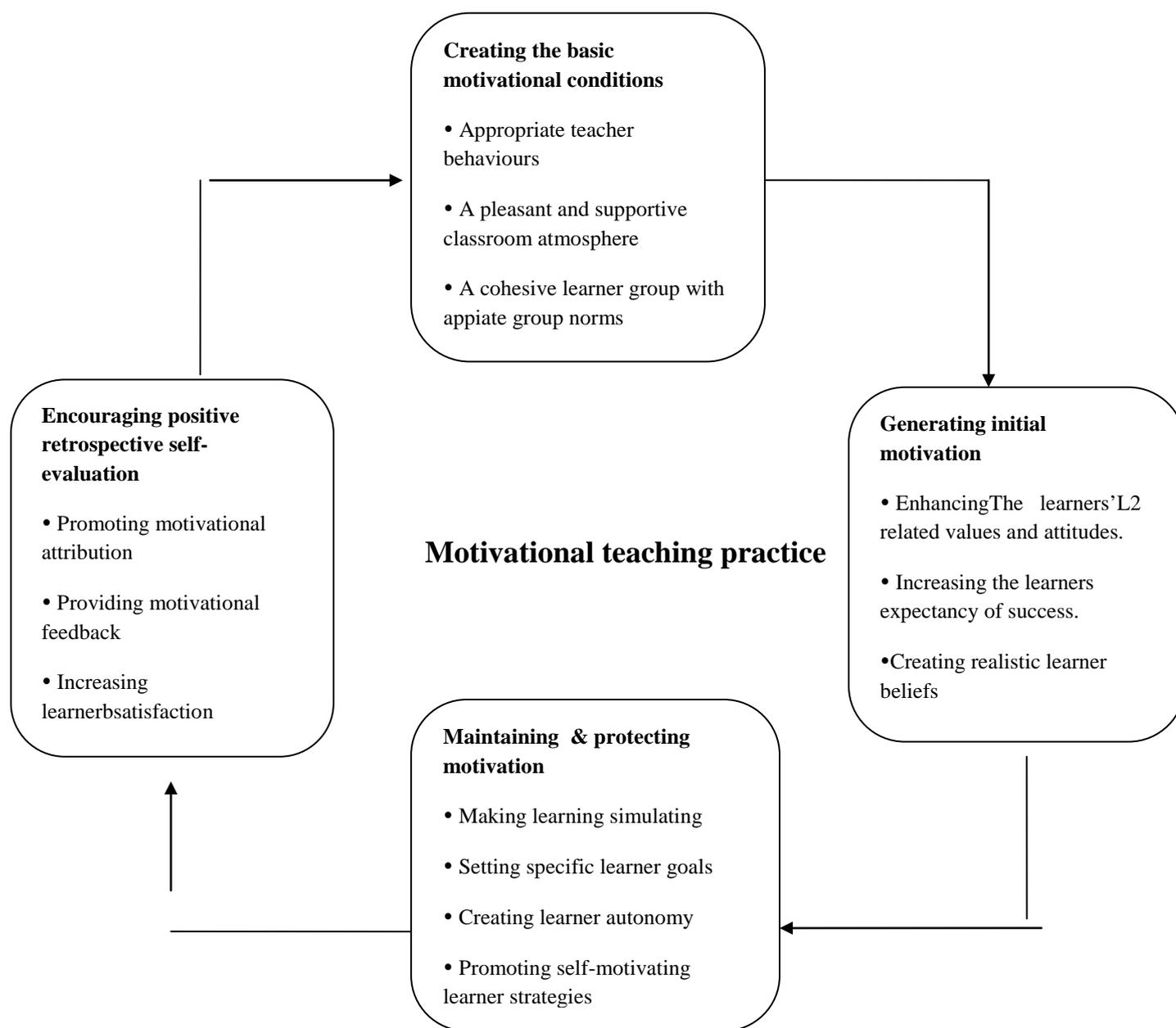


Figure 2.3 :Components of a motivational L2 teaching practice,adopted from(Fen & kiat 2015, 102).

This figure shows the relationship between teacher's motivation, teaching practice and L2 learning. This study aims to evaluate learner's motivation through asking some questions and classroom observation. According to Gardner who explains the different ways that the teacher should follow in the classroom to analyse the parents behaviours through the L2 community and the importance of communication that would have an impact on their children's attitude and they didn't focus on the development of motivation.

2.7 The Effect of Social Factors in Providing Motivation

The importance of motivation that allow student to become more active at any field,it has many factors to improve those effort such as :teacher,classmates ;parents .

2.7.1 The Effect of The Teacher

According to Vaquez (1988:248),"student perceptions of whether the teacher cares for them have meaningful effects on their performance and behavior ".the interest of the teacher for their learners has a positive effects on their attention ,participation and attitude in the classroom.for that,the teacher must take care of his students in order to give them the chance to achieve their goals, and to hav a motivational and successful classroom .

The funny teacher and it's easy way to understood and wlarify the lesson to the learners will make them more active and motivated,also they will have self confidance in participating. In addition, this will create a challenging atmosphere between them, and everyone will want to improve their ideas and thoughts. They will also ignore to be stressed of the teacher's remark, or fear of doing a mistake. Weaver and Cotrell (1987)

2.7.2 The Effect of Classmates

.In the classroom when students help each other or work together as a pair work,they are exchanging thoughts and ideas ,also they support each other to feel more comfortable and have self

confidence, in other hand, to participate without any fear or stress and talk fluently. As Aggouni (2015) explains in the following quotation : "a classmate praises his peer, he/she is actually helping that one to be brave and speak".

Phan believes that leaning alone is not easy. For that reason , we find that classmates are the best supporters and can help each other, in order to become more active ,and participate during the session. and it has a positive effect on the learners to create new things and achieve their goals, and that make them a motivational classroom (cited in Aggouni 2015).

2.7.3 The Effect of The Family Members

"The findings showed that family members is positive attitudes influenced the participants to continue learning English " Phan (2010:167).some scholars see that the principle and important factor that make the learners study is parents, that they can provide them with both sides the material and moral support,for that reason,we find that students affect with thieri envirenment especially at home,when they find the importance of their parents,they will became more active automatically.

"The first provider of values,involvement(i.e...love),and autonomy support are parents " Phan (2010,59).It means that,when students find the appropriate atmosphere at home ,also when they feel that their parents loving them and they giving what they want and need without any frequency, also parents who surprised their children with a gift when they get a good mark or even an awfel mark that will support them to work more and more in order to get an excellent mark for the sake to have the reward .

2.8 The Importance of Motivation

A large number of teachers and scholars in the educational field link achievement to the degree of motivation . this is not just a claim since many experiments and studies were undertaking

to find a relationship between success and motivation. The findings of these studies do not disagree about the crucial role of motivation in paving the way for students to learn a foreign language effectively as stated by Weinstein " Lies at very core achieving success in schooling " ([12]:81)

Coder explains how it is impossible not to be successful at learning a language when you are motivated and properly exposed to it. He asserts that «Given motivation, it is inevitable that a human being will learn a second language if he is exposed to the language data» ([13]:164)

2.9 The Role of Motivation in SLA

Fernandez Orio tries to trace the origins of motivation and what determines it, she refers to the work of Masgoret & Gardner(2003) who state that motivation is responsible for achievement in SLA classes. The scholars stress that integrativeness and attitudes toward learning act in directly through motivation. Therefore, elements of socio-educational model of SLA are all very important for achievement but motivation is still the most important factor among them since it's effect is direct rather than indirect (28). Fernandez Orio also refers to Dornyei's assertion that:

Most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation .My personal experience is that 99 percent of language learners who really want to learn a foreign language [...] will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude.(Dornyei 2001, cited in Fernandez Orio ,28).

This quotation speaks about another motivation-related aspect in SLA , that is the fact that motivation draws the course of success or failure a learners experiences when learning a SLA .Hence,language proficiency is achieved by a motivated learner.From the previous discussion we can see that Dornyei ,Masgoret & Gardner all express the same idea using different terms.

Masgoret & Gardner carried out an experiment in which they tried to find a correlation between socio-educational element like integrativeness, attitude and motivation, and achievement. Among the previously stated variables motivation had the strongest effect on achievement. Hypothesis 1 states that the correlations of the attitude, motivation and orientation variables with achievement will be consistently positive and that motivation will correlate more highly with achievement than will the other variables (Masgoret & Gardner cited in Fernandez Orio, 29).

This means that the idea that motivation is the road to success is not just a myth but it is proved by researchers and valid experimentations. In another study by Dornyei it's stated that motivation is related to the learning context. It was argued that this influence is due to the fact that FLL is composed of a series of academic achievement situations, and *thus need for achievement* can be regarded as a motivational component typical of FLL context (Dornyei cited in Fernandez Orio, 29). This statement explains how a learner's need to learn a foreign language whether to be upgraded at work, travel, take an exam, will promote his/her motivation.

Conclusion

The researchers in this chapter tried to provide a comprehensive account about the crucial role motivation in the teaching and learning operation. We attempted to shed the light on types of motivation and most importantly the strategies adopted by the teacher in order to motivate his/her students to interact and benefit from that even in their life outside the classroom. The coming chapter is devoted to the data collection and analysis procedures where we will try to identify the kind of relationship that exists between the research variables.

Chapter Three
Analysis and interpretation of the
survey Data

Chapter Three : Field Work

Analysis and interpretation of the survey Data

Introduction

In this research we have presented both chapters that consist of the theoretical background. Hence, the first one is about the impact of effective classroom interaction, and the second is about EFL learners' motivation. Then we will take into consideration the important chapter which is devoted to the practical part. In this chapter we will try to test hypothesis, we adopted the descriptive method which we think is the most appropriate to over study. To gather data and test our hypothesis, we have opted the questionnaire. The questionnaire was administrated to first year students of English at Mohamed Khider university of Biskra.

3.1 Population and Sampling

In this questionnaire we randomly selected forty group (40) students from First year population of (830) as a total number at the Departement of English ,University of Mohamed khider Biskra.

The main issue for choosing to work with the first year is that, they pass to new step,so they will have a new experience, we also wanted to evaluate their ability to manage studying in the classroom.

3.2 Description of the questionnaire

The questionnaire contains different types of questions open-ended and closed questions .First, the open-ended question require from them to give their personal view or thier knowledge background or to add a justification about thier choice .Second ,the closed one require to

students by answering with « yes » or « no » or by ticking up the right answer. Although the whole questionnaire is made up of (19) questions, it is divided into three sections :

Section one : contains (03) questions, it's about the students' background, the aim is to gather information about their gender, length of learning English, and their present level.

Section two : consists of (08) questions and is about the impact of effective classroom interaction as an important pattern to the students to work on, in order to improve and develop learning of the target language.

Section three : is about the learners' motivation to study the language, and the importance of the teachers' role to motivate them. It contains (08) questions

3.3 Aims of the questionnaire

In educational research, questionnaire remain very efficient data gathering tools since a huge amount of data can be collected easily and analysed according to the respondents' answers. Moreover, we have designed our questionnaire taking into consideration the theoretical background of our study. Therefore, to gather data about the issue under investigation, we administered our questionnaire to first year students at the division of english, Biskra university. The main focus of this survey data was to investigate the different strategies of interaction that will probably increase learners' motivation, and develop their learning of the teaching learners. Our other aim, was to show the role of the teacher can play as a motivator through effective classroom interaction in order to help learners achieve their goals.

3.4 Administration of the questionnaire

The questionnaire was administered to first year learners at the division of english. A group of forty students were randomly selected out of 40 population of about 800 students : the survey data was distributed during a whole session in our presence. Students were free to answer and were

not guided to avoid any type of biases. In general, the rate of answers reached about 100% since all the students returned the questionnaire and we collected the whole number (forty copies).

3.5 Analysis of students' questionnaire

Section one :General information

Item 01 :Students' Gender

Option	N	(%)
Male	7	17,5
Female	33	82 ,5
Total	40	100

Table 1: Students' Gender Distribution

The table above shows that a high rate of students 33(82,5%) who belong to first year students are females,Only a small proportion about 7(17,5%) who represent males. This is an evidence that females outnumbered males.This indicates that females are more motivated to learn the English language than males who prefer to learn a scientific subjects.

Item 2 :How long have you been studying English ?

Option	N	(%)
One year	2	5
Two years	5	12,5
Seven years	7	17,5
Eight years	16	40
Nine years	6	15
No respond	4	10
Total	40	100

Table 2 : Student's Length of studying English

This above table display the rate of sudents' period of learning English.A high rate of 16(40%) the students have studying English for eight years. While 6(15%) who have studied for nine years. Another portion 7(17,5%) for seven years.In addition to that ,5(12,5%) said that they have been studying for two years.Finally ,2(5%)have been studying for only one year. And we found that 4(10%) didn't respond at all.This indicate that students have a different length of experiences in learning English.

Item 03 :How do you assess your present level at English

Option	N	(%)
Below average	3	7,5
Average	22	55
Good	14	35
Excellent	1	2,5
Total	40	100

Table 3 :Students' assesment for their level in English

Table three above has shown the results of students' first year level at English .As displayed on the table, 22(55%) represent the highest rate of the students' level which is average.while 14(35%) estimated that they have a good level.Others 3(7,5%) have a below average level.In other hand, only 1(2,5%) student has an excellent level. This indicates that, we have varrying level among learners this may bereviewd that they didn't understand and accept the way of styding at university yet because they are beginners attributed to different factors especially their choice to study English.

Section two : Students'Interaction in The Classroom

Item 04 :In each case,say why ?

Students who choose oral expression as an interactional course,they support their answer by the following :

- They have the opportunity to speak and share their point of view with their classmates
- It helps us to acquire more vocabulary and new words
- It gives us the chance to improve our language
- It makes us act and participate better than the other modules
- It allows us to express our skills.

Students who prefer the written expression course to participate justified their choice by the following :

- It learn us how to write paragraphs.
- It let us collect more ideas about a certain topics.
- It allows us to know rules in order to study foreing language.
- It makes us correcting our mistakes by doing activities.

In addition, to that, the students who choose both oral and written expression to became more interactive in the classroom,considered by the following:

- Because the teacher of both modules have a good way to explain the lesson
- They understand and be more active in those modules than the others.
- They saw that those modules are the most important one than the other

- Those two modules allow them to prove what they learn from the other modules and acquiring new things that they didn't hear it before .

Moreover, only a few respondents choose other modules in which they feel more comfortable and more active when they study, such are :

- Grammar : because it makes them acquire new rules of the language
- Linguistics : because it allows them to know how language is structured and studied, how use meaning.
- Study skills : because they feel more active in this module.

Item 04 :In Which course do you interact more ?

Option	N	(%)
Oral expression	20	50
Written expression	12	30
Others	3	7,5
Both	5	12,5
Total	40	100

Table 04 :Students' course interaction

From the above table,we notice that the majority of the students 20(50) prefer to practise in the oral expression course .while 12(30) students chose the written expression course as an interactional course. Then 5(12,5) of them like participating in both courses .Only ,3(7,5) students find other modules that let them more active.We deduce that the most successful course in making the students more active is the oral expression course because students feel free when they express themselves and their ideas.

Item 05 :How often do you interact with your mates in the classroom ?

Option	N	(%)
Always	10	25
Sometimes	26	65
Often	4	10
Never	0	0
Total	40	100

Table 05 :Students' Interaction with their mates

From the result shown above,we notice that students do not practice and are not active enough in th classroom .with ,26(65) that represent the highest rate of the students who somtimes interact in the classroom.Ten 10(25) students always interact and only of 4(10) students are often active during the session. This indicate that the students my have a lack of confidence that makes them all the time quiet.

Item 06: Which type of interaction do you prefer?

Option	N	(%)
Teacher-learner interaction	24	60
Learner-learner interaction	14	35
Both	1	2,5
No respond	1	2,5
Total	40	100

Table 06 :Types of Interaction

Table 6 reveals that, 24(60) that represents the majority of the students who prefer the interactional type which is teacher-learner interaction. However, 14(35)students prefer the learner-

learner interaction type. Only 2(5) of them didn't respond at all. This indicates that students can be active enough only when they talk with the teacher, and when the teacher has the best way to facilitate the information for them. Consequently, they became more involved in the lesson and can interact more positively.

Item 07 :Which pattern makes you interact more ?

Option	N	(%)
Pair work	24	60
Group work	16	40
Total	40	100

Table 07 :Patterns of Students' Interaction

The above results show that the majority of students 24(60%) are more comfortable and active when they work in pairs. About 16(40%) of the students prefer to work in groups. From this result we discover that students become more interactive when they work in a small numbers and that this maybe allow them to concentrate more and exchanging thoughts and ideas, and create new things, and can understand each other in easily.

Item 8 :If yes or no, Please justify

The students who said that classroom interaction makes them better learners have justified their answer by the following suggestions :

- It helps us to know our mistakes and correct it to each other, discover new words in a certain domain.
- It allow us to exchange ideas, practice and improve our skills in English.
- It makes us learn better and benefit from other information
- It makes us more active and motivated and the session will passed funny.
- It make the teacher gives us some advices to develop our language.

Item 08 :Does classroom interaction make you better learner ?

Option	N	(%)
Yes	29	72,5
No	11	27,5
Total	40	100

Table 08 : classroom interaction in making Student better learner

The table above indicate the whole results of the students' view about the classroom interaction if it makes them better learners or not. We found the majority of them 29(72,5%) said yes. While the rest of the respondents 11(27,5%) said no .According to those results we can consider that classroom interaction has a positive effect on the studenets' developement in using the language,and improving their skills.

Item 09 : Which type of activities make you more interactive ?

Option	N	(%)
Classroom discourse	4	10
Role play	11	27,5
Quizes	5	12,5
Oral	4	10
Debates	3	7,5
Other choices	12	30
No respond	1	2,5
Total	40	100

Table 09 : Students' activities that make them more interactive

The above table reveals that only 11 students(27,5%) have chosen the role plays an interactive activity.In addition to that ,we found 5(12,5%) of them who prefer Quizes .While 4 participants(10%)have chosen classroom discourse .Other 4 (10%) students have taking oral as a types of motivating activity.Also 3students(7,5%) like to debate in the classroom as an activity .From the results, we can deduce that students have adifferent types of activities that they work on to becaome more active and express themselves.The most important type is role play.Because the majority of the students prefer it , in order to express their feeling,their thoughts, and feel more compfotable when they act.

Note : when counting the respondents' number of the students, you may find more than 40 students because some of them have selected more then one answer for each question

Item 10 :Do you think,the interest of the teacher in you makes you more interaccional in the classroom ?

Option	N	(%)
Yes	37	92,5
No	3	7,5
Total	40	100

Table 10 :the teachers' interest In making students interactive

According to the results shown on the above table, 37(92 ,5%) students said Yes on the effect of the interest of teacher on them .While only 3(7,5%)participants said No to the interest of the teacher on them .This means that the teacher is the first important factor in the classroom that the students need to follow, to guide them ,this also affects his inerest on them because this will enable them to concentrate with the teacher and to participate more, and acquire the different knowledge that he gives them.

Item 11 :When you interact in the classroom,you feel ?

Option	N	(%)
Motivated	14	35
Active	16	40
Embarrassed	3	7,5
Bored	3	7,5
Other choices	4	10
Total	40	100

Table 11 :Students' feeling when they interact

As we can see from the table above ,most of students 16(40%) feel active when they interact in the classroom .While,14(35%) students are motivated whey they interact .Others, about 3(7,5%) feel bored.A smaller portion of , 3(7,5%)students feel embarrassed when the interact in the classroom .The result obtained from table 11 indicate that most of the students feel more comfortable when they inetract during the session.This may enable them to be more involved the lesson, and have focus on everything said by the teacher which makes them enjoy the lesson and accept the ideas easily.

Section three :ELF learners' motivation

Item 12 :You feel motivated when you

Option	N	(%)
Work on teachers'topic	9	22,5
Work on your own topic	23	57,5
Work on your	0	0

mates' topic		
Both	7	17,5
Many choices	1	2,5
Total	40	100

Table 12 : Student's motivation in different topics

According to the data collecting in this table, we find the majority of the students 23(57,5%) are more motivated when they work on their own topics. While 9(22,5%) participants prefer to work on teachers' topics. A few of them 7(17,5%) did not have any problem to work on teachers' topic or by their own topic so they choose both. We also found that only one 1(2,5) students who chose more than one answer. From these results we can say that most of the students feel more confident and active when they work on their own suggesting topics. This makes them more motivated and express themselves and gain more marks than other classmates.

Item 13 :Justify your answer :

We find many students have a different view about certain topics. This is what we have found in this subject that it talks about the essential role of the teacher in the classroom, we found both answer « yes » and « no ». Students who answered yes to the importance of the students they support their answers by the following :

- The teacher is the one who leads and make them talk and following him.
- The teacher has the ability to make them more active and motivated
- The teacher make them discuss together
- The teacher facilitate the lesson for them to understand.
- The teacher makes us liking or disliking the lesson.

Item 13 :Is the role of the teacher essential in classroom interaction ?

Option	N	(%)
Yes	37	92,5
No	2	5
No respond	1	2,5
Total	40	100

Table 13 : the teacher's role in the classroom

The table above indicates that most of the respondents 37(92,5%) argued that the roles of the teacher in the classroom is crucial . 2(5%) respondents refused that saying No to the teachers' role.This findings imply that the role of the teacher is more important than students in the classroom,Hence, the teacher can organize and help them to acquire a huge amount of information in order to use it in other fields,also it can facilitate and explain the lesson for them to be capable to understand it.

Item 14 :Does your teacher's feedback makes you motivated ?

Option	N	(%)
Yes	36	90
No	2	5
No respond	2	5
Total	40	100

Table 14 :Students' view about the teachers' feedback

The results shown in table 14 demonstrate the fact that the majority of the respondents (90%) are with the teacher who has wide feedback. Only a few respondents (5%) said that the teachers' feedback did not add anything for us and they said no. In fact,(5%) of them didn't answer

at all .This truly shows the importance of the teacher’s feedback that may make the students have more confidence of what the teacher gives them as an information or as advice .He may make them comfortable with him and can accept everything . It also can make them more active and participate more in the classroom.

Item 15 :How often do you feel motivated in every session ?

Option	N	(%)
Always	1	2,5
Often	14	35
Sometimes	23	57,5
No respond	2	5
Total	40	100

Table 15 :Students’ motivation in every session

From the result shown in the table15,a high rate of the students represent(57,5%) those who are sometimes motivaed .Only ,(35%) of the students are often motivated in the classroom .While ,only (2,5%) one of them are always participating in the classroom. In addition to , (5%) of them did not respond att all.We deduce from those results that the classroom is not active enough, and this may be caused by the students’ level , they are fraid of making misktakes and they have a lack of confidence. They also avoid the teachers’ bad remarks

Item 16 :How would qualify classroom interaction ?

Option	N	(%)
Beneficial	34	85
Not beneficial	5	12,5
No respond	1	2,5
Total	40	100

Table 16 :The Quality of Classroom Interaction

Show that results display on the table above, the classroom quality help students to be more interactive . A high rate students responses represent 34(85%) indicate that classroom interaction is more beneficial. Against 5(12,5%) of them who said that is not beneficial at all .Moreover, there was 1(2,5%) Student who did not respond at all .These findings indicate that the majority of students may benefit when they participate and interact during the session.

Item 17 : Which amount of talk do you think should be maximized ?

Option	N	(%)
Teacher talk	20	50
Learner talk	19	47,5
No respond	1	2,5
Total	40	100

Table 17 : Students'amount of talk

The table above indicates that highest percentage of students 20(50%) argued that the amount of talk that should be maximized is the teacher talk .A few of them 19(47,5%) said that the learner talk is the essential amount that should be mazimized. And only 1(2,5%) of students who did

not respond at all. This means that the teacher is the important element in the classroom. Therefore, he talk as much as he can in order to explain and clarify well the lesson to the students signify it and clarify it for the learners.

Item 18 :How do you respond to the tasks which do not hold your attention at all

Option	N	(%)
You abandon completely	9	22,5
You try again and again	30	75
No respond	1	2,5
Total	40	100

Table 18 : Students' response to an interesting tasks

This table shows the results of the course that can not attract students' attention, we found that a high percentage of students 30(75%) who choose to try again and again if they did not concentrate with the task. However, 9(22,5) of the students choose to abandon it completely. Meanwhile, 1(2,5) of them who does not even answer. This indicates that most of the students try to work hard in order to understand the lesson and get as much knowledge as possible. Hence, they become more developed and more cultivated.

Item 19 : if yes ,please justify ?

Students who said « Yes » that boredom affect their performance during the session, they justified their choices by the following :

- Students feel lazy and want to sleep.
- They can not understand the lesson and can not interact anymore.
- They feel tired and they did not have mood to study.

- They can not concentrate and focus anymore.
- They lose the ability to follow the teacher.
- They can not perform anymore.

Item19 : Does bordam affect your performance during the session ?

Option	N	(%)
Yes	22	55
No	18	45
Total	40	100

Table 19 : Students' bordom during the session

Table 19 illustrates a high percentage of students 22(55%) who are with the effect of bordam on their performance during the session. Against 18(45%) students who have an another view. In other word, bordem does not affect their performance and they can keep their attention. This indicates that only few of the students may say that they have focus on the lesson seriously not just being present by thier body but absent minded.

Conclusion

The summary of the analysis of the data collected through the students' questionnaire show the functional relationship between the research variables namely classroom interaction and learners' motivation. The researcher tried to highlight the strong need for providing a supportive learning environment for the students to overcome cummunication problems in the classroom. The discussion of the main results indicate that the teachers need to play different appropriate to the situation roles to guarrantee high interation and motivation during their lesson

Recommendations

The analysis of collected data also led the researcher to suggest a number of key recommendations:

- The teacher would better play different and various roles during the same session rather than acting as information provider most of the time.
- The teacher would better vary the interaction pattern in the same session to guarantee the maximum of interaction in the classroom and reach all types of learners.
- The teacher should be strongly aware of all types of learners in his/her classroom and their learning strategies.
- The teacher should work on creating a positive motivational learning environment.
- The students should rethink about their role in the classroom as EFL advanced learners compared to the teachers' role.
- The students must make the difference between learning English and leaning in English in order to bridge the gap between classroom activities and real life usage of English as a foreign language.
- The students must be self motivated in order to help the teacher accomplish his teaching objectives.

General Conclusion

General Conclusion

The present study was an attempt to examine the impact of effective classroom interaction on EFL learners' motivation in the division of English at the University of Biskra. First year students served as the population of the research.

It is usually a fact that students at this stage are highly motivated, however, not aware of their study skills which is a result of the huge gap that exists between the pre-university and university phases. Therefore, the role of the teacher is very important to ensure the smooth transition from high school to university scientific life.

The researcher conducted this study through a descriptive method where a students' questionnaire was used as a data collection tool. The obtained results helped the investigator to answer the research questions and test the validity of the suggested hypothesis, thus, solve the research problem.

The study began with a review of the available literature where we tried to draw the link between the research variables and provide a clear and contextualized discription of the research problem. Then we moved to the field work and the administration of the students questionnaire. After that, data analysis and interpretation of the results took place.

The analysis of data helped the researcher to come up with answers to the research questions with reference to the suggested hypothesis. The latter is confirmed and supported by the fact that the teacher and the students must share the responsibility and cooperate in order to make successful the teaching and learning operation.

3.6 Discussion of the Main Results

The main aim of the questionnaire is to examine students' moitivation in the classroom interaction. Therefore, a summary of the results is provided with reference to the hypothesis

suggested in the beginning of the study and proposes that if teachers adopt effective and appropriate interactional patterns in the FL classroom learners' motivation and desire to learn will increase.

The analysis of the questionnaire helped the researcher to determine the kind of the relationship that exists between the research variables. The results show that a positive change occurs at the level of students' motivation when the teacher adopts different interaction patterns appropriate to the classroom atmosphere.

The analysis of the data collected via the questionnaire reveals the fact that EFL students need specific learning conditions which would guarantee a higher degree of interaction during the lessons and outside the classroom later on.

3.8 Limitations of the Study

Throughout this work, the researcher encountered a number of limitations which affected the conduction of the study. The major problem was the administration of the questionnaire where the researcher was supposed to reach 100 First year respondents; however, only 40 participants could fully answer all the questions of the questionnaire. Another major problem was the researcher's lack of experience in the field of scientific research which affected her administration and interpretation of the obtained results.

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Appendix

Students ‘ Questionnaire

Title :The Impact of Effective Classroom Interaction on EFL Learners’ Motivation

Dear students ,

The present questionnaire is part of a research work on the effect of classroom interaction on EFL learners’ motivation. Kept anonymous your contribution will be of great help to gather data on the issue under investigation. You are kindly requested to answer this questionnaire by ticking in the appropriate box or by giving full answer whenever needed.

Section one: General information

1-Gender:

a Female

b . Male

2-How long have you been studying English?

.....
.....

3-How do you assess your present level at English ?

a. Below average

b. Average

c. Good

d. Excellent

Section two: Students 'Interaction in the Classroom

4-In which course do you interaction more?

- a. Oral expression
- b. written expression
- c. Others

In each case, please say why?.

.....

.....

.....

5-How often do you interact with your mates in the classroom?

- a. Always
- b .Sometimes
- c. Often
- d. Never

6-Which type of interaction do you prefer?

- a .Teacher-learner interaction
- b. Learner-learner interaction

7-Which pattern makes you interact more?

a. Pair work

b. Group work

8-Does classroom interaction makes you better learner?

Yes

No

If yes, please justify

.....
.....
.....

9-Which type of activities make you more interactive?

a . Classroom discourse

b. Role plays

c.Quizes

d. Oral

e .Debates

10-Do you think,the interest of the teacher in you makes you more interactional in the classroom?

Yes

No

11-When you interact in the classroom, you feel:

a. Motivated

b. Active

c. Embarrassed

d. Bored

Section three: EFL learners' motivation

12-You feel motivated when you:

a. Work on teacher's topics

b. Work on your own topics

c. Work on your mates' topics

d. Both

13-Is the role of the teacher essential in classroom interaction?

Yes

No

Please justify your answer

.....

.....

.....

14-Does your teacher's feedback makes you motivated?

Yes

No

15-How often do you feel motivated in every session?

a. Always

b. Often

c. Sometimes

16-How would qualify classroom interaction ?

a. Beneficial

b. Not beneficial

17-Which amount of talk do you think should be maximized?

a. Teacher talk

b. Learner talk

18-How do you respond to the tasks which do not hold your attention at all?

a . You abodon completely

b . You try again and again

19-Does boradon affect your performance during the session?

Yes

No

If yes, please say how ?

.....
.....

Thank you in advance for your cooperation

المخلص

تسعى هذه الدراسة أولاً وقبل كل شيء إلى التحقيق في العلاقات الوثيقة بين التفاعل بين الفصول الدراسية ودافعي اللغة الأجنبية. تتبع دراستنا من اعتقادنا المتواضع بأن التفاعل الفعال بين الفصول الدراسية هو أداة تربوية أساسية تحفز دافع المتعلمين. لذلك فإن إعادة النظر في دور التفاعل داخل الفصول الدراسية وخاصة في سياق اللغة الإنجليزية كلغة أجنبية يجب أن يكون محور أي منهجية تدريس. هدفنا في إجراء هذا البحث هو إظهار الحاجة إلى إعادة النظر في دور التفاعل على تعزيز الدافع المتعلمين نحو تعلم لغة أجنبية وبشكل أكثر تجديداً وتطوير إجادة اللغة المتعلمين. هدفنا الآخر هو إثبات أن التفاعل الصفية هو أداة تربوية فعالة. ولذلك فإننا نبدأ من فرضية أنه إذا تم إجراء تفاعل الصف الفعال بشكل صحيح في الفصول الدراسية اللغة الأجنبية الدافع سوف زيادة الدافع بشكل كبير. من أجل التعامل مع مثل هذه المسألة ونحن نختار المنهج الوصفي. يتم جمع البيانات حول هذه المسألة باستخدام استبيان التي كانت تدار لطلاب السنة الأولى. وتنقسم دراستنا إلى ثلاثة فصول. ويخصص الفصلان الأولان الخلفية النظرية للبحث. ويخصص الفصل الثالث تحليل وتفسير النتائج التي تم الحصول عليها من الاستبيان. في الواقع النتائج التي تم الحصول عليها لتأكيد الفرضية المفترضة. نتوصل إلى استنتاج مفاده أن التفاعل الفعال بين الفصول الدراسية يسهم حقا في تعزيز حافز المتعلمين وبالتالي مساعدتهم على التغلب على صعوبات التعلم.

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