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**Investigating the Impact of Collaborative Learning as an Engaging
Strategy in Developing Learners' Classroom Interaction**

In English as a Foreign Language

**The Case of Third Year Students at University of Mohamed Khider of
Biskra**

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of
the Requirements for the Degree of Master in Sciences of Language

Board of Examiners

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Declaration

I, Imane **HAMDI** do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed **KHEIDER** University of Biskra.

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Dedication

To the memory of my beloved brother Fahed

I miss you beyond words. May Allah grant you 'Al Jannah'

To my Mom Nora MEFTAH

You taught me how to trust Allah, how to believe in myself

You taught me how much could be built with little

You have been a rock of stability throughout my life

To my Dad Farid HAMDI

You taught me the value of hard work

Thank you so much for your patience and endless support

To my Sisters, Nada, Ahlem, Aya, Selsabil, Ritaje , and Aisha

You are a golden thread to the meaning of life

Your words of support and tenacity still ring in my ears

To my sisters husband, Salem and Hamza

And my beloved brother Fares

Thanks for your assistance and support

To my, friends Khouloud and Chima.

To all my Discord friends.

To all my Teachers who

Took hands, opened minds, and touched hearts

To all the readers of my work

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Abstract

This study aims at investigating the use of collaborative learning as an engaging strategy to develop EFL learners' classroom interaction. Therefore, we hypothesized that the more EFL teachers use collaborative learning as an engaging strategy the more classroom interaction will be developed. To test the validity of our main hypothesis, a descriptive study is conducted using a mixed method approach to gather, analyze and interpret data. These latter were gathered through two different tools: an interview administered to eight (8) EFL teachers at the University of Biskra, and a questionnaire submitted to fifty (50) third- year EFL students from the same university. The study's findings proved that both teachers and students agreed upon the importance of classroom interaction in learning English as a foreign language. In addition, they recognized the effective role of collaborative learning as an engaging strategy to develop students' classroom interaction. Thus, the study outcomes confirmed the validity of our hypotheses. Accordingly, it is highly recommended for teachers to vary their methods of teaching in view of making students more engaged and active. Indeed, the use of student-centered strategies such as collaborative learning strategies would improve the students' learning and interaction. Lastly, classroom interaction should be adjusted among students for better understanding.

Key Words: Collaborative Learning, Interaction, Engagements.

List of Abbreviation and Acronyms

&: and

CL: Collaborative Learning.

CLA: Collaborative Learning Activities

CLS: Collaborative Learning Strategy

EFL: English Foreign Language.

ELT: English Language Teaching.

Et al.: et alia (and others).

Etc.: et cetera (and so on, and so forth).

H: Hypothesis.

i.e.: id est. (in other words).

Q: Question.

ST: Student.

T: Teacher.

TL: Target Language.

VS: Versus.

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General Introduction

1. Background of the Study

It is a well-known fact that English is a language that is spoken all over the world today. Thus, English as a Foreign Language has become a crucial part of the world's educational system. To achieve better language proficiency, EFL learners must be actively involved in the learning process. Therefore, collaborative learning as an engaging strategy develops student interaction in the classroom. Consequently, educators and researchers emphasize the importance of using this technique to enhance classroom interaction.

Recent studies focus on learners' interaction and engagement, and how these factors can affect their learning. Accordingly, it attempts to identify what makes some learners better achievers than others. Furthermore, it provides some suggestions for overcoming classroom interaction problems that may impede the learning process. In fact, engaged learners display all the qualifications of successful ones. In addition, students' interaction is necessary in the learning processes, which makes them more productive and engaged.

Since learners' classroom interaction has become the interest of a considerable number of educators, numerous research papers have been conducted. These papers have been aimed at searching for the appropriate ways to improve EFL learners' classroom interaction, which has become the core of teaching and learning English. In an attempt to investigate the various factors that can help EFL learners in the learning process, current teaching techniques are assumed to be much more effective. This is compared to the traditional ones. In fact, the techniques and strategies of teaching are many and varied, but what we are currently looking for is an increase in classroom interaction from EFL learners. One of the most popular teaching strategies suggests collaborative learning as a way to promote classroom interaction. This technique is designed to encourage EFL learners to be responsible for their own learning and, therefore, increase their classroom

interaction. To conclude, collaborative learning as an engaging strategy develops students' classroom interaction.

2. Statement of the Problem

Classroom interaction has become an essential part of the EFL learning process. Researchers and scholars believe that classroom interaction is a crucial pattern for developing speaking skill. Most students in EFL classes face several difficulties in oral classes such as: inhibition, lack of confidence, anxiety and fear of expressing their ideas. Foreign language teachers play a major role in designing different engaging tasks to foster students' interaction in oral classes. A variety of teaching techniques can significantly increase students' classroom interaction, and they can also keep them involved in the learning process with the use of these pedagogical tools.

Collaboration has become one of the most effective ways to foster classroom interaction in today's classrooms. Students, in this classroom setting, have more opportunities to interact with each other and negotiate for meaning, to work on a variety of projects that are of interest to them; and to participate in real-world communication activities more frequently than in traditional teacher-fronted classrooms. In this work, we are examining ways in which to increase EFL learners' classroom interaction with one another. We are also examining whether collaborative learning represents a successful strategy to increase classroom activity.

3. Research Questions

The present study attempts to answer the following questions:

RQ1: What is the relationship between collaborative learning, engagement and classroom interaction?

RQ2: How do EFL teachers and students perceive the use of collaborative learning as a teaching strategy?

RQ3: Does the use of collaborative learning as an engaging strategy enhance EFL learner's classroom interaction?

4. Research Hypotheses

RH1: We hypothesize that if teachers use collaborative learning as an engaging strategy, this will increase classroom interaction.

RH2: We suppose that EFL teachers and students at the University of Biskra have positive attitudes towards the use of collaborative learning as a teaching strategy.

5. Aims of the Study

The general aim of the current study is to verify whether classroom interaction can be increased through the use of collaborative learning as an engaging strategy. Regarding the specific objectives this study aims to:

1. Highlight the role of collaborative learning as an engaging strategy in increasing EFL learners' classroom interaction.
2. Advocate and raise EFL teachers' awareness of the use of collaborative learning as an engaging strategy to improve classroom interaction.
3. Assess the effectiveness of collaborative learning as a teaching and learning strategy.

6. Research Methodology for This Study

The current study aims at investigating the impact of collaborative learning as an engaging strategy in developing EFL learners' classroom interaction. Thus, we intend to adopt the mixed-method approach and, accordingly, employ a descriptive research methodology to collect and analyze data. This study also aims to validate the hypothesis by correlating two variables, namely the implementation of collaborative learning as an engaging strategy as the independent variable, and students classroom interaction as the dependent variable.

7. Sample and Population

For this study, the population is third year students of English (n=100) at Mohamed Khider University of Biskra. The researcher selected students with an intermediate level and who are studying oral sessions for a variety of reasons. More importantly, we observed that they practice collaborative learning from time to time. Therefore, they need effective, practical, and easy techniques to ensure their development in classroom interaction.

Among the aforementioned population, the researchers worked with fifty (n=50) students to get their opinions about the usefulness of collaborative learning strategies in learning EFL. As a sampling technique, this research is based on the voluntary random technique. In addition, from a population of more than fifty (n=50) teachers, the researcher works with eight (n=8) teachers to enrich this study with different perspectives towards the importance of classroom interaction and the use of collaborative learning as an engaging strategy in EFL context.

8. Sampling Techniques

The researcher used the simple random sampling technique in our study, since all elements were equally likely to be selected. Furthermore, this sampling method is beneficial for the design, nature, and purpose of the research. Moreover, it can be useful because it may give unbiased and complete responses.

9. Significance of the Study

The present study attempts to highlight the advantages of collaborative learning as an engaging Strategy in improving EFL learners' classroom interaction. More specifically, using this strategy will:

- Engage learners and build their active learning skills.
- A student-centered approach is the most effective way to learn.
- Build a sense of responsibility among learners toward their learning.

10. Structure of the Study

This study is divided into two main parts. The first part is devoted to the literature review. It consists of two main chapters, while the second deals with field work and data analysis. The current study comprises three chapters; the first chapter presents an overview about classroom interaction. Moreover, the second chapter provides an overview about engagement and collaborative learning. In addition, the third chapter (the practical part) is devoted to data collection, analysis, and discussion. For more details, the categorization is as follows:

- **Chapter One**

This chapter deals with classroom interaction. We tackled its definitions, history, importance, types, role and techniques for classroom interaction in addition to how to develop learners' classroom interaction.

- **Chapter Two**

This chapter is divided into two main sections. On the one hand, the first section represents an overview of engagement in which we deal with its definition(s), types, and importance, as well as strategies that improve learners' engagements. On the other hand, the second section investigates the role of collaborative learning as a teaching and learning strategy. More importantly, it highlights collaborative learning strategy definition(s), characteristics, elements, and examples of collaborative learning activities. This chapter also discussed the roles of teachers and learners, and the rationale for collaborative learning.

- **Chapter Three**

This chapter starts with literature review about the research methodology adopted for this study namely, research approach and research design. Then, it deals with data collection, analysis, and interpretation. It is based on the use of two data collection methods (a questionnaire and an interview).

Chapter One:

Classroom Interaction

Introduction

Teaching English as a foreign language includes several crucial components, which have been considered to be the basis for successful language learning. At that point, classroom interaction plays a significant role in the teaching and learning process. Additionally, it gives EFL students' real-life instruments for improving their linguistic proficiency while pushing the wheel of language improvement forward.

1.1 What is Classroom Interaction?

Interaction is at the heart of communication Douglas (2001, p. 165) and communication itself is the essential objective of foreign language learning and teaching. To realize this, the students need to collaborate and associated with each other, with each other and with the teacher, or with each other and with another individual who is aware of language learning. In rundown, communication comes from interaction since in communication there must be an interaction between individuals who have something to share (Rivers, 1987).

Interaction stems from the Latin word "inter" which means between and "ago" which means action or to do. Any "action in-between" is considered an interaction, such as that between a teacher and a student in a classroom. Rivers (1987, p. 57) runs along the same path, describing the word through its Latin roots: "agere" means "to do" and "inter" means "among."

Dagarin (2004, p.128), classroom interaction involves "two-way influences between students and teachers". Furthermore, classroom interaction can be considered to be academic interaction, i.e., interaction during the course of teaching and learning (Sarosdy et al., 2006). They also state:

The classroom or pedagogic interaction is a continuous and ever-changing process and the factors of context shift from minute to minute. The teacher acts upon the students to cause a reaction. The reaction includes a response to a question, an item in a drill, a word pronounced, and a sentence written (Sarosdy et al, 2006, p. 35).

Researchers and analysts moreover, attempt to define the concept of classroom interaction from different points and perspectives. Robinson (1994), for occurrence, sees that interaction refers to the "Complementing face-to-face activity. This may be verbal, channeled through composed or spoken words, or nonverbal, channeled through touch, presence, eye-contact, facial expressions, signals, postures, appearances, or natural components". Specifically, Robinson tries to clarify interactions by stating they can be face-to-face activities, or they can be a corresponding activity in which learners confront each other or the teacher.

Classroom interactions are about students who have active discussions during class. There is an interaction between the student and the instructor, and the instructor attempts for the student to think between the entire groups. There are many ways to communicate with students, especially in the classroom.

Malamah-Thomas (1987) proposed a chart for classroom interaction that clarifies the relationship between the teacher, and his learners during the interaction. She depicted course interactions as a methodological gadget and as an activity taken after by a response through which learners get criticism as the figure underneath appears:

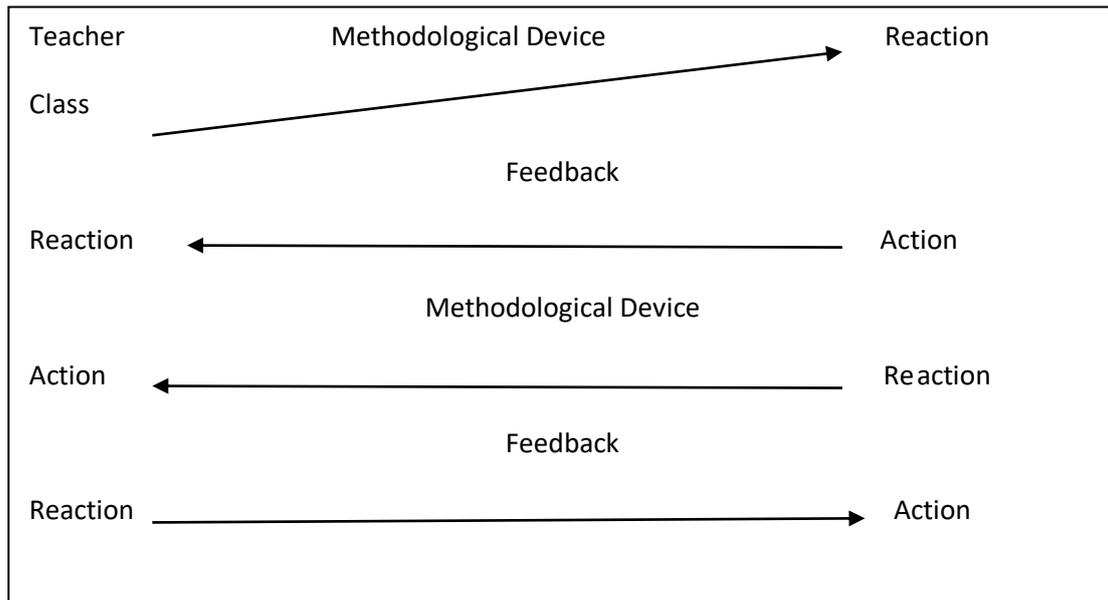


Figure 1.1: Classroom Interaction (Malah-Thomas, 1987, p. 39)

Classroom interaction at that point is defined according to Marshal (1998) within the online dictionary of human science as "The relationship between teacher and students within the classroom ". This kind of relationship is seen as complementary activity as it was mentioned before.

Other scholars like Ellis (1985, p.23) define interaction as: "The discourse jointly constructed by the learner and his interlocutors and input is the result of interaction". Ellis in his exact definition shed the light on the center of interaction by specifying the expression of "discourse jointly constructed by the learner and his interlocutors" which outlines that the learner is the central point within the classroom where he/she may develop and make successful interaction. In expansion, Celce-Murcia (1989, p.25) claims that the concept of classroom interaction is "A system of giving and receiving information." So, it can be considered as a common sharing of data among learners themselves.

Additionally, Malah-Thomas (1987, p.7) claims that classroom interaction "Implies acting reciprocally", where the process of giving and receiving is overwhelming the course. She also maintains, "The teacher acts upon the lesson, but the class response along

these lines modifies his next activity, and so on". This definition emphasizes more vitally the association of the teacher's acts that can be impacted by the students' responses during classroom interactions.

1.2 Importance of Classroom Interaction

In the process of learning a second language, classroom interaction is crucial. Many researchers have specifically studied the importance of classroom interaction in learning a second language. According to Ellis (as cited in Chaudron, 1988) points out, when L2 learners are given more opportunities to speak, they can improve their proficiency in the TL, they can be more motivated to engage in further communication, and they can effectively communicate. Thus, classroom interaction is an important factor in L2 learning since it enables learners to communicate in their native language; it is also thought to motivate learners to do their best as they are allowed to speak in the classroom.

Additionally, Chaudron (1988) claims that:

Interaction is viewed as significant because it is argued that only through interaction can the learners decompose the TL structures and derive meaning from classroom events. Interaction gives learners the opportunities to incorporate TL structures into their speech, and meaningfulness for learners of classroom events of any kind, whether interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and learners (p.10).

Due to what has been said this far, classroom interaction is regarded as being important since learners can receive meaning through it. This can also provide them with opportunities to develop their communication skills.

Moreover, Levine (1989) noted that classroom interaction leads to successful teaching since it facilitates a relaxed environment for both teachers and students. The process of classroom interaction is highly valued by teachers who see it as an integral part of the teaching process. According to Levine "Interaction is an extremely complex and difficult process, but it is also the part of teaching that many teachers say they enjoy and value the most" (p.73). Consequently, classroom interaction is considered an effective teaching technique, and the management of the learning process is closely related to the process of classroom interaction. Classroom interaction was defined by Allright (1984) as "the process that classroom language learning is managed" (pp.156-171).

According to Hedge (2000, p.13) "interaction pushes learners to supply more accurate and appropriate language, which itself provides input for other students. This is often one reason why pair work and group work became common features of up-to-date classrooms." .In other words, classroom interaction plays the role of a reinforcing motif since it leads students to supply more appropriate and meaningful sentences. Additionally, it gives students the prospect to listen to what others say.

1.3 Types of Classroom Interaction

In foreign language classrooms, interaction plays an important role in developing the students' language and, decides what learning opportunities they may get. Classroom interaction at that point has two primary types: student-student interaction, and student-teacher interaction.

1.3.1 Teacher–Student interaction

Teacher-student interaction is regarded as a vital source of learning in EFL classrooms. This sort of interaction takes place either between the teacher and a specific learner or between the teacher and the entire class.

The first frame of this interaction is the teacher-student interaction. It is established when the teacher talks to the complete course at the same time. He can take the part of a leader or controller. In this sort of interaction, the teacher has the specialist chooses the sort and the method of the action. This interaction features an essential work of controlled practicing of certain language structures or vocabulary. Generally, those exercises that take place in such a frame of interaction are a repetition of specific structures after the instructor. That's to say, the teacher is considered a model. This sort of practice is additionally called drill (Dagarin, 2004).

The second frame of this interaction is teacher-student interaction; it takes place when the teacher alludes to only one special understudy or specific gathering of students to reply to a particular question or to take an interest in the talk inside the classroom. This shape is frequently utilized for assessing individual students. It can moreover be utilized for a casual discussion between the instructor and a student or a specific group of students at the beginning of the session or in arrange to lead students into a less guided action (Dagarin, 2004).

Scrivener (2005, p.85) has proposed a Figure to demonstrate teacher-student interaction:

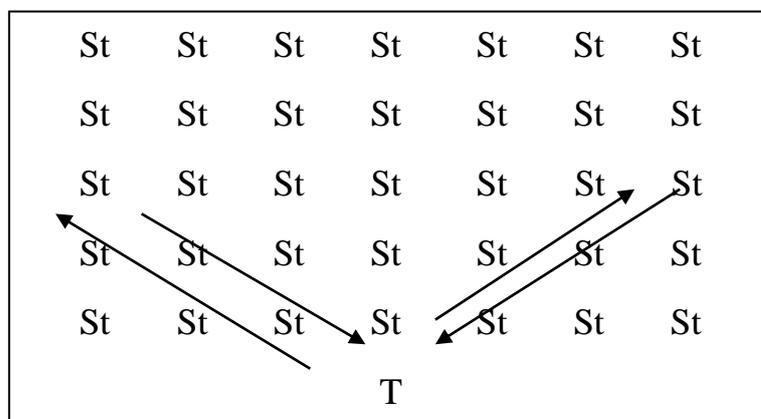


Figure 1.2.: Teacher-Student Interaction

Key:

↗ **Teacher interacts with student**

↖ **Student interacts with teacher**

St **Student**

T **Teacher**

Teacher-student interaction facilitates the teaching process since; students do much of the talk within the classroom and present a part of the lesson indirectly through their interactions with their teacher. Studies on classroom interaction have shown that during this sort of interaction, teachers present 50% of the lesson and therefore the other 50% is provided by the students.

1.3.2 Student- Student Interaction

Many researchers have emphasized the significance of student-student interaction in EFL learning. This sort of interaction takes place among students, either student to student or students to students.

The value of student-student interaction for the advance of ESL has been highlighted with the CLT and with the coming of learning theories that have centered on the social nature of SLA. These days, it is broadly conceived that students can truly learn between and among themselves. In addition, different ways in which learners can interact meaningfully have become favored within the classroom setting (Rivera, 2010).

Student-student interaction has two main forms. The first of these is the one which takes place between two students; it is called pair work. During this sort of interaction, students are allotted to wrap up work in pairs. The teacher plays the part of 'consultant' or

adviser; he can take part and offer assistance when it is necessary. The second form is the one which takes put between many students; it is called group work. As with pair work, the teacher's function in group work may be an expert and an adviser. Those two sorts of student-student interaction are especially valuable for encouraging interaction among students (Dagarin, 2004). That's to say, student-student interaction is believed to be an effective incentive for learners and to interact in discussions with their classmates which will result positively in their learning.

The research that is made by Long et al (as cited in Dagarin, 2004) has shown that students work more in combined and group work than the other forms of interaction. Additionally, it has been demonstrated that students respond to those forms as the most pleasant ways of learning since they feel comfortable and relaxed while communicating effectively (Dagarin, 2004). In other words, when students engage in pair and group work, they can feel comfortable and at ease, subsequently, student-student interaction is considered as significant because it provokes a positive impact on learners' accomplishments.

Scrivener (2005, p. 85) has proposed a Figure to exhibit student-student interaction:

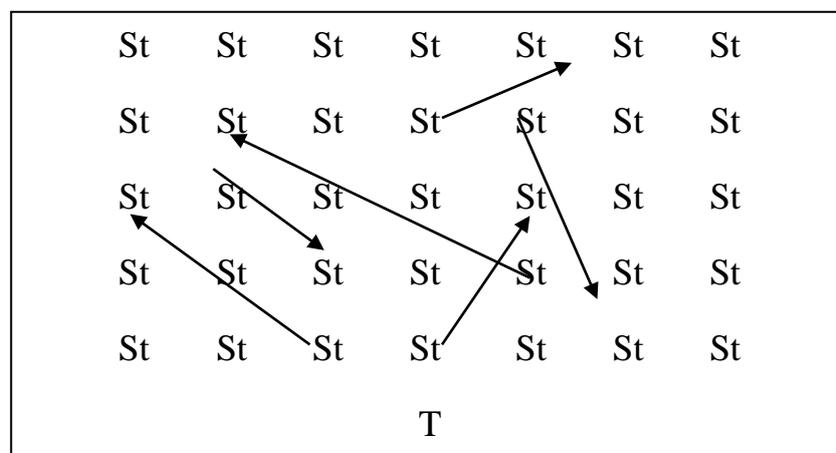


Figure 1.3: Student-Student Interaction

In this Figure, Scrivener depicts how student-student interaction takes place inside the classroom setting either from student to student or student to student. Ellis (2003) expressed that when the students have to use the FL in a way that reflects real operating conditions, choose what to say and how to say it at the minute of speaking, this results in a better chance for them to create an automatic use of language. In other words, students can deeply learn from each other's and become responsible for their learning.

1.4 The Roles of the Interactive Teacher and Learner

1.4.1 The Role of the Interactive Teacher

EFL teachers play an important role in facilitating the learning process. This creates an environment for classroom interaction, which develops the student's performance. According to research, if EFL teachers master the following roles controller, organizer, assessor, prompter, participant, resource, tutor, and observer, class interaction will be greatly increased.

These roles were classified according to Harmer (2001, p.57-62) as follows:

Role	Feature
Controller	The teacher takes charge of the whole class and activities by taking the roll, telling students instructions, organizing drills, reading aloud, and manifesting the teacher-fronted approach.
Organizer	Organizes students to work on classroom activities.
Assessor	Provides students with feedback regarding their performance and grades them in distinct ways.

Corrector	Offers students correction of their linguistic errors while assessing their language learning competence.
Prompter	Prompt students so that they can proceed with the learning procedure.
Participant	Participates in students' classroom activities
Resource	Acts as students' reliable resource when they encounter difficulties.
Tutor	Works with students individually or in small groups if they undertake challenging learning programs.
Observer	Observes students' performance to offer them individual/group feedback

Table 1.1: Teachers' roles and responsibilities (Harmer, 2001, p. 57-62)

Additionally, language teaching success depends largely on how teachers address the needs of their students. During classroom interactions, each of the above roles plays an integral part in enhancing student performance and developing language abilities. Hence, classroom interaction increases when EFL teachers play various roles to engage their students in the learning process, which will eventually give them more opportunities to share their thoughts or ideas with their teachers.

1.4.2 The Role of the Interactive Learner

When CLT emerged in the 1970s, the learner was reduced to only being a receiver of information input from the teacher. Nunan.D. (1991) defines a learner-centered classroom as one in which students are actively involved in the learning process. Two main factors contribute to learners' involvement. First, students take charge of their learning

process by making choices and plans. The second is to maximize classroom time for students' interactive activities.

According to Rivers (as cited in Dagarin, 2004), students are not passive receivers of input. Students play a dynamic part though. That is to say, students can play an initiative part in the classroom setting. They can begin the discussion, interact with the teacher, or connect with their peers.

Rivers and Temperly (as cited in Brown, 2001) stated that learners have numerous parts within the classroom interaction; they can listen to or read authentic linguistic material as well as tune in to their peers. Learners can start discussion or play; join issue solving abilities or dialogue journals. When the interaction takes place, learners can use all what they have learned or grasped through the real-life exchange.

1.5 Techniques for Classroom Interaction

To increase interaction in EFL classes, several techniques must be utilized. According to El-Koumy (1997), he suggested three techniques to EFL teachers to implement interaction in their classes. The three techniques are the scaffolding technique, the questioning technique, and the collaborative learning technique (p.3).

1.5.1 The Scaffolding Technique

Teachers using the scaffolding technique should consider the metaphor of platform within the development preparation. What comes to intellect could be the picture of a temporary stage or bolster that makes a difference in the development group reach regions, and work on the levels of the building that would something else be blocked off.

Celce-Muria.M. (2001) clarified the term, "scaffolding," as "How "an instructor or grown-up structures a learning task and provides directives and clues using dialogue to

direct the learner's cooperation within the learning task." (p.195). Teachers should give these mandates and clues when students handle material that's modern to them or somewhat past their information base.

Consequently, this technique includes reciprocal teaching, providing educational materials, and providing feedback use of context cues and half-finished examples. Rosenshine & Guenther (1992, p.164) describe the latter as temporary aids that help the teacher interact with his students.

1.5.2 The Questioning Technique

One of the influential methodologies in creating classroom interaction is the questioning technique. This method is based on a teacher's questions tended to his students, where foreign language learners don't have an extraordinary number of devices for starting and keeping up language, encouraging them to define or reply to questions can give stepping stones for continued interaction (Aliponga, 2003, p.83).

Studies conducted earlier on the use of the questioning method revealed that this procedure had been widely used in classrooms. Within the same setting, Daly et al. (1994, p. 27) point out, "In classrooms, addressing the needs of the teacher and students takes up a significant portion of the day. Across all grade levels, around 70% of normal school day interaction involves this activity. Yet, questions being asked of students should be challenging questions instead of familiar ones to encourage students to take part in class interaction, Carlsen (1991, p.127) suggests.

1.5.3 The Collaborative Learning Technique

The collaborative learning technique refers to a set of directions and activities in which students work in learning groups. Collaborative learning is contradicted by

individualistic and competitive learning, which has been announced as a viable guidelines approach that includes the characteristics of learner-centered approaches. Collaborative learning requires learners to work in groups to attain a common objective (Chafe, 1998, p.74).

Working together maximizes openings for student-student interaction with significant input and output in a supportive environment. Besides, collaborative learning gives students greater opportunities to connect, negotiate for meaning, work in a variety of ventures that are of interest to them, and take an interest in real-world communicative exercises more often than possible than in traditional teacher-fronted classrooms.

1.6 Developing Interaction among Learners

Generally, the basic objective of EFL learners is being able to use English successfully, fluently, and accurately and being communicatively competent to express their implications. However, learners cannot express their meanings within the TL in a simple way without having much experience in doing so. One way that helps learners in getting such encounters is taking the responsibility of learning, what to memorize and how to memorize it. This responsibility can be acquired in interactive circumstances through collaborative learning counting: group work, pair work, and assessing the success of exercises.

Creating interaction among learners is not an easy matter, and to promote this kind of interaction, interdependence among learners and autonomy from teachers should be developed. Gower & Walters (1983, p p.154- 155) gave a piece of advice to instructors to develop interaction among their learners. The taking after points is some of the advice proposed by Gower & Walt (1983, p p.154- 155):

- 1- Learners should be given a chance to get things right.
- 2- Learners should not wait their turn to say something.
- 3- Learners should be encouraged to bypass the teacher and do things by themselves.
- 4- Learners should be encouraged to help each other by correcting each other's errors.
- 5- Learners should be provided with sessions in which they discuss the difficulties and the good things that face them in the classroom without being interrupted by the teacher.
- 6- Allowing learners to play the teacher's role in the classroom.

Finally, another important issue that can be included is involving learners in communicative activities since they are the center of classroom interaction. Developing interaction at that point comes from the teacher's part and the student's part as well.

Conclusion

To conclude, classroom interaction plays a significant role in the process of learning ESL/ EFL. Teachers, therefore, are required to reduce their talking time in classroom interactions to leave enough room for students to interact, give the chance for the students to be responsible for their learning, and be part of their learning process. The participation of students is also highly recommended to enhance classroom interaction by allowing learners to express their ideas, insights, and so on. Consequently, teachers should use different roles and adopt various methods and techniques to foster classroom interaction.

Chapter Two:
Collaborative Learning as
an Engaging Strategy

Section One: Learners Engagement

Introduction

Learners' engagement has become a crucial part of the teaching and learning process of foreign languages. Engagement can be seen as the glue that holds together all aspects of students' learning and development. Also, it motivates students to take responsibility for their learning and motivates teachers to create a classroom atmosphere that encourages them to work hard and be engaged. In particular, the present section will be devoted to discussing the various definitions of learner engagement, types of engagement, the importance of learners' engagement, and some strategies to improve learners' engagement.

2.1 Definition of Engagement

The term 'engagement' is getting to be increasingly influential in today's educational concerns. Zepke, Filter and Butler (2010, p. 01) state that "A study of the writing reveals that understudy engagement has been well inquired about since the 1990s". Obviously, numerous learning approaches confess the significance of getting learners locked in into distinct scholastic exercises and assignments. Subsequently, different analysts and teachers provide definitions for the term in numerous diverse ways. Each one uncovers a specific perspective upon which the analyst depends. For Taylor, and Parsons, (2011), researchers and teachers have not concurred upon a clear and coordinated definition of the term 'engagement'. Each teacher can give a definition of the term essentially based on the perceptions s/he makes in his/her possess classroom (Bowen, 2005 cited in Barkley, 2010, p . 04).

Shulman (2002 cited in Barkley, 2010, p. 04) contends that the primary step in starting learning is to engage learners in the learning process. i.e., learning cannot happen

on the off chance that learners need engagement and the want to memorize. As Barkley (2009 cited in Barkley, 2010, p .05) puts forward, "engaged students truly care almost what they're learning; they need to learn". Moreover, engagement requires learners to spend more effort on the learning operation and attempt their best to enhance their minds. The author further states that "engaged students are attempting to make meaning of what they are learning". Therefore, learners can achieve more complex assignments and even perform better cognitively when they can make sense of the tasks they are performing. Barkley (2009 cited in Barkley, 2010, p. 05) claims that "engaged students are included within the academic task at hand and are using higher-order considering aptitudes such as analyzing information or solving problems".

Furthermore, researchers have lately used the term engagement to refer to the degree to which students recognize the esteem of tutoring results, and take an interest in scholarly and non-academic school exercises (Willms, 2003, p. 08). Other scholars such as Marks (2000, as cited in Trygstad, 2010, p. 09) see engagement as a psychological process. He states that engagement is “a psychological process, particularly, the consideration, interest, and investment and exertion students exhaust within the work of learning”. This implies that engaged learners appear interested and willing in what they are doing in school, which urges them to highly perform and enhance their academic achievement.

According to Anderson, et al.,(2004, p. 97): Engagement involves positive student behavior, such as attendance, paying attention, and class participation, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school environment (as cited in Olson & Peterson, 2015, p. 1). From this description, we conclude that scholars' engagement can be seen through their presence, attention, and participation in classroom tasks and conditioning with a sense of belonging and a feeling of being admired.

2.2 Types of Engagement

Each researcher and language educator defines learner engagement from his/her perspective, however, none of this is intensive nor does it consolidate all the three types of engagement. Nevertheless, the majority of researchers agree upon a set of engagement sorts. Fredrick's (2014, p. 15) gives a table summarizing the three main types of engagement, along with a detailed way in which they are realized in school and classroom settings.

Behavioral Engagement	
Positive conduct	<ol style="list-style-type: none">1. Follows classroom and school rules2. Completes homework3. Comes to class with books and materials
Absence of disruptive Behaviors	<ol style="list-style-type: none">1. Does not skip school2. Does not get into trouble3. Does not get into fights
Involvement in classroom learning	<ol style="list-style-type: none">1. Effort directed at completing tasks2. Participates3. Concentrates4. Pays attention

Participation in school based extracurricular activities	<ol style="list-style-type: none"> 1. Involvement in sports 2. Involvement in school clubs 3. Involvement in student government
Emotional Engagement	
Emotional reactions to classroom, school, or teacher	<ol style="list-style-type: none"> 1. Enjoyment 2. Interest 3. Boredom 4. Anxiety 5. Happiness 6. Sadness
Belonging	<ol style="list-style-type: none"> 1. Liked by others 2. Feels included 3. Feels respected at school.
Value	<ol style="list-style-type: none"> 1. Perceives that the task/school is significant. 2. Considers that task/school is useful for future 3. Perceives that the task is interesting

Cognitive Engagement	
Psychological investment in learning	<ol style="list-style-type: none"> 1. Goes beyond requirements 2. Prefers challenge 3. Effort directed at understanding and mastering content
Cognitive strategy use	<ol style="list-style-type: none"> 1. Metacognitive self-regulation (i.e., planning, monitoring, and evaluating thinking) 2. Deep strategy use (elaborates, relates the material to previous knowledge, integrates ideas, makes use of evidence)

**Table 2.1: Definitions of Behavioral, Emotional, and Cognitive Engagement
(Fredrick’s, 2014, p. 15)**

2.2.1 Behavioural Engagement

Behavioral engagement, according to Fredrick’s (2014, p. 15), shows different positive behavior and morals that learners carry out during the learning process besides the avoidance of unethical behaviors that lead to issues and disturbance.

2.2.2 Emotional Engagement

According to Fredrick’s, et al., (2003, p. 07). “emotional engagement involves belonging, or a sense of belonging to the school, and valuing, or appreciating success in school-related outcomes” Furthermore, Davis, et al., (2012) note that emotional engagement is more about the pleasant and unpleasant emotions students connect with

their relationships with teachers, peers, and school rather than their feelings during learning activities.

2.2.3 Cognitive Engagement

In the learning process, cognitive engagement refers to learners' craving for learning and their ability to develop their skills and exploit the information that they receive on the psychological side. This type of engagement focuses on managing and comprehending the information that they receive. In addition, it creates a challenging and competitive environment for learners (Fredrick's, et al., 2003).

2.3 Importance of Learner Engagement

The importance of engaging learners in their learning process cannot be overstated. For Lester, D (2013) and Silver, and Perini (2010), learner engagement ensure subject mastery, which leads to superior learning results and accomplishment grades. Furthermore, engagement "(...) incorporates a positive impact on the acquisition of course content" (Pascarella & Terenzini, 2005, p. 101 cited in Lester, 2013, p. 04). In a similar vein, Fredricks et al., (2003) suggest that there is substantial evidence that engagement is associated with positive academic outcomes. Moreover, learners must be engaged to master the subject matter they are learning. Therefore, teachers should seek to engage their students, so that they can be better achievers (Newman, 1992 cited in Riveros, 2016).

2.4 Strategies to Improve Learners' Engagement

The development of learners' engagement has become crucial due to the need for engagement in the learning process. In this regard, some scholars suggest a set of methods and strategies to facilitate and engage learners in learning "To improve learners' engagement, the basic requirements must be taken into consideration, which is provided in

the support for studying by promoting difficult and enjoyable activities, activating teamwork and promoting constructive learning" (Lippman & Rivers, 2008). At the same content, Taylor and Parson (2011) listed the following ways to foster the learners' engagement for a more attractive learning process:

2.4.1 Interaction

Taylor and Parsons (2011, p. 8) state that being in contact with the outside world and others is very important. The same thing with students in their classrooms, their interaction with their colleagues and school community is very essential, this interaction can be through direct communication or by using social networking. They think that today's students are interactive and sociable learners in addition to the need of encouraging communication and interaction in the learning environment between the teacher and his learners and between learners themselves within their classrooms.

2.4.2 Exploration

Brown (2000, as cited in Taylor & Parsons, 2011) claims that learning realistically and concretely is essential in creating a sense of exploration. In this manner, practicing can promote the learning process and the more learning is related to reality the way better the learners are engaged. Besides, Taylor & Parason (2010, p. 11) report that "Today's learners ask for the opportunity to explore and discover arrangements and answers for themselves". This implies that exploration created through programs that include issue understanding and interest lead to expanded learners' engagement in finding solutions and answers to these issues.

2.4.3 Relevancy

Due to the need of improving the learning process, coordinating real life with learning is among the successful components that encourage learners to participate in classroom exercises and assignments. Within the same sense, Willms, Friesen, & Milton (2009, p. 34, cited in Taylor & Parsons, 2011, p. 12) assert that students' work needs to be worth their time and consideration. This indicates that it should be suitable and significant since theoretical ideas sometimes influence the learners' objectives, which are summarized in the use of their acquired information to reach the real needs of their lives (Ghecham, 2018). Subsequently, depending on real life and using real materials enhance and lead to the adequacy of learning.

2.4.4 Multiple and Technology

These days, technology influences all perspectives of life. So, it plays a major part in learning in which technological improvement made difference in learners setting up connections with analysts, exploring and addressing diverse themes related to their interests, and fitting their diverse needs (Taylor & Parsons, 2011). When using technology within the classroom, learners become more engaged since they coordinate their needs with the appropriate data.

2.4.5 Engagement and Challenging Instruction

Taylor and Parsons (2011) state that improving the learning process by increasing learners' awareness of the need to make a challenging environment. In addition, it would be better if instructors would remove barriers and provide a friendly atmosphere in the classroom. This would promote learners' ability to challenge their instructors in relation to educational matters. It makes a difference learners' stimulate and create their critical thinking. In addition, the teachers and learners "desire quality instruction delivered in

socially, emotionally, and intellectually engaging ways" (Taylor, & Parsons, 2011, p. 21). This promotes the different aspects of engagement.

2.4.6 Collaboration

Indeed, collaborative work is of great value for learners as it inspires them to develop a sense of belonging through frequent interaction with other learners in the classroom (Silver & Perini, 2010). Additionally, collaboration can reinforce learners' self-confidence since their views would be shared and supported by other members through teamwork and classroom discussions.

Conclusion

To sum up, getting learners engaged during classroom instruction is of crucial importance. Indeed, the learning results and learner achievement are closely related to the extent to which those learners are engaged.

Section Two: Collaborative Learning Strategy

Introduction

Collaborative learning has become one of the most used strategies in teaching foreign languages. It facilitates the teaching and learning process for teachers and students at the same time. Students and teachers build positive relationships through collaborative learning. It motivates and encourages learners to help each other to finish a given task. Hence, the collaborative learning strategy is the technique that allows students to understand and learn easily.

2.5 Definition of Collaborative Learning Strategy

There are several definitions of collaborative learning strategies. In one of the common definitions, CLS is defined as "the use of small groups in which students work together to draw out the strengths in themselves and each other" (1998, p.5). This implies that collaborative learning is a method by which students of different abilities work together to complete tasks or improve their understanding of topics.

Collaborative learning is a strategy that teachers can use in the classroom to help students perform better. It also helps them build positive relationships among students, allowing all students to actively participate in the learning process. "Cooperative learning is an instructional arrangement involving small and heterogeneous groups of students who work together to achieve a common goal" (Kagan, 1994, p. 58). Olsen and Kagan (1992) define collaborative learning as "a group learning activity organized in such a way that learning relies on socially structured information sharing among group learners, each learner is responsible for his or her learning, And motivated to reinforce learning others" (p. 8).

Collaboration occurs when students work together on tasks and assignments, achieve shared goals, and motivate one another. In this approach, students are also responsible for the work of others. This is why one learner's success can help others succeed as well. Therefore, collaborative learning is a way to teach and learn. During this process, students work in groups to solve problems, share ideas, and develop skills for a certain task.

2.6 Characteristics of Collaborative Learning Strategy

There are three fundamental characteristics of collaborative learning, beginning with group goals, individual responsibility, and equal opportunities for success.

2.6.1 Group Goals

Students work in a group to discuss the subject in an organized manner. Moreover, it focuses on amity and harmony between learners, and shared learning tasks. Then, motivate students to assist and support each other in success. Group objectives encourage students to clarify content to teammates and provide help.

2.6.2 Individual Accountability

In collaborative learning, success depends on the individual learning of each member. If one member fails, the whole group fails. Thus, students should respect each other's ideas because success is determined by each person.

2.6.3 Equal Opportunities for Success

Collaborative learning allows learners with high and low levels to work together. Students with a low ability of learning can benefit from the assistance of a student who has a high level of ability so they can learn better and improve.

2.7 Elements of Collaborative Learning Strategy

Researchers distinguish five fundamental components of collaborative learning: Positive Interdependence, Individual Accountability, Group Processing, Interpersonal Skills (Social Skills Development) and Face-to-Face Interaction (PIGSF).

2.7.1 Positive Interdependence

According to Johnson, Johnson and Holbec (1998) positive interdependence links students together so that one cannot succeed unless both groups succeed. “Group members have to know that they sink or swim together” (1998, p.4-7). It means that group members should believe that one person’s effort is not only beneficial for him\her, but for the entire group. Thus, all group members are responsible for their success or failure in the given tasks.

2.7.2 Individual Accountability

Johnson, Johnson and Holbec (1998) state that individual accountability is ‘the measurement of whether or not each group member has achieved the group goals assessing the quality and quantity of each member's contributions and giving the results to all group members’ (p.4-7). Collaboration means that everyone contributes and learns from their experiences and those of their colleagues.

Individual accountability “ Involves students understanding they will be accountable for their contributions to the group, that free praise will not be tolerated, and that everyone must contribute” (Gillies, 2007, p.5).

Therefore, there are two levels of accountability; the first is that the group in CL has to be responsible for the goals that have been realized. Second, each group member should be accountable for his\her contributions. In a conclusion, the major goal of CL is to make learners learn by themselves.

2.7.3 Group Processing

Joliffe (2007) states that group processing entails giving student’s time and procedures for analyzing how well the skills are being used within their groups. It is crucial

to consider the following questions: How effective was the group work? Did everyone contribute equally? Group processing aims to clarify and improve the effectiveness of the members to achieve the goals of the group.

2.7.4 Interpersonal Skills

Foster(2000) stated that interpersonal skills are one of the most essential components of collaborative learning structures. Teachers in that component need to construct tasks and teach social team skills to engage in those tasks successfully. It is imperative to take into account the fact that students have these skills.

2.7.5 Face to Face Interaction

Wandberg and Rohwer (2010, p. 213) stated that "Students need to work together in a way that promotes each other's success by sharing resources, helping, supporting, encouraging and applauding each other's efforts to succeed". They also said that "it is through promoting each other's learning face to face that members become personally committed to each other as well as to their mutual goals" (Wandberg and Rohwer, 2010, p.215). It means that students are expected to help each other through explanation and share their previous knowledge about the subject matter. Generally, the real goal of CL is to encourage interaction between students.

2.8 Examples of Collaborative Learning Activities

Teachers design collaborative learning tasks or activities. Many collaborative learning activities are implemented to achieve different objectives. These collaborative learning activities are beneficial to students when they are used correctly. CLA include Think/Pair/Share, Tea Party Method, and Team Jigsaw.

2.8.1 Think Pair Share

Frank, Lyman (1981) is the one who developed Think\Pair\Share as structure techniques. The teacher poses the question and students get ‘think time’ to think about the topic on their own. In the end, the teacher brings the whole class together and everyone shares their ideas and presents their knowledge about the topic.

2.8.2 Tea-Party Method

This activity involves the teacher asking a question related to the study topic, followed by a discussion between the students. After a minute or so, one line moves to the left. The teacher then proposes another question for the group to discuss. All of these methods help reduce the amount of time the teacher spends involving students in the learning process.

2.8.3 Team Jigsaw

Team Jigsaw, one of the most important techniques in collaborative learning classrooms, comes in handy. Aronson (1987, cited in Slavin, p.7) states that Jigsaw was the earliest CL method. The teacher pre-arranges the class into small groups of 4 and then assigns each group a topic to discuss.

2.9 The Role of the Teacher

The role of the teacher is crucial. In collaborative learning strategies, teachers do not consider themselves experts. He needs to create a well-organized atmosphere of learning in his classroom by assigning students to groups, selecting materials, and planning appropriate tasks.

According to Harrell (1992, as cited in Richard and Rodgers, 2001) the role of the teacher is:

During this time, a teacher interacts, teaches, refocuses, clarifies supports, elaborates, empathizes, and employs supportive behaviors based on the issue. These include providing feedback, redirecting the group with questions, encouraging thinking, managing conflict, observing students, and providing resources (p.199).

To sum up, the teacher is a part of each of the groups, but that does not mean that the teacher has equal power with the group members. They just joined a group to guide and facilitate learning. When students need help, the teacher moves around the classroom, observes, and creates interactions with students in a cycle of observation and guidance.

2.10 The Role of the Learner

Teachers and learners both contribute to collaborative learning. Each member of a group has a specific role to play, such as noise monitor, turn-taker monitor, recorder, or summarizer. (Richard and Rodgers, 2001, p.197). Whereas ,Slavin believed that learners should "help each other, discuss and argue with each other, and fill in gaps in each other's knowledge" (1995;p.2).In addition, much has been said about the learners' parts. They have different parts, according to Dorneyei (2001), corrector, summarizer, and checker. Consequently, learners are summarizers; they have to sum up information and ideas and try to select the most significant points to create new products. Checkers require learners to revise and analyze information and choose the most appropriate answer. Learners are responsible for correcting errors and omissions made by their group members.

2.11 The Rationale for Collaborative Learning

Storch (2007) claimed that CL is a study supported by both pedagogical and theoretical support. Generally, CL is found to:

2.11.1 Provide More Language Practice Opportunities

CL, therefore, assists in increasing total individual language practice time through the forming of small groups of students. In fifteen minute of English class, the average time allocated for each student is only 30 seconds (Long and Porter 1985). According to Zhang (2010) and Xi et al. (2007), the situation is more serious in large EFL classrooms in China.

2.11.2 Improve the Quality of Students' Talk

According to Ohta (2000) collaboration provides more chances to produce language functionally. Moreover, Zhang explains that, particularly in a traditional EFL classroom, discourse is initiated by the teacher in an artificial setting. Language can be used in CL to create a social environment that mimics real-life situations.

2.11.3 Create a Positive Learning Climate

Learning a language is a psychological and emotional process. The lack of self-confidence will affect students' learning (Jiang, 2009). Students feel uncomfortable making mistakes in traditional classroom structures and being humiliated in public. However, CL offers learners a more comfortable experience without being watched by the whole class or the teacher.

2.11.4 Promote Social Interaction

According to Brown (1994, p. 159), "the most effective way to learn how to interact is through interaction itself". Learning through CL provides learners with the opportunity to interact with their peers in a psychologically comfortable and secure environment. Additionally, cognitive learning and interactive skills can be developed. The CL tasks expose learners to several different perspectives and approaches, enabling them to discover novel ideas and information. Students are assisted by discussing, asking questions, and organizing processes that facilitate their understanding and internalization of critical concepts. Their linguistic competence and communicative skills will be improved as well (Jiang 2009).

2.11.5 Allow for Critical Thinking

Participating in Collaborative Learning (CL) makes students more critical in their thinking. Furthermore, this is because CL encourages critical thinking through the problem-solving process (Johnston et al. 2000). In addition, participation in CL fosters the development of critical thinking skills through discussion, clarification, and evaluations of peers' opinions. Lastly, fosters students' responsibility and independence.

Conclusion

One of the most effective strategies to promote student engagement in the learning process is collaborative learning. In fact using CL can enhance the interaction between students and teachers in the classroom. Therefore, this will encourage students to be more active and motivated to talk to each other and the teacher simultaneously. To sum up, collaborative learning strategies encourage student responsibility for learning.

Chapter Three

Fieldwork and Data

Analysis

Introduction

The current chapter presents the fieldwork of this study. To begin, a descriptive study has been adopted in order to collect and analyze data. Accordingly, the data collection tools consist of the teachers' interview and the students' questionnaire. These data collection tools are conceptualized on the basis of the theoretical part of this research study. The present chapter is an attempt to gather data in order to investigate the main research question. Additionally, it seeks to analyze and discuss the obtained results and use the findings to avail and validate the research hypothesis stating that if teachers use collaborative learning as an engaging strategy, this will develop classroom interaction.

3.1 Research Methodology

Every research requires a specific research methodology that the researcher goes through while conducting her/ his research.

3.1.1 Research Approach

Generally, a research approach can be defined as the theoretical framework that a researcher chooses according to the nature of his/her study. Besides, we discovered that research approaches comprise three types (qualitative approach, quantitative approach, and mixed-method approach). Creswell (2014, p.4) states that the difference between these types of research approach; on the one hand, he says "a qualitative approach is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human entity". To explain, this type of research approach deals with describing, exploring, or understanding a specific phenomenon.

In contrast, he defines quantitative approach as "an approach to testing objective theories by examining the relationship between variables. It can be measured (...) by using

statistical procedures.” .To simplify, the quantitative approach deals with testing theories or relationships between variables, and measuring data through statistics. Finally, A mixed-method approach according to Creswell (2014, p. 4), “is an approach to inquiry involving collecting both quantitative and qualitative data (...) and using distinct designs that may involve philosophical assumptions and theoretical frameworks". In other words, a mixed method approach combines both quantitative and qualitative research approaches. This is because it deals with people’s ideas and attitudes, in addition to the use of numbers and statistics.

To conclude, research approach is the framework that researchers follow; it has three types (qualitative, quantitative, and mixed-method approaches). The researcher can use more than one approach to deal with her/his study depending on its nature.

3.1.2 Research Approach for this Study

Since the aim of this study is to describe the impact of collaborative learning as an engaging strategy in developing classroom interaction and to find out the link between these variables (how one can enhance the other), this study adopted the mixed-method approach (qualitative and quantitative approaches). In the present study, it is appropriate for the nature of the topic, as it allows for more detailed and convincing responses. More importantly, it gives the chance to know teachers’ and students’ attitudes and ideas towards the use of collaborative learning as an engaging strategy for developing EFL learners' classroom interaction.

3.2 Research Design/ Strategies

Each researcher should familiarize herself/himself with the research design she/he chooses carefully because it is vital to the success of the project. Gorard defines research design (2013, p. 8) as follows:

Research design in the social sciences is a way of organizing a research project or program from its inception. This is done in order to maximize the likelihood of generating evidence that provides a convincing answer to the research questions for a given level of resources.

By definition, research design is how you organize your research from the very first to the very last step to get credible results. Research design has different forms; for this, Bhattacharjee (2012, pp. 39- 40) outlines a series of research designs such as: (field survey, experimental studies, cross-sectional field survey, longitudinal field survey, focus group research, action research, and case study research).

3.3 Sampling and Population

To check the validity of the hypothesis and gather some information which help answering some research question, the researchers dealt with EFL teachers and students to collect their feedback to feed the study.

- **For Teachers**

From about (n=50) teachers of English Language at Mohamed Khider University of Biskra, the researcher dealt with eight (n=8) volunteer teachers who were chosen randomly. Those teachers teach different levels and different subjects.

- **For Students**

The population of this study was Third year EFL students at Mohamed Khider University of Biskra. This population is chosen for a number of reasons, including the fact that these students typically have an intermediate level, and they study oral expression. Therefore, working with them gives them the opportunity to become familiar with the subject. More importantly, we have chosen third year EFL students because we observed that they practice collaborative learning as a strategy in their classes. So, they are familiar with these strategies.

After discussing with the supervisor, the researcher decided to focus on fifty (n=50) students who had been chosen randomly from a population of approximately 175 students.

3.4 Data Collection Methods

Data collection methods are the ways that a researcher uses to gather data. According to Walliman (2006, p.83), data collection methods can be defined as “raw materials” that any researcher needs when doing her/his research depending on the research problem in addition to the methods used by the researcher. She/he may interpret the results effectively results. To clarify, data collection methods are essential to have effective results; thus, the researcher should carefully choose them, taking into consideration her/his research theme. Additionally, there are several methods to collect data such as questionnaires (structured, semi-structured, and unstructured), interviews (structured, semi-structured, and unstructured), observations (active and passive), focus groups, and quasi-experiments.

In our study, we used both an interview (semi-structured) with EFL teachers and a questionnaire (semi-structured) to collect data from third year students.

3.4.1 Interview

The interview is a method of collecting data that is used by a number of social sciences researchers. To describe it, one can say that it is a number of questions (open-ended, close-ended, or a mixture between them) that shows its type (structured, semi-structured, or unstructured). A researcher (interviewer) asks interviewees (teachers, experts, etc.) for data.

3.4.2 Questionnaire

Like the interview, a questionnaire is a method of data collection that is used by most social sciences researchers because it suits most of their studies. It can be described as a booklet (more than two pages) that contains the researcher's personal information and a series of questions divided into sections. Moreover, the questions can be (open-ended, close-ended, or mixture between them) and this determines the type of questionnaire (structured, semi structured, or unstructured).

3.5 Teachers' Interviews

The main purpose of conducting teachers' interviews is to gather data regarding the various opinions and attitudes of University Mohamed Khider Biskra. It aimed to obtain EFL teachers' feedback and attitudes towards the implementation of collaborative learning as an engaging strategy and its effect on classroom interaction.

3.5.1 Description of Teachers' Interviews

The study interview is designed to collect data from EFL teachers at Biskra University. We used a semi-structured interview consisting of twelve (12) questions (open-ended and closed-ended) to limit teachers to our theme boundaries, but give them more

freedom to elaborate. In the designed interview, we aimed to find out whether collaborative learning is crucial in the teaching and learning of EFL and how they implement it in the classroom.

In addition, our intention was to gather teachers' opinions about the impact of collaborative learning as an engaging strategy in developing classroom interaction. Besides, the purpose of the interview was to check if teachers think that collaborative learning strategies and classroom interaction are interrelated and what kind of relationship exists between them. Finally, we left them the opportunity to add whatever they want (comments, suggestions, etc).

3.5.2 Aim of the Study's Interview

The under-investigated study interview was designed for EFL teachers at the University of Biskra. It was used to collect data from their opinions and attitudes towards the impact of collaborative learning as an engaging strategy in developing classroom interaction in English as a foreign language.

3.5.3 Administration

For the administration phase, the interview was designed as a semi-structured interview administrated to teachers of the division of English at Mohamed Khider University of Biskra. In fact, the interview was administrated to eight (n=8) teachers; it was an online written interview. Furthermore, during the period of data collection, the interviews took between 10 to 15 minutes and all teachers gave beneficial answers and rich information.

3.5.4 Analysis and Interpretation of Teachers' Interview

As a tool to collect data from teachers, this interview is designed to gather information opinions, thoughts from teachers that will be analyzed, interpreted, then used to reinforce our study.

Item 01: How long have you been teaching?

From this item, we wanted to have an idea about how long have teachers been teaching EFL at university by giving them choices (1-5 years, 5-10 years, or more than 10 years).

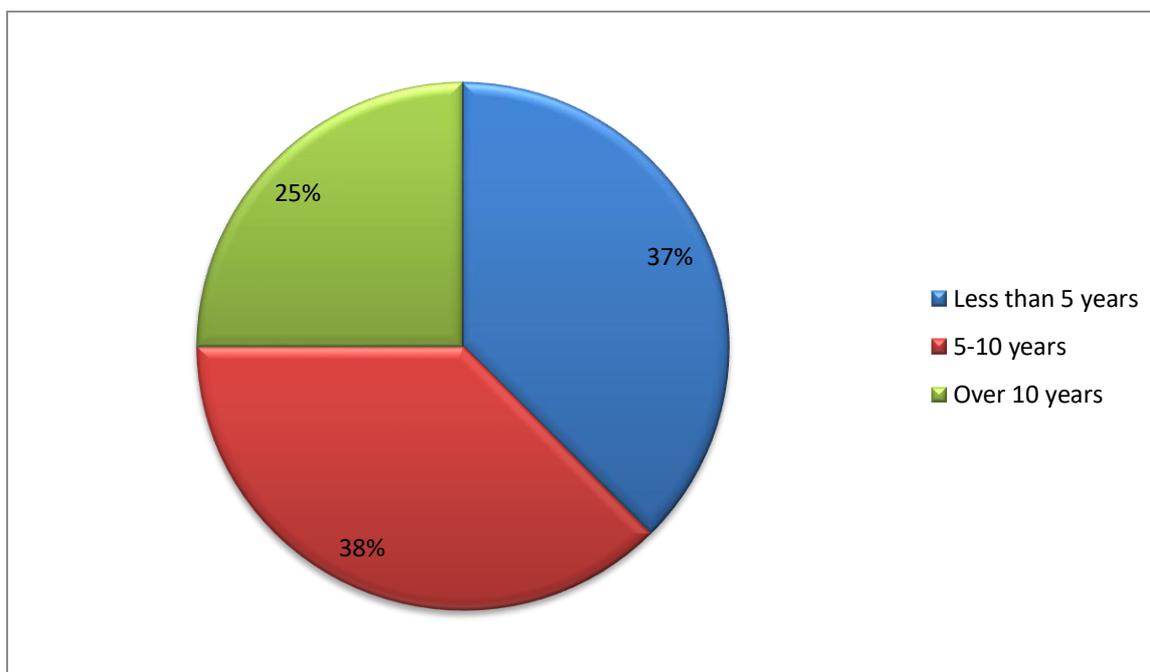


Figure 3.4: Teachers' Career in Teaching EFL

Teachers' responses indicate that their EFL teaching careers are different. 38% teachers teach EFL from 5-10 years; whereas, 25% teachers (n=2) teach EFL from more than ten 10 years; whereas, while the rest 37% teachers teach EFL from 1-5 years. The variety of teachers' periods in EFL teaching at university is positive for the researcher,

because it guarantees that the next responses will be gathered from teachers with different experiences in teaching EFL at university level.

Item 02: What are the courses that have you been teaching during this period?

Through this item, EFL teachers share some of the courses they have been teaching during this period.

Teachers	Courses
Teacher 1:	I have taught different courses such as linguistics, literary texts (it is not my specialty), oral expression, written expression, grammar, study skills, methodology.
Teacher 2:	Written/Oral expression, ESP, Syllabus Design, Cognitive Psychology, Linguistics, and Academic Writing.
Teacher 3:	Reading, Writing, Grammar, Linguistics, and Applied Linguistics.
Teacher 4:	Phonetics, Oral Expression, Research Methodology, Statistics.
Teacher 5:	Oral exp, Methodology, Reading, Linguistics, ESP, Didactics.
Teacher 6:	Theme and version and Discourse analysis.
Teacher 7:	Literature, Civilization, Methodology.
Teacher 8:	Linguistics + RMLL.

Table 3.1: Courses teachers teach.

In this item teachers share some of the courses that they have been teaching during this period.

Item 03: Do you believe that your class is learner-centered?

Through this question, we aimed to have an idea about teachers beliefs about their classroom centered.

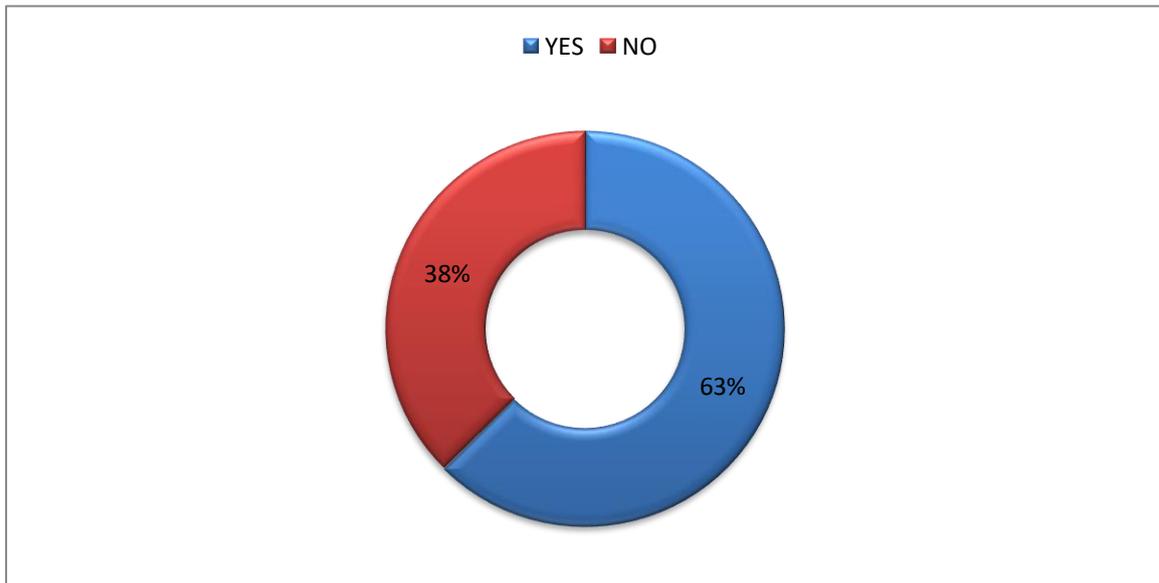


Figure 3.5: Teachers believes about classroom centered

Sixty-two percent of teachers believe that their classrooms are learner-centered. However, only 38% of teachers reported that their classroom is not learner-centered.

Item 04: Do you think classroom interaction plays a major role in the learning and teaching process?

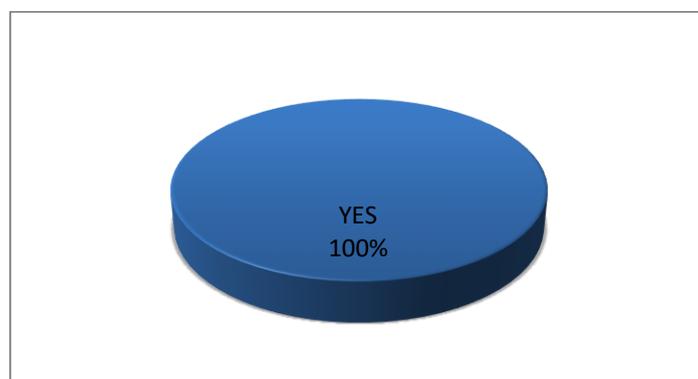


Figure 3.6: Classroom interaction plays a major role in the learning and teaching process

As it is illustrated above, all teachers agreed that classroom interaction plays a major role in the teaching and learning process; hence, classroom interaction affect either positively or negatively in the learning and teaching process.

Item 05: In your opinion what factors that can affect classroom interaction run effectively?

This item was designed to determine what factors can impact classroom interaction by asking teachers their opinion about aspects that influence classroom interaction.

Teachers	Factors
Teacher 1:	There are many factors relating to students themselves, to their teachers, and to the class.
Teacher 2:	Organization, information, engagement, and motivation are the four pillars of success.
Teacher 3:	The choice of tasks, the student's fluency, a healthy and non threatening atmosphere, the methods used by the teacher.
Teacher 4:	A combination of motivation and students' number will produce the desired outcome.
Teacher 5:	I think it's all about teacher-learner relationship and rapport. Also, I believe that the stereotypic roles each of them has a major impact on classroom interaction. As long as teachers believe in the principles of learner-centeredness, classroom interaction will be effective.
Teacher 6:	I would say the main factor is the fear of making mistakes. Many students don't want to talk because they fear that they will make grammatical, pronunciation, or vocabulary mistakes.
Teacher 7:	Teachers' teaching time is less than students' talking time with more emphasis on communicative tasks and problem-solving activities.
Teacher 8:	Teachers' preparation and teachers' awareness of the adopted teaching approach.

Table 3.2: Factors that affect classroom interaction

Through this item, we ask the teachers of English as a foreign language to provide us with factors which can impact classroom interactions. Based on teacher (1) belief, those factors are directly linked to the students, teachers, and class it. Whereas teacher (2) hints that organization, information, engagement, and motivation are the key factors for a successful classroom interaction. Furthermore, teacher (3) claims that a combination of motivation and students' numbers can produce the desired result. Moreover, teacher (5) argues that the relationship between teachers and students is the major factor that affects students' classroom interaction in a positive way.

Furthermore, teacher(6) asserts that the main factor that really impacts students' classroom interaction is their fear of making mistakes, which negatively impacts students' participation and engagement in class. Teacher (7) however suggests that teachers should focus more on communicative tasks and problem-solving activities in class. Lastly, teachers (8) sees that teachers' awareness and adoption of different approaches is one of the factors that affect classroom interaction

Item 06: What methods do you use to encourage students to be more interactive?

Teachers:	Methods:
Teacher 1:	<ol style="list-style-type: none"> 1. The choice of themes/topics to be discussed: I found it very useful when I choose attractive and interesting topics to read or to write about to students in the courses of reading and writing for instance; they are engaged and very active in the class. 2. I encourage peer discussion: I ask them to discuss with their partners and with the whole class based on activities that help them to do so.

Teacher 2:	whatever method works (eclectic)
Teacher 3:	Questions, pair/ group work
Teacher 4:	Group work and Peer work
Teacher 5:	I try to motivate them and involve them in the different class activities. I use group work, team work, pair work, class discussion, debates, critical thinking discussion, collaboration activities...etc
Teacher 6:	I generally encourage pair or group work. Working in small groups usually encourages students to speak.
Teacher 7:	Cooperative and collaborative learning in an appropriate setting that involve all the students in the classroom tasks.
Teacher 8:	Discussion and questioning.

Table 3.3: Methods teachers used to encourage students to be more interactive

The purpose of this item is to collect what method(s) teachers use to encourage students to engage in the teaching and learning process more actively. The majority of teachers (teacher 1, 2, 3, 4, 5, 6, and 7) suggest the use of peer work; group work and collaborative learning; which encourage students and motivate them to be part of their learning process and more involved. They also suggest different methods such as class discussions, debates, and critical thinking discussions, in addition to the choice of the topic to be discussed. However, teacher 8 provides us with another strategy: Discussion and questioning.

Item 07: What are the problems that usually face students in classroom interaction?

Teachers	Problems
Teachers 1:	<p>1. Linguistic barriers: related to their linguistic competence and language proficiency which are weak or undeveloped.</p> <p>2. Psychological barriers such as anxiety, shyness, fear of being mistaken ...etc</p> <p>3. Sometimes, it can be related to the nature of the course and the teaching strategies used. In this case, it's the teacher's responsibility to work on this issue and use motivational strategies that can invite students to interact in class.</p>
Teacher 2:	Lack of motivation.
Teacher 3:	Poor vocabulary load and students are not used to work in pairs and groups to get the most of the class activities to reduce anxiety and reluctance when they interact inside and outside the class.
Teacher 4:	Maybe shyness, fear of committing mistakes, introvert students who don't like to get involved with others, be it the teacher or the classmates.
Teacher 5:	I would say the main problem is lack of motivation on the part of students. This varies greatly depending on the activity.
Teacher 6:	I would say hesitation and uncertainty.
Teacher 7:	Anxiety, stage fright, fluency issues.
Teacher 8:	I would say number of students who can make some problems.

Table 3.4: Problems faced by students while classroom interaction

This item was used to collect teachers' opinions about the problems students typically face during classroom interaction. Through the above responses, teachers showed some problems that face students during classroom interaction.

Furthermore, (teacher1) pointed that student problems are related to Linguistic barriers such as: their linguistic competence and language proficiency, psychological barriers such as anxiety, shyness, and the nature of the course and the teaching strategies used (in this part is the teacher responsibility). Likewise, (teacher2 and 5) insisted on the lack of motivation; which is one of the biggest factors affect students engagement. While (teacher3) claimed that students are not used to working in pairs and groups so that they can get the most out of class activities to reduce anxiety and reluctance when they interact inside and outside the classroom.

Ultimately, (teacher4) added that maybe shyness, fear of committing mistakes, introvert students who don't like to get involved with others be it the teacher or the classmates. However, based on what (teacher6) pointed out hesitation and uncertainty are one of the major problems that face students. (teacher8) joined his voice to teacher 1 when it comes to psychological barriers which are related to anxiety, stage fright, and fluency issues. Besides, (teacher8) gave a very different answer; he pointed that the number of students is one of the problems that face students while interacting in classroom.

Item 08: Do you believe that the tasks you use in your classroom are challenging enough to motivate your pupils?

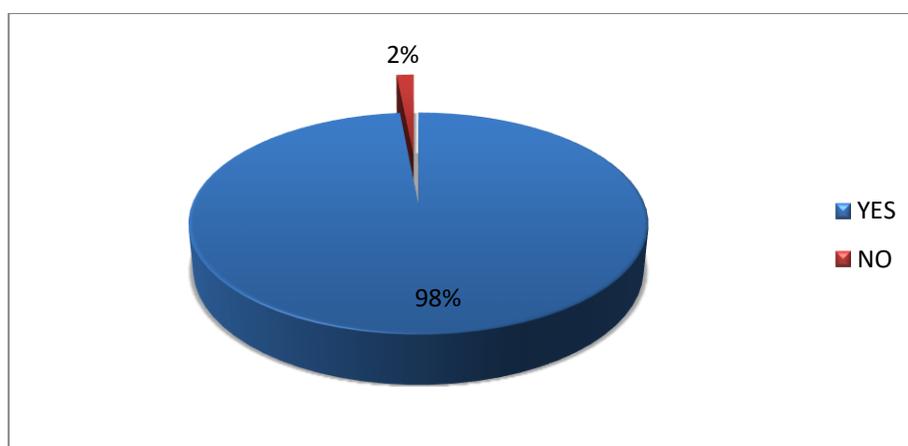


Figure 3.7: If tasks are challenging enough to motivate students

This item was for checking teachers' tasks; whether they are challenging enough to motivate their students or not. Then, we asked them to justify whatever their answers (yes or no). As it is illustrated above, the majority of teachers 98% believe that the tasks they used in their classroom are motivating enough to encourage students to be part of the learning process. While, 2% of teachers notice or believe that the tasks they use in their classroom are not motivating enough for their students.

Item09: Do you promote collaborative learning strategy in your classroom?

Response	Number of teachers
YES	8
NO	0

Table 3.5: Teachers response about the use of collaborative learning strategy in classroom

All teachers agreed that collaborative learning is beneficial in EFL teaching and learning operations and showed their great role. Moreover, while teachers justified their

responses, the majority of them asserted that collaborative learning is among the pillars of successful teaching learning.

-If Yes:

A-How do you implement it?

From this item, we opened door for teachers to provide us with strategies that can be effective to develop students' classroom interaction through the use of collaborative learning as an engaging strategy.

Teachers	Strategies
Teacher 1:	Using Kagan and Kagan strategies for promoting cooperative and collaborative learning using Task -based language learning and teaching.
Teacher 2:	Through engagement activities.
Teacher 3:	As mentioned earlier in question 6. I try to be intelligent in diversifying the activities to motivate my students and get them involved.
Teacher 4:	I choose the activities and tasks that can be done in pairs or groups or even workshops and I try to organize the process and keep my role as a guide and a facilitator only.
Teacher 5:	I usually integrate dialogues, role plays, or debates in the classroom.
Teacher 6:	They are implemented gradually through a TPS (think, pair, share) interaction pattern
Teacher 7:	Project works, presentations, pair work / group work classroom tasks.
Teacher 8:	Through discussion, group and peer work.

Table 3.6: Teachers implementation of collaborative learning

The numerous strategies teachers recommend such as engagement activities,

integrating dialogues, role plays, or debates in the classroom, Project works, presentations, and TPS (think, pair, and share). Despite (teachers 4, 7, and 8) suggest the use of pair implement work and group work as strategies to collaborative learning during their classes. It therefore makes sense to collaborative learning based on strategies that require students to collaborate and participate more.

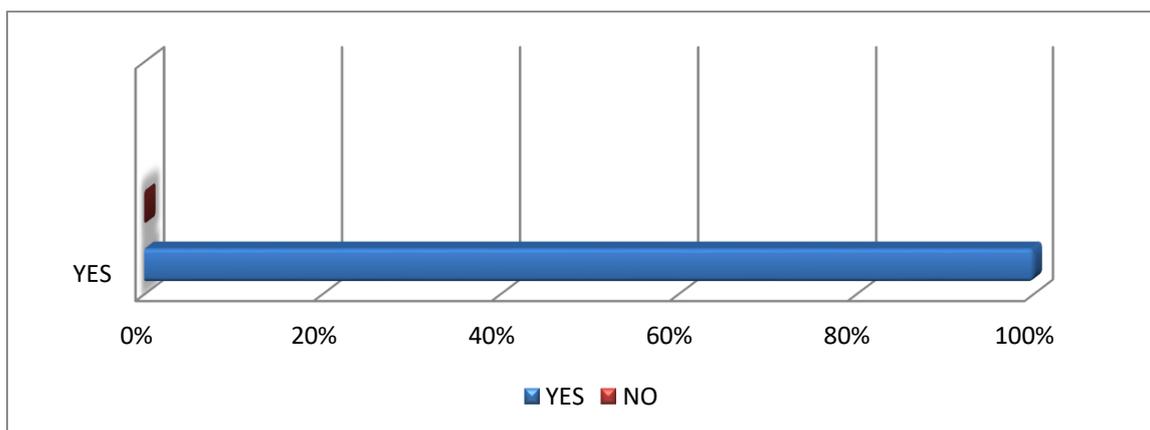
B -Did you explain to the students what collaborative learning is?

Response	Number	Percentage
YES	5	62.5%
NO	3	37.5%

Table 3.7: Teachers response about explanation of collaborative learning

The above answers illustrated that 5 teachers (62.5%) from the sample answered yes. While the 3 other teachers (37.5%) said that they do not explain what collaborative learning is before implementing it; because this will affect their performance level while working together.

C-Does it works well?



Graph 3.5: Teachers response about the workability of collaborative learning

This question was for checking teachers' thoughts about collaborative learning in their classroom; whether it is workable in any classroom. Then, we asked them to justify whatever their answers (yes or no). Thus, we notice that all teachers (n=8) agree that

collaborative learning strategy works well in their classrooms.

Item 10: Do you think collaborative learning strategy would work in every classroom?

Are there some limitations?

In this item teachers were asked to reveal the serious limitations they may encounter when implementing collaborative learning; and if they believed that collaborative learning would work in every classroom.

Option	Number	Percentage
YES	8	100%
NO	0	0%

Table 3.8: Teachers answer about the workability of collaborative learning

All teachers (8) agreed that collaborative learning strategies can be implemented in any classroom, which indicates that they are applicable.

Teacher opinion about collaborative learning limitations:

Teachers:	Limitations:
Teacher 1:	For me, each course has its peculiarities. The courses that are based on interaction and negotiations. However, other subjects are based on imparting knowledge.
Teacher 2:	Unequipped classrooms and time of the session.
Teacher 3:	It depends on the teacher, the subject being taught, the students' willingness to participate.
Teacher 4:	I believe, yes. However, and sometimes, the course does not require its use. The teacher can decide based on the course requirements and the student's needs.
Teacher 5:	Not in every classroom. The teacher needs to work hard to control the group; otherwise, the group will rely on one person. This defeats the purpose of the collaborative tasks.
Teacher 6:	Yes, it would.
Teacher 7:	I believe it is applicable to any classroom. It's just the task which dictates whether it's suitable or not.
Teacher 8:	Yes, but it works only in small classes.

Table 3.9: Limitations of using collaborative learning in classroom

Teachers' justifications showed that there are some limitations while using

collaborative learning such as unequipped classrooms, session time, number of students, and course requirements. As a result, collaborative learning strategies can be adopted in any classroom.

Item 11: In what way do you think that collaborative learning strategy is helpful in improving the students’ classroom interaction?

We aimed to check to what extent can collaborative learning as an engaging strategy develop classroom interaction.

Teachers	Response
Teachers 1:	It helps in engaging students in the class tasks to grasp the difficult notions and share knowledge to more experience from others' careers and lifelong learning
Teachers 2:	More engagement
Teachers 3:	It helps a lot especially in promoting motivation and interest. Also it helps in facilitating learning.
Teachers 4:	<ol style="list-style-type: none"> 1. Improving self-confidence: I believe, and based on what I observe in my classes, students feel more confident learning collaboratively; they feel free, less shy and less reluctant to speak or write. 2. Improving their skills and language proficiency. 3. Learning from their mistakes and their classmates' pitfalls while working together. 4. They are more engaged, motivated, and interested more in work when it is a collaborative one.
Teachers 5:	Collaborative activities provide excellent opportunities for students to engage in negotiation of meaningful instances. This helps them in improving their communicative competence and working on their grammar, vocabulary, and pronunciation
Teachers 6:	In the fact that students can exchange ideas through the different language skills.
Teachers 7:	It's student-student interaction, so the anxiety and stress which inhibit interaction before are minimized
Teachers 8:	It makes students able and to communicate easily.

Table 3.10: Teachers view about how collaborative learning strategy is helpful in improving the students’ classroom interaction

We can see from teachers' perspectives that collaborative learning strategies have a significant impact on developing classroom interaction. Collaborative learning strategies play a major role when it comes to engaging students and motivating them to be part of the learning process, which will develop classroom interaction. CLS provides students with the opportunity to communicate and interact with one another (students-students interaction), so the anxiety and stress that inhibited interaction before is minimized. Moreover, this strategy has a positive impact in connection with improving self-confidence, improving language proficiency, and helping students learn from their classmates. Also, it facilitates the progress of teaching and learning for both students and teachers. To sum up, all these impacts of CLS lead to with one major direction which is increasing classroom interaction.

3.5.5 Discussion and Interpretation of the Findings

The data collected from teachers' interviews have provided us with a wide range of rich information that is valuable for the purpose of answering some of our research questions. From teachers' responses, we have deduced that interaction plays a vital role in EFL teaching learning because it is essential to this operation's success. More importantly, all the interviewed teachers agreed that classroom interaction is considered as a pillar of success at university level especially in EFL teaching/ learning. Additionally, when the teachers were asked about what makes classroom interaction crucial, they highlighted that it is a part of the learning and teaching process. It gives them opportunities to speak, they can improve their proficiency in the TL, they can be more motivated to engage in further communication, and they can effectively communicate.

Yet, many teachers have raised concerns about the low level of a student's classroom interaction, citing students' fear of making mistakes, lack of motivation, as well as a lack of practice (engagement); therefore, they have raised awareness that it's highly

recommended in EFL learning. Moreover, they have pointed out that it is a complicated task to be taught; hence, they suggested some strategies on how to engage students in the learning process, avoid relying on the instructor for every detail, and also encourage them to work on developing their level of classroom interaction. They believe that students need to be more engaged and work on increasing their level of classroom interaction.

A collaborative learning strategy is one of the strategies suggested by teachers as an engaging strategy that helps students become more engaged, active, and motivated to learn. For more details, when we asked teachers about the role of collaborative learning as a technique and its impact on EFL students' classroom interaction development, the majority of them stressed that using collaborative learning is very useful and it should be adopted in our division as a method of teaching and learning. Furthermore, they state that collaborative learning as an engaging strategy and classroom interaction are interrelated in terms of how they relate to each other. Therefore, we can conclude that collaborative learning as an engaging strategy is crucial to developing EFL students' classroom interaction.

Based on data analysis and interpretation, it was observed that classroom interaction is a highly recommended condition for successful EFL teaching and learning. Many EFL students have a weak level of interaction due to their impassivity and lack of practice (engagement), therefore, teachers insisted on the need for their students' engagement; through the use of collaborative learning strategies that give students the chance to engage. Finally, they point out that collaborative learning strategies are very effective for developing EFL students' classroom interaction, consequently, they recommend applying them as an effective teaching technique.

3.6 Students Questionnaire

The current questionnaire is a data collection tool designed for third year students at University Mohamed Khider -Biskra-. The questionnaire targets students' various attitudes towards the use of collaborative learning as an engaging strategy to increase classroom interaction. Also, it aims to demonstrate how collaborative learning motivates students to be engaged in their learning process, which increases classroom interaction.

3.6.1 Description of Students Questionnaire

Data collection tool that consists of (18) questions divided into three sections: Personal Information, How to Develop Classroom Interactions, and The Use of Collaborative Learning as an Engaging Strategy. Furthermore, the questionnaire is administered to 50 third year university students of English randomly selected. The questionnaire contains closed-ended questions requiring pupils either to provide “YES” or “NO” responses, to choose the appropriate answer among a list of distinct options, or to indicate the frequency of occurrence of some classroom behaviours and emotions during tasks. The questionnaire also consists of open-ended sub questions, such as "please, explain", which are designed to obtain insights into the learners' responses and choices.

3.6.2 Aim of the Study's Questionnaire

The purpose of the under-investigated questionnaire was to collect data from EFL third year students at Biskra University. It was used as a tool for the study to check what factors EFL students think can enhance learning at their level. In addition, it was designed to check whether students are familiar with classroom interaction and if they consider themselves to be interactive. Furthermore, it attempted to collect students' thoughts on the impact of collaborative learning strategies on increasing classroom interaction.

3.6.3 Administration of students' Questionnaire

This questionnaire was administered to third year students at University Mohamed Khider, Biskra. More specifically, it was administered and explained to (50) students representing our sample from a population of about (175) pupils of third year university students of English. The selection of the population is based on the fact that third year university students of English generally have an intermediate level which faces problems in interaction and how to be engaged in the learning process.

3.6.4 Analysis and Interpretation of Students' Questionnaire

As a tool to collect data from students , this questionnaire is designed to gather information opinions, thoughts from students that will be analyzed, interpreted, then used to reinforce our study.

Section One: General Information (From item 1 to item 3)

The focus of this section is to provide an idea about our sample's gender, their level of English, and the difficulty of learning at university.

Q1: Specify your gender?

Gender	Female	Male
Number	39	11
Percentage	78%	22%

Table 3.11: Respondents Gender Distribution

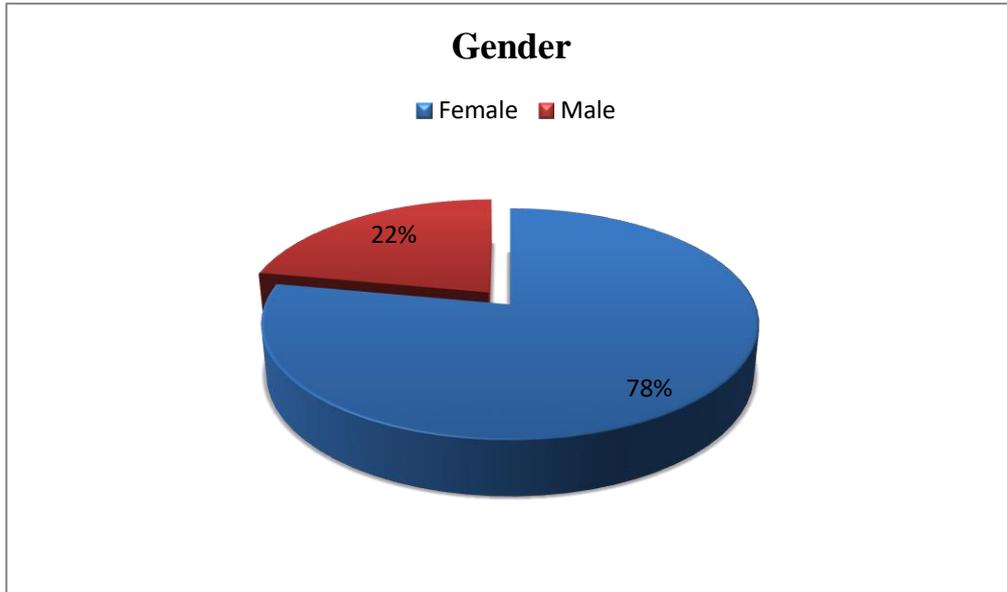


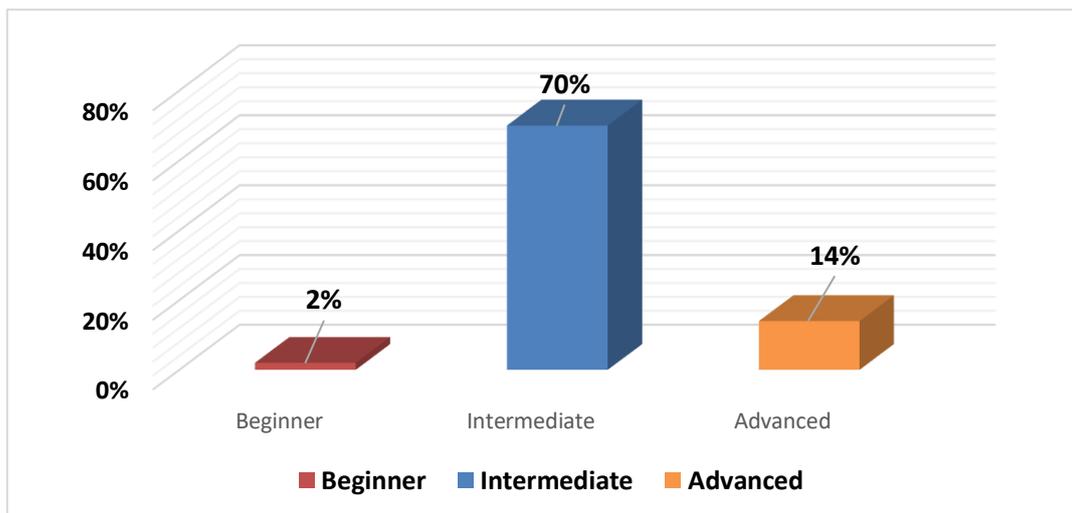
Figure 3.8: Respondents Gender Distribution

The table above demonstrates the distribution of gender in our sample. As it is shown, it presents the number as well as the percentage of females and males. Additionally, it is observable that 39 respondents (78%) are females, whereas eleven (11) respondents (22%) are males. This clarifies that the majority of our sample are females. This means that females are more interested in learning English especially at master level.

Q2: How do you consider your level in English?

Option	Beginner	Intermediate	Advanced
Number	01	35	14
Percentage	02%	70%	14%

Table 3.12: Students level in English



Graph 3.2: Students level in English

This graph and table above demonstrate students' level in our sample. It shows both the number and percentage of students' English proficiency. Further, we can observe 1 respondent (2%) is at a beginner level, while five (35) respondents (70%) are intermediate. Although fourteen respondents (14%) are students with advanced levels, this indicates that the majority of sample has intermediate levels. The majority of our students are proficient in English, so the study will be more valid and reliable.

Q3: Did you face any difficulties while studying at university?

From this item, we attempted to know if there are difficulties in learning at university (yes or no). Then it aimed to count the main difficulties that face students.

Option	Number	Percentage%
YES	40	80%
NO	10	20%

Table 3.13: The Existence of Difficulties when Learning at University

The table above revealed that the majority of respondents a percentage of 80% find difficulties when studying at university. However, 20% of respondents answered they did

not face any difficulties. Since the majority affirmed that they found difficulties when learning at university, this means that learning at university is not a very easy task and it requires many efforts.

Respondents' Justifications if they choose "yes"

While justifying the choice of "yes" for this question, the respondents listed a wide range of difficulties they have encountered when learning at university. Of the total 50 respondents, twelve (12) said time management and organization, as well as timetables, were obstacles to learning at university. Besides, four (4) others reflected the difficulties they have faced with the nature of assessments, evaluations, and examinations as one of them noted "they do not test us in the same way they taught us". To clarify, the main difficulties our respondents faced were time and the nature of the evaluation.

In the same way, seven (7) respondents asserted that the only difficulty in learning at university is the incomprehensible LMD system as a whole because it makes them study for scoring marks and avoid credit. For example, one of them said "I have trouble with understanding the LMD system and all credit things". Additionally, nine (9) respondents cited teachers' attitudes, mindsets, and supports as the main reasons why studying at university is difficult. Hence, the whole LMD system and teachers attitudes can be considered as factors that make learning at university difficult.

In the same way, received information and memorization can be seen as obstacles when learning at university as one of the respondents highlighted "I have troubles with memorization and at university the more you memorize, the more you score. He added that in assignments, teachers do not accept any information beyond the one they provide. Furthermore, the rest eight (8) respondents stressed that learning at university can be difficult because of certain factors such as lack of sources, taking notes, reading, and transportation and methods that teachers use.

According to what was mentioned above, most respondents acknowledged they had difficulties learning at university. Judging from their justifications, we can conclude that EFL students at the University of Biskra face many challenges. Yet, the obstacles they face are not that complicated. They just need to vary the learning/teaching strategies.

Section Two: Classroom Interaction (from Q4 to Q8)

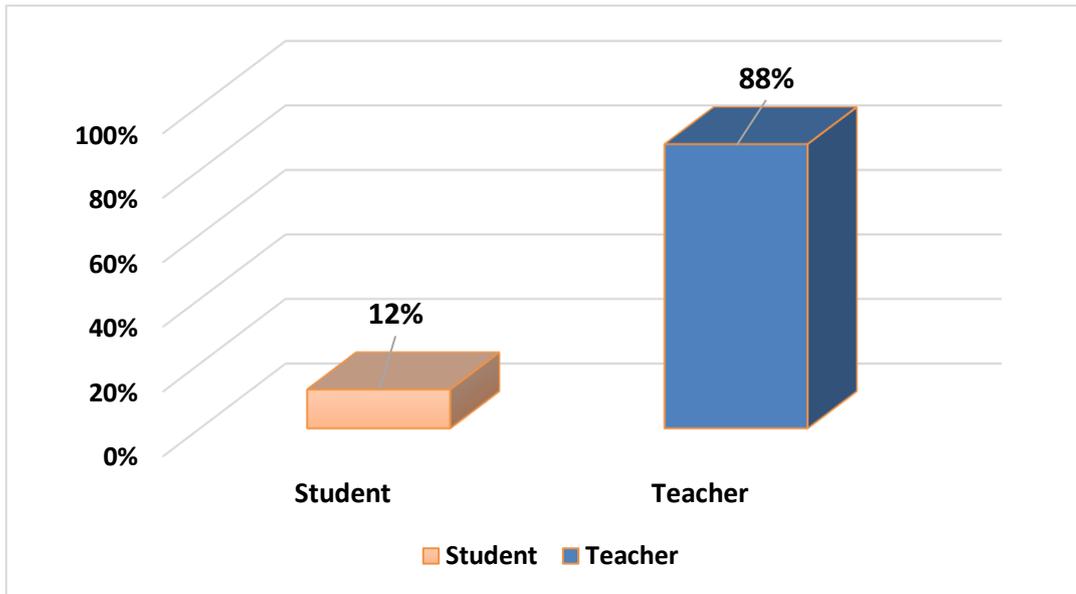
This section was designed to focus more on the variable of classroom interaction. It attempted to gather information about which factors can improve students’ progress in learning at third year level. Furthermore, it aimed to collect third year students’ thoughts about classroom interaction and its importance in learning at their level.

Furthermore, the purpose of this section is to understand the meaning of interaction from the perspective of EFL students. In addition, it is helpful to know whether they have the opportunity to interact and act in the classroom, as well as what type of interaction they prefer. Finally, it attempted to see when classroom interaction would be helpful in the process of teaching and learning English at university level.

Q4: Who does most of the talk in the classroom?

Option	Student	Teacher
Number	06	44
Percentage	12%	88%

Table 3.14: Talk frequency in the classroom (Teacher/Students)



Graph 3.3: Talk frequency in the classroom (Teacher/Students)

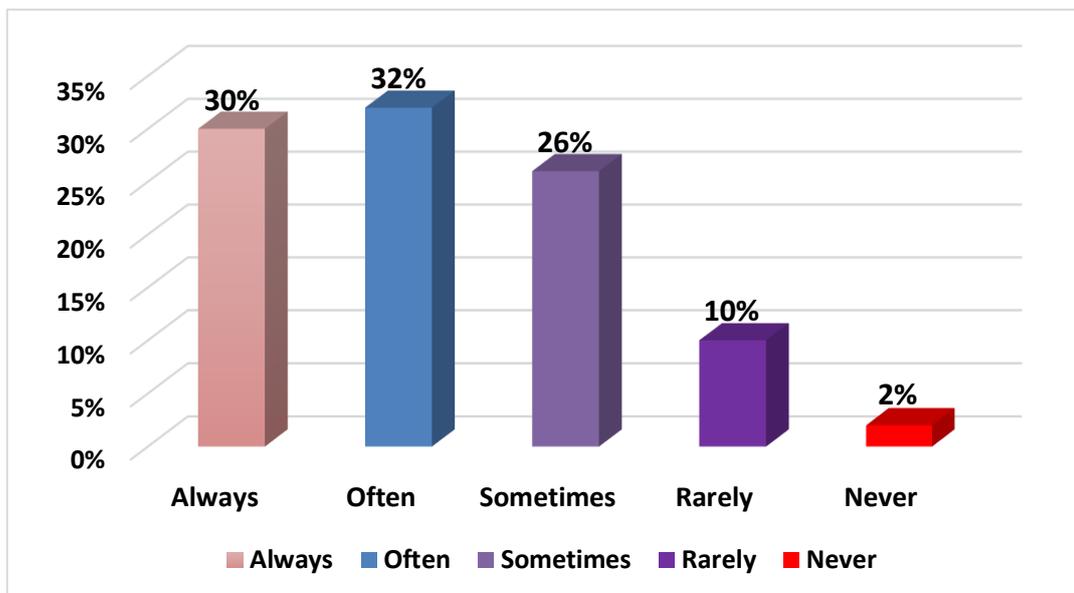
In the table(3.16) and graph(3.3) above, they show the percentage of students who do the most talking in the classroom, as well as who does most of the talking. Additionally, it is observable that 44 respondents (88%) are teachers, whereas, six (6) respondents (12%) are students. This clarifies that the majority of our sample answers agree that the teacher plays an important part in the learning process. Taking this into account, it means that students are not given enough time to talk and be involved in the learning process.

Q5: How often the teacher gives you the opportunity to interact (give and take) with him?

This item examined whether teachers of English as a foreign language give students an opportunity to interact and participate in their learning process.

Option	Always	Often	Sometimes	Rarely	Never
Number	15	16	13	05	01
Percentage	30%	32%	26%	10%	02%

Table 3.15: Opportunities given to students to interact in classroom



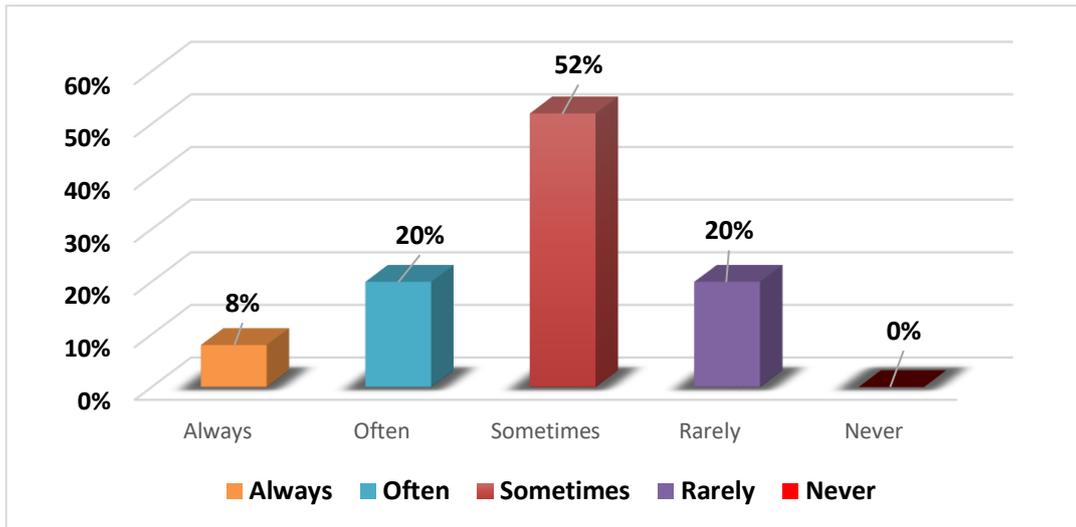
Graph 3.4: Opportunities given to students to interact in classroom

According to the table (3.17), 32% of respondents stated that teachers of EFL often gave them the opportunity to interact with them. Thirty percent of students' answers were always, which is very similar to the first. Additionally, 26% of respondents say that sometimes teachers give them a chance to react and interact with their teachers. Nevertheless, there was a small minority (10%) who claimed they do not often get such a chance. In addition, only 2% of students answered that they never have a chance to interact with their teacher. This indicates that the majority of students are able to have a direct conversation with their teacher.

Q6: How often do you interact with your classmates in the classroom?

Option	Always	Often	Sometimes	Rarely	Never
Number	04	10	26	10	00
Percentage	08%	20%	52%	20%	00%

Table 3.16: Frequency of students' interaction in classroom



Graph 3.5: Frequency of students' interaction in classroom

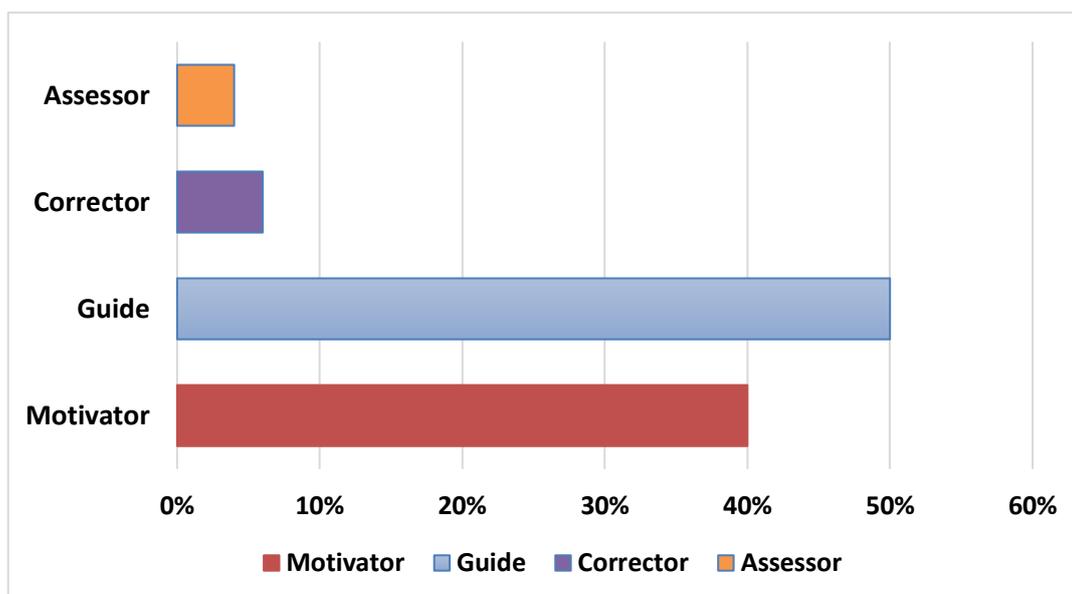
According to the table (3.18) and graph (3.5), 8% of respondents stated that they always interact with their classmates in the classroom. Twenty percent of students indicated they often interact with their classmates. Further, (50%) of respondents opt for interacting and reacting with their classmates in class. Nevertheless, there was a small minority (20%) who said they rarely interact with others. Additionally, none of the students answered never. Most of the students interact in some way, but there is not much interaction between the students. Students should be encouraged to participate and interact more.

Q7: To interact in the classroom, you want your teacher to be:

The purpose of this item was to identify how students of EFL prefer that their teachers help them interact more during the learning process.

Option	Motivator	Guide	Corrector	Assessor
Number	20	25	03	02
Percentage	40%	50%	06%	04%

Table 3.17: Students preferences about the teacher role in interactional activities



Graph 3.6: Students preferences about the teacher role in interactional activities

According to what could be clearly seen, 25 students, or about 50%, answered Guide. There were however 20 students who responded about 40%, which is very close to the first answer on teachers as motivators. Furthermore, three of the students' about (6%) answers were as correctors. And only two students or about 4% were as assessors. This shows that most of the students prefer teachers to take part in the learning and teaching process as guides or motivators.

Q8: What type of interaction do you prefer most?

This item sought to ask EFL students about the type of interaction they prefer most in the classroom, is it students-students interaction or teacher-students interaction.

Option	Student- student interaction	Student – teacher interaction
Number	16	34
Percentage	32%	68%

Table 3.18: type of interaction students prefer

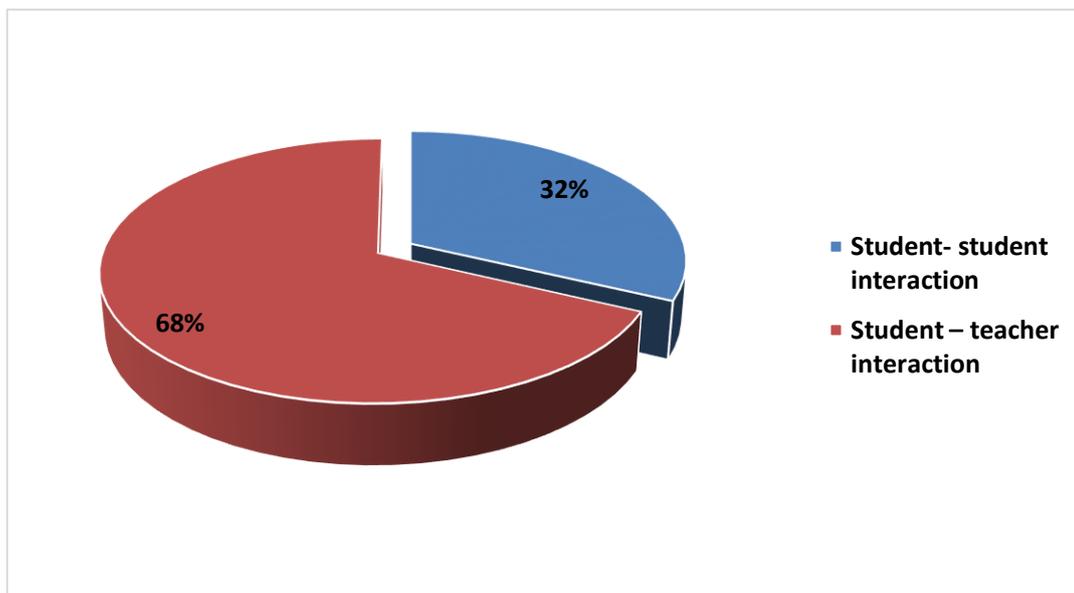


Figure 3.9: Types of interaction preferred the most

From what has been mentioned above, a considerable percentage (68%) refers to those who have selected “students-teacher interaction”. It shows that they prefer teachers to be a part of the interaction. Students' answer to the question was "students-student interaction" (32%); which means that such type of interaction between students should be encouraged.

Whatever your answer is, please justify

Participants answered choosing "Students-students" interaction said that they preferred because they do not feel shy when talking to each other and they feel more comfortable than with their teachers. Whereas, students who answered "Teacher-Students" said that they enjoy interacting with their teachers because they correct and guide them in the learning and teaching process.

Section Three: Collaborative learning as an Engaging Strategy (from Q9 to Q18)

In the students' questionnaire, the last section aims to capture the level of engagement of third-year university students, Mohammed Khider Biskra, when performing classroom activities to learn English through collaborative learning. Moreover, it attempts to reveal the students' conception of the notion of “engagement” and “collaboration”; whether or not they regard themselves as engaged students and whether collaborative learning strategy is workable for them or not.

Q9. Please tick the appropriate box

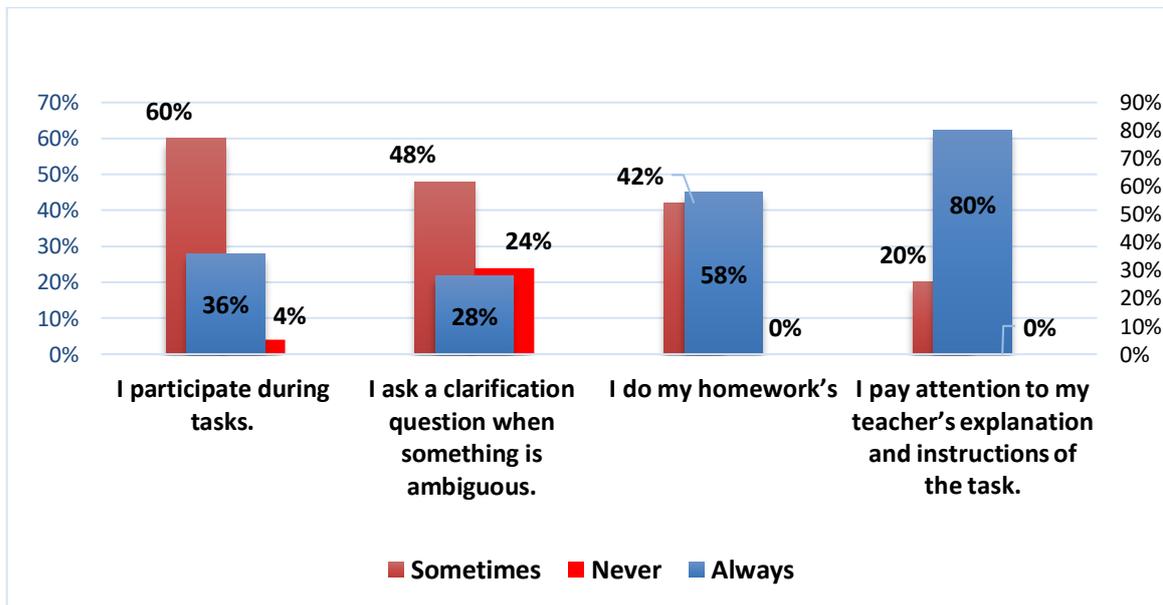
This question required the participants to tick the extent to which each statement in the table illustrates their engagement. It comprises three parts and thirteen statements. The three parts are concerned with the three types of engagement, behavioural, cognitive, and emotional. Each of which contains detailed description. This question is designed to allow the participants to self-report their attitudes and perceptions regarding their engagement during pedagogical tasks.

Option		Always		Sometimes		Never	
		N	%	N	%	N	%
Part One: Behavioral Engagement	S1: I participate during tasks.	18	36%	30	60%	02	04%
	S2: I ask a clarification question when something is ambiguous.	14	28%	24	48%	12	24%
	S3: I do my homework's	29	58%	21	42%	00	00%
	S4: I pay attention to my teacher's explanation and instructions of the task.	40	80%	10	20%	00	00%
	S5: I am intrinsically motivated to carry out and complete the task successfully.	19	38%	29	58%	02	04%

Part Two: Cognitive Engagement	S6: When I run into a problem, I keep trying until I find a solution.	31	62%	18	36%	01	02%
	I try to better understand the task topic by making connections between the task content, the real world, and my previous experience(s).	26	52%	22	44%	02	04%
	I persist on challenging tasks	18	36%	28	56%	03	06%
Part Three: Emotional Engagement	I enjoy doing the task	17	34%	28	56%	05	10%
	I believe what we are learning during tasks is important.	32	64%	17	34%	01	02%
	I feel bored during tasks	05	10%	38	75%	07	14%

Table 3.19: Types of Engagements Students Show

Part One: Behavioural Engagement



Histogram 3.1: Behavioural Engagement

Statement 01: I participate during tasks

The table above and histogram shows that out of 50 participants, 18 (i.e., 36%) reported that they always actively intervene during tasks. Similarly, 60% stated that they sometimes participate when conducting pedagogical tasks. Conversely, only two students (i.e., 4%) said they do not engage in classes. These rates indicate that classroom tasks usually help third year students eliminate shyness that obstacles their willingness to participate.

Statement Two: I ask a clarification question when something is ambiguous

This question sought to identify the frequency with which third year pupils ask Clarification questions when something is ambiguous. The table and histogram (3.1) above indicates that the majority of respondents 48% sometimes ask clarification questions. Also, 28% of respondents claimed that when undertaking tasks, they always ask questions to clarify some points. Finally, 24% of respondents stated that they never ask clarification questions. These findings indicate that the majority of third year pupils display an interest in carrying out the task successfully. This stimulates them to identify learning difficulties and try to find answers to the raised questions.

Statement Three: I do my homework

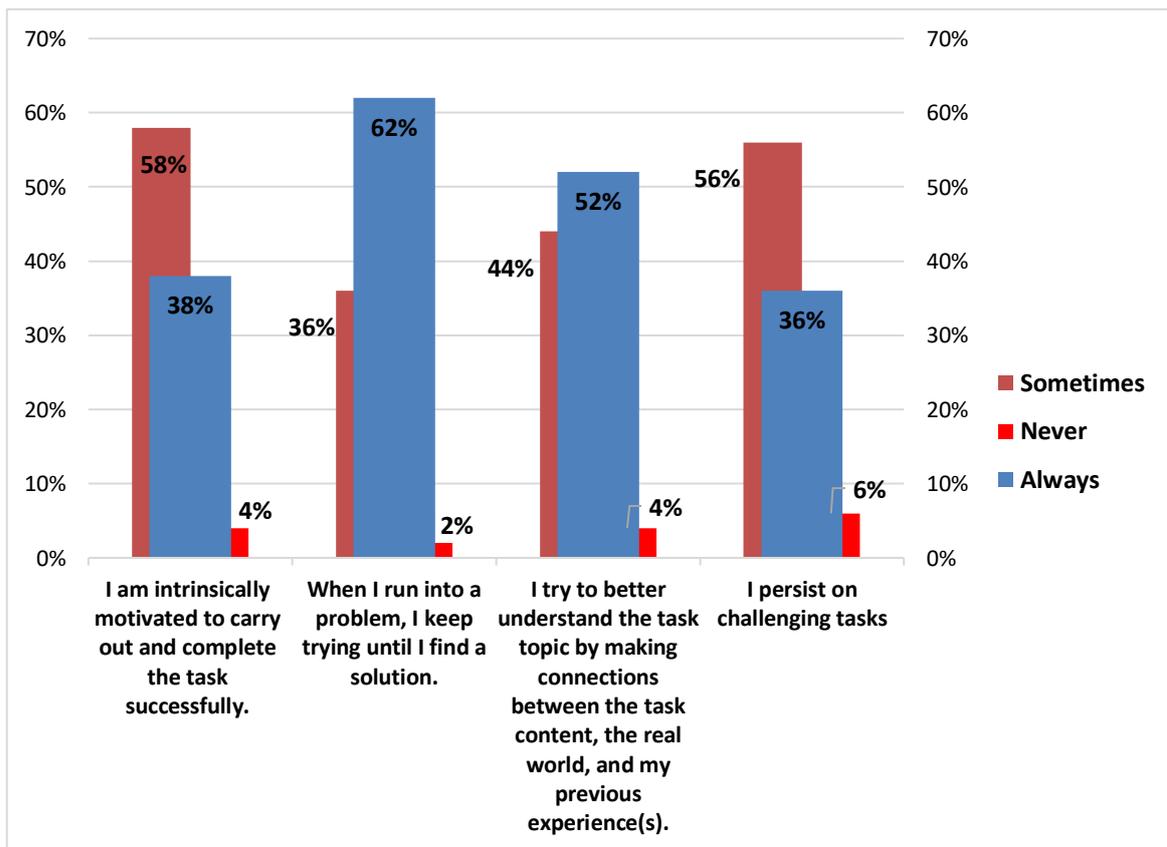
Third year students were asked to reveal how often they did their homework. This statement was designed to capture whether or not the participants remain involved with tasks even when they are not in the classroom. It is illustrated in the table and histogram above; the majority of respondents (58%) always do their homework. This was followed by a rate of 42% of respondents who said that they sometimes do so. On the other hand, none of the students claimed that they never did their homework. The conclusion that can

be drawn here is that the majority of respondents from the selected population indicated that they remain on-task even when they are at home.

Statement 4: I pay attention to my teacher's explanation and instructions of the task

Students' levels of attention reveal the extent to which they are eager to undertake and successfully complete the task. This is because they try to understand what is needed and required of them. The table above indicates that the majority of respondents (80%) affirmed that they always pay attention to their teachers' instructions during tasks. Moreover, 20% of respondents stated that they sometimes pay attention, while none of them never do so. Yet, the rates above reveal that a large number of third year students are on-task and attentive.

Part Two: Cognitive Engagement



Histogram 3.2: Cognitive Engagement

Statement 05: I am intrinsically motivated to carry out and complete the task successfully.

This question is sought to elicit the average number of participants who are intrinsically motivated during tasks; i.e., without the need to be exposed to environmental rewards and praises. Obviously, a large number of students are self-motivated to complete the task. The rates displayed by the table above show that out of 50 respondents, 19 (i.e., 38%) indicated that they are always intrinsically motivated. Also, 58% revealed that tasks occasionally motivate them to engage in, whilst only two students (i.e., 4%) regarded themselves to be unmotivated. Indeed, motivation is crucial to establish engagement.

Statement 6: When I run into a problem, I keep trying until I find a solution

The following question was designed to reveal the extent to which students' persevere to solve possible problems. The rates indicate that 62% of respondents revealed that they always persist in order to overcome the hurdles encountered during tasks. Also, 36% said they sometimes try hard to find a solution to the problem. Meanwhile, only 2% of respondents said that when faced with a problem they easily give up and quit.

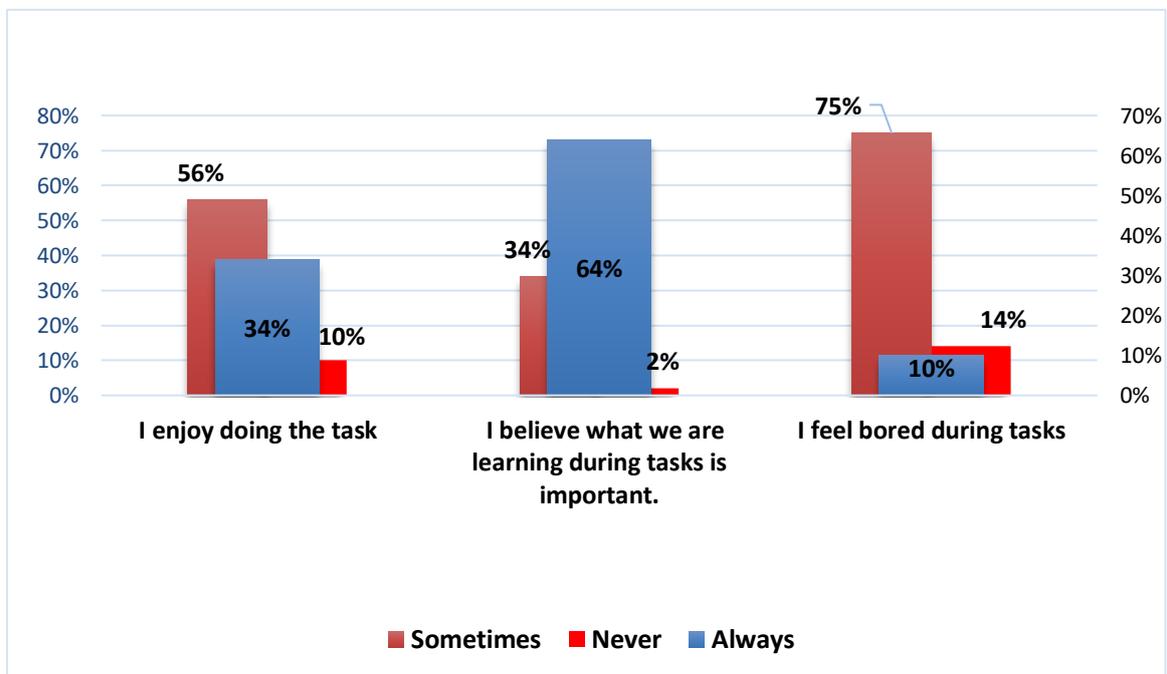
Statement 7: I try to better understand the task topic by making connections between the task content, the real-world, and my previous experience(s)

In order to ensure that cognitive engagement is taking place, the current statement sought to elicit the degree to which third year students perceive classroom tasks to be authentic. The percentages show that 26 out of 50 pupils (i.e., 52%) assumed that tasks are directly connected to their real-lives and previous knowledge, and that they always use this relationship to build new knowledge during tasks. While 44% stated that they sometimes try to connect the task to their real-world contexts and previous experiences, only 4% of third year pupils confirmed that they never make such connections.

Statement 8: I persist on challenging tasks

Persistence and perseverance are two qualities of engaged students. Therefore, this question probed the degree to which such skills were developed through classroom tasks. The histogram above reveals that the majority of third year students (36%) always insist on successfully completing a challenging task. Additionally, 56% agreed that they sometimes try hard, while at other times they give up. However, a rate of 6% of respondents revealed that they never persevere when undertaking a challenging task.

Part Three: Emotional Engagement



Histogram 3.3: Emotional Engagement

Statement 9: I enjoy doing the task

The histogram above captures the degree of joy third year students feel during tasks. This is closely related to their emotional engagement. It is noteworthy that 34% of respondents enjoy doing the task always, 56% are occasionally interested in it, and only 10% indicate that the task never entertains them.

Statement 10: I believe what we are learning during tasks is important

The following question reveals that 64% of participants always believe in the usefulness of classroom tasks, whilst 34% of them sometimes assume that tasks are important and useful. However, 2% of respondents perceive that tasks are unimportant. Despite the minority of third-year students who lack motivation and active participation, the aforementioned rates indicate that third-year students perceive classroom work to be effective and efficient. This is much related to their beliefs that tasks simulate their real-world contexts and, thus, are needed to be undertaken.

Statement 11: I feel bored during tasks

As far as this question is concerned, third year students are asked to reveal whether they feel bored during classroom tasks. The results show that the majority of respondents (75%) sometimes felt boredom when undertaking pedagogical tasks. The second rate reveals that 14% of respondents never found tasks to be boring. However, only 10% of pupils stated that they are always bored and careless when assigned tasks.

Q12: Have you ever heard of collaborative language learning?

From this item, we attempted to determine if third year students are familiar with collaborative learning strategies (yes or no).

Option	Yes	No
Number	24	26
Percentage	48%	52%

Table 3.20: Students knowing about collaborative learning

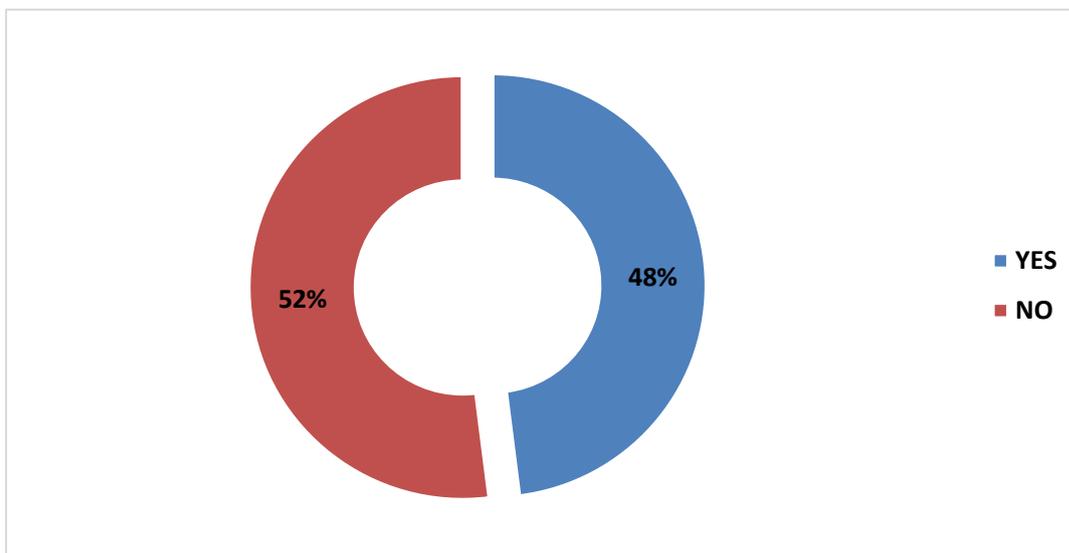


Figure 3.10: Students knowing about collaborative learning

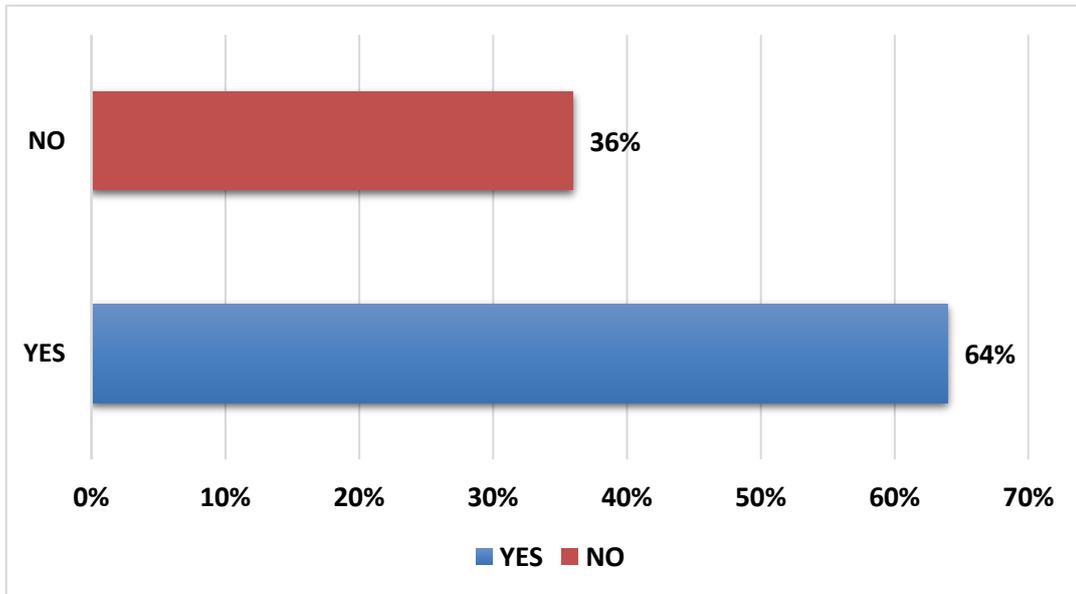
The table above reveals that the majority of respondents do not know what collaborative learning strategies are. (52%) answered no while (48%) said they understand what we mean by a collaborative learning strategy.

Q11: Does your teacher use different teaching methods and strategies help you to practice your language?

After the confirmation that the majority of the students do not know what collaborative learning strategies are, we sought to investigate EFL students if their teachers use different teaching methods and strategies to help them practice their language.

Option	Yes	No
Number	32	18
Percentage	64%	36%

Table 3.21: The teacher’s use of different teaching methods and strategies



Graph 3.7: The teacher’s use of different teaching methods and strategies

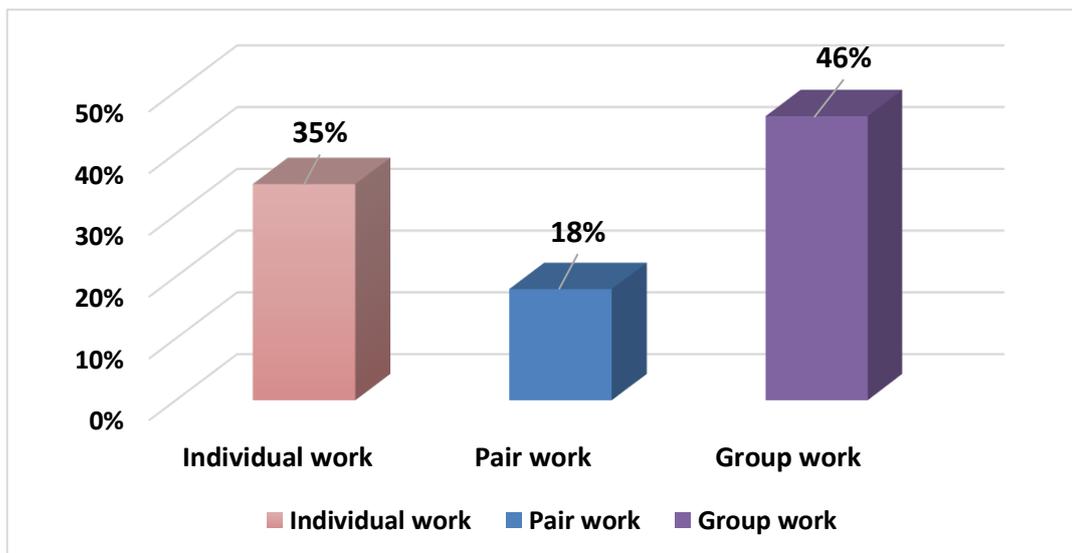
As the above table reveals, on the one hand, a noticeable percentage (64%) of respondents said that teachers used different methods and strategies. On the other hand, 36% of respondents believe that their teachers do not use different methods in order to encourage them.

Q11: In oral expression session, do you prefer

This item was designed for the sake of discovering EFL students’ opinions about type of strategy they prefer to work within their oral session.

Option	Individual work	Pair work	Group work
Number	18	09	23
Percentage	35%	18%	46%

Table 3.22: Student’s preferences of type of work in oral session



Graph 3.8: Student’s preferences of type of work in oral session

As it is shown in the above table and the graph, the highest percentage (46%) agreed that they prefer working in groups in oral session. However, (35%) are more interested in working individually. While a percentage of (18%) refers to those who prefer working in pairs.

Accordingly, the above results demonstrate most students prefer and agree on working in groups, which is a collaborative learning strategy.

Q13: Does your teacher present some collaborative learning rules to you that you should respect at the beginning of the class?

Through this question we aimed to check whether EFL teachers provided students with some rules that they should respect at the beginning of working with collaborative learning strategies (yes or no).

Option	Yes	No
Number	39	11
Percentage	78%	22%

Table 3.23: The teacher’s guided rules for collaborative learning

As it is clearly shown in the above table and figure, the majority of the respondents (78%) totally agree that the teachers provide them with rules. Moreover, only (22%) who said that their teachers do not provide them with any rules.

Q14: Do you find some difficulty to work with your classmates collaboratively?

This item aimed to see if EFL students face any difficulties while working collaboratively with their classmates. The answer was expected to be (Yes, no).

Option	Yes	No
Number	38	12
Percentage	76%	24%

Table 3.24: Difficulties students face while working collaboratively in classroom

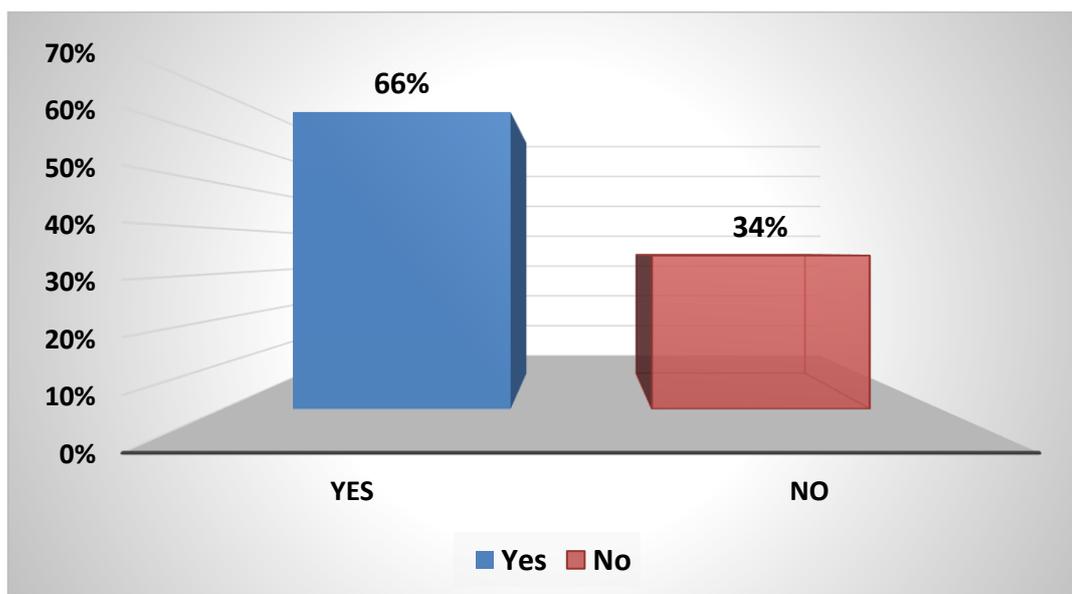
It is clearly indicated that (76%) of respondents do not face any difficulties while working collaboratively with their classmates. However, only (24%) of respondents believe that they found some difficulties while working collaboratively with their classmates such as: students' lack of collaborative skills, free-riding, competence status, and friendship. Thus, since the majority of respondents do not face any problems while working collaboratively; teachers should adopt such strategies to develop students' awareness to this method.

Q15: Does the teacher try to solve the problems encountered?

Through this item, we aimed to explore whether EFL teachers take part in helping students resolve problems encountered while working collaboratively (yes or no).

Option	Yes	No
Number	33	17
Percentage	66%	34%

Table 3.25: The role of the teacher in solving problems while learning



Graph 3.10: The role of the teacher in solving problems while learning

As it is shown in the above table, the highest percentage (66%) agreed that their teachers try to solve the problems encountered and help students solve those difficulties. While, (34%) agreed that teachers do not help them in solving problems encountered while working collaboratively. It means that students need to rely on themselves in such issues and work collaboratively to solve them.

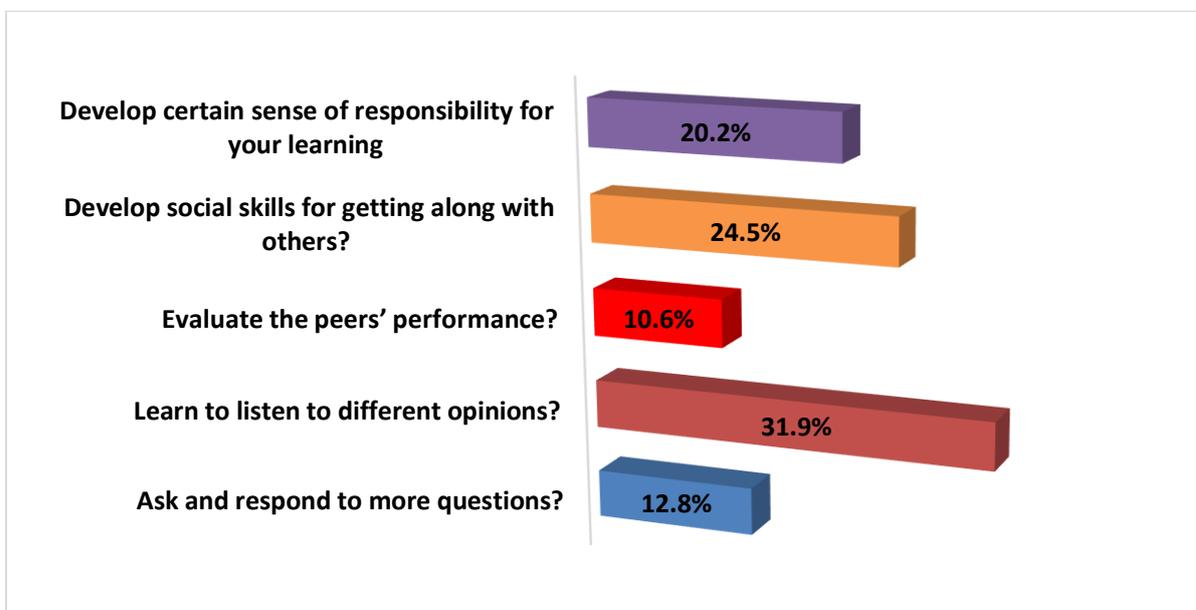
Q16: Do you feel that collaborative learning?

Through this item, we aimed to explore respondents' about what students feel collaborative learning helps them in providing a series of multiple options such as: (ask

and respond to more questions, learn to listen to different opinions, evaluate the peers' performance, ect.)

Option	Number	%
Ask and respond to more questions?	12	12.8%
Learn to listen to different opinions?	30	31.9%
Evaluate the peers' performance?	10	10.6%
Develop social skills for getting along with others?	23	24.5%
Develop certain sense of responsibility for your learning	19	20.2%
Total	94	100%

Table 3.26: Collaborative learning's role in the learning process



Graph 3.11: Collaborative learning's role in the learning process

As it is illustrated in the above table and graph, (31.9%) have proved that collaborative learning strategies help them listen to others' opinions and benefit from each other's perspectives and the difference between their opinions. Nevertheless, (24.5%) feel that CLS help them to be more social and develop social skills for getting along with others.

However, 20.2% of those surveyed said that CLS helped them develop a sense of responsibility for their learning; while 12.8% stated that CLS helped them ask and respond to more questions. In addition, another (10.6%) noted that collaborative learning strategies enabled them to assess their peers' performance.

Consequently, the majority of respondents asserted that collaborative learning strategies help them to be better listeners and take into consideration the different opinions of their classmates.

Q17: Do you think that collaborative learning encourages students to be part of the learning process?

This item aimed to collect respondents' opinions if they think that Collaborative learning encourages students to be part of the learning process. They were required to respond with (Yes, no).

Option	Yes	No
Number	48	02
Percentage	96%	04%

Table 3.27: Collaborative learning's role in the learning process

The results shown above reveal that the majority of students 48 (96%) believe that Working collaboratively is beneficial and encourages students to be part of the

learning process. 2 students (4%) said they did not feel that collaborative learning encourages them.

Q18: Do you think that collaborative learning, as an engaging strategy, improves classroom interaction?

This item was designed to discover EFL students’ opinions about the impact of collaborative learning as an engaging strategy in developing classroom interaction (yes or no).

Option	Yes	No
Number	47	03
Percentage	94%	06%

Table 3.28: The role of collaborative learning in improving classroom interaction

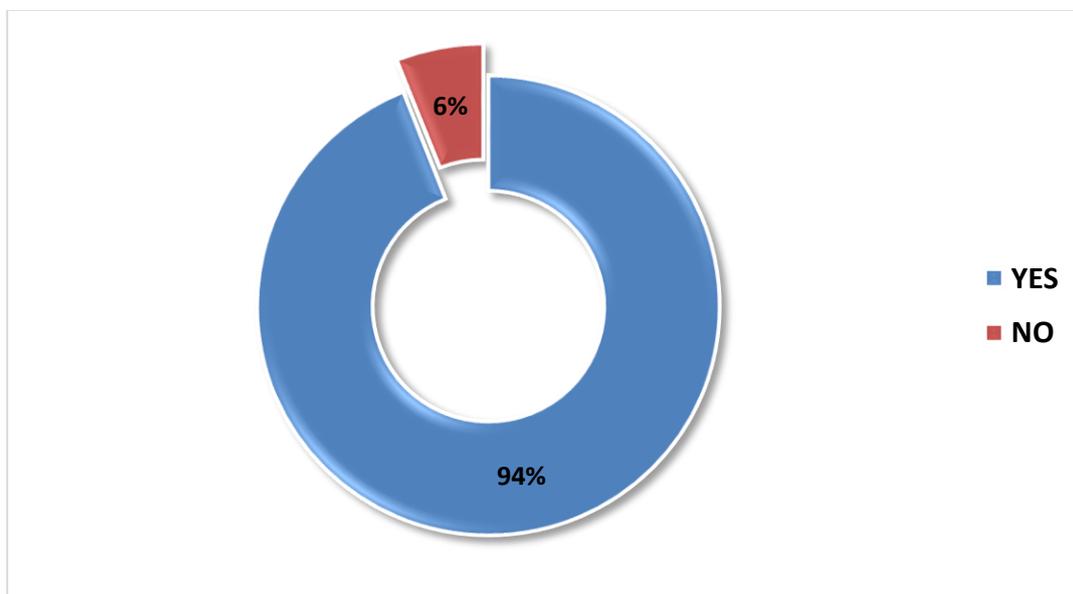


Figure 3.11: The role of collaborative learning in improving classroom interaction

As it is clearly shown on the above table and figure the majority of the students (94%) agree that collaborative learning has a great impact in developing classroom

interaction .While, only (6%) three students think that collaborative learning does not develop classroom interaction. This means that the majority supports this strategy and agrees on its effectiveness in developing classroom interaction.

3.6.5 Discussion of the Findings of Students Questionnaire

In analyzing the findings, we gained information and valuable responses that support our hypothesis. Initially, from students' responses we deduce that learning EFL at university is somehow challenging due to the difficulties students face. Among the main reasons for difficulty studying at university, we can point to teachers' attitudes, mindsets, and support. The similarity of the subjects' contents makes them difficult to understand, as does the complexity of the whole LMD system, which requires a lot of work and research.

Furthermore, the respondents urged teachers and syllabus designers to change the way they design lectures, tasks, and strategies they use. This is because most students complain about the level of memorization that hinders learning. According to the respondents, the more they memorize the more they will score. Consequently, students become impassive since they only copy and paste the information they receive. This limits their thinking, creativity, productivity, and the ability to be engaged or to express their thoughts and interact with the given information.

In the same vein, students' responses highlighted that classroom interaction is highly required for successful EFL learning. Learners can become skilled at doing the things they have been taught through interactive activities, which involve more or less realistic practice. Consequently, they claim that they need to create those strategies inside the classroom so that practicing opens up their minds, gives them the opportunity to learn more, and gets them more engaged and motivated to learn. They also mentioned that the more engaged and motivated students are, the more their classroom interaction will be developed.

More importantly, when we asked respondents to select the most effective strategies such as: (individual work, pair work, and group work) that can develop classroom interaction, most of them did not answer. This may result from their unfamiliarity with them or their lack of practice of these strategies that enable them to judge whether they are effective or not. Therefore, teachers should develop their students' classroom interaction by designing learner-centered tasks and/or activities to engage students in the learning and teaching process.

In addition, respondents agreed upon the exchangeable relationship between classroom interaction and collaborative learning strategies; they insisted on the impact of collaborative learning strategies on improving classroom interaction. Equally, they highlighted that using collaborative learning strategies enhances their classroom interaction because it motivates students to be more engaged. This motivates them to be better listeners to others' opinions. This is because they give them the opportunity to share their thoughts and ideas as well as encourage them to take responsibility for their learning.

Consequently, EFL learning at the University of Biskra needs some modifications, starting from the software to the way in which students are taught. This demotivates them from learning and prevents them from being active. Also, teachers and syllabus designers should elaborate strategies that make students engaged and motivated to express their thoughts and ideas. In order to develop their students' classroom interaction and engagements, teachers should raise their students' awareness about classroom interaction and about its vital role in the learning process.

3.7 Summary of the Results

The primary purpose of this study is to investigate the impact of collaborative learning as a teaching method in developing EFL learners' classroom interaction. It is also determined whether collaborative learning should be adopted by EFL students. Thus, to have credible research results the researcher used a couple of tools to gather feedback that feed the study which are: an interview administered to EFL teachers and a questionnaire administered to third year EFL students.

Additionally, through the study, we attempted to develop EFL students' classroom interaction by presenting the concept of collaborative learning. Moreover, through the study, we explored the meaning of classroom interaction, its role in teaching-learning EFL from the perspective of both EFL teachers and students. Moreover, it provided additional strategies suggested by teachers that can improve students' level of classroom interaction.

On the one hand, the interview findings showed that teachers insisted on the significant impact of classroom interaction in teaching-learning EFL operation. They also highlighted the importance of classroom interaction and described it as one of the pillars for successful EFL learning. In addition, they proved that EFL students have a low level of interaction due to impassivity and lack of practice. Thus, they raised awareness of the importance of classroom interaction and highlighted that teachers and students need to develop these components for the teaching and learning process to be successful.

In the same vein, the conducted interview demonstrated that collaborative learning is one of the most effective strategies that can be used to engage EFL students in the classroom. This is because it allows them to be more active and engaged. Based on the researchers' positive attitudes towards the impact of collaborative learning as a strategy to

develop EFL learners' classroom interaction, the interview evidence proved the merit of adopting this technique in the department of English.

Furthermore, the results of the interview revealed that interaction and collaborative learning have an exchangeable relationship. In other words, the more the teachers' assign collaborative tasks the more their students' interaction will be increased and there is no effective collaborative learning without interaction. This allows classroom interaction to enhance the quality of engagement through collaborative learning, and vice versa. This latter can be considered as a positive point for the validity of our hypothesis.

On the other hand, students correlate results of the questionnaire in some points with the teachers' interview results. However, students expressed their impassivity towards the nature of their lectures and the way in which they are taught that is purely teacher-centered. Those who are not given the opportunity to express themselves as well as those who are not allowed to act and react with each other do not have the opportunity to share their ideas and thoughts.

Furthermore, the obtained data demonstrated that students agreed that collaborative learning is an effective engagement strategy. In addition, students underlined that they were able to practice, improve their speaking skills, and become familiar with and responsible for their learning as a result of collaboration. According to the results, students agreed that collaborative learning was a helpful strategy for improving classroom interaction and for avoiding the traditional method of teaching that relies solely on the teacher.

Generally, the feedback received from both sides was beneficial, effective, and positive, which contributes to the validity of the research hypothesis. It was demonstrated that the proposed assigning technique can be a helpful strategy for both teachers and

students. Thus, it ends students' impassivity, helps them to learn on their own, engages them in the classroom, and prevents them from being inactive. Moreover, the obtained results raised the level of awareness about the importance of classroom interaction for successful EFL teaching-learning processes and proved its importance in the classroom.

Conclusion

This chapter was devoted to the field work of the study that consisted of two parts. The first part focused on the theoretical background of the research methodology of the study; namely: research approach, research design, and population, sampling, and data collection methods. The second part examined collaborative learning as an engaging strategy for developing classroom interaction from the EFL teachers' and students' perspectives. In addition, it dealt with detailed data analysis, interpretation, discussion of findings, and the synthesis of the results.

Limitations of the Study

Any researcher faces some obstacles that obstruct his or her progress when conducting research. In our study, we have faced some difficulties. Initially, the lack of availability of teachers and some teachers' refusal to participate in classroom observations led us to change the analysis tool to an interview with teachers in order to reduce the amount of time spent collecting data (in the interview). Furthermore, due to their busy schedules, some students refused to answer the questionnaire while others did not answer some questions.

Besides, in the administration phase of the students' questionnaire, their feedback was limited. Thus, although the study has been affected by the aforementioned limitations,

the researcher has collected feedback that helped her to confirm the validity of her hypothesis.

General Conclusion

General Conclusion

The present study aimed to shed light on developing EFL learners' classroom interaction through suggesting collaborative learning as an engaging strategy. Therefore, this study sought answers to all the research questions, as well as to the validity of the hypotheses. It concluded that if EFL teachers implement collaborative learning as an engaging strategy, students' classroom interaction will improve.

The research work comprises three chapters. The two initial chapters were devoted to the theoretical part of the study; whereas, the third chapter shed light on the study framework. The first chapter is devoted to highlighting all the basics of classroom interaction. To be precise, it dealt with the subject of classroom interaction (its meaning and history). Moreover, it clarified the different types, roles, and techniques of classroom interaction, as well as how to develop learners' classroom interaction.

The second chapter consisted of two sections that dealt with engagement and collaborative learning strategies. The initial section provided the essential elements of engagement; types, and importance, as well as strategies that improve learners' engagements, and its position in ELT. While the second section focused on the role of collaborative learning as a teaching and learning strategy. More importantly, it highlights collaborative learning strategy definition(s), characteristics, elements, and examples of collaborative learning activities. This chapter also discussed the roles of teachers and learners, and the rationale for collaborative learning.

The third chapter is devoted to the study framework. Initially, this chapter dealt with the practical part of the study that presented a literature review about the research methodology (research approach, research design, population and sampling, and data

collection methods). Then, it shifted to data analysis and interpretation in addition to the discussion and summary of the study findings.

The researcher employed mixed-methods to achieve the study's objectives. To collect data the researcher based her study on two data collection tools; an interview, which has been administered to EFL teachers, and a questionnaire, which has been submitted to EFL students. Both teachers and students were from the University of Biskra. The sample of the study included eight teachers and fifty students.

Thus, based on the data collected from the interview and the questionnaire, it can be concluded that teachers and students both have positive attitudes towards collaborative learning as an engaging strategy to develop EFL students' classroom interaction. In other words, they both believe that the more teachers' use collaborative learning strategies, the more students will be engaged; which will develop their classroom interaction. A number of teachers have recommended the adoption of this technique to motivate and engage students in the learning and teaching process. In addition, many students suffer from a low level of interaction and lack of engagement.

Furthermore, the obtained results showed that EFL learners are not well accustomed to classroom interaction due to their lack of engagement. In addition, they considered learning at university to be difficult because of their very busy timetable and the nature of strategies that teachers use. As matter of fact, they are based on individuals and neglect the other strategies which encourage collaboration that motivate and engage students to take place in their learning process that they insisted on their crucial role for success.

On the whole, it can be deduced that using collaborative learning as an engaging strategy is very effective. This technique can be used to engage and motivate students to reduce anxiety, which gives them the opportunity to interact and express their thoughts.

Furthermore, it helps students not to be spoon-fed and avoid the traditional methods of teaching that are based on individuals and teachers instead of students' collaboration. Moreover, it enables students to develop their classroom interaction and engagement. Nevertheless, adopting this technique requires certain conditions, mainly a small number of students and available time, etc.

Pedagogical Implication

Classroom interaction is considered as one of the pillars of successful EFL teaching learning. Classroom interaction can be affected by many factors such as: students' ignorance and the lack of practice. Therefore, to minimize classroom interaction obstacles and to raise EFL students' awareness about the role of classroom interaction, the researcher proposed a series of recommendations, which may help EFL students develop classroom interaction.

Suggestions for Teachers and Syllabus Designers

From the obtained data, the following recommendations might be useful to English language teachers:

- Teachers should be aware of the factors that may affect their learners' engagement.
- Teachers should provide their students with engaging tasks that are closely related to their real-life situations.
- Teachers should develop their knowledge about the appropriate implementation of collaborative learning strategies in EFL classes.
- Teachers should emphasize the organization of collaborative learning during the performance of tasks and raise their students' awareness of the effectiveness of classroom interaction in the target language (English).

- In order to reduce students' impassivity, it is highly recommended to impose/obligate them to practice inside the classroom while implementing learner-centered strategies.

Suggestions for Students

- Students have to recognize the importance of being engaged and its benefits on their learning achievement and the development of their language proficiency.
- Students should learn collaboratively and be engaged in the classroom.
- Students should learn about classroom interaction and to be aware about its effectiveness; precisely, in EFL learning.

Suggestions for the Policy Makers

- Due to the overcrowded classrooms, it is recommended to reduce the number of students in the classroom because this prevents students from practicing what they learn in the classroom and teachers from providing effective feedback.
- Due to the students' charged timetables, it is recommended to reduce the number of lectures per day to make students more comfortable and give them time to practice and revise.

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Appendices

Appendix One

Teachers' Interview Questions

Dear Teachers,

I would like to invite you to take part in this research by completing the following questionnaire which will take you less than ten minutes. The aim of this research is to investigate The Impact of Collaborative Learning as an Engaging Strategy in Developing Learners Classroom Interaction in English as a Foreign Language, and your insightful contribution will be so precious. I assure you that the information will be kept confidential and only used for academic purposes. Thank you very much indeed!

N.B: There are no rights or wrong answers.

Please tick (✓) the correct answer and provide full statements whenever

necessary.

Prepared by:

HAMDI Imane.

Supervised by:

Dr. TURQUI Barkat.

2020/2021

1. How long have you been teaching?

- Less than 5 years
- 5-10 years
- Over 7 years

2. What are the courses that have you been teaching during this period?

.....

.....

3. Do you believe that your class is learner-centered?

- Yes
- No

4. Do you think classroom interaction play a major role in the learning and teaching process?

- Yes
- No

Kindly expand

.....

.....

5. In your opinion what factors that can affect classroom interaction run effectively?

.....

.....

6. What methods that do you use to encourage students to be more interactive?

.....

.....

7. What are the problems that usually face students in classroom interaction?

.....
.....

8. Do you believe that the tasks you use in your classroom are challenging enough to motivate your pupils?

Yes

No

9. Do you promote collaborative learning strategy in your classroom?

Yes

No

- If Yes

A- How do you implement it?

.....
.....

B- Did you explain to the students what collaborative learning is?

Yes

No

10. How did your students react to collaborative learning strategy?

.....
.....

11. Do you think collaborative learning strategy would work in every classroom? Are there some limitations?

.....
.....

12. In what way do you think that collaborative learning strategy is helpful in improving the students' classroom interaction?

.....

.....

Thank you for your collaboration.

Appendix Two

Students Questionnaire

Dear students,

We would be very grateful if you could answer the following questions for the sake of our study about the impact of collaborative learning as an engaging strategy in developing learners' classroom interaction in English as a foreign language .Your answers are very important for the validity of this research we are undertaking. Please, tick (√) in the corresponding box and make full statements whenever necessary, moreover, some questions may have more than one answer. We assure that your answers will absolutely remain confidential.

Prepared by:

HAMDI Imane

Supervised by:

Dr. TURQI Barkat

2021/2022

Section one: Personal Information

Q1: Specify your gender?

Male

Female

Q2: How do you consider your level in English?

Beginner

Intermediate

Advanced

Q3: Did you face any difficulties while studying at university?

Yes

No

-If yes, justify

.....
.....

Section Two: Classroom Interaction

Q4: Who does most of the talk in the classroom?

Student

Teacher

Q5: How often the teacher gives you the opportunity to interact (give and take) with him?

Always

Often

Sometimes

Rarely

Never

Q 6: How often do you interact with your classmates in the classroom?

Always

Often

Sometimes

Rarely

Never

Q7: To interact in the classroom, you want your teacher to be:

Motivator

Guide

Corrector

Assessor

Q8: What type of interaction do you prefer most?

Student- student interaction

Student – teacher interaction

Whatever your answer is, please justify.

.....

.....

Section Three:

Part One: Learners Engagement

Q9: Please tick the appropriate box:

Types of Engagement	Statements	Always	Sometimes	Never
Part One: Behavioral Engagement	I participate during tasks. .			
	I ask a clarification question when something is ambiguous.			
	I do my homework's			
	I pay attention to my teacher's explanation and instructions of the task.			
Part Two: Cognitive Engagement	I am intrinsically motivated to carry out and complete the task successfully.			
	When I run into a problem, I keep trying until I find a solution.			

	I try to better understand the task topic by making connections between the task content, the real world, and my previous experience(s).			
	I persist on challenging tasks			
Part Three: Emotional Engagement	I enjoy doing the task			
	I believe what we are learning during tasks is important.			
	I feel bored during tasks			

Part Two: Collaborative Learning strategy

Q10: Have you ever heard of collaborative language learning?

Yes

No

Q11: Does your teacher use different teaching methods and strategies help you to practice your language?

Yes

No

Q12: In oral expression session, do you prefer?

Individual work

Pair work

Group work

Please, justify your answer

.....

.....

Q13: Does your teacher present some group work rules to you that you should respect at the beginning of the class?

Yes

No

Q14: Do you find some difficulty to work with your classmates in groups?

Yes

No

Q15: Does the teacher try to solve the problems encountered?

Yes

No

Q16: Do you feel that collaborative learning helps you to:

Ask and respond to more questions?

Learn to listen to different opinions?

Evaluate the peers' performance?

Develop social skills for getting along with others?

Develop certain sense of responsibility for your learning

Q17: Do you think that collaborative learning encourages students to be part of the learning process?

Yes

No

Please, justify

.....
.....
Q18: Do you think that collaborative learning as an engaging strategy improves classroom interaction?

Yes

No

Thank you for your collaboration.

المخلص

تهدف هذه الدراسة إلى التحقق من استخدام التعلم التعاوني كإستراتيجية تفاعلية لتطوير تفاعل متعلمي اللغة الإنجليزية كلغة أجنبية في الفصل الدراسي. لذلك، افترضنا أنه كلما زاد استخدام معلمي اللغة الإنجليزية كلغة أجنبية التعلم التعاوني كإستراتيجية تفاعلية، سيتم تطوير تفاعل أكثر في الفصل الدراسي. لاختبار صحة فرضيتنا الرئيسية ، أجريت دراسة وصفية باستخدام منهج مختلط لجمع وتحليل وتفسير البيانات. تم جمع هذه الأخيرة من خلال أداتين مختلفتين: مقابلة أجريت مع ثمانية (8) مدرسين للغة الإنجليزية كلغة أجنبية في جامعة بسكرة، واستبيان تم إرساله إلى خمسين (50) طالبًا في السنة الثالثة من نفس الجامعة. أثبتت نتائج الدراسة أن كلاً من المعلمين والطلاب اتفقوا على أهمية التفاعل الصفي في تعلم اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، أدركوا الدور الفعال للتعلم التعاوني كإستراتيجية جذابة لتطوير تفاعل الطلاب في الفصل الدراسي. وهكذا ، أكدت نتائج الدراسة صحة فرضياتنا. وفقاً لذلك ، يوصى بشدة أن يقوم المعلمون بتنويع طرق التدريس الخاصة بهم بهدف جعل الطلاب أكثر تفاعلاً ونشاطاً. في الواقع ، فإن استخدام الاستراتيجيات المتمحورة حول الطالب مثل استراتيجيات التعلم التعاوني من شأنه تحسين تعلم الطلاب وتفاعلهم. أخيراً، يجب تعديل التفاعل في الفصل الدراسي بين الطلاب من أجل فهم أفضل.