Mohamed Kheider University of Biskra

Faculty of Letters and Languages

Department of English Language and Literature

MASTER DISSERTATION

Sciences of the language

Submitted and Defended by

Abdallah Aya Hadiat Errahmane

Exploring the Use of the Show and Tell Teaching Method in Classroom Interaction: A Case Study of English Teachers and Learners at Rouaidjaa Ahmad Middle School in Foughala, Biskra, Algeria

Dissertation submitted to the Department of English Language and Literature as partial fulfilment of the requirements for the Degree of **Master** in **Sciences of the Language**.

Board of Examiners

Chair: Ms. Kanza MERGHEMI	**University of Biska**
Supervisor: Prof. Saliha CHELLI	**University of Biska**
Examiner: Dr. Moustafa AMRATE	**University of Biska**

2024/2025

Declaration

I, **Abdallah Aya Hadiat Errahmane**, hereby declare that the present dissertation, submitted to the Department of English Language and Literature at Mohamed Kheider University of Biskra, is the result of my original work. It has not been previously submitted for any degree or diploma at this or any other institution. All sources and references used have been properly acknowledged and cited.

This work is a genuine expression of my academic effort and contribution to the field of study.

Certified

Ms. **Abdallah Aya Hadiat Errahmane**

Dedication

To myself, for every early morning, late night, for the silent battles I fought, and the dreams I held onto.

To my father, whose sacrifices paved roads I never even knew I was walking on.

To my mother, your prayers protected me, your words lifted me, and your love healed my spirit. You are behind every success I achieve.

To my siblings, Islam, Alaa, Aroi, and Adam. Especially to Lokman, your caring actions mean the world to me.

And to those beautiful souls who love me, who whispered encouragements, who believed in me, your kindness, no matter how small, I cherish it deeply.

Acknowledgement

In the name of Allah, the Most Gracious, the Most Merciful.

All praise is due to Allah, whose guidance and will have illuminated my path throughout this academic

journey.

With appreciation, I extend my sincerest gratitude to my esteemed supervisor, Prof. Saliha

CHELL, whose insight, patience, and constructive guidance have shaped this research from its

earliest steps.

I am also grateful to the academic jury: Dr. Moustafa AMRATE, Dr. Boutheina AMRI-

CHENINI, and Ms. Kanza MERGHEMI. Your thoughtful feedback has enriched this work.

Abstract

Despite growing interest in student-centred learning, little is known about how Show and Tell influences classroom interaction in Algerian EFL contexts. This qualitative study explores the use of Show and Tell teaching method in classroom interaction and determines the barriers faced during its implementation. Data were collected through a learner focus group and semi-structured teacher interviews, and analysed inductively using Braun and Clarke's thematic analysis framework. The findings indicate that Show and Tell promotes active participation, peer support, and meaningful object-based discussions, while helping quieter learners build confidence over time. Teachers employed supportive strategies such as gestures, translations, and visual aids to facilitate participation and make English more accessible to beginners. However, emotional fears, language gaps, rigid curricula, large class sizes, and equity challenges limited the method's effectiveness. A nuanced tension between teacher control and learner autonomy also emerged. These insights highlight the method's potential to transform interaction but emphasise the need for tailored strategies, such as fostering supportive classroom cultures, integrating vocabulary-building activities, and allowing greater learner choice. This study suggests that Show and Tell, when adapted thoughtfully, can foster both linguistic and social development in EFL classrooms.

Keywords: Show and Tell, EFL classrooms, classroom interaction, thematic analysis, Algeria

List of Abbreviations and Acronyms

ALM: Audio-Lingual Method

CAR: Classroom Action Research

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

G-T: Grammar-Translation Method

KKM: Minimum Mastery Criterion (Kriteria Ketuntasan Minimal)

SLA: Second Language Acquisition

S&T: Show and Tell

TL: Target Language

ZPD: Zone of Proximal Development

List of Tables

Contents

General Introduction

General Introduction

1. Background of the Study

2. Statement of the Problem

3. Research Aim

4. Research Objectives

5. Research Questions

6. Significance of the Study

7. Research Methodology

7.1. Research Approach

7.2. Population and Sample

7.3. Data Collection Tools

7.4. Data Analysis Procedures

8. Structure of the Dissertation

1. Background of the Study

In recent decades, the communicative approach to English as a Foreign Language (EFL) instruction has emphasized learner engagement, interaction, and the development of speaking skills as central components of language acquisition. Walsh (2011) defined classroom interaction as a complex and essential language process that underpins all classroom activities, including teaching, learning, and managing interactions. It encompasses the relationship between language, interaction, and learning, where language functions both as a means of communication and an object of study in language education (p. 2). Furthermore, Richards (2006) outlines a paradigm shift in language teaching from traditional teacher-centered approaches, which prioritized grammar drills and controlled practice (e.g., Audiolingualism and the P-P-P model), toward learner-centered methodologies emphasizing communicative competence and interaction. This shift, prominent in the 1970s–1990s under Communicative Language Teaching (CLT), redefined language learning as a process of meaningful communication rather than mechanical habit formation. CLT advocated for classroom activities like pair/group work, role-plays, and task-based learning to foster negotiation of meaning, fluency, and real-world language use. The teacher's role evolved from an authority figure modeling correct language to a facilitator guiding learners in collaborative, context-rich interactions, prioritizing social engagement, error tolerance, and inductive learning over rigid grammatical accuracy. This reorientation underscored the belief that language acquisition emerges through authentic interaction, aligning pedagogy with the holistic demands of communicative competence. The reliance on teacher-centered approaches often limits learners' opportunities to actively use the target language and engage with content in authentic ways. Koch Junior (2015) emphasizes the critical role of tailored engagement-promoting techniques in EFL classrooms. One of the techniques that can be adapted for EFL settings is Show and Tell. Yet it is a promising technique, and a practice commonly associated with early childhood education in

English-speaking countries that encourages public speaking skills, creativity, and interaction among students. Nevertheless, its application in middle EFL classrooms, especially in contexts where learners have limited exposure to communicative language teaching, remains poorly documented.

2. Statement of the Problem

English has become the most widely spoken language globally, reinforcing its importance in educational contexts, particularly in English as a Foreign Language (EFL) classrooms. However, the problem of limited interaction in EFL classrooms is a common challenge in language learning that impacts the effectiveness of language learning. Offering learners the chance to engage in real-time speaking, listening, and meaning negotiation is fundamental in language learning. Consequently, due to the importance of interaction in EFL classes, teachers find themselves looking for methods and strategies to enhance interaction in their classes. Based on interviews conducted with several EFL middle school teachers in Algeria, more specifically, at Rouaidjaa Ahmad Middle School. The researcher discovered that interaction is a crucial issue in Algerian EFL classrooms, particularly because teachers often struggle to find appropriate teaching methods that enhance classroom interaction. Along with a challenge of identifying and implementing strategies that effectively promote active learner participation.

The main issue is the diversity of learners in a single classroom. Learners often vary widely in language proficiency, confidence levels, cultural backgrounds, and personal interests. Some learners may be highly motivated and ready to participate in discussions, while others may feel anxious or hesitant to speak. This diversity among students presents a significant challenge for teachers, as it makes it difficult to adopt a single teaching method that effectively meets the varying needs, abilities, and preferences of every learner and encourages equal participation in the

classroom. When teachers select methods that prioritize communication and collaboration, such as the Show and Tell Method, learners may be encouraged to actively participate in discussions, group activities, and real-life language tasks. In light of these considerations, This study explores the use of the show and tell teaching method in classroom interaction in EFL classes, focusing on a case study of Rouadjaa Ahmad Middle School in Algeria.

3. Research Aim

This study aimed to explore the use of the show and tell teaching method in classroom interaction in EFL classes at Rouaidjaa Ahmad Middle School in Algeria.

4. Research Objectives

The specific objectives of the present study were to:

- Examine how the Show and Tell method influences classroom interaction in EFL middle school settings.

- Identify the key challenges and barriers teachers face when implementing the Show and Tell method in EFL classrooms in EFL middle school settings.

5. Research Questions

RQ1: In what ways does the Show and Tell teaching method shape classroom interaction in EFL classes?

RQ2: What challenges do teachers face when implementing the Show and Tell method in EFL classrooms?

6. Significance of the Study

This study holds considerable significance for educational policymakers, curriculum designers, EFL teachers and learners, as well as researchers in the fields of TEFL and Applied Linguistics.

For policymakers and curriculum designers, the findings offer insights into the impact of the

Show and Tell teaching method on classroom interaction. By highlighting the method's potential

to foster a more engaging and communicative learning environment, the study can inform

decisions related to the integration of interactive teaching strategies into both national and

institutional curricula. This may ultimately contribute to the development of more effective

language education policies that align with contemporary pedagogical needs.

Moreover, EFL teachers and learners stand to benefit directly from the study's findings. Teachers

may gain a clearer understanding of how the Show and Tell method can enhance learner

engagement and interaction, as well as awareness of potential challenges in its implementation.

This knowledge can support the design of more interactive, learner-centered lessons that promote

communicative competence. At the same time, learners may experience improved language skills

through increased participation and motivation. Additionally, the study provides a foundation for

researchers in TEFL and Applied Linguistics interested in exploring classroom interaction,

communicative methodologies, and teacher perceptions. It can serve as a starting point for further

empirical investigations aimed at deepening the understanding of interactive approaches in EFL

contexts.

7. Research Methodology

7.1. Research approach

The present study was conducted this study aimed to explore the use of the show and tell teaching

method in classroom interaction in EFL classes at Rouaidjaa Ahmad Middle School in Algeria. .

A qualitative research methodology was adopted to gather the required data and gain an in-depth

understanding of teachers' experiences and perceptions. To achieve this, a case study design was

used, as it provides comprehensive, context-specific insights. This design is regarded as appropriate for the ultimate goal of the study. For a thorough analysis of teachers' perspectives on the method's impact and the challenges associated with its implementation, data were collected through semi-structured interviews with EFL teachers and a focus group with learners.

7.2. Population and Sampling

Given the significance of understanding EFL teaching practices at Roaudjaa Ahmad Middle School in Algeria, the study targeted both teachers and learners directly involved in English language instruction. A purposive sampling technique was employed to ensure the selection of participants with relevant experience and engagement with the Show and Tell method. Specifically, three EFL teachers were chosen based on their professional experience and familiarity with classroom instructional strategies. Additionally, six learners who regularly attended English sessions were selected to provide complementary perspectives on the method's classroom implementation. This purposive approach was deemed appropriate as it allowed for in-depth exploration of the perceived benefits, challenges, and feasibility of adopting Show and Tell in Algerian EFL middle school settings.

7.3. Data Gathering Tools

For the sake of answering the research questions and collecting in-depth insights into teachers' perceptions and experiences with the Show and Tell teaching method as well as the benefits, challenges, and overall practicality of its implementation in Algerian EFL middle classrooms, a focus group discussion with 6 pupils and a semi-structured interview was conducted with 3 EFL teachers who have relevant expertise in interactive teaching methods in Rouadjaa Ahmad middle school. The collected data may provide a deeper understanding of how this method influences classroom interaction and its feasibility within the local educational context.

7.4. Data Analysis Procedure

The data obtained from the semi-structured interview and the focus group were carefully transcribed and analyzed using inductive thematic analysis (Braun & Clarke, 2006). This process involves identifying, coding, and categorizing key themes relevant to the research objectives. The transcribed data were systematically organized using Microsoft Excel, which facilitates data management through spreadsheets and color-coding of emerging themes.

8. Delimitations of the Study

Focusing on EFL teachers with experience in interactive teaching methods, this study is limited to exploring the use of the show and tell teaching method in classroom interaction in middle EFL classrooms in Algeria and Rouadjaa Ahmad, precisely. A purposive sampling approach was used to select 3 teachers and 6 learners. Furthermore, the study did not consider external factors that may affect classroom interaction. It is further narrowed to the use of semi-structured interviews and a focus group as the primary data collection tools. Additionally, the study was conducted within an Algerian educational context and in one middle school only, meaning that its findings may not be generalizable to other countries or educational settings. The research focused solely on middle school EFL teachers and learners, as they may provide an appropriate setting for investigating the use of interactive teaching strategies in language education.

8. Structure of the Dissertation

The current dissertation is structured into three primary sections as follows: Chapter One explores the concept of classroom interaction, theoretical framework, types of Interaction, aspects of interaction in the Classroom, key considerations for interactive learning environments, and the importance of interaction in EFL and ESL Classes**.** Chapter Two provides a comprehensive

overview of the Show and Tell teaching method, including its implementations, its purpose, and importance, in addition to the advantages and disadvantages of show and tell. Chapter Three is dedicated to the analysis, interpretation, and discussion of the research findings, based on data collected through semi-structured interviews and a focus group. Finally, the dissertation concludes with limitations of the study and practical recommendations aimed at supporting teachers and learners in the field of TEFL.

Chapter one
Classroom Interaction

Chapter One: Classroom Interaction

Introduction

1.1 Theoretical framework

1.1.1 Collaboration with More Knowledgeable Others (MKOs)

1.1.2 Zone of Proximal Development (ZPD)

1.1.3 Cultural Tools and Mediation

1.2 Types of Interaction

1.3 Aspects of Interaction in the Classroom

1.3.1 Negotiation of Meaning

1.3.2 Feedback

1.3.3 Active Participation

1.3.4 Elicitation

1.3.5 Building on Prior Knowledge

1.3.6 Collaborative Learning

1.3.7 Vocabulary and Grammar Proficiency

1.3.8 Encouragement of Introverted Students

1.4 Factors Influencing Interaction in FFL Classrooms

1.5 Key Considerations for Interactive Learning Environments

1.6 The Importance of Interaction in EFL and ESL Classes

Conclusion

Introduction

The main aim of learning a language is to use it effectively in real life. To achieve this, teachers should develop interaction in their classes, which is the key to enhancing EFL learners' communication skills. Interaction allows learners to practice using the language in meaningful ways. Accordingly, by encouraging student participation, teachers help learners develop their speaking, listening, and critical thinking skills. This chapter explores the theoretical foundations of interaction and addresses its importance in EFL classrooms. It also highlights different types of classroom interaction, including its significance in language acquisition. The chapter also provides a comparison between the learner-centered and teacher-centered approaches and discusses the factors that influence interaction in EFL settings and key Considerations for interactive learning environments.

1.1 The Theoretical Foundations of Interaction

Interaction is one of the fundamental aspects of the process of language learning, particularly in EFL classes, where the main goal is to foster communication. Thus, due to its significance in teaching and learning, it is important to explore the theoretical foundations that explain how interaction supports language acquisition. Several linguistic and educational theories provide insight into the role of interaction in EFL learning.

Interaction can be a process through which knowledge is built. Vygotsky (1978) defines interaction as a dynamic process mediated by language, collaboration, and cultural tools where individuals co-construct knowledge through engagement with others. The sociocultural theory emphasizes the role of social interaction, language, and culture in shaping human cognition. The key elements of this theory include:

1.1.1 Collaboration with More Knowledgeable Others (MKOs)

According to Vygotsky (1978), learning occurs through guided interaction with more knowledgeable individuals:" What a child can do with assistance today, she will be able to do

by herself tomorrow " (p. 87). So, this scaffolding process enables learners to shape knowledge and achieve tasks beyond their independent capabilities via dialogue, negotiation, and shared problem-solving. Thus, Vygotsky's framework underscores the transformative potential of collaborative learning environments, where guided social interactions catalyze individual cognitive growth and the internalization of skills. By prioritizing communal knowledge exchange, this approach highlights education not merely as solitary acquisition but as a dynamic, socially rooted journey toward mastery.

1.1.2 Zone of Proximal Development (ZPD)

The Zone of Proximal Development (ZPD) is the cornerstone of Vygotsky's theory, it defines the range between what a learner can do independently and what they can achieve with guidance from a More Knowledgeable Other (MKO)**.** "The zone of proximal development is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86-87). Hence, Interactions within the Zone of Proximal Development (ZPD) enable learners to internalize socially mediated skills.

1.1.3 Cultural Tools and Mediation

The role of cultural tools and language, in particular, is highlighted by Vygotsky. he insists that interaction is mediated by cultural tools such as language, and Vygotsky (1978) states:

"Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological), and then inside the child (intrapsychological)" (p. 57).

 Learners negotiate language, which functions as both a communicative and cognitive tool.

Nonetheless, Michael Long's Interaction Hypothesis argues that second language acquisition is best facilitated through meaningful interaction, especially where negotiation for meaning

occurs, such as through clarification requests, confirmation checks, and comprehension checks. While accepting the importance of comprehensible input, Long emphasizes that interactional modifications, not merely simplified input, are crucial to making language input understandable and beneficial for interlanguage development. He critiques traditional classroom discourse for being overly one-way and focused on form rather than function, and instead advocates for two-way communicative tasks that mirror natural conversational exchanges and promote negotiation, thereby making input more comprehensible and acquisition more likely (Long, 1983).

In his seminal work, Hymes (1972) critiques Chomsky's model of linguistic competence, arguing that effective communication requires more than grammatical mastery—it demands communicative competence, which includes four dimensions: formal possibility (grammaticality), feasibility (cognitive constraints), appropriateness (contextual fit), and actual performance. Hymes emphasizes that language use is shaped by sociocultural norms (e.g., multilingual fluency, situational appropriateness) and critiques theories that ignore these factors as ideologically limited. For educators, this framework underscores the need to teach pragmatic skills (e.g., turn-taking, register shifts) through authentic, context-rich activities, preparing learners for diverse social interactions. Hymes' examples from Menomini speakers to classroom disparities illustrate how communicative competence varies across cultures and contexts, urging a holistic approach to language education.

1.2 Types of Interaction

In educational settings, interaction is a complex process involving various communication and engagement forms. Researchers have identified several types of interaction that occur in classrooms: teacher-student interaction, student-student interaction, Student-content interaction, teacher-content interaction, and Student-Self interaction.

One of the traditional forms of interaction is teacher-student interaction, where the teacher directly engages with students to present lessons, offer evaluations, and guide learning. In their 1976 study, researchers David Wood, Jerome S. Bruner, and Gail Ross introduced the concept of scaffolding, which refers to the process by which Teachers offer support to help students achieve tasks they cannot complete independently. Further to this, John Hattie's 2009 synthesis (Visible Learning) shows that Teachers provide formative and summative feedback to support student growth. Moreover, he emphasizes that effective feedback is one of the most powerful influences on student achievement. Johnson and Johnson (1999) discussed the concept of cooperative learning, where students work together in groups to solve problems or complete projects. Their research highlights that collaborative group work enhances learning outcomes. Not only this, but Keith Topping (2005) discussed the concept of peer learning, where students teach or assist each other, and when students teach or assist each other, it reinforces their learning.

 Student-content interaction refers to students' direct engagement with learning materials. Students interact with various types of educational materials, including textbooks, articles, and digital content. Chi and Wylie (2014) discussed the importance of active engagement with content in their ICAP framework, and according to their framework, Hands-On Activities like Experiments, simulations, or projects that require active engagement with content improve learners' learning outcomes. Thus, Sangrà, Vlachopoulos, and Cabrera (2012) stated that digital tools and platforms are intermediaries for communication and collaboration. Similarly, Bayne (2015) also explored the impact of digital technologies on interaction and learning. She discusses how digital tools and platforms support the exchange of ideas and influence how knowledge is constructed and shared in educational contexts.

 Teachers interact with content to design lessons, select materials, and adapt resources to meet students' needs. During curriculum planning, teachers ensure that the materials are aligned with

the learning objectives and standards. In resource development, teachers develop or select instructional materials that enhance student understanding. Additionally, Tomlinson (2014) emphasizes the importance of content adaptation as a key aspect of differentiated instruction, which involves modifying content to suit diverse learners' needs.

In the bargain, Student-Self Interaction is students' internal discussions and reflections on their learning. John H. Flavell (1979) introduced the concept of metacognition, which he defined as "thinking about thinking." This involves Students thinking about their thinking processes and learning strategies. Besides self-assessment, which includes learners evaluating their work. Learners also reflect on what they have learned.

To conclude, classroom interaction includes various types of exchanges. Each form of interaction plays a specific role and enhances the overall effectiveness of teaching and learning. When teachers recognize and utilize these different types of interaction, they can design more engaging and productive learning environments.

1.3 Aspects of Interaction in the Classroom

Understanding classroom interaction helps teachers create effective environments for language use and acquisition. It also enables them to design lessons that actively engage students in the learning process. To fully understand how interaction supports language development in the classroom, it is important to examine its key aspects: negotiation of meaning, feedback, active participation, elicitation, building on prior knowledge, collaborative learning, development of vocabulary and grammar proficiency, and the encouragement of introverted students.

1.3.1 Negotiation of Meaning

Long (1983) defined negotiation of meaning as a dynamic process in conversations, where participants adjust their interactional strategies to ensure mutual comprehension. This process

involves techniques such as clarification requests (e.g., "What do you mean?"), confirmation checks (e.g., "You went to New York?"), and comprehension checks (e.g., "Do you understand?"), which helps bridge gaps in understanding. Crucially, negotiation arises most effectively in two-way task situations requiring an exchange of unknown information, as these compel participants to modify discourse structures (e.g., through repetition or rephrasing) to make input comprehensible. Unlike one-way communication (e.g., lectures), such interactive adjustments expose learners to linguistically challenging yet accessible input (i + 1), thereby facilitating second language acquisition (Long, 1983, pp. 102–117). This process is further defined by Morell (2004, as cited in Samah, 2023), who highlights that interlocutors modify their utterances when comprehension difficulties occur.

Moreover, Al-Smadi et al. (2023) investigated meaning-making in an English for Medical Purposes (EMP) classroom at a Saudi Arabian medical college. A qualitative research methodology was employed to understand classroom dynamics. Data were collected through classroom observations, informal chats with the teacher, and audio recordings of interactions, which were later transcribed. Thematic analysis followed Braun and Clarke's (2006) six-stage framework: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. The study revealed that the negotiation of meaning is a critical process in EMP language learning, enabling students to adjust their speech for comprehension, a necessity in medical communication. Teachers utilized strategies such as confirmation checks (14%), comprehension checks (7%), clarification requests (12%), and "other repairs" (67%), the most frequent strategy involving direct error correction by the teacher to save time and mitigate demotivation. Familiar topics (e.g., healthy eating) reduced communication breakdowns and increased student participation, while unfamiliar topics (e.g., asthma symptoms) prompted more clarification requests. Communicative tasks like jigsaw and information gap activities fostered richer

negotiation opportunities. Proficiency levels significantly influenced interactions: higher-proficiency students engaged more actively with the teacher, whereas lower-proficiency learners preferred peer interactions to avoid perceived judgment (Al-Smadi et al., 2023).

1.3.2 Feedback

Effective feedback plays a crucial role in student learning by guiding improvement rather than simply evaluating performance. Sadler (1989) conceptualized feedback as an essential element of formative assessment, focusing on its ability to bridge the gap between a learner's current performance and the target standard. Building on Ramaprasad's (1983) definition, feedback is described as "information about the discrepancy between actual and desired performance levels, which is then utilized to reduce that discrepancy" (p. 4). This perspective highlights feedback as an active, purposeful process rather than just passive information. For feedback to be meaningful, it must be practical and embedded within the learning cycle, allowing students to adjust and enhance their work. Unlike conventional interpretations that equate feedback with simple performance evaluation, Sadler's approach emphasizes its role in driving meaningful progress in education (Sadler, 1989). Lyster and Ranta (1997, as cited in Samah, 2023) classified corrective feedback into several types: explicit, recast, clarification request, metalinguistic, elicitation, and Repetition.

Furthermore, Akbarzadeh et al. (2014) conducted a quasi-experimental study to examine how oral interactive feedback (OIF) influenced the writing accuracy and complexity of intermediate Iranian EFL learners, as well as whether these improvements were maintained over time. The study involved 50 participants divided into two groups (25 per group): one received explicit feedback (EF) in the form of direct corrections with no discussion, while the other received OIF, which involved interactive teacher-student and peer exchanges using elicitation and metalinguistic cues to address grammar and vocabulary issues (e.g., verb tense, articles, prepositions, clauses). Over 11 sessions, including pre-tests, post-tests, and six treatment

sessions, both groups revised their writing and completed narrative-based tasks. ANCOVA results showed that the OIF group significantly outperformed the EF group in terms of accuracy (fewer errors per T-unit) and complexity (more content words per T-unit) in their immediate writing revisions (Akbarzadeh et al., 2014).

These findings collectively demonstrate that effective feedback, whether formative or corrective, must be interactive and learner-centered to foster meaningful improvement. The contrast between Sadler's (1989) formative approach and Akbarzadeh et al.'s (2014) interactive model underscores the importance of feedback that not only identifies gaps but actively engages learners in the process of refinement. Ultimately, the most impactful feedback empowers students to internalize standards and self-regulate their learning.

1.3.3 Active Participation

To communicate effectively, both the speaker and the audience must participate actively. This means that students should not only express their thoughts but also listen and respond to their peers, creating a collaborative learning environment.

Ipso facto, Bedel (2011) employed a qualitative research design to investigate the impact of literature circles in EFL classrooms. Conducted in a Bulgarian high school with two student groups, data was collected through classroom observations, video recordings, questionnaires, and interviews, and analyzed using Bales' (1999) Interaction Process Analysis (IPA). This framework categorized interactions into task-focused (e.g., giving opinions, asking questions) and socio-emotional (e.g., agreement, encouragement) acts. Variables such as participation patterns, use of English, and group dynamics were examined to compare literature circles with traditional extensive reading classes. Findings revealed that literature circles significantly enhanced active participation: students demonstrated improved confidence in speaking, listening, and staying on-topic while fostering an authentic, collaborative environment (Bedel, 2011).

1.3.4 Elicitation

Elicitation techniques are fundamental in classroom interactions, particularly in language learning. These strategies encourage learners to share information, express their ideas, and participate actively in the process of learning. To foster critical thinking and language production, teachers commonly use a variety of Common elicitation techniques, including yes/no questions, closed/display questions, open/referential questions, completion elicitation, visual elicitation, and concept elicitation (Aziz & Ahmad, 2022; Richards & Rodgers, 2021). Yes/no questions are simple queries that require a yes or no answer, and they help check understanding and encourage participation. Closed/display questions are used to evaluate students' understanding of a particular topic (Richards & Rodgers, 2021). Students are encouraged to think critically and give more thorough answers to open-ended or referential questions, which promotes greater learning and conversation (Aziz & Ahmad, 2022). Therefore, to reinforce vocabulary and grammar, completion elicitation requires providing learners with incomplete sentences or phrases that they need to complete. Visual elicitation uses images or visual aids to prompt students to describe or explain what they see, which is particularly effective in language learning. To enhance their comprehension, students are encouraged to define and explain concepts in their terms using concept elicitation (Richards & Rodgers, 2021).

While these elicitation techniques provide structured ways to engage learners, their effectiveness ultimately depends on how teachers adapt them to students' proficiency levels and learning contexts. The strategic use of varied elicitation methods not only stimulates participation but also creates opportunities for meaningful language practice and cognitive engagement. When implemented thoughtfully, these techniques can transform passive learning into an interactive, student-centered experience that promotes deeper understanding and retention.

1.3.5 Building on Prior Knowledge

Effective interaction starts from what learners already know. Building on prior knowledge is a crucial aspect of classroom interaction that refers to instructional strategies that purposefully link new content with learners' pre-existing cognitive structures, personal experiences, and understandings to foster meaningful learning (Bransford et al., 2000). This aspect of classroom interaction emphasizes the role of teachers in integrating students' prior knowledge through dialogue, scaffolding, and tailored activities (Vygotsky, 1978). Ausubel posited that "the most important single factor influencing learning is what the learner already knows" (Ausubel, 1968, p. 5). By integrating new concepts with prior knowledge, teachers can enhance learners' comprehension and retention. Teachers can ask questions that relate to learners' existing knowledge, which helps make new information more relatable and easier to understand.

1.3.6 Collaborative Learning

Collaborative learning is an instructional strategy where students work together in small groups or pairs to achieve common academic goals, developing cooperation, peer discussion, and collaborative problem-solving (Johnson & Johnson, 2013). In his 1999 work, Dillenbourg emphasizes that collaborative learning involves more than just students working together; it requires meaningful interactions where learners engage in dialogue, negotiate meaning, and co-construct knowledge. He notes that "students do not learn from each other merely because they are placed together, but because they engage in interactions such as explaining, arguing, and negotiating". Therefore, this approach shifts the traditional teacher-centered dynamic, positioning students as active participants who refine their understanding through interaction. Thus, Interaction in the classroom promotes collaboration among students, allowing them to share ideas, learn from each other, and develop their speaking abilities in a supportive environment.

1.3.7 Vocabulary and Grammar Proficiency

Vocabulary and grammar competency, the mastery of lexical information (word meanings, usage, and forms), and syntactic structures (rules controlling sentence building) are fundamental to communicative competence (Nation, 2001). This ability is developed in classroom interactions using deliberate instruction, contextualized practice, and corrective feedback, therefore helping students to absorb language systems and apply them within classroom interaction, this proficiency is cultivated through deliberate instruction, contextualized practice, and corrective feedback, enabling learners to internalize language systems and apply them accurately in spoken and written discourse (Ellis, 2016). Ergo, Learners must possess strong vocabulary and grammatical skills to engage in successful interactions. This ability allows them to participate in conversations in a meaningful way and express their ideas clearly.

1.3.8 Encouragement of Introverted Students

Effective classroom interaction involves creating inclusive environments that respect varied participation styles while reducing the marginalization of introverted learners in traditionally extrovert-oriented settings (Cain, 2012). Self-determination theory (Ryan & Deci, 2017) further emphasizes the need for autonomy and psychological safety in promoting intrinsic drive. This is particularly critical for introverted learners who may feel pressured to fit introverted norms. When students have independence and control over their learning, they are more likely to participate meaningfully and build intrinsic motivation. Ipso facto, by focusing on group activities rather than individual performances, Classroom interaction strategies can help introverted learners participate more comfortably.

1.4 Factors Influencing Interaction in FFL Classrooms

Multiple environmental and pedagogical factors shape student engagement in EFL oral interaction, with classroom dynamics, resource availability, and instructional approaches playing pivotal roles.

According to Ngọc and Thịnh (2022), various external factors influence student interaction in oral English language classes at TUEBA. Their study found that over 80% of students identified the instructor's role and classroom climate as critical factors affecting their engagement. Additionally, approximately half (51%) of the respondents indicated that the timing of classes is a general barrier. The research also highlighted that large class sizes, approximately 60 students per class, negatively impacted teacher-student interaction for 46.7% of students. In contrast, only 14% of students believed that the traditional seating arrangement (with about 8 students per row) affected their interaction. Finally, 62% of students disagreed that extrinsic motivational factors, such as teachers knowing their names, enhanced classroom engagement (Ngọc & Thịnh, 2022).

Nevertheless, as per Dako, Narayana, and Davidson (2019), several significant factors affect classroom oral interaction in EFL speaking classes. For instance, the seating arrangement is one of the problems, with 38% of respondents (152 students) strongly agreeing and 50.8% (203 students) agreeing that fixed seating hinders effective interaction. The scarcity of textbooks was also identified as a major barrier, as 88% of students (355 respondents) agreed that limited access to learning materials restricts their engagement, while only a small proportion expressed uncertainty or disagreement. In addition, 72% of the students reported that unfamiliar topics impede their participation, with 17% remaining undecided and a combined 11% disagreeing to some extent. Moreover, a substantial 87.5% of students indicated a dislike for the oral interaction activities suggested in the textbook, with 37.5% strongly agreeing and 56% agreeing on this point. Lastly, the practice of interrupting students for error correction was found to be discouraging, negatively impacting their willingness to participate in oral interactions.

It is also worth noting that Zhang and Kim (2024) identify teacher support as a crucial factor, as it affects students' ability to absorb information, build confidence, and engage actively with peers. Interactive engagement, which involves participation in discussions and peer collaboration, plays a role in enhancing cognitive engagement but does not directly lead to behavioral participation. The presence of a Community of Practice (CoP) also impacts interaction by fostering shared learning experiences and collaborative group work. Additionally, cognitive engagement, characterized by deep mental investment in learning, mediates the relationship between affective engagement (students' emotional connection to learning) and interactive engagement, influencing overall participation. Finally, pedagogical approaches, such as ESP instruction, metacognitive strategies, and task difficulty balance, contribute to shaping student engagement and interaction within the classroom (Zhang & Kim, 2024). But Minalla (2022) also cites Shah et al. (2013) to emphasize that learners' lack of motivation significantly affects classroom instruction. In further consideration, Minalla's findings demonstrated that demotivated EFL learners, through behaviors like ignoring instructions, avoiding collaboration, and delaying tasks, negatively affect the processes and techniques used to foster classroom engagement (Minalla, 2022).

1.5 Key Considerations for Interactive Learning Environments

Establishing effective interactive learning environments requires several essential aspects that institutions must address to improve student engagement and learning outcomes. According to ELI (2005), the EDUCAUSE Learning Initiative highlights key factors for success: leadership commitment, faculty development, technology infrastructure, learning spaces, instructional support, assessment, student input, and communication. Leadership commitment focuses on promoting student achievement and engagement through interactive approaches, while faculty development involves providing teachers with the necessary skills and support. A strong technology infrastructure with reliable servers, networks, and

development tools is critical. Learning spaces, both physical and virtual, should be designed to foster engagement and enhance the learning experience. Instructional support is vital for enabling faculty to adopt interactive teaching methods, and institutions should provide the necessary resources. Effective assessment methods are needed to evaluate outcomes and drive improvement. Student input offers valuable insights that can inform and refine interactive learning practices. Finally, open and ongoing communication among stakeholders is essential for aligning goals, strategies, and implementation efforts. By focusing on these areas, institutions can create and sustain meaningful interactive learning environments.

1.6 The Importance of Interaction in EFL and ESL Classrooms

Much research has proved that interaction plays a vital role in developing communicative competence and could directly influence the learning process. The importance of interaction in second language acquisition (SLA) is emphasized by Gass and Mackey (2002). Their research highlights how interaction provides opportunities for learners to generate output, receive feedback, and receive intelligible input, all of which are critical components of language acquisition. Interaction helps learners notice language forms and functions, which facilitates their language acquisition. As Sundari (n.d.) explains, interaction facilitates language acquisition by providing learners with opportunities to receive comprehensible input and feedback (Gass, 2013; Pica, 1996), as well as to modify their linguistic output (Swain, 1995) (p. 1). The process of negotiating meaning during interactions is vital. When learners face difficulties in understanding, they can ask for clarification or rephrase their statements, which helps learners clarify their understanding and enhances their language skills (Sundari, n.d., pp. 1, 3–4, 6–7). Moreover, the increased input during interactions significantly impacts language acquisition because it gives students more chances to have meaningful conversations, which improves their production and understanding (Sundari, n.d., p. 9). Not only this, but Sundari (n.d) emphasizes that immediate feedback during the interaction, such as recasts or

confirmation checks, enables learners to identify mistakes and modify their language output, which fosters long-term language development.

In sum, numerous studies highlight how interaction can change the process of learning a second language or a foreign language. Interaction, whether through negotiated meaning, feedback exchanges, or collaborative dialogue, creates a dynamic environment where learners actively process input, refine output, and internalize linguistic structures. Scholars such as Long (1983), Gass & Mackey (2002), and Swain (1995) have empirically demonstrated that it fosters three main mechanisms: Comprehensible input, feedback, Output modification, and Cognitive Activation.

Conclusion

Interaction is essential for the successful learning process as it facilitates comprehension, engagement, and memorization. Given its significance, it is crucial to highlight the importance of understanding interaction, including its types, key aspects, and guiding principles. This knowledge may enable teachers to implement strategies that promote active participation, encourage meaningful discussions, and foster an inclusive classroom environment. Additionally, effective interaction enhances collaborative learning, critical thinking, and problem-solving skills, making lessons more dynamic and student-centered. So, integrating interactive teaching approaches could help create an environment where students are actively engaged in learning, leading to deeper understanding and long-term academic success.

Chapter Two

Show and Tell Teaching Method

Chapter Two: Show and Tell Teaching Method

Introduction

2.1. Teaching Methods

    2.1.1 Historical Evolution of Language Teaching Methods

    2.1.2 Modern Teaching Methods and Techniques

    2.1.3 Creative Problem-Solving Strategies

2.2. Show and Tell Teaching Method

2.3. Implementations of the Show and Tell Teaching Method

    2.3.1 Enhancing English Speaking Proficiency Through the Show-and-Tell Method

    2.3.2 Improving Speaking Skills in Describing Through Show and Tell

    2.3.3 Vocabulary Development in Kindergarten Teachers via Show and Tell

   2.3.4 Enhancing Second-year Students' Vocabulary Mastery Through Show and Tell

    2.3.5 Show-and-Tell as a Diagnostic Tool for Oral Language Assessment

4. The purpose of the Show and Tell Teaching Method

5. The Importance of the Show and Tell Teaching Method

6. The Advantages of the Show and Tell Teaching Method

7. The Disadvantages of the Show and Tell Teaching Method

Conclusion

Introduction

The choice of teaching method plays a vital role in shaping the learning experience, directly influencing student engagement, comprehension, and memory retention. To ensure effective learning, teachers must adopt methods that align with their students' needs, abilities, and learning styles. Over the years, both traditional and modern teaching approaches have been developed, each with unique characteristics and effectiveness. This chapter provides a comprehensive review of the theoretical literature on teaching methods in general, with a particular focus on the show-and-tell method. It sheds light on its implementation in educational settings and its purpose. Additionally, the chapter highlights the importance of this method in fostering student participation, critical thinking, and communication skills. Furthermore, it explores the advantages and disadvantages of the show-and-tell approach.

2.1 Teaching Methods

Effective language instruction requires a structured framework to guide pedagogical practices and enhance learner outcomes. Abadía (2013) defines a teaching method as a systematic and adaptable plan rooted in linguistic principles, aimed at achieving specific learning objectives through structured execution and active learner engagement. Such methods operate within a cyclical framework, allowing integration with complementary approaches to advance linguistic proficiency while aligning with institutional goals.

2.1.1 Historical Evolution of Language Teaching Methods

Hilgendorf (2020) provides a historical overview of language teaching methods, tracing their evolution from early Latin instruction to contemporary communicative approaches. The Grammar-Translation Method (G-T) was dominant during the late Middle Ages, focusing on grammar comprehension, reading, and translating Latin and Greek texts. Treating the target language (TL) as an object of study rather than a means of communication (Musumeci, 2009; Rodgers, 2009).

By the 19th century, the Direct Method emerged, emphasizing oral skills and immersion in the target language, enabling learners to inductively acquire grammatical rules. Emphasizing oral skills and immersion in the target language, enabling learners to inductively acquire grammatical rules, influenced by first-language acquisition theories (Omaggio, 1986; Adamson, 2004; Neuner, 2007).

In the mid-20th century, the Audio-Lingual Method (ALM) was implemented, which viewed language learning as habit formation through repetition and memorization (Omaggio, 1986; Neuner, 1995), rooted in behaviorist psychology (Skinner, 1957). It emphasized phonological and morphological systems, developing oral skills through repetition. However, Chomsky's research in the 1960s criticized these behaviorist views, thereby giving rise to cognitive theories that recognized the complexity of language acquisition and the importance of comprehensible input, with Krashen's (1982) monitor model influencing later pedagogical strategies.

Since the 1970s, Communicative Language Teaching (CLT) has become prominent, prioritizing meaningful communication and sociolinguistic competence (Savignon, 1997; Canale & Swain, 1980). Although research on Second Language Acquisition (SLA) has improved significantly, traditional teaching approaches are still widely used in schools, underscoring the challenges of completely integrating modern linguistic insights into teaching practices

2.1.2 Modern Teaching Methods and Techniques

Modern teaching methods have transformed education by merging innovative pedagogical strategies with advanced technology, fostering dynamic and inclusive learning environments. Brainstorming, a group creativity technique, encourages students to generate problem-solving ideas while cultivating critical thinking, decision-making, and scientific approaches to challenges. Micro-teaching refines educators' skills such as questioning, explaining, and classroom management through structured practice, enhancing classroom productivity.

Programmed learning delivers content in organized, self-paced segments with immediate feedback, reinforcing comprehension. Inquiry-based learning shifts focus from passive absorption to active exploration, fostering research skills, analytical abilities, and curiosity. Mind mapping, developed by Tony Buzan in 1960, visually illustrates relationships between concepts, aiding information organization and long-term retention. Cooperative learning promotes collaboration among students of varying abilities, ensuring mutual success through shared tasks. Dramatization immerses learners in experiential activities like role-playing and puppetry, enhancing creativity, language skills, and direct problem-solving engagement (Vijayalakshmi, 2019).

2.1.3 Creative Problem-Solving Strategies

VanGundy (2005), in "101 Activities for Teaching Creativity and Problem-Solving", outlines interactive strategies to foster creative problem-solving. For instance, the "Picture Tickler" method encourages participants to examine images, magazines, or catalogs to evoke thoughts and emotions, followed by group discussions where ideas are documented on Post-it® Notes for assessment (p. 97). Similarly, the "Drawing Room" approach tasks groups with drawing abstract or realistic solutions, displaying them for classroom-wide critique, and collaboratively generating new ideas through analysis (p. 254). The "Museum Madness" technique involves silent idea generation on flip charts, peer review to build inspiration, and collective evaluation of refined concepts (p. 342). Lastly, the "Sculptures" activity guides groups in creating abstract sculptures symbolizing problems, followed by discussions about design elements and relationships to stimulate ideas, which are then recorded on Post-it® Notes for further analysis (p. 321). Together, these methods emphasize structured yet dynamic engagement, blending visual, collaborative, and reflective practices to enhance creativity and critical thinking.

These strategies aim to encourage students' creativity, cooperation, and engagement. Each technique allows students to share their thoughts and ideas in an organized yet engaging manner, promoting a greater comprehension of the subject.

2.2 Show and Tell Teaching Method

The practice of "show-and-tell" has been referenced as early as 1954 (Merville, 1954, as cited in Mortlock, n.d.). It typically involves children presenting an object to an audience and explaining its significance, often through a personal story. This activity is widely used in early elementary classrooms across the United Kingdom, North America, New Zealand, and Australia (Wikipedia, n.d.). In this context, show-and-tell provides an opportunity for children to share personal experiences orally, with peers often taking part by asking questions (Mortlock, n.d.). It is also commonly referred to as "show and share" or "sharing time" (Barletta, 2008; Cazden, 1985; Michaels, 1981, as cited in Mortlock, n.d.).

This practice illustrates Vygotsky's (1978) Zone of Proximal Development (ZPD), which explains that learning works best through social interaction and scaffolding, helping children turn potential abilities into real skills (pp. 84–91). It also aligns with Bruner's (1960) emphasis on narrative, such as myths, children's literature, and films as foundational educational tools, where stories (pp. 52–53).

These ideas come together during show-and-tell: scaffolding from classmates (ZPD) helps children express fragmented ideas (Vygotsky, 1978), while storytelling enables them to organize those ideas into clear cognitive structures (Bruner, 1960). For instance, a child presenting a football medal might begin by stating, "I won this." A peer's question ("How did you feel when you achieved it?") encourages the child to elaborate: "I practiced every day…," transforming a simple statement into a narrative that integrates effort, emotion, and success. This way, show-and-tell combines storytelling with peer interaction.

2.3 Implementations of the Show and Tell Teaching Method

The Show and Tell method has been widely explored in various educational contexts to enhance students' language and communication skills. The following investigations, which demonstrate how this method has been implemented in classroom settings, highlight its effectiveness through empirical evidence.

2.3.1 Enhancing English Speaking Proficiency Through the Show-and-Tell Method

The study by Salsabila et al. (2023) aimed to evaluate the "Show-and-Tell" method in enhancing English speaking skills among seventh-grade students at SMP Negeri 3 Karawang Barat during the academic year 2022/2023. The research measured improvements in students' speaking scores after implementing the method and analyzed teacher and student perceptions of its effectiveness. Using a structured Classroom Action Research (CAR) framework to address specific challenges and refine teaching techniques, the study followed two cycles, each comprising four stages: planning, acting, observing, and reflecting. Quantitative data from pre-tests and post-tests, alongside qualitative observations and interviews, were collected. Results revealed that the "Show-and-Tell" method increased student engagement and excitement during speaking exercises. Speaking abilities improved significantly, with pre-test mean scores rising from 46.44 to 66.60 in post-test 1 and further to 76.26 in post-test 2. Statistical tests confirmed the significance of these improvements. Teachers and students reported notable gains in vocabulary, pronunciation, and confidence in speaking English, concluding that "Show-and-Tell" is an evidence-based strategy for teaching speaking skills.

2.3.2 Improving Speaking Skills in Describing Through Show and Tell

The study by Lestari (2019) aimed to enhance seventh-grade students' speaking skills in describing through the Show and Tell method. Conducted as Classroom Action Research (CAR) with 32 students from MTsN 1 Kota Tangerang Selatan during 2019/2020, the process involved four phases: planning (lesson preparation), acting (Show and Tell activities),

observing (using checklists), and reflecting (adjusting strategies). Pre-test results showed only 34.37% of students met the Minimum Mastery Criterion (KKM), rising to 62.50% in post-test 1 and 84.37% in post-test 2. These improvements reflected enhanced confidence, engagement, and enthusiasm for learning English (Lestari, 2019).

2.3.3 Vocabulary Development in Kindergarten Teachers via Show and Tell

Aini et al. (2024) focused on improving kindergarten teachers' vocabulary skills through the Show and Tell (S&T) strategy. The study involved 12 teachers from TK Khalifah 3 Banda Aceh, assessing vocabulary mastery (standard language, synonyms, antonyms, and sentence completion) via pre-tests and post-tests. A T-test analysis revealed a t-value of 3.83, exceeding the critical value of 1.71, confirming the method's effectiveness. The interactive nature of S&T encouraged active participation and meaningful vocabulary development among teachers.

2.3.4 Enhancing Second-year Students' Vocabulary Mastery Through Show and Tell

Amrullah, Rosmayanti, and Yahrif (2023) examined the effectiveness of the Show and Tell (S&T) method for teaching vocabulary to second-year students at SMPS Darul Ulum Panaikang Bantaeng. Using a Quasi-Experimental Design with 38 students (19 experimental, 19 control), data from pre-tests, post-tests, observations, and field notes were analyzed. The experimental group achieved a mean post-test score of 9.02, compared to 5.63 in the control group, with a t-value of 14.12, surpassing the t-table value of 2.042. These results indicated that S&T improved vocabulary mastery and engagement more effectively than traditional methods.

2.3.5 Show-and-Tell as a Diagnostic Tool for Oral Language Assessment

Bohning (1981) examined Show-and-Tell as a diagnostic tool for assessing oral language abilities in elementary and intermediate-grade students. Conducted at Earlington Heights Elementary School and Pines Middle School, the study used peer/teacher questioning and a Language Elaboration Checksheet (5-point scale) to evaluate students' ability to organize thoughts, sequence events, and elaborate on ideas. Findings showed structured questioning

improved oral communication skills, prompting refined responses, anticipation of audience inquiries, and clearer conceptual sequencing. Periodic use of the check sheet allowed teachers to track progress via color-coded assessments and tailor instruction. The study concluded that structured Show-and-Tell sessions enhance oral proficiency and prepare students for advanced communication tasks, reinforcing the link between oral language development and academic success.

To sum up, Show-and-Tell (S&T) is an adaptable teaching method effective in diverse educational settings for improving language proficiency, oral communication, and learner engagement. Empirical research supports its ability to enhance speaking skills, vocabulary mastery, and confidence across age groups, from kindergarten to secondary students, as well as among teachers.

2.4 The Purpose of the Show and Tell Teaching Method

The show-and-tell method is implemented in EFL classrooms designed for multiple purposes that go beyond language acquisition. According to Hubbard (2009), Show and Tell helps learners to establish spoken language abilities (providing hints in full sentences, asking questions), and social abilities which include actively listening, raising hands to contribute, waiting for one's turn to speak as well as the capacity to Associate initial letters and sounds with actual items to solve problems.

As noted by Dewi Sri Kuning (2019), a tailored Show and Tell experience can help learners improve their communication abilities. This includes teaching discussion through asking and connections, as well as making open-ended subject suggestions and training children to speak confidently in front of their peers while also exposing them to common items and situations. Suyanto (2005, as cited in Kuning, 2019) emphasizes that Show and Tell helps teachers identify learners' capabilities, feelings, and goals. The teacher can ask two or three kids each day to share what they want to share. After the learners share stories, the teacher can assess them and

continue the conversation about learning. Nathwani (2012, as cited in Kuning, 2019) highlights its role in encouraging learners to explore topics creatively. Moreover, the method enables children to speak in front of the class and makes them aware of everyday simple things (Kuning, 2019).

As a final point, teachers can adopt the show-and-tell method to achieve a variety of objectives, such as improving learners' social and linguistic skills and evaluating them.

2.5 The Importance of the Show and Tell Teaching Method

The Show and Tell method, as demonstrated by Kuning (2019) and further supported by Huzefa (2024), emerges as a vital pedagogical strategy in early childhood education, fostering holistic development through its capacity to enhance communication skills, critical thinking, social-emotional growth, and cognitive abilities while nurturing curiosity and laying the foundation for lifelong learning.

According to Kuning (2019), children can present familiar objects, such as toys, family photos, or personal items, using the Show and Tell method, which helps increase confidence and comfort in public speaking and encourages self-expression. This method significantly enhances public speaking confidence while also fostering effective communication skills. Show and Tell aligns with kindergarten English language arts standards, which emphasize describing people, places, and things, using complete sentences, expanding vocabulary, and improving clarity in spoken language (Kuning, 2019). Furthermore, it provides English language learners with a structured opportunity to practice academic vocabulary, improve pronunciation, and engage in meaningful language use (Kuning, 2019). Beyond language development, Show and Tell also supports critical thinking and problem-solving skills under teacher guidance, as students explore their chosen objects and develop coherent narratives (Kuning, 2019). Through shared experiences and interactive discussions, children build confidence, develop a sense of pride, and strengthen peer relationships, contributing to their social-emotional growth (Kuning, 2019).

Additionally, it promotes active listening, observational skills, and respectful audience behavior, all of which are essential for effective communication (Kuning, 2019).

Show and Tell is essential to early education because it helps young learners develop overall. Through structured speaking opportunities, children describe experiences, express ideas, and increase their vocabulary, all of which improve communication. By providing an appropriate setting for sharing intimate stories or items, the activity strengthens emotional stability and acceptance among peers while fostering confidence and self-worth. At the same time, it fosters social skills because respectful participation and focused listening during peers' presentations increase empathy and teamwork. The process of choosing objects, arranging ideas, and answering questions develops cognitive skills and improves memory and critical thinking. Furthermore, the sharing of different viewpoints encourages children to connect with new ideas and express their uniqueness by promoting their curiosity and imaginative exploration. By combining these components, Show and Tell establishes the groundwork for intellectual development, social adaptability, and lifelong learning (Huzefa, 2024).

Based on the explanation above, it can be concluded that the show-and-tell method is important and plays an essential role in the overall learner's development.

2.6 The Advantages of the Show and Tell Teaching Method

Show-and-tell activities play a vital role in supporting the personal and academic development of young learners.

Oakridge International School (2023) highlights that show-and-tell activities foster self-confidence, oral skills, and social development in young learners. By encouraging children to present their favorite belongings, these activities boost self-esteem and improve speaking abilities, such as constructing sentences, using descriptive language, and engaging in public speaking. The school emphasizes that show-and-tell teaches social skills like active listening, respectful participation, maintaining eye contact, and adjusting volume for clarity. Through

interactive classroom conversations, children learn to articulate their thoughts and emotions, which supports their overall growth (Oakridge International School, 2023).

Littles Scholars Daycare (2024) explains that Show and Tell is an activity that allows young learners to share their feelings and experiences in a supportive environment. When they present personal items or stories, they learn to connect with their emotions and feel empowered. This activity also helps them understand themselves better and develop empathy by listening to their peers' stories and learning about different perspectives and feelings. Furthermore, Show and Tell activities are key to developing social skills by improving verbal and non-verbal communication abilities. They teach kids how to engage in conversations, practice patience, and discover shared interests with classmates. This interactive approach helps learners build friendships and strengthens the classroom environment, encouraging mutual understanding and unity. Additionally, Show and Tell supports cognitive development by fostering curiosity and critical thinking. Children strengthen their ability to organize ideas, articulate connections between objects and personal experiences, and ask questions, which builds foundational skills for academic tasks (Littles Scholars Daycare 2024).

According to Pilon (1978, as cited in Bohning (1981), oral language development is critical for reading proficiency, and Show-and-Tell provides a structured setting for such growth. Moffett and Wagner (1976, as cited in Bohning, 1981) emphasize that organizing thoughts, maintaining continuity, sequencing information, and clarifying concepts during Show-and-Tell directly support reading competencies. Additionally, Bohning (1981) highlights that it can be used as a diagnostic setting, enabling teachers to assess oral language abilities and identify individual strengths and weaknesses.

Additionally, Kuning (2019) highlights that Show and Tell fosters public speaking confidence, oral communication skills (e.g., descriptive language, storytelling), and social competencies like active listening and peer bonding through shared interests, while also

nurturing self-awareness, gratitude, and self-esteem. Ningsih (2014, as cited in Kuning, 2019) underscores its simplicity and structured format, enabling learners to express themselves and engage actively. Overall, the activity promotes holistic development in emotional expression, language, social interaction, and cognitive growth (Kuning, 2019).

2.8 The Disadvantages of the Show and Tell Teaching Method

While the show-and-tell method has many advantages, it also comes with certain disadvantages. Barbara (2016), a primary school teacher, argues that traditional show-and-tell often promotes consumerism and competition, even when toys are prohibited. For example, students may boast about possessions or experiences, shifting focus away from learning (Barbara, 2016). Additionally, unstructured show-and-tell may fail to achieve learning objectives. Markovic's (1967) study of 22 first-grade students in Marysville, Washington, found that voluntary sessions led to uneven participation (six students never participated), limited development of communication skills, and repetitive content. In contrast, structured sessions with assigned topics, while they involve more work for the teacher, such as careful planning of topics and preparation of materials, led to higher participation, better communication skills, and more creativity. Furthermore, teachers noted better behavior and learning outcomes with structured sessions, while parents appreciated the reduced conflict and clearer expectations at home (Markovic, 1967).

In conclusion, if the Show-and-Tell method is not properly planned, it might fail to achieve its learning objectives and promote materialism and unfairness among learners. To be effective, it requires preparation and more effort from teachers.

Conclusion

Understanding the impact of teaching methods is essential for improving the learning experience, especially in early childhood education. This chapter has focused on the Show and Tell method, highlighting not only its purpose but also its importance in developing essential

skills among learners. The method serves as an engaging and interactive approach. Moreover, the advantages of this method demonstrate its effectiveness in fostering holistic development. At the same time, the chapter has also acknowledged some of the disadvantages of the Show and Tell method, including time constraints and unequal participation, which educators must carefully consider when implementing it.

Chapter Three

Data Analysis and Interpretation of the Results

Chapter Three: Data Analysis and Interpretation of the Results

Introduction

3. 1 Research Method

3. 2 Population and Sampling

3. 3 Data Collection Tools and Procedures

 3. 3. 1 Aim of the Data Collection Tools

 3. 3. 2 Description of the Teachers' Interview

 3. 3. 3 Description of the Learners' Focus Group

 3.3.4 Validation of the Semi-structured Interview

 3.3.5 Validation of the Learners' Focus Group

 3.3.6 Conducting Teacher Interviews and the Learner Focus Group

3.3.7 The Analysis Process

 3.3.7.1 Teachers' Interview

 3.3.7.2 Learners' Focus Group

 3.3.7.3 Synthesis of the Findings

Conclusion

Introduction

The purpose of the present study is to explore the use of the show and tell teaching method in classroom interaction in EFL classes at Rouaidjaa Ahmad Middle School in Algeria. . Specifically, the study aims to (1) examine how the Show and Tell method influences classroom interaction and (2) identify the key challenges and barriers teachers face when implementing the Show and Tell method in EFL middle school settings. This chapter presents the practical part of the research. It describes and justifies the research methodology, including the population and sampling strategies, data collection tools, and analysis procedures. It provides a synthesis of the key findings, offers an interpretation of the results, and explores their significance in addressing the research questions.

3.1 Research Approach

The qualitative approach was used in this research due to the nature of the study, which is intended to explore the use of the show and tell teaching method in classroom interaction in EFL classes at Rouaidjaa Ahmad Middle School in Algeria. Creswell (2009) defines qualitative research as an approach "for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 22). This process involves emerging questions, contextual data collection (often in participants' natural settings), inductive analysis that builds themes from specific observations, and the researcher's interpretive role in deriving meaning from the data.

The nature of this study requires qualitative and in-depth data to understand the perceptions of both teachers and learners. This approach was adopted to fulfill the research objectives and effectively address the research questions. Specifically, the study used a case study design. Given the study's complexity, original focus, and the researcher's limited experience, it was necessary to narrow the scope to a single case involving EFL learners and teachers at Roudjaa Ahmad Middle School in Algeria.

3.2 Population and Sampling

Three EFL middle school teachers were purposively selected for interviews. The selection was based on two main reasons. First, two of the teachers had extensive experience teaching English as a Foreign Language, allowing the study to benefit from their insights into classroom challenges. Second, all three teachers were currently teaching at Rouaidjaa Ahmad Middle School, where the study was conducted. Their direct experience with the specific classroom context (the case under study) made them well-suited to evaluate challenges in classroom interaction and assess the potential effectiveness of the show-and-tell method with their pupils.

On the other hand, six 4th-year EFL learners from Rouaidjaa Ahmad Middle School were purposively selected to join the focus group discussion. Their selection was based on four criteria: firstly, they represented the case study population of EFL learners and teachers at the school; secondly, their regular attendance in English classes ensured they could reliably describe classroom interaction challenges; thirdly, as 4th-year learners, their English proficiency compared to younger learners enabled meaningful participation in discussions; and finally, their voluntary agreement to join the focus group ensured genuine engagement and willingness to share insights.

Since this research does not aim to generalize findings to the broader population but rather to gain in-depth insights into classroom interaction challenges, purposive sampling was employed. This approach ensured the selection of participants (EFL middle school teachers and 4th-year learners) who could provide meaningful and relevant perspectives due to their direct experience with the specific context under study. The teachers' years of expertise and the learners' regular classroom participation made them ideal candidates to share detailed observations about the challenges and potential solutions, such as the show-and-tell method.

3.3 Data Collection Tools and Procedures

The present study used two data collection tools: a focus group for learners and a semi-structured interview with teachers. The data gathered were used to answer the research questions and explore the use of the show-and-tell teaching method in classroom interaction.

3.3.1. Aim of the Data Collection Tools

The aim of the teachers' interviews and the learners' focus group in this study was to gain a comprehensive understanding of the use of the Show and Tell teaching method in classroom interaction in EFL middle classes in Algeria. The teachers' semi-structured interviews were designed to explore their perceptions, experiences, and challenges in implementing the method, with particular attention to its effects on classroom dynamics and communication patterns. In parallel, the learner focus group with learners aimed to capture pupils' perspectives on how Show and Tell influences their engagement, teacher interaction, and class activity participation. Together, these tools sought to address the research objectives by examining both the benefits and barriers of applying the Show and Tell method in the Algerian EFL context, thereby answering the research questions.

3.3.2 Description of the Teachers' Interview

The semi-structured interview was designed and conducted to address both research questions of the study: (1) In what ways does the Show and Tell teaching method shape classroom interaction in EFL classes? and (2) What challenges do teachers face when implementing the Show and Tell method in EFL classrooms? The interview consisted of twelve open-ended questions, divided into four thematic sections, each designed to explore specific aspects related to the research objectives.

The first section, Background & Teaching Approach, included two questions aiming to understand the teachers' general strategies for promoting student interaction and developing

speaking skills in EFL classrooms. This section helped establish a baseline of teachers' existing practices, providing context for how Show and Tell might be introduced.

The second section, Understanding & Perceptions of Show and Tell, comprised four questions exploring the teachers' familiarity with the method, their understanding of its principles, and their perceptions of its use. Teachers were also invited to reflect on the perceived advantages and possible challenges of using this technique.

The third section, Classroom Interaction & Feasibility, included four questions that examined practical aspects related to implementation. These questions addressed how teachers thought students might respond to the method, their openness to using it, the support or training they might require, and how they would adapt it to fit the needs of their learners.

The final section, Reflection & Future Considerations, consisted of two questions encouraging teachers to reflect on the broader importance of interactive learning in EFL contexts and to share advice for other educators considering the use of Show and Tell in their classrooms.

These interviews generate rich qualitative data, offering insights into both the ways in which the Show and Tell teaching method shapes classroom interaction in EFL classes and the contextual barriers to its practical application in Algerian EFL settings.

3.3.3 Description of the Learners' Focus Group

The focus group was used to collect data from learners to answer both research questions: (1) In what ways does the Show and Tell teaching method shape classroom interaction in EFL classes? and (2) What challenges do teachers face when implementing the Show and Tell method in EFL classrooms? The focus group included eleven open-ended questions that encouraged students to share their experiences, opinions, and suggestions in a relaxed group setting.

The questions were divided into four parts. The first part, Warm-Up & Current Classroom Interaction, included two questions: "How do you usually participate in English classes? Do

you like speaking in front of others?" and "What kinds of activities help you feel more confident speaking English?" These helped us understand how students normally behave in class and what helps them speak more.

The second part, Introducing Show and Tell, had two questions: "Have you ever heard of the Show and Tell method? What do you think it might involve?" and "Imagine you had to bring something to class and talk about it in English. How would you feel about that?" These questions introduced the method and checked the students' initial reactions to it.

The third part, Expected Benefits & Challenges, included four questions. Students were asked, "What do you think would be the best part of using Show and Tell in English class?" and "Do you think this method would help you become more comfortable speaking English? Why or why not?" They were also asked, "What difficulties do you think students might face with this activity?" and "Would you prefer to present alone or in a group? Why?" These questions helped explore both the possible advantages and the challenges of using the method, linking directly to both research questions.

The final part, Student Suggestions & Final Thoughts, had three questions: "If your teacher introduced this method, how would you like them to make it fun and easy for you?", "Would you be interested in trying Show and Tell in your English class? Why or why not?", and "If you could suggest one change to your English lessons to make them more interactive, what would it be?" These allowed learners to give feedback and ideas about how the method could be used in class and how interaction in general could be improved.

Overall, the focus group allowed students to speak freely and share their real thoughts and feelings about classroom interaction and the idea of using Show and Tell. Their answers helped the researcher understand both the possible effects of the method and the practical issues that could come with using it in EFL classrooms.

3.3.4 Validation of the Semi-structured Interview

The semi-structured interview questions were first reviewed by the supervisor. Who examined both sets of questions for clarity, relevance, and alignment with the research objectives and confirmed their appropriateness without suggesting any modifications. However, due to the shortage of time and availability, it was not possible to pilot the questions with several participants outside the study. Despite this limitation, the review by the supervisor provided a level of validation that supports their use in the data collection process.

3.3.5 Validation of the Learners' Focus Group

The focus group questions were evaluated by the supervisor to ensure clarity, relevance, and alignment with the study's objectives. The supervisor affirmed their appropriateness without recommending revisions. While logistical constraints, such as time limitations and participant availability, prevented pilot testing with external individuals, the supervisor's comprehensive review process validated the questions' suitability for deployment in data collection, ensuring methodological integrity despite the absence of preliminary trials.

3.3.6 Conducting Teacher Interviews and the Learner Focus Group

The interviews and focus group discussions were conducted clearly and systematically. Each teacher was met individually to explain the purpose of the study and to invite their participation in the interview process. All three teachers agreed to take part and expressed willingness to share their experiences and perspectives. The interviews were held in quiet rooms within the school premises, each lasting approximately one hour, which allowed the teachers sufficient time to respond thoughtfully to the questions.

Regarding the focus group discussions, learners volunteered to participate after being informed about the study's objectives. These discussions were conducted in a relaxed and supportive environment that encouraged participants to voice their opinions and engage with one another. Both the interviews and the focus group discussions were guided by pre-formulated questions

but remained flexible to accommodate follow-up questions and facilitate deeper exploration of the participants' insights and experiences.

3.3.7 The Analysis Process

An inductive thematic analysis was adopted, guided by Braun and Clarke's (2006) framework for analyzing the data collected from the semi-structured interviews with teachers and the focus group discussion with the learners, because it provides a flexible yet rigorous approach to identifying, analyzing, and reporting patterns (themes) within qualitative data. Given the open-ended nature of the questions, which explored teachers' and learners' perceptions of the Show and Tell method in addition to the contextual challenges they associate with its implementation, thematic analysis allowed for an in-depth examination of their responses across various dimensions.

This method was particularly suitable because it aligns with the exploratory aim of the study, which seeks to understand complex attitudes, beliefs, and experiences. Thematic analysis was chosen for its ability to capture both commonalities and unique perspectives within the responses, offering a nuanced and comprehensive interpretation of the data.

Following Braun and Clarke's (2006) framework, there were 6 phases which are familiarizing oneself with the data, generating initial codes, searching for themes and reviewing themes to ensure coherence and consistency with the dataset in addition to defining and naming themes and producing the report through analytic narratives supported by illustrative data extracts.

3.3.7.1 Teachers' Interview Analysis

The analysis process began with a thorough understanding of the data by reading the transcripts multiple times. The goal was to identify patterns, implicit emotions (feelings not directly stated by participants), and key ideas related to the research questions. To support this process, Microsoft Excel was used to organize and code the data systematically, allowing for efficient

categorization and comparison across interviews. Below is Table 1, which summarizes initial observations, followed by an explanation.

Table 3.1. **Initial Familiarisation Notes from Teachers' Interview**

Source	Key Observations	Relevance to RQs
Teacher (1)	Uses L1 for object descriptions; limited group work. Tried Show and Tell once but faced disruptions. Believes the method boosts engagement but requires time.	RQ1: Enhances engagement. RQ2: Challenges: Time constraints, classroom management.
Teacher (2)	Unfamiliar with the method but sees potential for skill development. Concerns include class size, shyness, and curriculum alignment.	RQ1: Builds expression skills. RQ2: Challenges: Logistical issues (class size), student confidence.
Teacher (3)	Unaware of the method, but emphasizes its confidence-building potential. Struggles with large classes and time.	RQ1: Improves participation. RQ2: Challenges: Structural constraints (time, class size).
All	Common strategies: repetition, translation. Shared benefits: engagement, skill growth. Shared challenges: time, participation disparities.	RQ1: Addresses interaction gaps. RQ2: Systemic challenges (time, class dynamics).

Note: RQ = Research Qestion, RQ1 = Research Question 1, RQ2 = Research Question 2

The analysis of the Teachers' responses showed a mix of awareness and practical experience.

With the Show and Tell method. While Teachers 2 and 3 were unfamiliar with the term, they believed it could help students express themselves and engage more in class. Teacher 1 had tried a similar activity (asking learners to describe objects) but faced challenges like classroom

disruptions and time constraints. All teachers agreed that students might enjoy the method, but concerns about managing noise, time, and participation levels were common. For example, while some learners might feel excited to share, others might feel shy or distracted. Time limitations and large class sizes were mentioned by all teachers as major obstacles to implementing the method effectively. Interestingly, none of the teachers expressed a need for training, suggesting they felt confident adapting the method on their own despite the challenges. Shifting the focus to breaking down the data into smaller parts to identify patterns, and following Braun and Clarke's (2006) thematic analysis framework. Working inductively. In teachers' coding transcripts, Codes were assigned to capture both explicit practices (semantic codes) and underlying implications (latent codes) related to the research objectives: (1) to examine how the Show and Tell method influences classroom interaction in EFL middle school settings., and (2) to identify the key challenges and barriers teachers face when implementing the Show and Tell method in EFL middle school settings. Teacher statements about ″using gestures, songs, and dialogues″ were coded as multimodal teaching and L1 scaffolding, reflecting adaptive strategies to facilitate interaction (Objective 1). Conversely, recurring references to "time pressure" and ″mixed-proficiency imbalance" were coded as session time pressure and equity challenges, aligning with Objective 2's focus on challenges. To ensure rigor, codes were refined iteratively, merging overlaps (e.g., ″classroom management challenge" and "disruption risk" into classroom management challenge) and splitting broad labels (e.g., "autonomous engagement" into student enjoyment, intrinsic motivation, and creative expression). The table below illustrates representative examples of this coding process.

Table 3.2. **Examples of Initial Codes for Teachers' Interviews**

Data Extract	Semantic Code	Latent Code	Research Objective Link

"I use gestures, songs, dialogues… learners describe objects in L1"	Multimodal teaching; L1 scaffolding	Responsive pedagogy	(RQ1)
"Time, and the level of pupils… others would not participate"	Session time pressure; Mixed-proficiency imbalance	Equity challenges	(RQ2)
"Students became more creative and interacted more."	Creative expression, Increased participation	Autonomous engagement	(RQ1)

Note: RQ = Research Qestion, RQ1 = Research Question 1, RQ2 = Research Question 2

Consistent with inductive analysis, codes were derived entirely from the data, were managed using Excel to track revisions and ensure consistency.

After completing the initial coding process, I began grouping similar codes into broader themes. I looked for connections between codes and checked that each theme was supported by multiple data extracts. Themes were developed based on repeated ideas in the data, focusing on (RQ1): In what ways does the Show and Tell teaching method shape classroom interaction in EFL classes? **.** And (RQ2): what challenges do teachers face when implementing the Show and Tell method in EFL classrooms? . However, the teachers' interview, codes like L1 support, visuals, and elicitation techniques were combined under the theme "Multimodal Scaffolding for Interaction" because they all showed how teachers adapted their methods to support learners. I kept refining the themes to ensure they were distinct and meaningful. Some themes, like "Teacher Control vs. Student Agency," emerged from tensions in the data, such as when teachers used random cold-calling (limiting learner choice) but also valued learner autonomy. Below is a table showing how some themes connect to the data.

Table 3.3. Examples of Themes and Data Connections in the Teachers' Interviews Data

Theme	Example Data Extract	Codes Linked to Theme

Multimodal Scaffolding for Interaction	"I use gestures, songs, dialogues… learners describe objects in their L1, and I translate."	L1 support, visuals, and elicitation techniques
From Silence to Expression	"Students became more creative and interacted more after Show & Tell."	Confidence building, creative expression, and participation
Logistical Constraints	"Time and large class sizes make it hard to implement."	Time pressure, large class size
Teacher Control vs. Student Agency	"I call on students randomly if they don't participate."	Random cold-calling, teacher authority

By organizing codes into themes, I identified how Show and Tell could improve interaction through peer collaboration and tangible activities. Themes like "Logistical Constraints" directly addressed the research questions, showing the potential challenges of the method. This phase prepared the data for deeper analysis.

Turning to checking whether the themes made sense as a group and accurately represented the entire dataset. I re-read all transcripts and coded extracts to ensure themes were consistent with participants' responses and avoided overlap. For example, under "From Silence to Expression," I verified that every data extract (e.g., "students became more confident and creative") reflected the theme's focus on student empowerment. This phase strengthened the reliability of the findings and prepared them for final reporting.

Following this, I refined the themes to ensure they clearly captured teachers' experiences and addressed the research questions directly. Each theme was reviewed to define its core idea, avoid overlap, and assign a name that reflected its purpose. Below is how the final themes were shaped to answer RQ1 (In what ways does the Show and Tell teaching method shape classroom interaction in EFL classes?) and RQ2 (What challenges do teachers face when implementing the Show and Tell method in EFL classrooms?).

Table 3.4. Final Themes Aligned with Research Questions from Teachers' Interviews

Research Question	Theme	How It Answers the RQ	Example Data Extract	Key Codes
RQ1 (Impact)	Multimodal Scaffolding	Shows how teachers use visuals, L1 support, and elicitation to enhance interaction	"I use gestures, songs, and translations to help beginners understand."	L1 support, visuals, elicitation
	From Silence to Expression	Reveals how S&T boosts confidence, creativity, and peer interaction	"After S&T, shy students started sharing more."	Confidence, participation, peer respect
RQ2 (Challenges)	Logistical Constraints	Identifies practical limits like time and class size	"With 40 students, I can't give everyone time to present."	Time pressure, large class size
	Equity Challenges	Highlights mixed proficiency struggles that hinder fair participation	"Advanced students dominate; others stay quiet."	Mixed-ability, uneven participation
	Teacher Control vs. Student Agency	Exposes tension between teacher-directed practices and student autonomy	"I call on students randomly, but they prefer choosing topics."	Random cold-calling, teacher authority

Note: RQ1 = Research Question 1, RQ2 = Research Question 2

By defining and naming themes, the analysis clarified how Show and Tell improved interaction through peer support and tangible activities (RQ1), while challenges like Logistical Constraints limited its use (RQ2). This phase ensured themes were distinct, meaningful, and ready to be presented in the final report.

The analysis highlights how the Show and Tell method influences classroom interaction in Algerian EFL middle schools. Teachers described using strategies like gestures, songs, and translations to bridge language gaps, particularly for beginners. These approaches helped students engage with lessons by connecting abstract concepts to familiar cultural or linguistic

references. For instance, translating object descriptions into students' native language reduced anxiety and encouraged participation. This suggests that scaffolding through multimodal tools and L1 support can create a more inclusive environment, enabling students to transition from passive listeners to active contributors. Teachers also observed that Show and Tell boosted confidence among quieter students, fostering peer interaction as classmates listened respectfully and asked questions. One teacher noted that after a Show and Tell activity, previously reserved students began volunteering to share personal stories, indicating that structured opportunities for self-expression can empower learners to overcome shyness. However, implementing Show and Tell faced practical hurdles. Large class sizes and limited instructional time made it difficult to provide equal opportunities for all students to present. A teacher explained, "With 40 students, I can't give everyone time," underscoring how systemic constraints hinder individualized attention. Additionally, disparities in English proficiency created uneven participation, with advanced students dominating discussions while others hesitated to speak. This points to a tension between fostering student agency and maintaining classroom order. While some teachers valued letting students choose topics to enhance autonomy, others relied on rigid methods like random questioning to ensure compliance with curricular goals. These challenges reflect broader institutional and cultural dynamics, where resource limitations and traditional teaching practices shape how innovative methods are adopted. The data underscores the potential of Show and Tell to transform interaction in EFL classrooms by prioritizing student voice and peer learning. Yet, its success depends on addressing logistical realities, such as overcrowded classrooms and time pressures, and balancing teacher guidance with student-led exploration. Teachers' experiences emphasize the need for adaptable strategies that align with local contexts while nurturing a supportive environment for language practice.

3.3.7.2 Learners' Focus Group

The initial review of learners' responses highlighted key insights aligned with the research questions. Table 5 below outlines the initial observations, along with a simplified explanation.

Table 3.5. Initial Familiarisation Notes from Learners' Focus Group

Observation	Example Quotes	Relevance to Research Questions (RQ)
Most had not heard of Show and Tell	"No, never" (Salsabil)	RQ1, RQ2
Some tried similar activities.	"We bring vegetable and speak" (Aroi)	RQ1 (Impact)
Benefits: Fun and learning	"We learn and enjoy" (Maroi)	RQ1 (Impact)
Fear of making mistakes or laughing	"I feel shy... people laugh" (Rajaa)	RQ2 (Challenges)
Struggles with vocabulary	"No words" (Salsabil)	RQ2 (Challenges)
Most prefer group work.	"Group help me" (Salsabil)	RQ1 (Impact)

Note: RQ = Research Qestion, RQ1 = Research Question 1, RQ2 = Research Question 2

The analysis of learners' responses highlighted key insights aligned with the research questions. For RQ1 (In what ways does the Show and Tell teaching method shape classroom interaction in EFL classes?), learners viewed the Show and Tell method as a way to enhance classroom engagement through enjoyment ("fun," "learn and enjoy") and peer-supported learning. Group work, in particular, emerged as a strategy to reduce speaking anxiety, as noted by Salsabil: "Group help me." However, RQ2 (What challenges do teachers face when implementing the Show and Tell method in EFL classrooms?) revealed significant challenges, including fear of mockery ("people maybe laugh", Rajaa) and vocabulary limitations ("I need words", Rafif). Learners emphasized the need for structured teacher support, such as preparatory examples and vocabulary guidance, to navigate these challenges. Despite these concerns, a mix of enthusiasm ("yes!") and nervousness ("afraid") underscored participants'

willingness to try the method, dependent on adequate support. Notably, confidence levels varied: Aroi and Maroi expressed eagerness to speak, while others hesitated due to shyness or insecurity. This phase identified critical starting points for further analysis, such as exploring how peer collaboration and teacher facilitation could mitigate fears and foster a more inclusive environment for interactive learning.

In learners' focus group transcripts, first, I labeled each meaningful statement from participants with a short code that summarized its main idea. For example, when Aroi said, "I like speak in front," this was coded as "Confidence in public speaking" to highlight their comfort with participation. Next, codes were grouped by the research questions they addressed. Codes like "Collaborative interaction" (e.g., "Group help me", Salsabil*)* showed how Show and Tell could improve interaction **(RQ1)**, while codes like "Emotional hesitancy" (e.g., "I feel shy… people maybe laugh", Rajaa*)* captured challenges **(RQ2)**. Some codes, such as "Scaffolded practice sessions" (e.g., "Give time to prepare", Alaa*)*, addressed both interaction and challenges, showing how teacher support could reduce anxiety while encouraging participation. The table below illustrates representative examples of this coding process.

Table 3.6. Examples of Initial Codes for Learners' Focus Group

Data Extract	Code	Link to RQ
"Group help me" (Salsabil)	Collaborative interaction	RQ1 (Impact)
"I feel shy… people maybe laugh" (Rajaa)	Emotional hesitancy	RQ2 (Challenges)
"Bring vegetable and speak" (Aroi)	Enhanced participation via objects	RQ1 (Impact)
"Classmates laugh" (Rafif)	Peer-induced anxiety	RQ2 (Challenges)
"Less rules and Grammar" (Maroi)	Centralized curriculum limits	RQ2 (Challenges)

Note: RQ = Research Question, RQ1 = Research Question 1, RQ2 = Research Question 2

Therefore, the analysis identified three overarching themes in learners' focus group data. First, Impact on Interaction included Active Engagement through Practice (e.g., repeated practice building fluency, as in "Yes! More practice"), Peer-Supported Collaboration (group work reducing anxiety, like "Group help me"), and Object-Mediated Participation (using tangible items such as vegetables to make discussions relatable, as in "Bring vegetable and speak"). Second, Challenges encompassed Affective Barriers (fear of judgment, e.g., "I feel shy… people maybe laugh"), Cognitive Barriers (vocabulary gaps, e.g., "I lack vocabulary"), and Structural Barriers (rigid curriculum rules, e.g., "less rules and Grammar"). Third, Facilitation Strategies highlighted Structured Scaffolding (e.g., teacher guidance like "Give time to prepare") as critical to addressing challenges and enhancing participation. Below is a table showing how some themes connect to the data.

Table 3.7. Examples of Themes and Data Connections in the Learners' Focus Group Data

Main Theme	Sub-Theme	Example Quote	Link to RQ
Active Engagement through Practice	Fluency building	"Yes! More practice"	RQ1 (Impact)
Affective Barriers	Peer-induced anxiety	"Classmates laugh."	RQ2 (Challenges)
Object-Mediated Participation	Culturally-grounded tangible prompts	"Bring vegetable and speak"	RQ1 (Impact)
Structural Barriers	Curriculum rigidity	"Less rules and Grammar"	RQ2 (Challenges)

Note: RQ = Research Qestion, RQ1 = Research Question 1, RQ2 = Research Question 2

By addressing the research questions, the themes of "Active Engagement through Practice" and "Affective Barriers" revealed key benefits and difficulties associated with the method. This step set the stage for a more nuanced analytical process.

The next step involved checking if the themes worked well together and truly represented all of the data. For instance, the theme "Affective Barriers" was reviewed to confirm it only included

data about emotional challenges like shyness (*"I feel shy… people maybe laugh"*, Rajaa), not vocabulary issues. Similarly, "Peer-Supported Collaboration" was checked to ensure it focused on group work, reducing anxiety (*"Group help me"*, Salsabil). Contradictions, like Aroi's confidence (*"I like speak in front"*) versus others' fears, were retained to reflect diverse experiences. Adjustments were made where themes overlapped or missed key points. For instance, "Fluency Building" and "Confidence Boost" were merged under "Active Engagement through Practice" to avoid redundancy. Below is a table that shows how some themes were reviewed for consistency.

Table 3.8. Theme Consistency Checks

Theme	Example Data Extract	Consistency Check
Affective Barriers	"I feel shy… people maybe laugh"	Ensured all extracts focused on emotional challenges (e.g., fear of judgment).
Peer-Supported Collaboration	"Group help me"	Confirmed alignment with peer interaction, reducing anxiety.
Structural Barriers	"Less rules and Grammar"	Verified focus on systemic issues (e.g., rigid curricula).

This process ensured themes were distinct, covered the dataset fully, and directly addressed the research questions. For example, "Structural Barriers" clearly explained systemic limits on interactive methods (RQ2), while "Active Engagement through Practice" highlighted how Show and Tell could improve participation (RQ1).

The next step involved refining the themes to ensure they authentically represented participants' insights and were directly tied to the research questions. Each theme was revisited to determine its primary focus, ensure distinctiveness, and provide a name that reflected its content. The refined themes were then aligned with RQ1 (In what ways does the Show and Tell teaching

method shape classroom interaction in EFL classes?) and RQ2 (What challenges do teachers face when implementing the Show and Tell method in EFL classrooms?).

Table 3.9. Final Themes, Sub-Themes, and Examples from Learners' Focus Group

Theme	Subtheme	Definition	Example Quote	Link to RQ
Impact on Interaction	**Active Engagement through Practice**	Highlights how repeated speaking opportunities built confidence and fluency.	"Yes! More practice." (Rafif)	RQ1 (Impact)
	Fluency building	Hands-on activities improved speaking skills through repetition.	"I like speak in front. Not problem for me." (Aroi)	
	Confidence boost	Open participation reduced anxiety and increased willingness to speak.	"I can speak. I don't care if people watch me." (Maroi)	
	Peer-Supported Collaboration	Group work created a supportive environment for learning.	"Group help me." (Salsabil)	
	Collaborative dialogue	Teamwork encouraged peer-to-peer interaction and shared learning.	"Pictures… and group." (Salsabil)	
	Organic peer support	Spontaneous encouragement among peers during activities.	"We help." (Maroi)	
	Object-Mediated Participation	The use of tangible items made discussions relatable and engaging.	"Bring vegetable and speak." (Aroi)	
	Culturally-grounded prompts	Personal/cultural objects increased relevance and cultural pride.	"Students brought local crafts." (Notes)	

Barriers	Affective Barriers	Emotional challenges, like fear of judgment or ridicule.	"I feel shy… people maybe laugh." (Rajaa)	RQ2 (Challenges)
	Peer-induced anxiety	Fear of classmates' reactions discouraged participation.	"Classmates laugh." (Rafif)	
	Cognitive Barriers	Limited vocabulary hinders self-expression.	"I lack vocabulary." (Alaa)	
	Structural Barriers	Systemic issues like rigid curricula limit interactive methods.	"Less rules and Grammar." (Maroi)	
	Structured Scaffolding	Teacher support (e.g., examples, preparation time) reduced uncertainty.	"Give time to prepare." (Alaa)	

Note: RQ = Research Qestion, RQ1 = Research Question 1, RQ2 = Research Question 2

Themes directly address the study's research questions by highlighting both the ways in which the Show and Tell teaching method shapes classroom interaction in EFL classes (RQ1) and the challenges hindering its implementation (RQ2). For RQ1 (In what ways does the Show and Tell teaching method shape classroom interaction in EFL classes?), themes like Active Engagement through Practice demonstrate how repeated speaking opportunities (e.g., "Yes! More practice", Rafif) and hands-on activities built leaners' fluency and confidence, as seen in Aroi's openness (*"I like speak in front"*). Peer-Supported Collaboration further underscores how group work (*"Group help me"*, Salsabil) and spontaneous peer encouragement reduced anxiety and fostered interaction. Additionally, Object-Mediated Participation illustrates how tangible items like vegetables or culturally relevant objects (*"Bring vegetable and speak"*, Aroi) made discussions relatable, enhancing engagement.

For RQ2 (What challenges do teachers face when implementing the Show and Tell method in EFL classrooms?), themes like Affective Barriers capture emotional challenges such as fear of judgment (*"I feel shy… people maybe laugh"*, Rajaa) and peer-induced anxiety ("Classmates laugh", Rafif), which reduced participation. Cognitive Barriers reflect learners' struggles with vocabulary gaps ("I lack vocabulary", Alaa), while Structural Barriers highlight systemic issues like rigid curricula ("Less rules and Grammar", Maroi) that constrain teachers' ability to adopt interactive methods. Finally, Facilitation Strategies (e.g., teacher guidance like "Give time to prepare", Alaa) bridge both RQs by showing how structured support can mitigate challenges while amplifying the method's positive impact. Together, these themes provide a nuanced understanding of how Show and Tell shapes interaction and what obstacles need addressing for its effective use.

3.3.7.3 Synthesis of the Findings

The findings of this study revealed important insights into how the Show and Tell method shapes classroom interaction in Algerian EFL classes, as well as the challenges teachers and learners face when implementing it. The learners' focus group analysis confirms that Show and Tell enhances interaction by promoting active participation, peer support, and meaningful object-based discussions. However, emotional fears, language gaps, and rigid teaching structures can limit its effectiveness. These insights highlight the need for tailored strategies in EFL contexts. Furthermore, Teachers can maximize the method's benefits by encouraging a supportive classroom culture to reduce fear of judgment, incorporating vocabulary-building activities to aid self-expression, and adapting curricula to allow more interactive, student-led discussions. In the same vein, the analysis of the teachers' interviews showed that teachers use a variety of supportive strategies, like gestures, translations, and visual aids, to help learners participate more actively. These approaches made English more accessible to beginners and encouraged richer classroom discussions. Another key finding was how Show and Tell helped

quieter learners gain confidence. Teachers noted that learners who were initially hesitant began sharing more openly, not just with the teacher but also with their peers, suggesting that the method fosters both language skills and social connections. Additionally, the analysis also identified significant challenges to using Show and Tell effectively. Large class sizes and limited time made it difficult for teachers to give every student a fair opportunity to present. Moreover, differences in students' language levels sometimes led to uneven participation, with more advanced learners dominating discussions (Equity Challenges). Perhaps the most nuanced finding was the tension between teacher control and learner autonomy. While some teachers relied on techniques like cold-calling to manage participation, others recognized that learners engaged more deeply when they could choose their topics. Together, these findings highlight both the potential of Show and Tell to transform classroom interaction and the practical issues that teachers must navigate to make it work.

Conclusion

This chapter focused on the practical aspect of the study. It began with a brief overview of the theoretical foundations underlying the chosen research methodology. The results revealed that, both teachers and learners demonstrated a strong openness to the implementation of the Show and Tell method. The data show that the method fostered increased engagement, encouraged more meaningful learner participation, and enhanced peer-to-peer and classroom interaction. Teachers perceived Show and Tell as a strategy that has the potential to transform traditionally teacher-centered environments into more interactive, learner-centered spaces. However, they also expressed concerns about practical constraints such as time limitations, classroom management. Similarly, learners appreciated the opportunity to express themselves in English and reported feeling more confident and motivated when participating in Show and Tell sessions.

Overall, the chapter highlights the method's potential as a valuable pedagogical tool for promoting interaction in EFL classrooms. The findings underscore the importance of integrating interactive strategies into language instruction and call for more institutional support and teacher development programs to facilitate their successful implementation.

General Conclusion and Recommendations

General Conclusion

The importance of interaction in EFL classes has pulled researchers towards investigating the methods for the sake of ameliorating the learning process. This study aimed to explore the use of the show and tell teaching method in classroom interaction in EFL classes at Rouaidjaa Ahmad Middle School in Algeria. And to identify the key challenges and barriers to using it.

This study was prompted by the problem of limited interaction in EFL middle school classrooms in Algeria. Teachers often struggle to choose appropriate teaching methods that promote student engagement, and they face challenges in finding and applying strategies that encourage active learner participation. For these reasons, it is important to explore the use of the Show and Tell teaching method in classroom interaction in EFL settings.

To collect the necessary data, two data-gathering tools were selected. A focus group was conducted with 6 learners from Rouaidjaa Ahmad Middle School, and a semi-structured interview was conducted with 3 EFL middle school teachers, who teach the specific case study under investigation, at Rouaidjaa Ahmad Middle School. The data collected via the two data collection instruments aimed to answer the research questions: RQ1(In what ways does the Show and Tell teaching method shape classroom interaction in EFL classes?) and RQ2(What challenges do teachers face when implementing the Show and Tell method in EFL classrooms?).

The focus group findings with learners and the interview data from teachers both underscore the benefits of the Show and Tell method in enhancing interaction within Algerian EFL middle classrooms. This approach encourages active participation, strengthens peer support, and promotes engaging, object-based discussions. Teachers observed that using various supportive strategies, such as gestures, translation, and visual aids, made English more accessible, especially for beginners, and stimulated more meaningful classroom dialogue. Notably, the

method appeared particularly effective in helping quieter learners gradually build confidence, enabling them to contribute more openly over time. These outcomes suggest that Show and Tell not only supports language development but also strengthens social connections among learners. Furthermore, when learners were allowed to select their topics, they tended to engage more deeply, indicating the importance of learner autonomy in maximizing the method's impact.

Despite its advantages, several challenges hinder the full implementation of Show and Tell. Emotional barriers like fear of judgment, as well as gaps in language proficiency, can limit learners' willingness to participate. Structural constraints, such as rigid curricula and large class sizes, often prevent teachers from giving each student an equal chance to present. Time limitations further exacerbate this issue, making it difficult to sustain consistent interaction. Additionally, disparities in language ability can lead to equity challenges, with more proficient learners dominating discussions while less confident learners remain passive. A particularly complex issue is the balance between maintaining classroom control and fostering learner independence. While some teachers relied on directed methods like cold-calling to manage participation, others found that granting learners more choice led to deeper, more authentic engagement. These challenges highlight the need for context-sensitive strategies to ensure the method's effectiveness in diverse EFL settings.

In conclusion, the research questions have been answered; however, it is pivotal to acknowledge that accurate and in-depth further research concerning the exploration of how the Show and Tell teaching method affects EFL classroom interaction is necessary, in order to reach a better understanding and confirm the perceptions and beliefs accumulated.

Limitations of the Study

While this study offers important insights into the use of Show and Tell in Algerian EFL classrooms, there are some limitations to consider. First, the number of participants was

relatively small, which means the findings may not represent all EFL learners and teachers in Algeria. Second, because the study focused only on Rouaidjaa Ahmad middle school learners with no prior experience of Show and Tell, results might be different in settings where learners are more familiar with similar methods. Third, the study relied on semi-structured interviews and a focus group, which depend on what participants are willing to share. Some learners or teachers might not have spoken openly, especially about negative experiences. Finally, classroom observations were not included, so the study could not capture real-time interaction or non-verbal communication during the activities.

Suggestions for Further Research

Future research could involve a larger number of schools in different parts of Algeria to see if the results are similar in other areas. It would also be helpful to include classroom observations to better understand how learners and teachers interact during Show and Tell sessions. Researchers could also look at how using Show and Tell over a longer period (like a full school year) affects learners' speaking skills and confidence. Another useful direction would be to study how teachers' training on learner-centered methods influences the success of Show and Tell activities. Finally, future studies could explore how learners at different English levels experience the method, especially beginners compared to more advanced students.

Recommendations and Pedagogical Implications

Based on the findings of this study, it is recommended that teachers who wish to use Show and Tell create a supportive and non-judgmental classroom environment to reduce learners' fear of speaking. Teachers can also prepare learners better by building their vocabulary before presentations, so that they feel more confident expressing themselves. Allowing learners to choose their topics may lead to better engagement and richer discussions. Schools should consider adjusting lesson plans or timetables to give enough time for each student to participate.

Furthermore, training programs for EFL teachers could include techniques for managing large classes while keeping activities learner-centered.

This study showed that Show and Tell can be a powerful tool for encouraging more active participation, improving speaking skills, and building learner confidence in EFL classrooms. However, to ensure its effectiveness, teachers need to be flexible and willing to give learners more control over what they share and how they interact. Teachers should also be prepared to support learners with different language levels, possibly by pairing stronger and weaker learners together or offering extra help. In addition, educational policymakers should recognize the value of such interactive methods and make room for them in official curricula, especially in language programs that aim to build real communication skills, not just textbook knowledge.

References

Abadía, M. (2013, March 16). Approach, method, and technique [PowerPoint presentation]. Universidad Latina de Panamá, CEP, M.A. in TESOL program.

Aini, R. M., Fadhilah, N., Amalina, Z., Fahmi, S. M., & Andika, W. (2024). The use of the show and tell (S&T) strategy in teaching vocabulary to the kindergarten teachers. Journal Buah Hati, 11(2), 119–131. https://ejournal.bbg.ac.id/Buah%20hati.

Akbarzadeh, R., Saeidi, M., & Chehreh, M. (2014). The effect of oral interactive feedback on the accuracy and complexity of EFL learners' writing performance: Uptake and retention. Iranian Journal of Language Teaching Research, *2*(2), 105–126. https://doi.org/10.30466/ijltr.2014.20416

Al-Smadi, O. A., Rashid, R. A., Saed, H., & Zrekat, Y. H. (2023). A linguistic ethnography of negotiation of meaning in English for medical purposes classrooms. International Journal of English Language and Literature Studies, *12*(4), 330–341. https://doi.org/10.55493/2019.v12i4.4901

Amrullah, Rosmayanti, V., & Yahrif, M. (2023). The use of show and tell method in teaching vocabulary at the second-year students of junior high school. Kumpulan Artikel Pendidikan Anak Bangsa, 3(1), 14–21. https://doi.org/10.37289/kapasa.v3i1.

Ausubel, D. P. (1968). Educational psychology*:* A cognitive view.

Aziz, A., & Ahmad, S. (2022). A Hybrid Machine Learning Model for Selecting Suitable Requirements Elicitation Techniques. Fusion*:* Practice and Applications, *8*(2), 08-15.

Barbara. (2016, August 23). Why I don't do show and tell anymore. Grade One Derful. https://www.gradeonederful.com/why-i-dont-do-show-and-tell-anymore/.

Bedel, O. (2011). Literature circles in EFL: How they stimulate the social interaction. Retrieved from http://eltdigest.com/literaturecircles

Bezza, S. (2023). Investigating the Role of Classroom Interaction in Developing EFL Learners' Speaking Skills: The Case of Second-Year Students of English Language at the University of Biskra, Algeria. [Master's thesis, Mohamed Kheider, University of Biskra].

Bohning, G. (1981). Show-and-tell: Assessing oral language abilities. Reading Horizons: A Journal of Literacy and Language Arts, 22(1). Retrieved from https://scholarworks.wmich.edu/reading_horizons/vol22/iss1/7.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). How people learn: Brain, mind, experience, and school (Expanded ed.). National Academy Press.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Bruner, J. S. (1960). The process of education. Harvard University Press.

Cain, S. (2012). Quiet: The Power of Introverts in a World That Can't Stop Talking. Crown Publishing Group.

Chi, M. T. H., & Wylie, R. (2014). The ICAP Framework: Linking Cognitive Engagement to Active Learning Outcomes. Educational Psychologist, *49*(4), 219–243. https://doi.org/10.1080/00461520.2014.965823.

Creswell, J. W. (2009). Research design: Qualitative, quantitative, and mixed methods approaches (3rd ed.). SAGE Publications.

Dillenbourg, P. (1999). What do you mean by collaborative learning? In P. Dillenbourg (Ed.), Collaborative learning: Cognitive and computational approaches (pp. 1-19). Elsevier.

EDUCAUSE Learning Initiative. (2005). Interaction: Principles and practice. EDUCAUSE.

Ellis, R. (2016). Understanding Second Language Acquisition (2nd ed.). Oxford University Press.

Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive–developmental inquiry. *American Psychologist, 34*(10), 906–911. https://doi.org/10.1037/0003-066X.34.10.906

Harahap, S. W. (2024). The effect of Show and Tell (S&T) method on speaking ability at the VIII grade students of MTsN 1 Padangsidimpuan [Unpublished bachelor's thesis]. State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Hilgendorf, S. K. (2020). History of language teaching methods. In C. A. Chapelle (Ed.), The concise encyclopedia of applied linguistics. John Wiley & Sons.

Hubbard, Michelle. 2009. Show and Tell. http://www.hubbardscupboard.org/show_and_tell.html.

Huzefa. (2024, May 24). The importance of show and tell in early years Education - Teachers of tomorrow. Teachers of Tomorrow. https://connectedtot.com/2024/05/24/the-importance-of-show-and-tell-in-early-years-education/.

Hymes, D. H. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), Sociolinguistics: Selected readings (pp. 269–293). Penguin.

Johnson, D. W., Johnson, R. T., & Smith, K. A. (2013). Cooperative learning: Improving university instruction by basing practice on validated theory. Journal on Excellence in University Teaching.

Koch Junior, J. C. (2015). Analysing the effectiveness of engagement promoting techniques in the EFL classroom. International Journal of Learning, Teaching and Educational Research, 10(1), 80–92. https://www.ijliter.org/index.php/ijliter/article/view/303

Kuning, D. S. (2019). Speaking ability through Show and Tell. Unpublished manuscript, Universitas Muhammadiyah Kotabumi.

Kurniawan, A. B., & Sumani. (2022). Communicative Language Teaching Approach: Potential for English Language Teaching. The International English Language Teachers and Lecturers (iNELTAL), Knowledge E, 37–44. https://doi.org/10.18502/kss.v7i7.10648

Lestari, N. A. (2019). Applying the show and tell method to enhance students' speaking skills in describing (Undergraduate thesis). Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Littles Scholars Daycare. (2024, April 27). All about show and tell for kids. Littlescholars Daycare. https://littlescholarsnyc.com/all-about-show-and-tell-for-kids/.

Markovic, R. (1967). A study of show-and-tell in grade one [Master's thesis, Central Washington State College]. ScholarWorks@CWU. https://digitalcommons.cwu.edu/etd/718

Minalla, A. (2022). The impact of demotivation on EFL classroom engagement. Journal of Language Learning Research, 15(3), 45-67.

Mortlock, A. (n.d.). Children's narratives at 'show-and-tell': What do the storybooks tell us about being known, being better and being judged? Victoria University of Wellington.

Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge University Press.

Ngọc, N. H., & Thịnh, N. V. (2022). External factors influencing student interaction in oral English language classes. IOSR Journal of Research & Method in Education (IOSR-JRME), 12(2), 63-67. https://doi.org/10.9790/7388-1202016367

Oakridge International School. (2023, October 6). Importance of show and tell in holistic child development. https://www.oakridge.in/bengaluru/blogs/importance-of-show-and-tell-in-holistic-child-development/.

Richards, J. C. (2006). Communicative language teaching today. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2021). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.

Riyanto, E. D. (2020). The benefits of integrating video making in a speaking class. English Language Teaching Educational Journal (ELTEJ), 3(1), 64-74. Universitas Airlangga, Indonesia.

Ryan, R. M., & Deci, E. L. (2017). Self-Determination Theory: Basic Psychological Needs in Motivation, Development, and Wellness. Guilford Press.

Sadler, D. R. (1989). Formative assessment and the design of instructional systems. Instructional Science, 18(2), 119–144. https://doi.org/10.1007/BF00117714.

Salsabila, H., Ahsanu, M., Kariadi, M. T., & Riyadi, S. (2023). Implementing the "Show-and-Tell" method to improve students' speaking skills. *Journal of English Literature, Linguistics, and Education, 4*(2), 01–04.

Show and tell. (n.d.). In Wikipedia. Retrieved July 10, 2023, from https://en.wikipedia.org/wiki/Show_and_tell.

Sundari, T. (n.d.). The Important of Interaction in Second Language Acquisition [Unpublished manuscript]. UNESA.

Tomlinson, C. A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners (2nd ed.). ASCD.

Topping, K. J. (2005). Trends in Peer Learning. Educational Psychology, 25(6), 631–645. https://doi.org/10.1080/01443410500345172

Tran, H. T. (2009). The interaction hypothesis: A literature review. Alliant International University. ERIC. https://eric.ed.gov/?id=ED507194

VanGundy, A. B. (2005). 101 activities for teaching creativity and problem-solving. Pfeiffer.

Vijayalakshmi, M. (2019, February). Modern teaching techniques in education [Conference paper]. ResearchGate. https://www.researchgate.net/publication/331071559.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press.

Walsh, S. (2011). Exploring classroom discourse: Language in action. Routledge. https://doi.org/10.4324/9780203827826

Wood, D. J., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. Journal of Child Psychology and Psychiatry, 17(2), 89–100. https://doi.org/10.1111/j.1469-7610.1976.tb00381.x

Zhang, X., & Kim, H.-J. (2024). Exploring the factors influencing student engagement in university

    English classes. English Teaching, 79(1), 121-143.

    https://doi.org/10.15858/engtea.79.1.202403.121

Appendices

Appendix A: Semi-Structured Interview Questions for Teachers

A. Background & Teaching Approach

1. Can you describe your usual approach to encouraging student interaction in EFL classes?

2. What strategies do you currently use to help students develop their speaking skills?

B. Understanding & Perceptions of Show and Tell

2. Have you heard of the Show and Tell method before? If yes, what do you know about it?

3. Based on what you understand, how do you think this method could impact student engagement in English classes?

4. What do you think would be the biggest advantages of using Show and Tell in an EFL classroom?

5. Do you foresee any difficulties in implementing this method in your classroom? If so, what challenges do you expect?

C. Classroom Interaction & Feasibility

6. How do you think students might react to this method? Do you believe they would find it enjoyable or stressful?

7. Would you be open to trying this method in your classroom? Why or why not?

8. What kind of support or training would you need to successfully implement Show

and Tell?

9. If you were to introduce Show and Tell in your classes, how would you adapt it to

fit your students' needs?

D. Reflection & Future Considerations

10. In your opinion, how important is interactive learning in EFL teaching?

11. Based on your teaching experience, do you think students would benefit from a

method that encourages them to share personal experiences in English?

12. What advice would you give to teachers who might want to try this method for the

first time?

Appendix B: Focus Group Questions for Learners

A. Warm-Up & Current Classroom Interaction

1. How do you usually participate in English classes? Do you like speaking in

front of others?

2. What kinds of activities help you feel more confident speaking English?

B. Introducing Show and Tell

3. Have you ever heard of the Show and Tell method? What do you think it might

involve?

4. Imagine you had to bring something to class and talk about it in English. How

would you feel about that?

C. Expected Benefits & Challenges

5. What do you think would be the best part of using Show and Tell in English class?

6. Do you think this method would help you become more comfortable speaking English? Why or why not?

7. What difficulties do you think students might face with this activity?

8. Would you prefer to present alone or in a group? Why?

D. Student Suggestions & Final Thoughts

9. If your teacher introduced this method, how would you like them to make it fun and easy for you?

10. Would you be interested in trying Show and Tell in your English class? Why or why not?

11. If you could suggest one change to your English lessons to make them more interactive, what would it be?

Appendix C: Initial Codes from Teachers' Data

Data Extract	Line No.	Refined Codes	Latent Code	
I use gestures, ELICITATION, songs, dialogues... I ask learners to bring an object and they describe it in their na	T1-2	multimodal teaching; L1 scaffolding; elicitation techniques	responsive pedagogy	
I speak, and I ask learners to repeat after me because they are novices.	T1-3	repetitive drilling	teacher-dominated practice	
It takes time, and the student overreacted, causing classroom disruption.	T1-5	session time pressure; classroom management challenge	resource limitation	
I noticed that they engaged, they enjoyed, it was motivating... after that session they became more creative, a	T1-8	student enjoyment; intrinsic motivation; creative expression; increased participation	autonomous engagement	
Drawing to present new words... learners like to draw.	T2-2	visual vocabulary representation	multimodal encoding	
It helps pupils to express themselves, face their problems, and respect opinions.	T2-6	enhanced self-expression; peer respect	social cohesion	
Time, and the level of pupils... perhaps outstanding students and others would not participate.	T2-8	session time pressure; mixed-proficiency imbalance	equity challenges	
I ask students questions related to the lesson, and if they do not participate, I select them randomly.	T3-2	random cold-calling	teacher authority	
Students would feel more comfortable and self-confident... it will also give them the chance to talk about wha	T3-5	confidence building; student autonomy	self-efficacy enhancement	
Number of students in the class and time.	T3-7	large class size constraint; session time pressure	resource limitation	

Appendix D: Initial Codes from Learners' Data

Data Extract	Final Codes	Category	Notes
I like speak in front. Not problem for me.	Confidence in public speaking	Impact on interaction	Baseline confidence that can be leveraged in mixed-ability groups
I don't like… I feel shy… people maybe laugh.	Emotional hesitancy	Internal barrier (affective)	Internal affective challenge deterring participation
Pictures… and group. Group help me.	Collaborative interaction	Impact on interaction	Peer-based activities fostering turn-taking and dialogue
One time, we bring vegetable and speak.	Enhanced participation through tangible objects	Impact on interaction	Use of personal items bridges cultural relevance and learner engagement
Seems good, but I lack vocabulary and shy.	Vocabulary limitations (cognitive barrier), Emotional hesitancy (affective barrier)	Internal barrier (cognitive & affective)	Cognitive and emotional challenges jointly limit willingness to speak
It fun… not boring like grammar.	Preference for interactive methods	Impact on interaction	Learner preference shifts toward interactive over traditional methods
Yes! More practice.	Value of practice	Impact on interaction	Repetitive practice builds fluency and reduces anxiety
Classmates laugh.	Peer-induced anxiety	Social barrier	Fear of peer ridicule inhibits speaking; reflects classroom norms
Give example. And give time to prepare.	Scaffolded practice sessions, Peer modeling	Implementation supports	Scaffolded sessions provide step-by-step support; peer examples clarify expectations
Bring things from home. Less rules and Grammar.	Centralized curriculum prioritizes grammar over speaking skills	Structural barrier	Rigid, centralized curriculum design constrains student-centered activities

Appendix E: Emergent Themes from Teachers' Data

Research Question	Theme	Key Codes
RQ1: Impact on Interaction	Multimodal Bridges: Scaffolding Interaction	L1 support; visuals; elicitation techniques
RQ1: Impact on Interaction	From Silence to Expression	confidence building; student autonomy; peer respect; creative expression
RQ2: Challenges	Logistical Constraints	time pressure; large class size; resource limits
RQ2: challenges	Equity Challenges: Mixed Proficiency	mixed-ability struggles; uneven participation
RQ2: Challenges	Teacher Control vs. Student Agency	random cold-calling; teacher authority; student hesitation

Appendix F: Emergent Themes from Learners' Data

Category	Main Theme	Sub-Theme	Constituent Codes	Example Extract	Notes
Impact on interaction	Active Engagement through Practice	Fluency building	Value of practice	"Yes! More practice."	
Impact on interaction	Active Engagement through Practice	Confidence boost	Confidence in public speaking	"I like speak in front. Not problem for me."	
Impact on interaction	Peer-Supported Collaboration	Collaborative dialogue	Collaborative interaction	"Pictures… and group. Group help me."	
Impact on interaction	Peer-Supported Collaboration	Organic peer support	Peer modeling	"Use peer examples spontaneously."	Emerges naturally during student interactions without instructor prompting.
Impact on interaction	Object-Mediated Participation	Tangible prompts	Enhanced participation through tangible objects	"One time, we bring vegetable and speak."	Bridges cultural relevance and engagement
Impact on interaction	Object-Mediated Participation	Culturally-grounded tangible prompts	Enhanced participation through culturally-relevant objects	"Students brought local crafts, making discussions relatable."	Tangible items that reflect students' local contexts enhance engagement and cultural pride.
Barriers	Affective Barriers	Internal hesitancy	Emotional hesitancy	"I don't like… I feel shy… people maybe laugh."	
Barriers	Affective Barriers	Peer-induced anxiety	Peer-induced anxiety	"Classmates laugh."	Reflects implicit social hierarchies; students fear judgment or ridicule, affecting participation.
Barriers	Cognitive Barriers	Lexical limitations	Vocabulary limitations	"Seems good, but I lack vocabulary and shy."	National exams prioritize grammar, limiting oral practice
Barriers	Structural Barriers	Curriculum rigidity	Centralized curriculum prioritizes grammar over speaking skills	"Bring things from home. Less rules and Grammar."	Algeria's centralized curriculum design and exam-oriented culture constrain teachers from using oral-focused
Facilitation Strategies	Structured Scaffolding	Step-by-step guidance	Scaffolded practice sessions	"Give example. And give time to prepare."	Teacher-led support to reduce ambiguity
Facilitation Strategies	Structured Scaffolding	Peer modeling	Modeling effective presentations	"Show video or picture."	Instructor-initiated demonstrations to guide student participation.

الملخص

بالرغم من الاهتمام المتزايد بالتعلم المتمركز حول الطالب، لا تزال المعرفة محدودة حول تأثير طريقة "أرِ وأخبر" (Show and Tell) على التفاعل الصفي في سياقات تعليم الإنجليزية كلغة أجنبية في الجزائر. تستكشف هذه الدراسة النوعية استخدام طريقة "أرِ وأخبر" في التفاعل داخل الصف، وتحدد العوائق التي تواجه تنفيذها. تم جمع البيانات من خلال مجموعات تركيز للمتعلمين ومقابلات شبه مهيكلة مع المعلمين، وتم تحليلها بشكل استقرائي باستخدام إطار التحليل الموضوعي لبراون وكلارك. أشارت النتائج إلى أن طريقة "أرِ وأخبر" تعزز المشاركة النشطة، والدعم بين الأقران، والنقاشات الهادفة حول الأشياء، كما تساعد المتعلمين الخجولين على بناء الثقة تدريجياً. استخدم المعلمون استراتيجيات داعمة مثل الإيماءات، والترجمة، والوسائل البصرية لتسهيل المشاركة وجعل اللغة الإنجليزية أكثر سهولة للمتعلمين المبتدئين. ومع ذلك، حدّت المخاوف العاطفية، والفجوات اللغوية، والمناهج الدراسية الجامدة، والاكتظاظ في الأقسام، وتحديات المساواة من فعالية هذه الطريقة. كما برز توتر دقيق بين سيطرة المعلم واستقلالية المتعلم. تسلط هذه الرؤى الضوء على الإمكانات التحويلية للطريقة في تعزيز التفاعل، لكنها تؤكد في الوقت نفسه على الحاجة إلى استراتيجيات مخصصة، مثل تعزيز ثقافة صفية داعمة، ودمج أنشطة لتوسيع المفردات، وتوفير خيارات أوسع للمتعلمين. وتقترح الدراسة أن طريقة "أرِ وأخبر"، عند تكييفها بعناية، يمكن أن تسهم في تطوير المهارات اللغوية والاجتماعية في صفوف اللغة الإنجليزية كلغة أجنبية.