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University of Mohamed kheider
Faculty Of Arts And Language
Department of Foriegn Language
English Division



Improving Student's Interaction Through The Use of Referential Questions

**Case Study : Third Year Student of English at
Mohammed Khieder University ; Biskra**

Submitted By :

Hamida Ahlem

Supervised By :

Mr. Ahmed Chaouki Houadjli

Board of Examiners :

Mr. Laala Youcef

Mrs. Bekhouche Rhym

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Dedication :

*I dedicate this work to my lovely
mother, who worked day and night for my
success and to whom I owe a great debt.*

Acknowledgment :

« « In the name of ALLAH, the compassionate, the merciful »

❖ I would like to express my gratitude to my supervisor Mr, Hoadjli

Ahmed chaouki for his guidance, encouragement throughout this
study.

❖ I owe special thanks to Mohrshta Omar for his help.

❖ I would also like to thank all my freinds, and teachers who helped
me to accomplish my work.

Abstract :

This research paper investigates one of the most problematic subjects in the domain of teaching . It deals with the teaching in classroom to third year student at the University of Mohamed kheider of Biskra .The primary aim is to improve students interaction through the use of referential Question. Nevertheless, this study aims at investigating whether or not asking referential questions facilitates interaction in classroom .The present paper consists of two main parts. Each part consist of two chapters. The first part covers the theoretical aspect of the study. It generally presents a research on the classroom interaction. The first Chapter summarizes the nature of the clasroom Interaction, the teachers role and the interaction type.The Second Chapter examines the nature of referential questions, the purpose and the functions of these questions in classroom.The Second part is devoted to the practical aspect of the study.It represents the research design of the study, the choice of the method, the population and the sample . The fourth chapter represents the analyses of both students and teachers Questionnaire. These in turn indicate that the interaction increased more when referential questions are asked .On the other hand ;we can say that during this study we found that asking students referential questions facilitate students interaction and learning .

The Table of Contents

Dedication	I
Aknowledgment	II
Abstract.....	III
Table of figures	IV
Table of contents.....	V
General introduction :.....	1

I. Chapter one: Classroom interaction

Introduction.....	6
I-1-Teacher talk.....	7
I-1-1-The role of teacher.....	7
I-1-2-Characteristics of a good teacher.....	9
I-2-Student talk:.....	10
I-2-1-Teaching- students speaking skill	11
I-2-2-Objectives for teaching speaking skill	12
1-2-2-1-language input.....	13
1-2-2-2-Structured output.....	13
1-2-3-3-Communicative output.....	13
I-3-1-Interaction in classroom.....	14
I-3-2-Types of interaction.....	14
I-3-2-1 teacher student interaction.....	15
I-3-2-2 student content interaction.....	15
Conclusion.....	16

II. II-Chapter Two:Classroom Questions.

INTRODUCTION	18
II-1-An Over- view about teacher questions.....	19

II-2-Types of Questions given by teacher.....	19
II-2-1- Closed/Open questions.....	20
II-2-2-Display questions.....	20
II-2-3-Referential questions.....	21
II-3-Importance of questions.....	21
II-3-1-The role of giving feedback.....	22
II-4- The functions of questions.....	22
II-5-The purposes of questions.....	22
II-6-Increasing wait time	23
Conclusion	24

III-Chapter Three:Research Design of the Study:

Introduction	26
III-1-The choice of the method.....	26
III-2-Data collection method.....	26
III-2-1-Students questionnaire	
III-2-1-1-Aim of the questionnaire.....	27
III-2-1-2-Description of the questionnaire.....	27
III-2- 2- Teachers questionnaire	
III-2-2-1- Aim of the questionnaire.....	28
III-2-2-2- Description of the questionnaire.....	28
Population of the study	29
Sample of the study.....	29
Conclusion	29

IV-CHAPTER FOUR: Results and Discussion

Introduction	31
---------------------------	-----------

IV-2-1- The analysis of student questionnaire.....	31
IV-2-2-The analysis of teacherquestionnaire.....	45
General conclusion	60
IV-4-List of References.....	61

Appendices

IV-1-Students questionnaire

IV-2- Teachers questionnaire

The Table of Figures

1-The type of bacculaureate students hold.....	31
2-The time of starting learning English.....	32
3-The way of choosing learning English.....	33
4-The student’s opinion about their level.....	34
5-The opportunity of speaking in classroom.....	34
6-Their feeling about English language.....	35
7-Their feeling when they speak in front of others.....	36
8-Students use of English outside classroom.....	37
9-The competence in speaking English in classroom.....	38
10-The development of students relationship with teachers & classmates.....	39
11-Students respond of teacher’s questions.....	40
13-Students reelecting when they asked referential questions.....	41
14-The qualification of teachers.....	45
15-Teachers’s purpose of teaching English.....	46
16-The evaluation of students interaction to learn English.....	47
17-Student’s feeling about challenge.....	48
18-Teachers’s opinion about the influence of the environment on student’s interaction.....	49
19-Teacher’s account when they teach students.....	50
20-Teacher’s evaluation of interaction in classroom.....	51
21-Teacher’s feeling about their students to listen to them.....	52
22-The type of teachers they consider themselves.....	53
23-Their opinion about the most important skill that helps students to talk in class...54	
24-Their opinion about interaction in facilitating learning of students.....	55

INTRODUCTION:

The success of teaching depends to a large extent on the way teachers talk and interactions that occur between teachers and students, and the happening of interaction is affected directly by ways of teacher talk.

It was found that in initiating an interaction, teacher play a major role in improving interaction in classroom, when students produce no answer or an incorrect answer, teacher usually prefer ways of prompting and this is what students really did in classroom.

However, students prefer to be informed by the teacher and encourage them to speak in order to improve their ability of speaking skill in classroom, so as to provoke more interactions in classroom.

Finally the exchange of thought and feelings between students and teacher create an interaction that help them in providing good comprehension.

I-1-Teacher Talk:

Teacher talk is crucial importance, not only for the organization of the classroom, but also for the process of acquisition, according to Boulmerka,(2003),(p77)

It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail to implement their teaching plan.

Therefore; teacher talk is important because learners consider teacher as a source to receive foreign language, Sinclair, (1982), (p165), states that *«teacher talk is the language in the classroom that takes up a major portion of class time employed to give directions or Explain activities and check student understands»*

I-1-1 The role of Teacher:

Harmer, (2001), (p59), deals exclusively with roles that relate to classroom procedures as follows:

I-1-1-1-Controller:

When teachers act as a controller *“Controller take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom”*.

I-1-1-2-Organizer:

In giving instruction for the pair work initiating it, mentoring it, and organizing feedback; Harmer, (2001), (58), claimed that:

“the most important roles that teachers have to perform is that of organizing students to do various activities, this often involves giving students information, telling them how they are going to do the activities, putting them into pairs or groups, and finally closing things down when it is time to stop”

I-1-1-3-Prompter:

During the discussion, when we might want to join in an activity it means to take part in discussion as Harmer,(2001),(p60),claimed;

«It means that we can enliven thing from the inside instead of always having to prompt organize from the groups, student enjoy having the teacher with them and for the teacher, participants is often more instantly enjoyable than acting as a resource”.

I- 1-1-5 Assessor:

Of accuracy as student try to pronounce the words; as a corrector of pronunciation ,Harmer,(2001),(59),explained :

One of the things that students expect from their teachers an indication of whether or not they getting their English right, this is have to act as an assessor, offering feedback and correction students in various ways

I-1-1-6 Tutor:

When students are working in small groups or in pairs the teacher can act as a tutor
Harmer,(2001),(p60),states

*We can act as a tutor, working in individual
or small groups pointing them in directions
they have not yet thought of talking, in such
situations we are combining the roles of prompter
and resource acting as a tutor*

I-1 -1-7 Observer:

The teacher observes what students do, especially in oral communicative strategies.
According to Harmer,(2001),(p63), “ *When observing students we should be careful not to
be intrusive by hanging on their every word, by getting too close to them or by officiously
writing things down all the time*”; therefore, teachers do not only observe students in
order to give feedback, they also watch in order to judge the success of the activities that
they take in a lesson.

Richard and Rodgers,(2001),(p21),explained the role of teacher as:

*the role of teacher has been specified in detail,
Individualized approaches to learning define roles
for teacher that create specific patterns of interaction
between teachers and students in classroom*

However, all these roles play a major role in improving students interaction, and enhancing them to talk in classroom.

I-1-2- Characteristics of a Good Teacher:

Every teacher wants to be a good teacher, a great teacher is one a student remembers and cherishes forever, teachers have long lasting impact on the lives of students, and the greatest teachers inspire students toward greatness.

To be successful, a great teacher must have these characteristics:

According to Harmer,(2001),(p07),*“a good teacher should be able to correct people without offending them”*.

To explain to students that they have made a mistake is one of the most encounters in the classroom.

- A good teacher provide a warm environment as what Harmer (2001),(p05), mention *«They should make their lesson interesting, so do not fall asleep in the»*
- Personality: It means that the teacher has a very good personality; students always get attract to teachers with good personality which leads to better communication, and often have better results. Harmer,(2001),(p09) ,suggested *«good teacher who has own personality and does not hide it from the students, so that he is not only a teacher but a person as well-and it comes through the lessons”*
- A good teacher is good listener; students need teacher who can listen to them, and when a
- Good teacher develops this patient quality in himself; he starts to become a great teacher. As there is Turkish proverb, *«If speaking is silver, then listening is gold”*
- Knowledgeable; they possess deep knowledge of the subject matter, they should not be afraid to bring their own interests and lives into classroom.

- Harmer,(2001),(18),said”*A good teacher should have a lot of knowledge, not only of his subject.*”
- Teachers should love what they do; they should love to teach ,not doing for the money , prestige, etc..., they teach because it brings them an incredible feeling of satisfaction Knowing they are contributing positively to the future of others, if a teacher does not Enjoy what they do, they will never be able to make lasting impressions in their students minds, Harmer,(2001),(p05),claimed that, «teacher must love her job , if she really enjoy her job that’ll make the lesson more interesting.

Finally,we can say that students learn more from teachers if they have these Characteristics and the student will like the session as well as their teacher.

I-2- Students Talk:

Student talk is a key to student learning, classroom participation is essential for student to participate; they play a major role as active participants in the creation of knowledge; in other words, they learn better and retain more in classroom participation; however enhancing students to talk give the students the chance to express their feelings and their ideas also allow them to tell their opinions and sustain their talk to develop thinking and reasoning.

Students must also respond to one another, rather than interacting only intellectually with instructor; on the other hand speaking in classroom should putting thoughts in to words and in sharing in groups to create interaction.

I-2-1- Teaching speaking in classroom:

Many language learners regard speaking ability as the measure of knowing a language, therefore teaching speaking means to help students interact successfully.

Speaking is the process of sharing ideas, feelings..etc, speaking is very important in speaking seems to be an important skill that a learner should reacquire .As Pierre,(1969),(p69) say :

“It is very important in order to enable students to communicate effectively through oral language because the disability of the student to speak may lead them to be unable to express their ideas even in a simple conversation”

However; student’s communicative skills because students can express themselves and learn how to use today’s world requires that the goal of teaching speaking skill should improve a language.

Nowadays, many teachers agree that students should learn to speak the second language by interacting to others in other hand, teachers should be creative in developing their teaching process to improve students oral production.

In speaking skill, Beard,(1989),(p73),said «they regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments in spoken communication”,

In generally; use speaking as a means of communication in daily interaction, according to Brown , (2001),(p267),“*Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.*», through asking questions and using dialogue in the classroom that will develop the speaking skill, then, conversation will start in classroom .

There, the teacher will know what his students need and they will speak facilitatly, according to Hedge, (2000),(p264)“*thinking about conversation in terms of purposes and characteristics is immediately useful for teacher as it indicates what student need in grounding in .*”

On the other hand free discussion can also encourage students to use the language needed to sustain conversation, as Hedge,(2000),(p2777),“*free discussion involve students in talking about a range of topics which engage their interests , opinion and experiences* ”.

Here students are invited to give opinion agree or disagree, make comparisons..etc., this discussion usually needs support comer from teacher making all students co-operate and contribute and try to speak on the topic.

I-2-2-Objectives of Teaching Speaking Skill:

The goal of teaching speaking skills to be able to communicate with teacher and Classmates in classroom, as Boulmerka states “*the class goal of teaching speaking skill is Communicative proficiency* «on the other hand, about the goals for teaching speaking Brown ,(1994),(p226),“*The classroom goals are focused on all of the components of communicative Competence not restricted to grammatical or linguistic competence*». This one Characteristics of the features of communicative language teaching defined by Brown (1994);(p254) also mentioned «*In the communicative classroom, students ultimately have to use the language, productively, unrehearsed context*», according to Boulmerka,(2003),(101)“*Rehearsal ;means getting students to have a free discussion gives Them a chance to rehearse, having discussions outside the classroom*”.

To help students develop their communication in speaking, teachers can use a Balanced activities approach that combines language input, structured output, and Communicative output.

I-2-2-1-language Input:

As Boulmerka,(2003),(75),states «Language input comes in the form of teacher talk, listening activities , reading passages and the language heard and read outside of classroom. It gives learners the material they need to begin producing themselves»

The input is given to the learners has to be comprehensible for acquisition to happen Richard ,(2001),(p114),explained the comprehensible input means that “*The language to the learner that contains some elements in it but this is nevertheless understood by the learner because of linguistic, paralinguistic or situational cues or word knowledge backup* »

I-2-2-2-Structured Output:

Here it focuses on correct form, as Boulmerka,(2003),(p85), claimed “*In Structural output, students may have options for responses but all of the options requires them to the specific form or structure that the teacher has just introduced*”

Therefore, structure output is designed to make learners comfortable producing specific language items recently introduced.

I-2-2-3-Communicative Output:

The learner’s main purpose is to complete a task by using a language that the teacher has just represented, but also they use any vocabulary, grammar and any communication strategy that they know, Boulmerka (2003),(p86)states , “*Communicative output activities involve a similar real information gap and in order to complete the task , students must reduce or eliminate information gap*”.

However, in these activities, language is a tool; teachers use a variety of activities of activities, because it is more motivating and it is more likely to result in effective Language learning.

I-3-Classroom Interaction:

The development and success of classroom depends on to a greater extent The interactions between the teacher and students as Tsui,(1995),(p104),”*Interactions is the collaborative exchange of thoughts, feelings, or ideas, between two or more people*” . Though the interaction with teachers, students can increase their language store and use all languages they possess, interaction is an important concept for English language teachers .Long,(1996),(p413),argues that,”*interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need*” .

Through interaction, learners have opportunities to understand and use the language that was incompressible, additionally, they could get more input and more opportunities for output, Nunan,(1991)(p97),states that “*language teaching methodologies show that interaction facilitates the learning of language functions as well as of target language Forms*” .

I-3-1-Types of Classroom Interaction:

In classroom students have opportunity to interact with teachers and students and to learn as result of their interaction Handloom, (1988), (p118), *states*” *conversation and instructional exchanges between teachers and student’s provide the best opportunities for the learners to exercise target language skills*”. Classroom interaction incorporates all types of interaction that goes on in classroom .all types of interaction are important to engage

students in learning.

I-3-2 Teacher –Student Interactions:

Teachers students relationship provide an essential foundation for effective classroom management and this later is a key to high student achievement;

Combs,(2006),(p16),”*student’s relationship play an equally important role in student’s success across all subjects*”

The discussion is a crucial way to create a positive atmosphere for students better learning.

I-3-3 Student-Content Interaction:

According to Swan, (2001),(p331)“*Learning is web- based course may be enhanced by continuous interaction with the context*”, the web based format may encourage interface with course content than the traditional format. as well as, within the structural design of course module has to be clear to improve students-content interaction.

Conclusion:

By the end of this chapter, we can deduce that when there is a good interaction, learning is happening, however; in classroom environment the teachers play a major role in improving students interaction in classroom and enable students to develop new skills or improve existing competences.

Additionally, without students active involvement interaction, students will find it difficult to learn new concepts even teachers are competent subject matter experts.

Though, teachers can have activating techniques to keep students involved and have them doing and producing rather than merely passive receivers of information.

However it could be argued that teachers can, within the classroom improve teaching and make the classroom a better learning environment for students to interact through the use of referential question.

Introduction :

This chapter presents the overall design for the study ,the data collection method the population , the sampling .

1-The Choice of the Method :

The choice of the method is determined by the nature of the problem. This research work follows the descriptive method because it can determine the facts that about the actual situation ,student's difficulty in participating in classroom, furthermore, we think that this is the most appropriate method in conducting this work because of the following reason :

-To enumerate the techniques and strategies that the teacher use to improve student's Interaction, however; the purpose of this study is to inquire whether referential questions improve student's interaction or not.we hypothesized that using referential questions inquiring into student's opinions and as to personal information in might facilitate more student participation in classroom.

2-Data collection method :

The objectives of data gathering tools depend on the overall objective of our research, however ;in order to prove the significance of using referential question in order to improve student's interaction ;before doing so, we found it logical to investigate the improvement of student's interaction through the use of referential question.

In order to conduct our investigation we used the questionnaire as a data for gathering tool, The major tools were the questionnaires addressed to both students of English at Mohammed Kheider University of Biskra and to the teachers of English Department of Biskra University.

Both of the questionnaires aim at giving students and teachers the opportunity to reveal their difficulties and giving their opinions about our subject.

2-1-Students Questionnaire :

2-1-1- Aim of the questionnaire :

We have designed a questionnaire for third year students to, investigate the inability of the student to hold a conversation with their teachers and to improve their interaction through the use of referential question .

2-1-2-Description of the questionnaire :

As we said before the questionnaire is designed to gather information about students themselves , their opinions about their learning process in classroom.

The questionnaire was handed to (30)third year students at the English Department of Mohamed Kheider University of Biskra, during the academic year 2013-2014.

Students were given the time and the opportunity to think and then we gathered the papers.

The questionnaire consists of two main sections :the student's information, and the open ended question.

The questionnaire consists of (5) questions about student's information, and (15) open closed question that requires from the students to answer from a number of possibilities . Students ,in most cases students gave their justification to their choices , and there are Three (3) open questions which requires from the students to give full answers and to express their opinion , what follows is detailed description of the sections.

Section one : it consists of (5) questions which seeks for personal information about the students themselves ,type of baccalaureate they hold,the reason of choice for learning English..etc .

Section two :it is related to student's question ,it consists of (15)question, in this section , the students are asked about their speaking skill , their difficulties to interact in classroom , and finally about their opinions about referential question.

2-2- Teachers questionnaire:

2-2-1-Aim of the Questionnaire :

The teacher questionnaire aims at knowing teachers opinion about referential questions as well as the teachers role in improving students interaction in Classroom in addition , we seek to answer questions about teacher's awarness of using referential Questions in classroom .

2-2-2The description of the Questionnaire :

The questionnaire has been distributed to(10) teachers of English departement , nevertheless ; the questionnaire is a mixture of closed open question .

The questionnaire consists of three sections each section has a related to the title of it's section.the description of the sections are as follows :

Section one :this section includes (3) questions about teacher's information , their qualification,their choice of techingEnglish,and their experience.

Section tow :it consists of (10) questions ,all about classroom interaction ,the time that the teacher expend in question –answer exchange in classroom , and about their student's interaction in addition to their evaluation about classroom interaction.

Section three : this section deals with referential questions ,how can this kind of question improve student's interaction,as well as their opinions about this kind of question .

3-The Population of the Study :

The population of this study consists of all students of third year LMD students of Departement of English of Biskra University (2012-2013).

We have chosen third year LMD students to be the population of our study because they have a relation with the subject , as well as they have experience in University of three years ,therefore, they can help us to recognize our study to improve students interaction through the use of referential questions .

4-The Sample of this Study :

For this research work , we have selected a random sample in a objective way.

From a population of(334)students ,(30) student were selected randomly to be the Sample of ourstudy .

Chapter four :Results and Discussion :

III-1-The Analyses of Students Questionnaire :

Introduction :

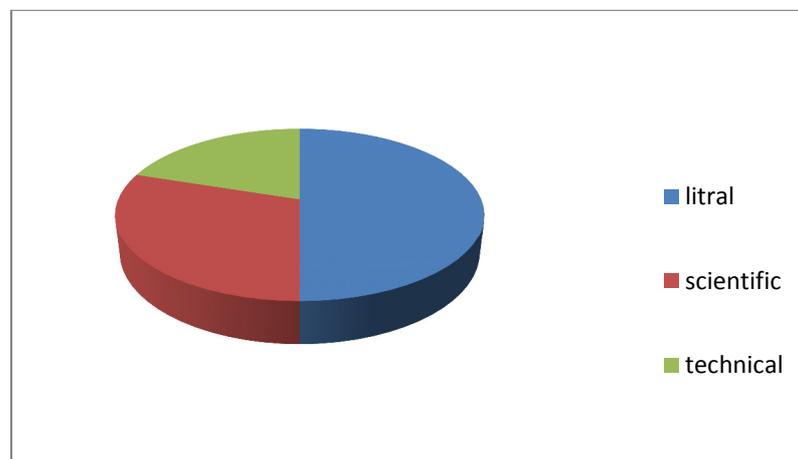
The questionnaire is handed to 30 third year students at MOHAMED KHEIDER UNIVERSITY of BISKRA , the sample includes girls and boys , the questionnaire is designed to gather information about students themselves as well as their opinion about referential question .

Section one : Student's Information :

Item1 :What type of baccalauréate you hold ?

- 1) Literal
- 2) Scientific
- 3) Technical

	<u>1</u>	<u>2</u>	<u>3</u>
<u>Number</u>	<u>15</u>	<u>09</u>	<u>6</u>
<u>rate</u>	<u>50%</u>	<u>30%</u>	<u>20%</u>



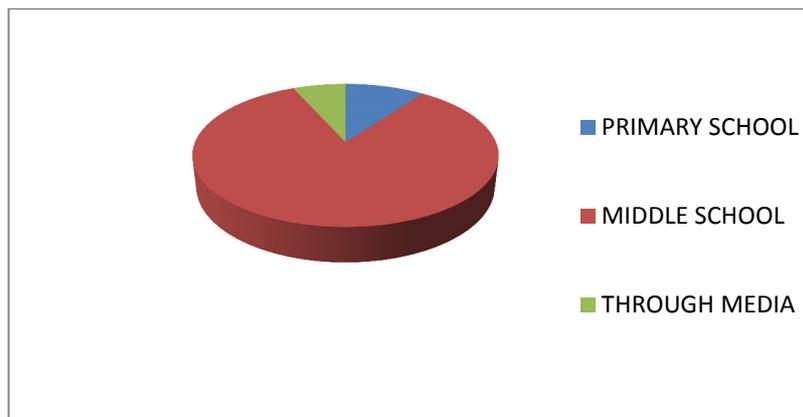
Comment :

Asked about their type baccalaureate they hold,50% of the student were literal,while 30% of them were scientific , and the rest of the student which means 20% of them were studying in technical branch.

Item2 :When did you start learning English ?

- 1)Primary school
- 2)Middle school
- 3)You have exposed to English through media.

	1	2	3
Number	3	25	2
rate	10%	83.33%	6.66%



Comment :

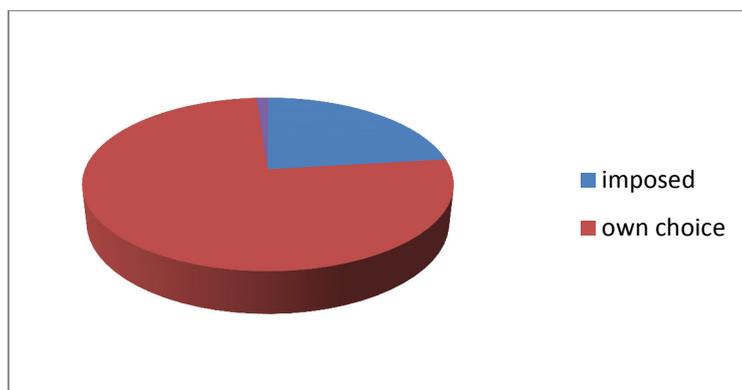
The majority of the student ,83,33% ,started learning the English at the middle school, since the majority of school start teaching English at middle school.10% of them startat the primary school during the change that touched the educationsystem.Students were given the opportunity to choose either English French.This category of students feels at great ease in learning English at this level.6.66% of them are also lucky because they have been exposed to English through media whether movies or the internet in their child hood.

Item3 :How did you choose learning ?

1)Imposed

2)Yourownchoice

	1	2
Number	7	23
rate	32.33%	76.66%



Comment :

About 76.66% of the respondents said that the choice of learning English was their **own** choice because they were interested in learning foreign language , especially English .

23.33% were obliged to learn English whether by their parents or their average that does not allow them to choose another branch.

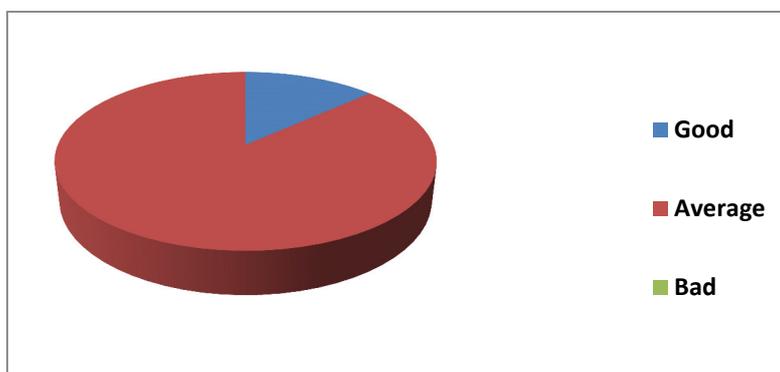
Item4 : How did you assess your level in English ?

1) Good

2) Average

3) Bad

	1	2	3
Number	4	26	0
rate	13.33%	86.66%	0%



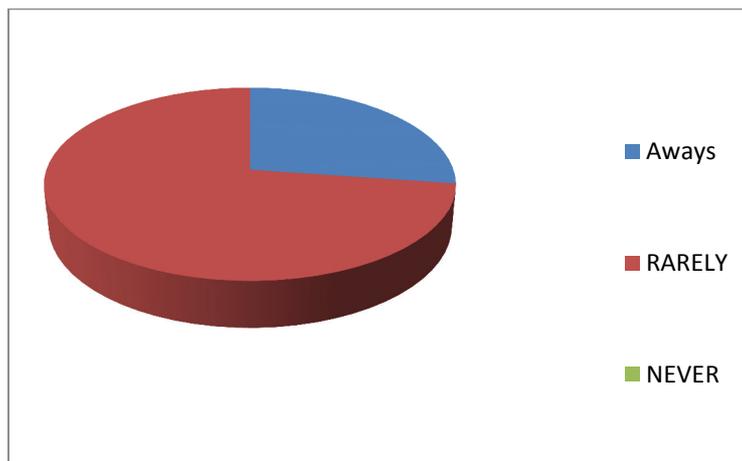
Comment :

As it is mentioned above most of students about 86.66% have an average score and only 13.33% of the student said that they have a good level in English language, but there is no one said that he or she has bad level in English language.

Item5 :How often are you given the opportunity to speak in the classroom ?

- 1)Always
- 2)Rarely
- 3)Never

	1	2	3
Number	6	24	0
rate	30%	80%	0%



Comment :

Unfortunately, the majority of students consider having a very little opportunity to speak in classroom, they consider having it only during oral expression session, we may attribute the reason to the student himself who is shy of speaking or afraid of making mistakes .

Only 30% of students say that they always have the opportunity to speak generally in all Modules. and 80% of student said that they have rarely the opportunity to speak in classroom, but no one of students said that he or she has the opportunity to speak in classroom.

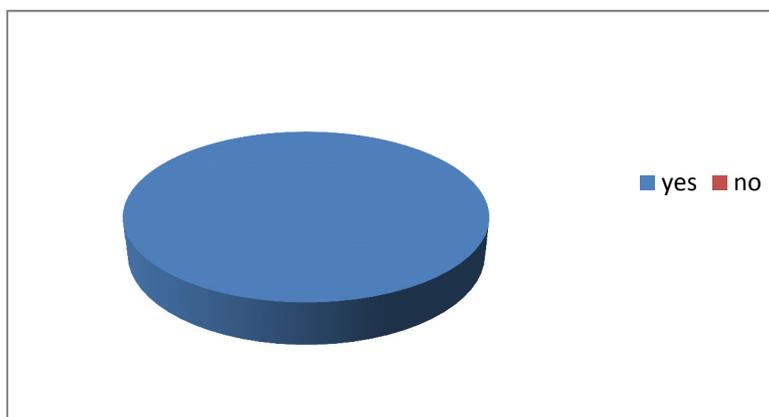
Section two :Open ended question :

Item6 :Do you like English language ?

1)Yes

2)No

	1	2
Number	30	0
Rate	100 %	0 %



Comment :

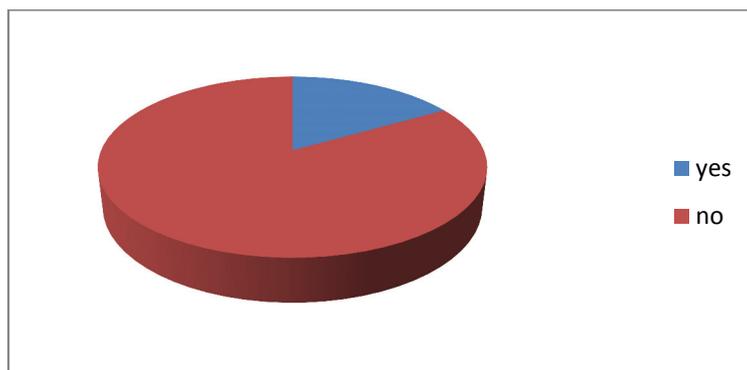
All of students answer with yes,they said that they like English language even it was not their choice, and no one said i do not like it.

Item7:Do you feel at ease and comfortable when speaking in front of your teachers and friends?

1-Yes

2-No

	1	2
Number	5	25
Rate	16.66	83.33



Comment :

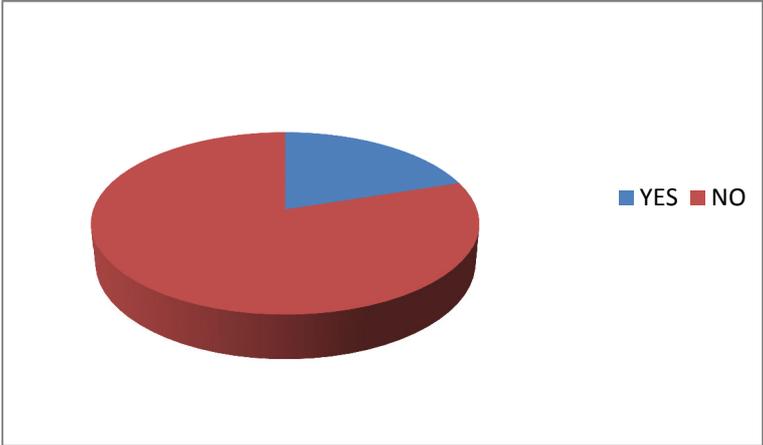
The majority of students confess not to be at their ease when they come to speak English in front of their teachers or in front of their mates they are 83.33% , mainly because they feel

shey,or are afraid to make mistakes when they are not able yet to pronounce well or make correct statements , in the contrary , the student who respond by ‘yes ’they are only 16.33% they feel comfortable when speaking the language even they know it is not totally correct ,theycovinced that the teacher will help them and correct them.

Item8 :Do youuse English language outside the classroom?

- 1) yes
- 2) no

	1	2
number	6	24
Rate	20%	80%



Comment :

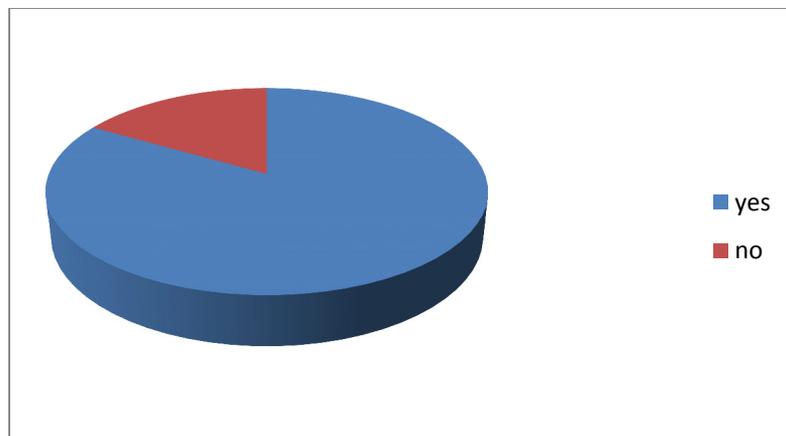
The majority of students, it means 70% of them answered with 'yes' ie ;they use English for different purposes.However ;the rest of student it means 30% said 'no',in their point of view, it does not fit with their needs.

Item9:When you speak, you probably commit mistakes, does this fact prevent from using language in the class room?

1-Yes

2-No

	1	2
Number	25	5
Rate	83.33	16.66



Comment:

Student pretended that if they find difficulties in speaking in speaking the English language, they keep using it freely with no shame, they are learning a language which is not theirs. This is why it is quite normal and logical that they commit mistakes.

The majority of students affirmed that the fact of speaking the language wrongly prevents them from using the language in classroom; 80.33% of them agreed with us that because of committing mistakes while speaking, they resorted to stop using the language in front of their classmates and teachers.

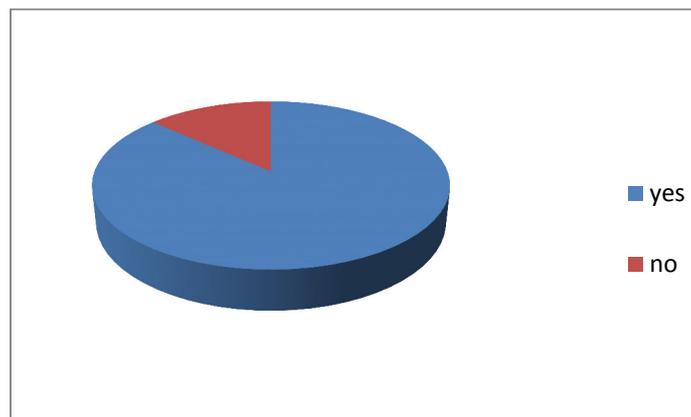
On the other hand, the rest of students it means 16.66 % said that their learning context; (classroom) is the only a place where they can practice language freely. So, if they stop using the language in the classroom because of something, which they qualify to be insignificant, they would never acquire the language and speak it fluently.

Item10: Have you ever developed personal, nature relationships with your teachers orClassmates?

1)Yes

2)No

	1	2
Number	26	4
Rate	86.66	13.33



Comment:

The majority of students agreed that they established friendly relationships between themselves that helped them in their learning process,i.e.,they tried to study together and exchangeknowledge, theyargumented that this fact helped them a lot in their studies because ,still according to them ,diversity of opinions and thoughts helps a lot in acquiring knowledge And even correcting some already stored information and data which they thought .

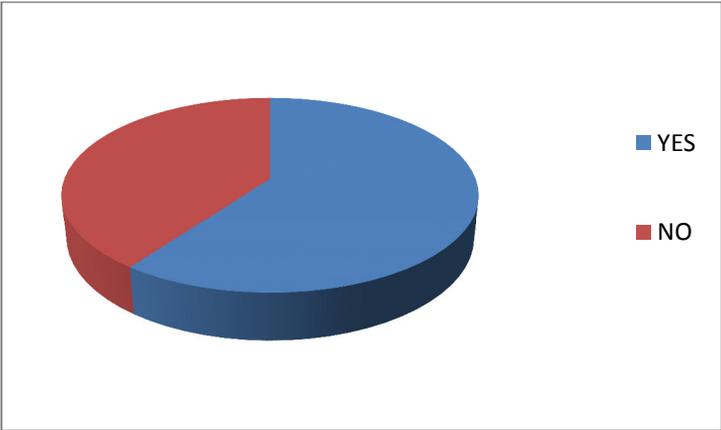
The rest of students about 13.33% replied that they had never established such tie with their teachers through they wished to do so , some students asserted the majority of teachers avoid to establish these kind of relationship with them to keep their prestige and for the sake

that their position as University teachers would not be shaken

Item11:Do you respond to your teacher’s questions adequately and correctly ?

- 1) Yes
- 2) no

	1	2
Number	18	12
Rate	60%	40%



Comment:

60% of students answered that they do respond correctly to their teacher's recommendations. They asserted that positive interaction exists between them and their teachers ,and what the teacher intends to transmit is received and understood by them.

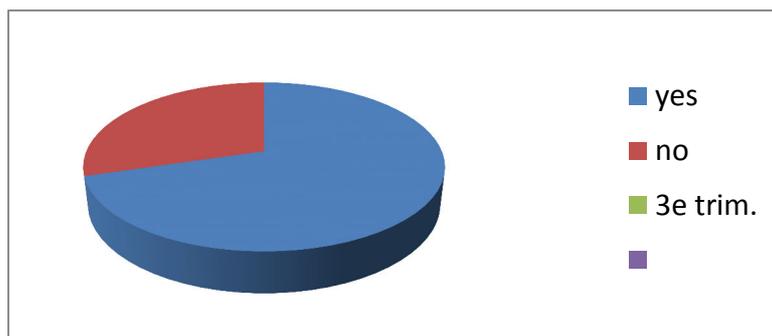
The rest of students argueded their difficulty is not related to information itself but rather to the way they convey this information .the students also added this situation may be used because of the environment in which the process of learning is being hold or even to the content of the course, which seems to be boring for some of students .

Item12:When you asked personnel referential question, are you reelecting to your ideas?

1)yes

2)no

	1	2
number	23	7
rate	76.66%	23.33%



Comment:

76.66% of students said that they would hesitate , they agreed that personal or not ,questions create opportunities to express themselves in the language they are learning. Some of the translations of student's responses is as follows:"

Of course I don'.To answer to a personal question will require me to speak, so I can practice".

,on the other hand,23.33%of students stated that of the questions is too personal ,they might hesitate or be reluctant to share this information with the rest of class, and this is some the translations of student's answer:" *"If the question is too personal or about something that I might get offended about, I may hesitate"*.

Item13:How do you think you can express your self and your ideas? what is the best way ?

Comment:

Most of student stated that the best way that makes them express themselves and their Ideas is by speaking in classroom, they agreed that whether personal or not, questions create Opportunityto express our selves, and our ideas, however; they agreed also that the teacher Play a major role to make students interact and share information with the rest of class .

Item14:Do you prefer referential question?

Comment:

Students stated that since referential questions usually requires their opinions and have more than one possible answer the interaction of students will increase .

They agree that referential questions encouraged more them to participate in Classroom ,and facilitate more them to express their ideas and generated responses from the majority of students.some of the translations of students are as follows:

“These questions help us improve speaking skills and our ability to reason and comment in English”.

“I prefer referential questions, because they help me more to do some reasoning to answer these questions. Also, they help us to think outside of the text”.

Item14:What is your opinion about referential questions?

Comment:

All students who completing the questionnaire had the same opinion of the referential questions. However,ey all said that since these questions trigger thinking and provide students an opportunity to supply a variety of answers; referential questions help themimprove their speaking skills. In other words, the fact that there is no definitive answer to a referential question gives more students the ability to respond, therefore, allowing more of them to produce using the target language. Additionally, the majority of the students thought these questions created the opportunity to express themselves using their own opinions and share ideas. Some of the translations of students“ responses are as follows:

“These questions are more suitable for higher level students. They enable students to reason and respond; thus, help them improve their language abilities.”

Conclusion:

After analyzing the questionnaire that is addressed to both students of third year LMD of English and teachers at Mohamed Kheider University of Biskra, and students were very we conclude that both of teacher and students were very help full through their contributions, therefore, the analyze of questionnaire showed that questions facilitate more student's participation in class. Besides, referential questions engender longer response as well as it enables students to express their opinions and feelings, nevertheless, from data that is obtained from students questionnaire to improve students interaction can be listed as follows:

Referential questions stimulate language growth thanks to three main reasons:

they activate students' thinking and reasoning, enable students to contribute to the process with their own productions and to give them the opportunity to express opinions.

on the other hand, considering responses of teachers it was found that display questions are useful to check comprehension and elicit concepts and ideas, whereas referential questions are facilitate interaction and production on the part of students. Those questions, in addition, create a more realistic setting, since in real-life we ask questions to inquire about opinions and feelings.

III-2- The analyse of teacher's questionnaire :

(11) teachers were asked to fill a questionnaire to find out their opinions about on Improving students interaction through the use of referential question.

The questionnaire and teacher's answer will be analyzed in this section , the number in parenthesis within some responses show the number of teachers who gave that specific response .

Section one: Teacher's information:

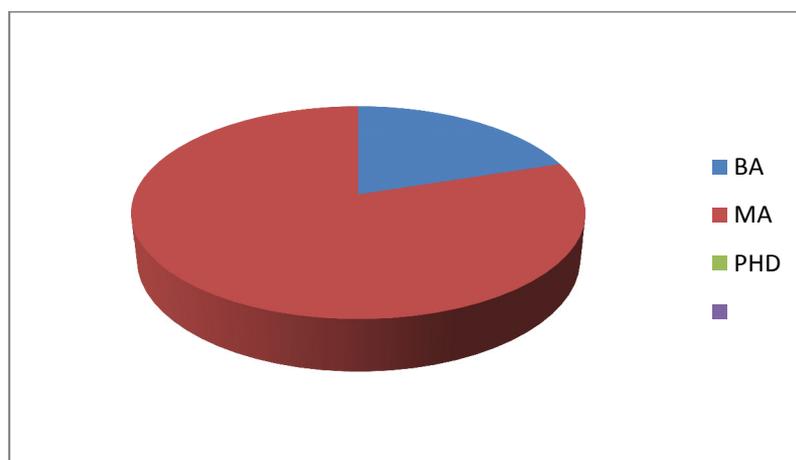
Item1: Your qualification is?

1-Licence BA

2-Magister MA

3-Doctorat PHD

	1	2	3
Number	2	8	0
Rate	20%	80%	0%



Comment :

We noticed from the table below that the majority of teachers stated that they have Magister MA(6), whereas four (4) teachers stated that they have Licence BA degree and unfortunately no one has Doctorat PHD degree.

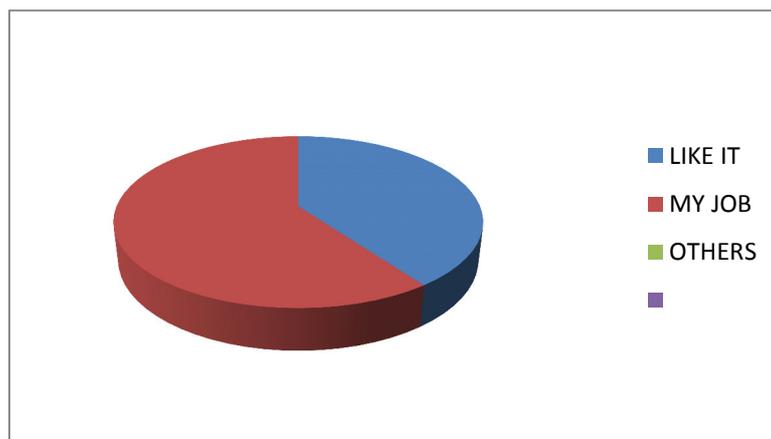
Item2 : Do You teach English because you... ?

1-Like it

2-It is your job(for money)

3-Others

	1	2	3
Number	4	6	0
Rate	40%	60%	0



Comment:

The majority of teachers stated that they teach English because it is their job, in other words;(6) teachers said teaching English is my job ,but that does not mean that I do not like it.

The remaining teachers, it means (4) teachers said i am teaching English simply because I like it .

Item3:How many years have you been teaching English at the University?

Comment:

Almost of teachers have been teaching English more than 6 years , one (1) teacher stated that he is teaching English for (33) years , other tow teachers ,stated that they have been teaching English for (25) years,the others stated different years .

Section two: About classroom interaction:

Item1: How much class time do you think you spend on question-and-answer exchanges in the classroom ?

Comment :

All of the teachers agreed that the time spent on question-and-answer exchanges depended on the lesson and the objectives of the lesson. However, when they were asked for a rough figure, they came up with different numbers. (3)teachers believed that they spend 70% of class time on question and answer exchanges; (2) teachers stated that they only spend 25% orless; The remaining (5)teacher's claimed that they spend approximately 50 % of a lesson on questioning.

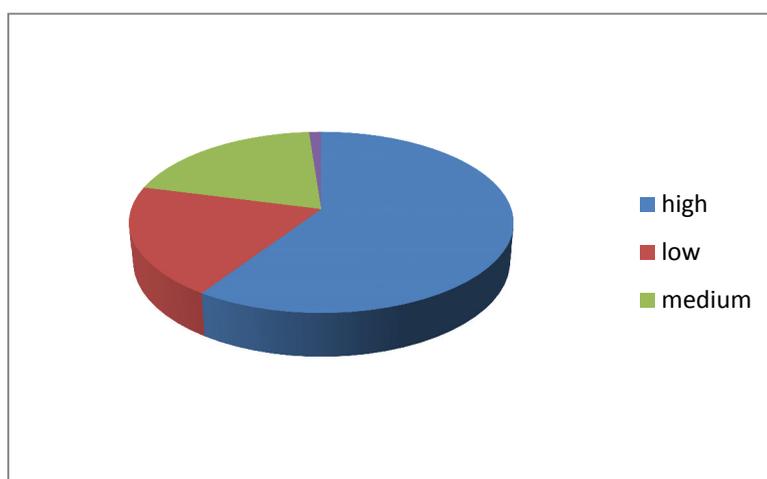
Item2:How do you evaluate your student's interaction to learn English ?

1)High

2)Medium

3)Low

	1	2	3
Number	2	6	2
Rate	20%	60%	20%



Comment:

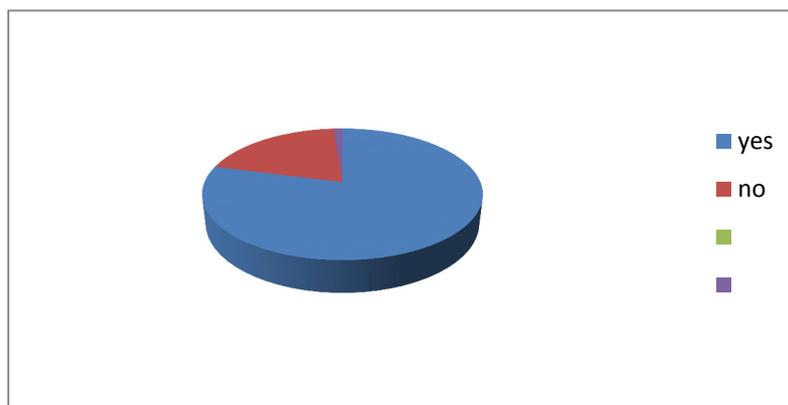
(6) of the teacher considered their student's interaction is medium, and only (2) teachers considered the student's interaction to learn English is high, whereas, the remaining (2) teachers see their students having a low interaction, they offered that to their to the difficulty of the subject taught, or to the classroom environment or to the method that the teacher use or other.

Item3:Do your students like to be challenged?

1)Yes

2)No

	1	2
number	8	2
rate	80%	20%



Comment:

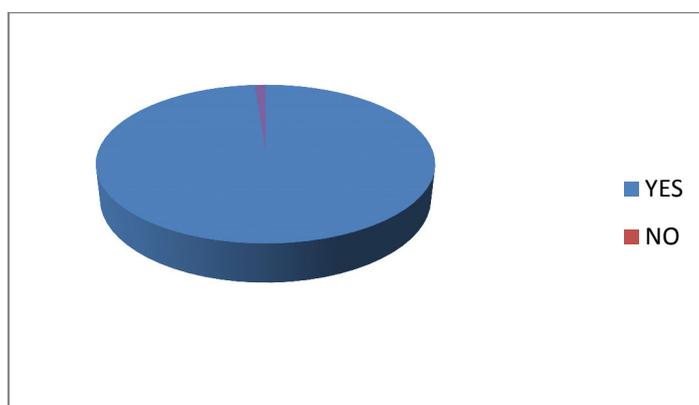
The great majority of teachers agreed that their students usually like to be challenged especially when they try to do their best in doing an activity or making reports and research papers, for those teachers who do not see their students to like challenges , they explained that by stating many reasons as a fear of failure and a fear of not doing well in front of their teachers or in front of their classmates .

Item4:Do you think the learning environment(the classroom)influences’ your student’s interaction ?

1)yes

2)No

	1	2
NUMBER	10	0
RATE	100%	0%



Comment:

All teachers without exception agreed that on the fact that the learning great influence on student’s participation to learn .

Indeed , they argued that a clean , well lighted, organized , and equipped classroom tend to bring interaction , on the other hand , a too small or too large class not well equipped make a boring and non safe atmosphere.

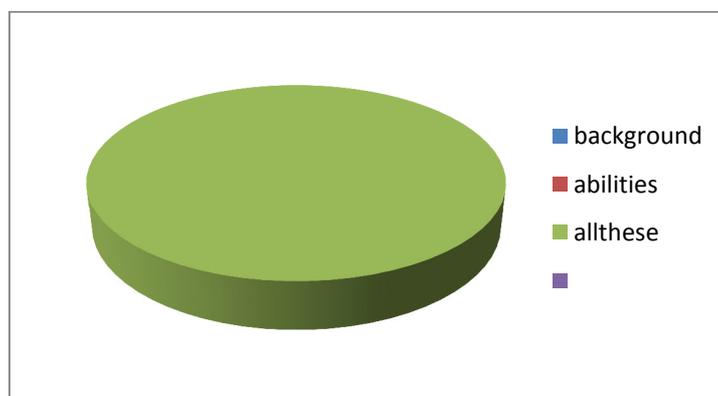
Item5: When you teach what do you take into account your student's...?

1-Back ground

2-Abilities

3-all these and others

	1	2	3
number	0	0	10
rate	0%	0%	100%



Comment:

We noticed from the table that all teachers considered all the characteristics mentioned important during learning .

Indeed , knowing these characteristics helps the teachers cope with differences , difficulties and needs through choosing appropriate strategies and techniques that facilitate students understanding and create interaction between them and their teachers

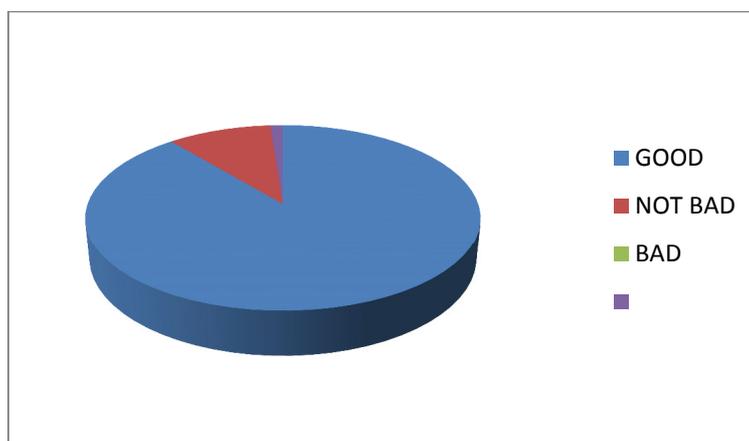
Item6:How do you evaluate your interaction with your students in classroom?

1)Good

2)Not bad

3)Bad

	1	2	3
number	9	1	0
rate	90%	10%	0%



Comment:

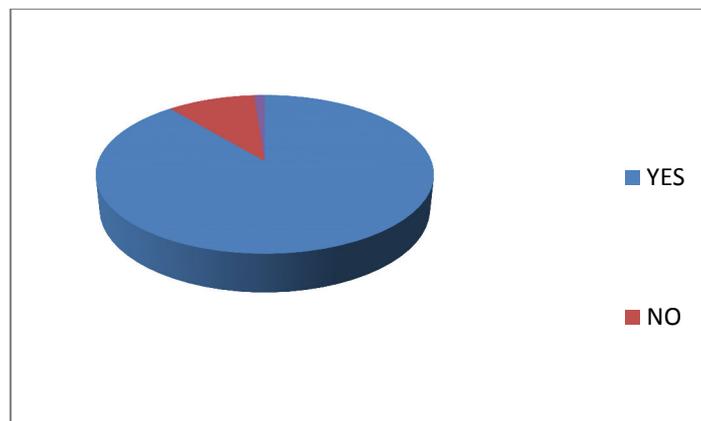
Almost all teachers said to have a good interaction with their students , they have no real problems with them , and they are satisfied with rate of participation an involvement during thecourse.On the other hand , no one of teachers said that his or her interaction with students is bad.

Item7: When you teach ,do you feel your students have pleasure listening to you?

1)yes

2)no

	1	2
number	9	1
rete	90%	10%



Commennt:

All most all questioned teachers feel their students to have pleasure listening to them , they mentioned many reasons : they mentioned the use of different voice tones , gestures body language , using appropriate strategies they claimed that their students have pleasure listening to them because students are involved in discussionand do classroom activities as well as they participate in classroom and express their opinions.

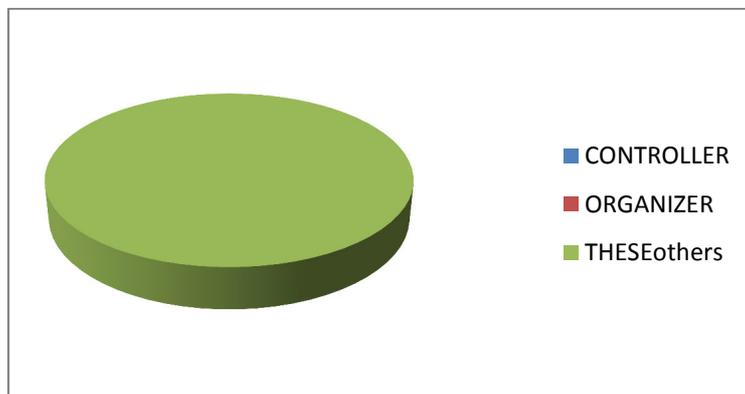
Item8: What kind of teacher do you consider yourself?

1-Controller

2-Organizer

3-these and Others

	1	2	3
number	0	0	10
rate	0%	0%	100%



Comment:

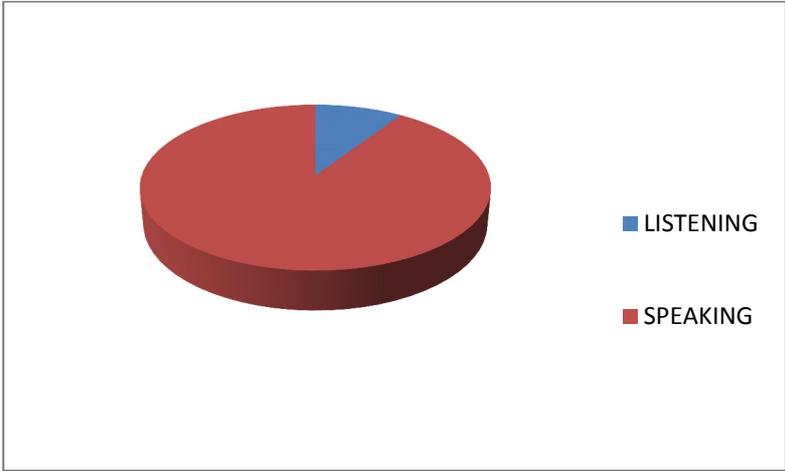
From this table we notice that all teachers considered themselves controllers in telling students things , organized drills, read aloud and in various other ways. ,organizers, in organizingstudents to do various activities , and putting them into groups, , in addition to other different roles, they mentioned as follows:.,prompters, in helping

students to think critically rather than have them wrong on our every word , observer to observe what students do ,tutor when pointing students in directions, participant, Assessor when we act as assessor ,offering feedback, correction and grading students in various ways, all these characteristics are important to be a good teacher and for learning to happen.

Item9: Which skill do you think is the most important that help your students to talk in classroom?why?

- 1))listening
- 2)Speaking

	1	2
number	2	8
rate	20%	80%



Comment:

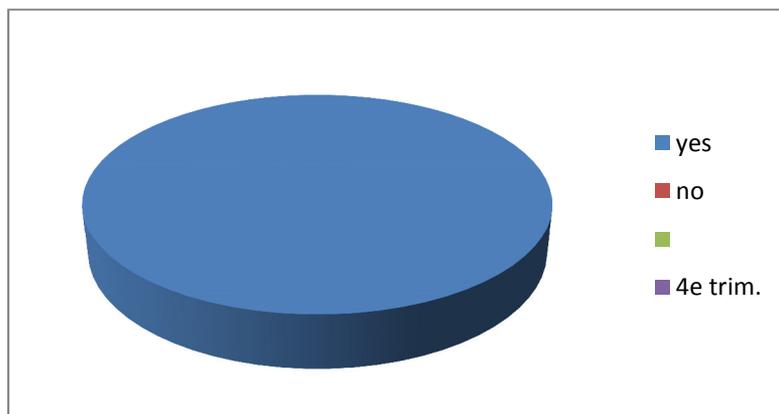
We notice from the table that 80% of teachers considered speaking as the most important skill that helps students to talk in classroom they stated that speaking skill is the ability to converse with others much more than the ability to write or listen or read , on the other hand, only 20% of teachers considered listening skill is important for helping students to talk and interact in classroom, they claimed that listening helps students to acquire language subconsciously, they stated also that the main method of exposing students to spoken language after the teacher is through the listening to taped material and all manners of spoken exchanges.

Item10:Do you think that interaction facilitate leaning of your students?

1)Yes

2)No

	1	2
number	10	0
rate	100%	0%



Comment:

All of teachers agreed that the interaction in classroom facilitate learning of students what ever the kind of interaction is, between students themselves when exchange information, or between the students and the teacher , however; the(10) teachers stated that interaction facilitates language learning of students, engages students in participating language learning activities and makes more out puts of language. They asserted that interaction is necessary for learning.

Section three: About referential question:

Item1:What are language teacher’s purpose when asking students questions?

Comment:

It was found that teachers use questions and questioning for variety of purposes in the classroom.

(2)teachers stated that they ask students questions in order to enable them to think critically and to check understanding,(4) teachers stated that they ask students question to elicit language and opinion as well as to check prior knowledge ,while the rest of(4) teachers Claimed that they use questioning to increase student’s talk time and to enable them to practice speaking, however ; this shows that the majority of teachers ask students questions to

facilitate students interaction and to know their prior knowledge as well as to for comprehension.

Item2:How do you think questioning affects student's language developments?

Comment:

The answers that teachers gave to this question suggested that questioning has an effect on student's language development , they stated that learning is enhanced by questioning ,since questions lead to grammars and also vocabulary formation.

Students are enabled to produce through responding to questions,; thus , practice speaking .

Teachers agreed that questioning facilitates interaction and student involvement in the lesson.

In addition ,with the right questions students develop critical thinking skills, helping them to increase their cognitive levels.

By giving students opportunity to express themselves, appropriate questions make the classroom discourse genuine. Being able to express their opinions and feeling in the language they are learning helps promote self confidence.

Item3 :How much of class time do you spend on question-answer exchange in class?

Comment:

All of teachers agreed that the time spent on question-answer exchanges depended on the lesson and the on the objectives of the lesson .

However, when they were asked for a rough figure, they came up with different numbers (2)teachers believed that they only spent 70% of class time on question and answer exchanges , (3) teachers stated that they only spend 50% or less, the remaining (5) teachers claimed that they spend 25% of a lesson on questioning.

Item4 Which type of question do you think you use more, referential or display question?

Comment:

(6) Teachers stated that the number of question they ask depends very much on the level of students and the type of the task .they argued that if student have a low level of proficiency ,they ask more display questions since those students need confidence and guidance,(4) teachers claimed that they use more referential question since it helps students interaction and is a good strategy to open the lesson with .

Item5 Which level are referential question more appropriate & beneficial for high level or low level ?why?

Comment:

The responses indicate that teachers are divided in their opinion as to the benefits of referential questions at each level. (8) teachers claimed that they are more bénéficial and appropriate for higher levels, since students are more proficient and their vocabulary repertoire is wider. The rest of(2) teachers claim that they are appropriate and beneficial for both levels, although, they also argued that with lower levels students the answers expected from them are limited.

Item7:How do you think referential questions improve student's interaction?

The majority of teachers stated that referential questions encourage more participation in the classroom, since the answers to such questions are not limited and allow students to give their own ideas and opinions). However, there may be some reasons which hinder student participation, such as a lack of world knowledge and confidence. Teachers claimed that some students are reluctant to take risks which hinders their free participation when a referential type question is asked (3).

Conclusion:

After the analyses of both students and teachers questionnaire we deduce that interaction in classroom facilitate more learning of students ,the most of teachers agreed that asking students referential questions creates a good a good interaction in classroom and allow students to express their feeling, opinions and ideas .On the other hand ,both teachers and students prefer referential questions because it facilitates more the process of learning.

General conclusion :

Interaction in classroom has a great role in improving students talk, however this research was set to find solution to improve students interaction in classroom by using referential questions to create the best atmosphere for students to learn more and participate.

It was found that asking students referential questions facilitated more student participation and also enabled them to produce longer sentences and engendered more production. In fact, this study showed that through appropriate questions, teachers can elicit language from the students of lower ability, since those students feel more confident when they become aware of the fact that they can express their opinions in the language they are learning.

In light of the results of this study, language teachers might be advised to include more referential questions in their teaching practice. As well as generating more student participation and longer responses, asking referential questions requires the students to supply their own answers, which enables students to practice language in a more productive way. Moreover, through exposure to referential questions, students have the opportunity to express their opinions and ideas, creating a genuine communication between teacher and students and among students themselves. However, this does not mean that display questions are not beneficial and should be avoided altogether. Display questions are an invaluable tool playing an essential role in classroom discussion, since students' understanding and comprehension should be checked.

Since facilitating more student participation is one of the main concerns of language teachers, teachers encourage all teachers to ask more referential questions in the classroom, on account of the fact that most of the classroom interactions occurs in the manner of question-answer exchanges in language classrooms.

Improving students interaction through the use of referential question is a very important subject that all the teacher have to take in consideration .However; through our results and the recommendation that is given to us asking students referential questions is an effective way to create a good atmosphere for students to participate and that will facilitate their expression of thought as well as their ideas and opinions.

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MOHAMMED KHIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTEMENT OF FOREIGN LANGUAGES

Students questionnaire:

Dear students:

You are kindly answer the following questions that aims to improve students interaction in classroom through the use referential questions. Your contribution is too important for the present research .

Section one: Student's information

“ Please ,tick the appropriate answer “

Item1: What type of baccalaureate you hold?

1-literar

2-Scientific

3-Technical

Item2: When did you start learning English ?

1-Primary school

2-Middle school

3-you have been exposed to English through media

Item3: How did you choose learning?

1-Imposed

2-your own choice

Item4: how would you assess your level in English?

1-Good

2-Average

3-Bad

Item5 :How often are you given the opportunity to speak in the classroom ?

1)Always

2)Rarely

3)Never

SectionTwo : open/ closed question

Item 5 : Do you like English language ?

1-Yes

2-No

Item6: Do you feel at ease and comfortable when speaking in front of your teachers and friends?

1-Yes

2-No

Item8: Do you use English language outside classroom?

1-Yes

2-No

Item9: When you speak, you probably commit mistakes, does this fact prevent from using

language in the class room?

1-Yes

2-No

Item10: Have you ever developed personal, nature relationships with your teachers or Classmates?

1-Yes

2-No

Item11 :Do you respond to your teacher's questions adequately and correctly ?

1-Yes

2-No

Item12: When you asked personnel referential question, are you reelecting to share your ideas?

1-Yes

2 No

Item13:How do you think you can express yourself and your ideas? what is the best way ?

.....
.....

Item14: Do you prefer referential question?

Item15:What is your opinion about referential questions?

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

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MOHAMMED KHIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTEMENT OF FOREIGN LANGUAGES

Teachers questionnaire:

You are kindly asked to answer the following questions that aim at improve students interaction in the classroom through the use of referential questions,(referential question means that the teacher doesn't know the answer and the answer isn't written in the text, he asks just to know their opinion) . Your contribution is too important for the present research.

Section one: Teacher's information:

“ would you please answer the following question? “

Item1: Your qualification is?

1-Licence BA

2-Magister MA

3-Doctorat PHD

Item2 :Do You teach English because you... ?

1-Like it

2-It is your job(for money)

3-Others

Item3:How many years have you been teaching English at the University?

.....

Section two: About classroom interaction:

Item1:How much class time do you think you spend question-answer exchange in the classroom?

1-70%more

2-Approximatly 50%

3-25% or less

Item2:How do you evaluate your student's interaction to learn English ?

.....

.....

Item3:Do your students like to be challenged?

.....

.....

Item4:Do you think the learning environment(the classroom)influences' your student's interaction ?

.....

.....

Item5:When you teach what do you take into account your student's...?

1-Back ground

2-Abilities

3-others

Item6:How do you evaluate your interaction with your students in classroom?

1)Good

2)not bad

3) Bad

Item7:When you teach ,do you feel your students have pleasure listening to you?

1)yes

2)no

Item8:What kind of teacher do you consider yourself?

- 1-Controller
- 2-Organizer
- 3-Others

Item9:Which skill do you think is the most important that help your students to talk in classroom?why?

- 1)Speaking
- 2)listening

Item10:Do you think that interaction facilitate leaning of your students?

- 1)yes
- 2)no

Section three: About referential question

Item1:What are language teacher's purpose when asking students questions?

.....

Item2:How do you think questioning affects student's language developments?

.....
.....

Item3 :How much of class time do you spend on question-answer exchange in class?

.....
.....

Item4Which type of question do you think you use more, referential or display question?

.....
.....

Item5Which level are referential question more appropriate & beneficial for high level or low level ?why?

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

Item6:How do you think referential questions improve student's interaction?

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

Item7 :Which type of question do you think create more interaction in class?

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.....
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.....

Item8: Does the use of referential question facilitate more student's participation in classroom?

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Item11: Which type of question do you prefer ?why?

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