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The Impact of Classroom Interaction on Iraqi EFL 5th Preparatory School Students' Performance in Conversation

A Thesis

Submitted to the Council of the College of Basic Education,
University of Babylon in Partial Fulfillment of the Requirements
for the Degree of Master of Education in Methods of Teaching
English as a Foreign Language.

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
﴿وَشَدَدْنَا مُلْكَهُ وَأَتَيْنَاهُ الْحِكْمَةَ وَفَضَّلْنَا الْإِنطَابِ﴾
صدق اللّٰهُ العليّ العظیم ﴿٢٠﴾ ص

Dedication

I dedicate my thesis gratefully and thankfully to

my parents, who always take care of my entire family.

my faithful brothers and sisters who always helps me and believes that

I can do it.

my lovely family who always encourages me with passion and an

endless support.

Yousif

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Abstract

EFL students generally struggle to become proficient speakers and effective communicators in the English language. They learn the language, one of the skill that students need to master is how to converse properly. To solve this problem, teachers should look for a new technique that can enhance students' conversational skill.

Therefore, this study aims to investigate empirically the impact of classroom interaction on Iraqi EFL 5th preparatory students' performance in conversation by involving them in classroom techniques. It also aims to increase students' participation in the classroom by creating an interactive communicative environment that allows students to perform a real conversation in English. The study hypothesizes that there is no significant difference between the mean scores obtained by the students of the experimental group who are taught based on CI and those of the control group who are taught by the prescribed method in the posttest.

At the end of the experiment, the analysis of the results showed that there was a statistically significant difference in performance between the experimental group and control group on the posttest. It is concluded that implementing classroom interaction on preparatory school students is more beneficial to their conversational skills. Finally, based on the results of the study and conclusions, a number of recommendations and suggestions for further studies are made.

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List of Abbreviations

Acronym	The Concept
CI	Classroom Interaction
CG	Control Group
CLT	Communicative Language Teaching
DF	Degree of Freedom
EFL	English as a Foreign Language
EG	Experimental Group
IRF	Initiation-Response-Feedback
NM	Negotiation of Meaning
SD	Standard Deviation

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Chapter One

Introduction

1.1 Statement of the Problem and its Significance

Teaching English as a foreign Language (TEFL) has become very popular during the last century but there are certain challenges for teaching English in any EFL classroom. The most important one is how to teach students to use English so that they can engage in conversations inside and outside the classroom. The classroom interaction (CI) is a set of classroom patterns and techniques that take place in the classroom and encourage students to participate in English conversation. There are several elements of CI that may be identified, including, speaking turns, interaction patterns, and more. This means that everything that takes place in the classroom is done through face-to-face interaction (Allwright 1984:151).

In the past century, the teaching of second and foreign languages has been characterised by a search for more effective teaching techniques, which has led to the emergence of numerous different approaches and methods. Some of these approaches and methods have developed due to changes in students' learning needs, such as the need for greater oral proficiency, while others have resulted from changes in theories of language learning and theories about the nature of language itself (Richards & Rodgers,2001:3).

Carter & Nunan (2001:221) explain that researchers study CI to understand more about what happens in the classroom and how it affects the students' language learning development. Interactive discourse is the structuring of language above and beyond the level of the sentence and the individual speaking turn, where meaning is negotiated in the course of interaction.

A number of studies have revealed that the performance of EFL students in conversation is poor. Examples of these studies:

Rababa'h (2005), EFL students face difficulty in speaking English. Many students lack the appropriate vocabulary, strategic and communicative ability to convey their meaning, as a result, they cannot keep the interaction going on.

Furthermore, Basim (2007) confirms that the great majority of Iraqi students still struggle with utilizing their EFL speaking skill. These challenges could be due to the usage of the mother tongue, lack of vocabulary, anxiety caused by the fear of making mistakes, poor listening strategies, insufficient training, huge number of students in classroom, lack of time and the English speaking programs in Iraq are ineffective in developing students' English speaking skills.

Mingher et al. (2019) point out that the Iraqi college students may have a great difficulty expressing their experiences with one another and maintaining a dialogue and those students have greater problems with productivity than with recognition on both levels.

Furthermore, Ibrahim (2019) states that conversation instruction is commonly combined with speaking instruction. Teaching conversation combines elements of actual native speaker conversation into instruction, such as spoken grammar and pragmatics. According to the outcomes, instructions may improve in the acquisition of conversation norms in both second and foreign language situations. Generally, Iraqi EFL courses are occasionally chastised for having too much teacher talking time (TTT) and not enough students talking Time (STT). Overuse of TTT is ineffective because the more a teacher speaks, the fewer opportunities

students have to practice their own conversation, and it is the student, not the teacher who requires practice.

This study examines how powerful and valuable CI on 5th preparatory students to create an interactive communicative environment that allows students to perform a real conversation in the English language. CI can help students enhance their language skills by providing good language opportunities for practise in a conversation. Students can communicate their ideas, reasoning, and thinking in a rich classroom conversation.

So based on the mentioned studies, Iraqi EFL students have a poor level of performance in conversation. This problem can be solved by devising an effective remedial activities. Therefore, CI is suggested for solving this problem.

So, this study seeks to explore how CI can enhance students' performance in conversation effectively. CI is very crucial in teaching and learning foreign languages. It is a set of effective activities for involving students and turning them into active students since it involves conversational exchanges between them and their teacher.

1.2 Aims of the Study

The study has a set of aims that it hopes to achieve. The study aims at:

1. Finding out the impact of CI on the performance of Iraqi EFL 5th preparatory students in conversation.
2. Finding out the extent of contribution that CI has on students' performance.

1.3 Value of the Study

The study is hopefully valuable to:

1. Investigate the impact of CI on students' performance in conversation will contribute to the communication in foreign language.
2. Contribute in a significant way to the interaction understanding and the way students can involve in conversations activities.
3. The Ministry of Education, which can benefit from this research by utilising the information offered by the study and creating new strategies to enhance student's performance in conversation.

1.4 Research Hypothesis

There is no statistically significant difference between the mean scores obtained by the students of the experimental group who are taught based on CI and that of the control group who are taught by the prescribed method in posttest.

1.5 Limits of the Study

The study is limited to:

1. Implementing CI in EFL classroom.
2. The academic year 2021-2022.
3. Iraqi EFL 5th preparatory school students in Maysan Province.
4. 5th preparatory textbook *English for Iraq*: units 5 and 6.

1.7 Definition of Basic Terms

In order to clarify the basic terms of the study definitions are offered theoretically and operationally to help understand these terms.

1.7.1 Impact

O-Collins (1978:451) defines the term *Impact* refers to a change that can occur in a thing or person by another thing or person.

It is the modification of thought or behaviour carried by a particular event or circumstance. Similarly, it might be the shift that happens right after a cause (Webster, 1989:582).

Oxford Dictionary (2019:402) defines the term *Impact* as the process of one item interacting with another strongly. It is a noticeable effect or influence. It carries a change in students' life. This change might be in skill, knowledge or behavior.

Operationally the term *Impact* can be defined in this study as the change that classroom interaction leads to develop students' performance in conversation.

1.7.2 CI

Tsui (2001: 120) defines the term CI refers to the interactions that take place in the classroom between the teacher and the students as well as among the students themselves by using different activities.

Dagarin (2004: 128) states that CI is a group of patterns and techniques used in the classroom that lead to interaction between a teacher and students where they can communicate with one another.

In the present study, CI can be defined operationally as a mix of patterns and techniques employed in the classroom that encourage teacher-student interaction and allow for communication.

17.3 Performance

It is a linguistic term used mainly in generative grammar, to describe a language's capacity for both producing and understanding sentences. It is the actual language use in conversation (Crystal,2003:357).

Chomsky (2006:103) defines performance as the ability to apply a specific competence to talking-hearing methods and demonstrate individual knowledge.

1.7.4 Conversation

Conversation is the primary means through which we communicate our feelings, emotions, thoughts, goals, or views to others with whom people come into touch (Gabor,1983:13).

Cutting (2002:23) defines conversation as a skill for transmitting emotions, ideas ,personal opinions, demonstrating cooperation, and maintaining social unity. Speakers who develop a shared perspective, share a common perspective and negotiate role-relationships are contributing to a conversation's interactive aspect or rationale. In fact, most conversations appear to have a hybrid of two functions: there appears to be a continuum from purely transactional to completely interactional.

Chapter Two
Theoretical
Background
& Related Studies

2.0 An Introductory Note

This chapter provides a theoretical framework for this study. It is divided into two sections. The first section is concerned with the theoretical background of the study. It begins by providing a number of definitions for CI in order to demonstrate the importance and role of interaction in an EFL classroom. Then, it attempts to cover certain patterns of CI. It also looks into several techniques used in CI. Furthermore, it goes on to define a conversation and how to teach it successfully. The second section is concerned with previous studies that are related to the present study. Finally, the previous studies are critically discussed.

2.1. Definition of CI

Gumperz (1977:17) defines CI as specific conversational patterns and techniques that are considered as a unique whole, different from other sorts of discourse, and are marked by particular norms of speech and non-verbal conduct, as well as clearly defined openings and closings.

Widdowson (1984:100) describes CI as an interactive communication process that takes place in the classroom. This communicative process is characterised by interaction; there should be something to communicate as well as a giver or sender and a recipient of that particular item, besides interaction between sender and receiver.

The term CI refers to both spoken and written language in the classroom. It is primarily concerned with spoken language as it is used in the classroom (Allwright&Bailey, 1994:61).

CI refers to actions taken by the teacher and students in the classroom during the teaching and learning process. Turn-taking, questioning and

answering, meaning negotiation and feedback are all examples of classroom interaction (Chaudron,1988:10).

Tudor (2001:104) notes that English language classes can be viewed as social activities based on social conversations and interaction. In EFL classrooms, interaction is the core of communication, and the primary objective of learning a foreign language is to be able to communicate, whether orally or in writing.

CI can be viewed as a typical dialogic style. It is characterised by specific features of the school as a public institution. So, it is different from casual, daily speech in that it is conducted with the intention of teaching, curriculum, and learning (Gil, 2002: 277).

Likewise, Meng and Wang (2001:98) suggest that teachers should include both verbal and non-verbal languages. Verbal interaction covers both written interaction and oral interaction.

Moreover, Thornbury and Slade (2006:26) indicate that the roles that teachers play in the language classroom influence not only the amount and quality of teacher talk, but also the larger patterns CI, which is defined as the general term for what goes on in between the students in the classroom, especially when it involves language. Therefore, interaction is vital in the classroom. It plays a key role in foreign language teaching and learning.

Johnson (2008:79) describes CI as a concept that includes both input and output. A person receives an input and attempts to convert it into an output message. Interaction in the classroom is a practice that helps students improve their listening and speaking skills. Two sides are involved in the interaction process. Therefore, establishing a

communication practice does not require simply one person, but rather two or more participants sending and receiving utterances.

Thus, CI is a social process of meaning-making and interpreting, and the educational value of interaction stems from the development and elaboration of interaction as a social process (Scarino & Liddicoat, 2009:39).

2.1.1 Structures of CI

Chang (1999:2-3) points out that CI can be classified into four structures as seen below:

1. Initiation-Response-Feedback (IRF): IRF may follow a standard conversation pattern in which the teacher asks a question, the student responds, and the teacher assesses. This series of questions continues when the teacher asks another question. In this common three-part format, the teacher asks a question to test a student's knowledge, the student responds, and the teacher evaluates the student's response with feedback (Richards et al. 1992:52).

2. Instruction: Giving directions is another type of discourse. The teacher makes remarks that are either directive or informative. Students do not answer verbally; instead, they understand the comments as instructions and physically obey them (Richards et al. ,1992:57).

3. Probing Questions: The probing question is another type of discourse. In this type, a teacher asks descriptive questions, sometimes known as "thinking questions," to encourage students to develop longer responses. Their responses may cast doubt on the teacher's stance. However, assessment does not follow the students' replies immediately (Brown, 2001:171).

4. Argumentation: It may be defined as a series of leading questions in which a teacher places the students in a difficult scenario and asks them to defend their choices. Referential inquiries are frequently posed, and they attempt to elicit predictions, explanations, and clarification from students. The debate might take the form of a question or a statement (Brown,2001:173).

2.1.2 Aspects of CI

Language is already based on interaction, and communication is the central purpose of language learning processes, whether oral or written. In order to attain that aim, students must work together and interact with one another, with the teacher, or with someone else who is familiar with language learning. In a nutshell, communication comes from interaction since it requires some characteristics and engagement between students who have something to share (Brown, 2001:160).

2.1.2.1 Collaborative Dialogue

Swain (1997:115) claims that collaborative dialogue is the production of language or knowledge about language by two or more people working together.

According to Vygotsky's theory (1978:57) learning is a self-directed activity that requires adult supervision or collaboration with more capable peers. Hence, collaborative dialogue is defined as a knowledge of constructing dialogue in which language use and language learning can occur simultaneously. Language learning is mediated by language use. It is a combination of cognitive and social activities. It might also be achieved in the form of a normal dialogue. For its importance in communicative language training, classroom interaction should take the

place of collaborative dialogues. Furthermore, the school settings are used effectively as social settings.

Moreover, where language use and language learning can co-occur, the language is used to facilitate language learning, which is a cognitive activity and a social interaction, as she noted in her description of collaborative discourse. In this way, collaborative discussion assists students in constructing linguistic knowledge of the language while also allowing them to apply it in a social context that extends outside their mental language learning process. Therefore, classroom interaction should take on the function of collaborative dialogues because of its importance in communicative language teaching and learning; also, if classroom settings are used effectively as social settings, it accelerates the development of students' language (Swain, 2000:97–114).

A number of specific characteristics of collaborative dialogue should be incorporated into peace-building pedagogies. The first thing to remember about collaborative communication is that it is not a linear process. It is a collaborative process that necessitates participation and a desire to learn from one another. Dialogical space is the place in one's mind where multiple ideas, beliefs, and viewpoints can be entertained. It is basic and useful for the growth of a generative process that encourages fluid, changing thoughts and behaviors (Anderson & Gerhart, 2007:112).

2.1.2.2 Negotiation of Meaning

According to Bygate (1987: 67), "Negotiation of Meaning" refers to the ability to communicate ideas clearly in classroom interactions, which includes the way participants show comprehension throughout a conversation. Therefore, it is seen as a component of spoken interaction.

For instance, when students do not understand or comprehend a word or part of the lesson, so they ask each other seeking for more clarification.

Additionally, Oliver (2002:137) explains that the idea of "negotiation of meaning" is based on the idea that it is a collaborative interaction in which speakers work together to build common understanding and avoid failure to communicate.

Ellis & Barkhuizen (2005: 166-167) describe the term "NM" as the conversational exchanges that emerge when interlocutors endeavour to avoid a communication stalemate that has arisen. In other words, they use language terms to avoid communication breakdowns. Since what has been said is not understood, the quality of the input given by students should be clear and understandable for those who participate in the conversation. Negotiation of meaning is important in classroom interaction. Students will perform better in conversation if they are presented with more negotiated scenarios and opportunities.

2.1.2.3 Co-construction

Co-construction is defined by Jacoby & Ochs (1995:171) as the development of shape, interpretation, position, action, activity, identity, institution, skill, philosophy, emotion, or other culturally associated meaning. International competence encompasses the linguistic knowledge co-created by participants in contact, as well as their active engagement, skills, sentiments, and cultural knowledge. Foreign language students are responsible for the development of effective interaction in the classroom. As a result, meaning negotiation is co-constructed in the social setting, and students improve their ability to converse.

2.1.2.4 Teacher's Talk

According to Cazden (1988:54) teacher's talk is a term used by foreign language teachers to describe how they communicate with their students. The teacher's discourse is one aspect of classroom engagement that serves a variety of functions.

On the other hand, Allwright and Bailey (1991:139) confirm that talk is one of the most common ways for teachers to transmit knowledge to students, as well as one of the most effective ways to regulate student behavior. For a variety of reasons, examining the teacher's classroom speech has gotten a lot of attention.

2.1.3 Patterns of CI

According to Abarca (2004:1-24) there are three main patterns of CDI, teacher to whole class, students to students and mingling interaction.

2.1.3.1 Teacher-Whole Class (Lockstep)

According to Tang (2010: 29-48), the term "teacher-whole class" refers to a situation in which a teacher encourages students to speak and controls the classroom engagement. In the majority of EFL classrooms, the teacher always initiates this form of classroom interaction by asking questions, and the students react to the teacher's queries. It means that during teacher-to-total-class interaction, the teacher must encourage students to speak by asking them questions verbally.

Moreover, Scrivener (2005:85) provides the figure below to demonstrate how the interaction between the teacher and the student occurs.

Additionally, Rivera (2010:47-61) explains that there are four forms of teacher-whole-class interactions: explanations, praises, information, and directives. It is indicated that the interaction between the teacher and the entire class is critical for getting students to talk.

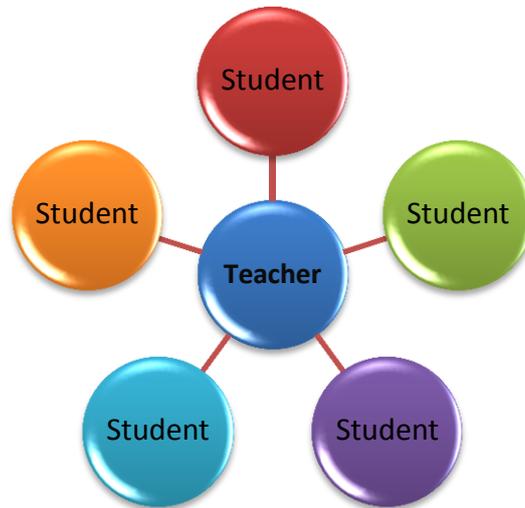


Figure (1)Teacher-Whole Class Interaction (Scrivener, 2005)

2.1.3.2 Student –Student (SS)

Paula (2002:128) asserts that students' talk with their peers about the topic is an effective technique for them to reinforce what they have learned. However, teachers should encourage students' interaction in order to make them active participants in the learning process and provide them with numerous opportunities to practice and deal with the foreign language. Here, students can use the language freely while also adjusting their weaknesses and having a clear idea of their levels and what they need to focus on. Many theories of learning hold that information is actively generated and abilities are enhanced through interactions between students.

According to the below figure, students form friendships through this type of interaction, which will build a sense of learning community and lessen isolation in the classroom. The teacher must then encourage

students to engage in this form of inter-learner interaction since it is the quickest and most effective technique of making students creative rather than inactive participants (Scrivener, 2005: 86).

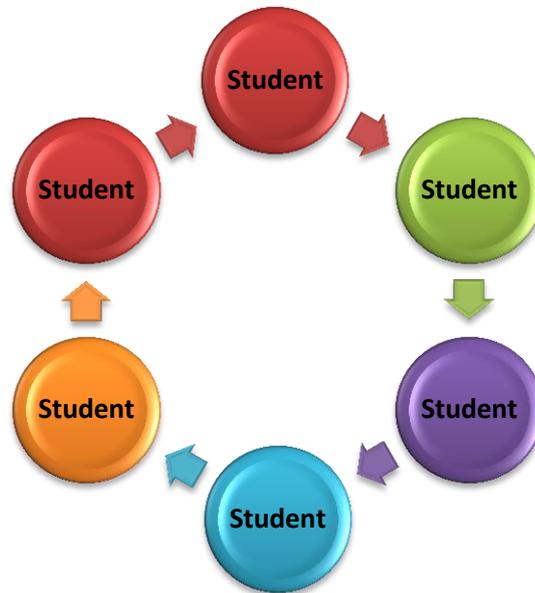


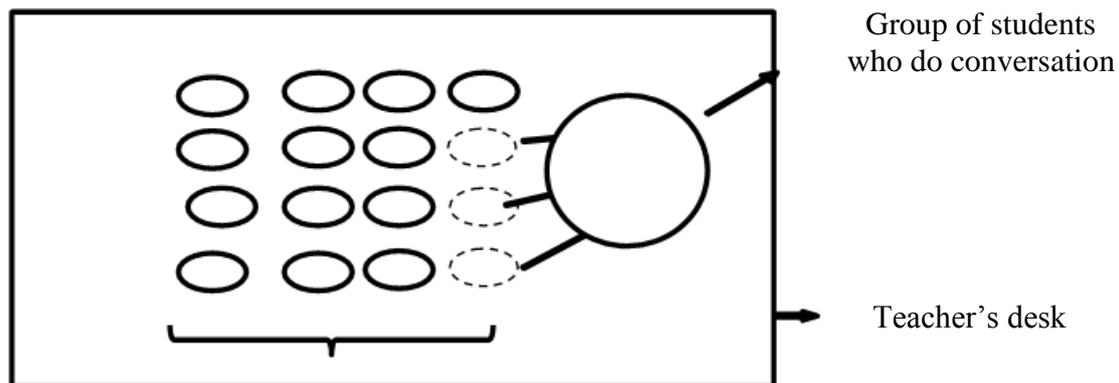
Figure (2) Student –Student (SS) (Scrivener,2005)

2.1.3.3 Mingle Interaction

Haris (1974:84) points out that the mingle pattern is an activity that may be used to make learning more interesting for students. The mingle activity, also known as the speed speaking activity, involves students moving around and conversing with one another in order to gather knowledge. The mingling pattern is frequently used to practice asking and responding to questions.

During the mingling period, students should walk around the classroom and mix with their peers by locating partners with whom they have not previously worked, asking each other questions, and recording the responses they get. They normally do this mingling exercise until the students have had a chance to speak with some of the other classmates. Students are required to tell each other what they actually think about a

certain issue in the mingling pattern. Students receive the chance to articulate what they actually think about something, to explore a topic in depth, and to express their feelings by asking and answering questions on cards. Although the teacher may need to pre-teach particular vocabulary terms and/or a certain structure, it is up to the students to express themselves once the activity begins (Borzova, 2014:52).



Other students will be silent to watch the group who do conversation

Figure (3) Mingle Pattern interaction (Borzova,2014)

2.1.4 The Role of the Teacher in CI

According to Roestiyah (1994;37), a teacher's functions in a teaching and learning interaction are as follows: facilitator, leader, motivator, organizer, and information provider.

Sriyono (1992:43) claims that the teacher is one of the most significant components in the teaching and learning process. Every day, the teacher explains the study material, but students review it at home. Filtering from the content is required of the student. The teacher is expected to read books on a regular basis in order to expand their knowledge and experience.

Furthermore, Hedge Tricia (2000:26) clarifies several major roles that the teacher can perform in classroom interaction. These are:

1. **Controller:** The teacher is the controller of the teaching and learning processes in a classroom interaction, particularly learner-teacher interaction (Hedge Tricia, 2000:26).

2. **Advisor:** The most expected act of the teacher is to demonstrate to the students that their accuracy is improving. This may be done by correcting or praising them. The students must understand how they are being evaluated; the instructor should inform them of their strengths and shortcomings so that they may understand their levels and what they need to focus on. The teacher should also pay close attention to the reactions of the students and how to handle them (Harmer, 2001:233).

3. **Corrector:** The teacher must determine when and where to correct the students' work. Another important point is that the teacher should be cautious when correcting pronunciation mistakes or errors made by students during class interaction, i.e., s/he should work hard to provide the correct pronunciation, form, or meaning because students frequently pick up these issues from their teachers (Harmer, 2001:233).

4. **Organizer:** It is the teacher's most significant function in the classroom, where many things must be set up, such as coordinating pair/group work, providing students with instructions on how effectively they interact, and eventually halting everything when the time is up. In this function, the teacher devotes a certain amount of time to include the entire class in the interaction. The teacher can quit communicating with students once they are fully engaged (Harmer, 2001:233).

2.1.5.1 The Role of Students in CI

Students are communicators beyond anything else. Even when their understanding of the target language is limited, they are actively involved

in meaning negotiation, attempting to make themselves understood. They gain communication skills. Students are viewed as more responsible managers of their own learning since the teacher's role is less prominent than in a teacher-entered technique. It is implied that students may be interactive and organically engage in a conversation in order to communicate and negotiate what they want to know with the listener in a style that is understandable to the recipient of the message. So, they are complete communicators (Larsen, 1986:131).

2.1.6 Techniques Used in CI

Dagarin (2004:133) shows that teachers could help the students to develop their interactional skills in a target language by utilising different techniques. Pair work, group work, conversation grids, and role plays are the most typical techniques that can be used in CI.

2.1.6.1 Pair-Work

Working in pairs is a process that allows students to practice their language skills together, read a book or participate in information gap activities (information-gap-activities). They may create dialogues, guess what will be read aloud, and compare comments on what they have heard or seen. Working in pairs has a number of benefits, the most important of which are that it allows students to speak more freely, changes the pace of the lesson, focuses more on students than teachers, allows them to interact with everyone in the group, and gives them a sense of accomplishment when they achieve a team goal (Brown, 2001:178).

2.1.6.2 Group- Work

Ur (2000:32) claims that group work is a common technique that can

be used in CI because it can lead students to develop their oral performance in verbal or nonverbal communication, as well as increasing students' motivation to perform well. Students in small groups collaborate to complete a learning assignment in group work. Interaction in groups is considered a task that enhances the quantity of conversation among students. Group work enhances the quantity of student discourse that takes place in a short amount of time while also lowering the inhibitions of students who are hesitant to speak in front of the entire class. Hence, group work can decrease students' shyness while also encouraging accountability and autonomy. It can also boost motivation and provide a sense of community and love in the classroom, as well as improve learning performance.

2.1.6.3 Discussion

Harmer (2001:272) states that discussion activity is centred on a specific topic to be discussed or argued by students. It is also known as whole-class interaction, in which all students engage and interact with one another as well as with their teacher. However, some students are hesitant to express themselves in front of the entire class. He offered the buzz group as a means for teachers to prevent such challenges. The buzz group, which enables students to conduct brief talks in small groups before being called to speak in front of the class, has been offered as a strategy for teachers to prevent such challenges. Furthermore, in foreign language schools, discussion encourages students to communicate in order to improve their speaking fluency and overcome their inhibitions.

2.1.6.4 Role- Play

Role-playing is an engaging and stimulating technique for both pairs and groups. Role-playing facilitates learning to listen, collaborate, and

correct others, as well as providing informal learning through natural application in communication situations. Before their final presentation in class, they should be given time to prepare. This exercise should be done in a real-life context (Dave, 2010:75).

According to Stocker (2000:1) role play is a vehicle for students to acquire the principles of English discourse in a given scenario, necessitating the usage of essential phrases that serve as signifiers for that circumstance.

Role play is vital in the communicative method because it encourages students to practice communicating in various social circumstances. Therefore, teachers must be aware of the best techniques for enhancing students' performance (Larsen, 2000:68).

2.1.6.5 Conversation Grid

Celce-Muria (2001:195) states that these grids may be used with any topic as teaching or assessment activities, and the value of utilising them is that students engage in realistic, autonomous, and cooperative conversation without direct teacher engagement. They are typically quite popular among students. Students practice and increase their knowledge of language structure such as what, where, when, and why questions and their questions, as well as their vocabulary and cultural aspects of the discussed topic, through these activities. They also ask questions and listen to answers while recording information on the grid.

2.1.7 Interaction Hypothesis

Scholars in the area of EFL focus on the importance of interaction in language learning, claiming that activities that encourage interaction

increase language development in a variety of students. Interaction would be the term used to describe communication between people, especially when they are negotiating meaning to avoid a communication barrier (Ellis,1999:243).

Long (1996:451-452) explored interaction under the collaborative theory, which indicates that conversational interaction encourages [language] learning by connecting input [what students read and hear], inner students' abilities, particularly attention control, and output [what students produce] in constructive ways. He goes on to say that language acquisition is aided by the learner's ability to negotiate meaning with a more skilled interlocutor.

Swain (2005:471) emphasises the necessity of sufficient chances for language use(output), claiming that language production encourages students to progress beyond understanding to grammatical use of language.

The interaction hypothesis emphasizes the importance of feedback as a key notion. Implicit feedback includes negotiation strategies such as affirmation checks, which are expressions often used to prove that a speech has been understood correctly; clarification requests, which are expressions used to invoke clarity from the conversation partner; and ability to comprehend checks, which are expressions used to verify that the interlocutor has understood (Swain, 2005:474).

Many components of the interaction hypothesis have been explored and evaluated, as confirmed by Gass and Mackey (2007:176) obvious correlations between interaction and learning have been proven. Broadly speaking, the assumption that participating in language exchanges helps

improve second language growth and adds to learning is supported by empirical studies on second language students.

According to Krashen's (1985:12) viewpoint, learning occurs only when a student has access to intelligible material. There are only two ways for humans to learn language: by interpreting messages or by obtaining understandable input. The process of learning takes place when unknown items are only slightly over the student's level. There are two corollaries to the input theory.

Corollary 1: Speaking is learned rather than innate; it develops as a talent through understandable input.

Corollary 2: If the input is understood and there is enough of it, the suitable grammar is automatically generated. The language teacher does not need to make a deliberate effort to teach the next structure in the natural sequence; it will be provided in precisely the right proportions and will verify if the student has acquired enough understandable material automatically (Krashen, 1985:12).

2.1.7.1 Input and Conversation

Cazden and Beck (2003:165) indicate that what is defined as knowledge has changed from inert material simply obtained from books and teachers to clear understanding that is cooperatively formed in student conversations.

Furthermore, Ellis (1984:14) states that conversation seems to be the most natural way to become acquainted with the language being studied. He notes that the students often acquire knowledge about the target language through debating the interchange of meanings in conversation, which allows them to modify their current interlanguage system. Then

learning how student-centered interaction forms is critical to comprehending language enhancement. In this kind of student-student task interaction, it is critical for a research study to look at the complete variety of chances for language learning.

As reported by Long (1996:414) comprehensible information obtained through interactional adjustments such as meaning negotiating and changing output is critical for second language learning. The importance of input exposure in the formation of language has been studied, and it plays a crucial part in the language knowledge of both young and adult learners. Conversational partners may play a role as facilitators and makers of student output, as well as partners in a process in which non-native speakers (NNSs) acquire at least a portion of a new grammar through conversing. It is indeed vital to remember that language learning necessitates not just linguistic information, but also understandable input. So, NSs can surely present chances for understandable input in the target language.

2.1.8 Definition of Conversation

Widowson (1978:59) defines conversation as that form of interactional interchange in which both reception and production are equally important. In this sense, a conversation is a skill that requires both receptive and productive interaction. Consequently, students learn concepts and expand their words through their listening and speaking skills. Furthermore, a conversation connects students and allows them to communicate with one another, so oral performance includes the ability to communicate verbally in the target language.

Gabor (1983:13) defines conversation as the main form of communication in which we convey our feelings, sentiments, thoughts, objectives, and views to people with whom we come into contact. It is also the most common way to make new acquaintances and form new partnerships.

Similarly, conversation is a means for transmitting social interactions and personal opinions, as well as for demonstrating solidarity and maintaining social unity. Speakers with an interactive nature or reason participate in a discourse by developing a shared vision, sharing a common perspective, and negotiating role-relationships. In fact, most conversation appears to have a hybrid of two functions: there appears to be a continuum from purely transactional to completely interactional (Cutting, 2002:23).

Another definition written by Schegloff (1992:375) is that conversation is a broad word that refers to a condition of communication in which one person speaks at a time and all members of the group are engaged in the same conversation.

Moreover, conversation is defined as the competence by which people are appraised when initial impressions are established. Conversing, in other words, is a crucial skill that demands more attention in both first and second languages since it represents people's thoughts and personalities (Schegloff, 1992: 377).

In short, Cheng (2003:12) asserts that a conversation is viewed as the most widespread mode of communication, accounting for almost 90% of all verbal language. It is the process through which people interact, form, and maintain relationships with others, and it is described as the essence of spoken discourse, as well as spoken engagement in general.

Conversation is one of the most common applications of human language for efficient communication. It is the process through which people socialize, create, and keep their interpersonal relationships.

2.1.9 Elements of Conversation

As written by Vanderkevent (1990:183) conversation has three major elements. These elements are:

1. **The Speakers:** The folks who make the sound are known as speakers. They can be used to communicate one's thoughts or sentiments to the listener. So if no one speaks, no one's viewpoint, sentiments, or feelings will be expressed.
2. **The listeners:** People who get or accept the speaker's viewpoint or sentiment are referred to as listeners. If there are no listeners, speakers will write down their thoughts.
3. **The Utterance:** The utterances are the words or sentences which speakers use to express their opinions. Both the speakers and the listeners will employ signs if there is no speech.

According to Harris (1974:75) conversation skill has five components.

1. **Perception:** Oral communication necessitates both a subject who responds to speech and one who initiates it.
2. **Grammar:** Students should be able to construct a correct sentence in conversation. It is consistent with Heaton's (1978:5) assertion that students' capacity to alter structure and recognise suitable grammatical forms is appropriate. Grammar is also useful for learning the proper

technique to achieve proficiency in a language in both oral and written form.

3.Vocabulary: The suitable diction employed in communication is referred to as vocabulary. One cannot communicate successfully or convey their views in both oral and written form without a suitable vocabulary. Students who have a restricted vocabulary have another challenge to acquiring a language. Little can be communicated without grammar, and nothing can be communicated without vocabulary. Therefore, the researcher came to the conclusion that English learners who do not grasp vocabulary adequately will not be able to speak or write English effectively (Harris, 1974:75).

4.Pronunciation: When students communicate, they use phonetics to develop clearer language. It is concerned with the phonological process, which is a part of a grammar that consists of the parts and rules that define how sounds vary and pattern in a language. Phonemes and supra-segmental characteristics are two aspects of pronunciation. The researcher deduced from the previous remark that pronunciation is the study of how words in a given language are formed clearly when individuals talk. Pronunciation is important in communication since it helps people comprehend what they are saying (Heaton, 1978:7).

5. Fluency: The term fluency refers to the ability to use the target language in a real situation to emphasis meanings. The capacity to read, talk, or write fluently, smoothly, and expressively is referred to as fluency. To put it another way, the speaker is able to read, interpret, and react in a language in a clear and simple manner while linking meaning and context. The capacity to talk fluently and properly is known as fluency (Ellis, 2009:475).

2.1.10 Functions of Conversation

Conversation is a form of verbal communication used mostly for interpersonal and transactional objectives (Nunan, 1999:228).

Richard (2007:1) explains that the purposes of conversation are categorised into two main sorts, discourse as interaction and discourse as transaction. Each of these speech acts has its own shape and function, necessitating separate instructional methods. The functions of conversation are explained in the following:

2.1.10.1 Discourse as Interaction

Richards (1986:21) reveals that it is difficult to master the skill of discourse as interaction, and it may not be a priority for many students. In order to develop successful communication in a discourse as interaction, the ability to communicate in a natural way is essential. That is why some students avoid situations like this since they are often at a loss for words and have difficulties projecting a positive image of themselves. For certain students, this might be a disadvantage.

2.1.10.2 Discourse as Transaction

Burns (1999:52) differentiates two sorts of discourse as "transactions. One is a scenario in which the individuals are primarily concerned with what is said or accomplished, and the focus is on delivering and receiving information. As long as information is successfully transmitted or comprehended, accuracy may not be a goal. The second kind is transactions, which are centred on getting goods or services, such as booking a hotel room. Students and teachers in this style of spoken language frequently concentrate on meaning or talk their way to

understanding. Meanwhile, the following are the main characteristics of discourse as a transaction:

1. Its primary focus is on information.
2. The message is the major emphasis, not the participants.
3. In order to be understood, participants need communication tactics.
4. There can be a lot of questions, repeats, and understanding checks.
5. There may be some wrangling and detours.
6. Linguistic precision isn't always necessary (Burns1999:52).

2.1.11 Conversation as a Speaking Skill

Brown (2004: 271-272) states that conversation as speaking skill includes four fundamental forms : imitative, intensive, responsive, and transactional (dialogue).

1. **Imitative** : The ability to mimic a word, phrase, or even a sentence plays a significant role in speaking performance. Imitative conversation may be used only often in the classroom, such as when a student practices intonation or attempts to pronounce specific words' syllables. However, as the emphasis is on a few specific components of language form, can be useful.

2. **Intensive**: The student works on a phonological or grammatical skill during intensive conversation. Unlike imitators, intense demands collaboration between couples or groups of language learners as they acquire specific grammatical structures.

3. **Responsive**: Although responsive conversation involves interaction, it should not go beyond the pattern of brief greetings and small talk, as well as simple requests and remarks. The student's response to a teacher's question or a peer's observation must be short, understandable, and brief.

Therefore, these responses should not include lengthy discussions but rather should be authentic and relevant, like in the example below:

A: How are you doing today?

B: Fine, thanks; how about you?

A: What is the major point of this text's first paragraph?

B: The UN need to be given additional power.

A: So, in response to question 1, what did you write?

B: I left it blank since I wasn't sure (Brown, 2004:272).

4. Transactional dialogue: Interpersonal communication is another form that was developed to establish social connections rather than the transmission of information. Interpersonal communication may entail certain challenging elements that students may encounter, such as a casual tone and colloquial language. The dialogue between Jane and John in the example below is one of interpersonal communication.

Jane: Hey good morning, John. What's the matter?

John: Oh, bad. Not a fantastic weekend, eh, Jane?

John: Well, it's not like me to criticise, but last week really irritated me.

Jane: Oh my goodness, this is fantastic. Back to the beginning John, for crying out loud, I thought we had already resolved this. So, what else is there to say? (Brown, 2004:272).

2.1.12 Teaching Conversation

Finding efficient techniques to prepare students for spontaneous conversation is one of the most difficult issues facing contemporary language teaching methodologies. As a response to this problem, a new sort of language class, the conversation class, has emerged, with the primary goal of improving students' conversational abilities. Despite their rising popularity, such conversation classes are sometimes not methodical enough, consisting of a random assortment of communication exercises.

While communicative language teaching methodology has provided specific directions for creating authentic communicative scenarios in the language classroom, it has failed to clarify which conversational skills and types of language input we should focus on (Robinson, 1995:123).

Conversation, in the social psychology sense, is the study of how language and social behavior interact. The segmentation of speech into suitable units, the classification of these units, and the construction of rules that establish the ordered behavior sequences that can do and may occur are the three key concerns that social psychologists focus on. Only evaluating how conversation is constituted in terms of speech actions would be the focus of such an approach (Robinson, 1995:123).

A conversation's foundation is usually interactional. Information may be exchanged, social relationships can be formed or maintained, decisions can be made, and a cooperative job can be completed through conversation. During a discussion, there are some rules or standards that are often followed on a subconscious level. These norms, on the other hand, govern the form of most dialogues. They decide who talks, how long they speak for, and when they speak. The rules are simple:

1. Starting and ending a conversation.
2. Shifting the focus.
3. Interrupting.
4. Taking turns holding the floor
5. Repairing the dialogue (Robinson, 1995:125).

According to Thornbury and Slade (2006:5), conversation is a complex construct with many different aspects. While monologues such as lectures, speeches, and news stories on television must definitely be avoided, a discussion including more than one speaker is not always a

dialogue. Although there may be a lot of spoken interaction between the teacher and the students, few individuals believe the teacher is having a true discussion with the students.

Clearly, knowing how to teach conversation is crucial for language teachers. This expertise begins with a thorough grasp of what conversation or talk-in-interaction entails. Different types of speech and their associated body language that occur in daily life across settings from informal to institutional situations are referred to as "talk in interaction. In the workplace, one may have informal talks, and vice versa (Wong and Zhang, 2010:3).

2.1.12.1 Approaches of Teaching Conversation in EFL Class

Richards (1990:76) thinks that there are mainly two important approaches to teaching conversational skills. One is an indirect approach in which conversational proficiency is viewed as the result of active listening. Learners engage in verbal interactions such as situational role plays, problem-solving exercises, and information-gap exercises. This strategy was successful in the communicative language teaching method in the 1980s.

The other type is called direct method. It refers for designing a communication programme around the unique micro-skills, tactics, and processes involved in fluent conversation. Therefore, this strategy takes a more systematic approach to conversation than the indirect approach, with the goal of enhancing students' knowledge of conversational norms, tactics, and traps to avoid, as well as their sensitivity to the underlying processes (Richards 1990:77).

Widdowson (1989:135) extends so far as to claim that understanding how to employ such conventionalized idioms, or as he refers to them, 'partially pre-assembled patterns' and 'formulaic frameworks, is a large part of communication competence. These lend themselves well to explicit instruction and can be useful linguistic input in conversation classes.

2.1.12.2 Activities for Teaching Conversation

The following activities for teaching conversation are mentioned by Richards and Rodgers (2001:64-5):

1. **Recognition:** Students initially listen to a sample conversation (either read by the teacher or recorded on tape) and try to comprehend the meaning of the conversation using the teacher's gestures, imitation, and a predetermined setting or situation.
2. **Imitation and repetition:** Individually and in chorus, the students repeat each phrase of the discourse. Students must model proper pronunciation, intonation, and fluency.
3. **Pattern drills:** To provide students extra practice, several pattern exercises are performed.
4. **Follow-up activities:** After that, the students are free to go through their textbooks. Usually, they are required to undertake some more reading, writing, or vocabulary assignments. This will influence how they utilize the language.

2.2 Previous Studies

In this part, several studies that are relevant to the current study in one way or another have been reviewed.

2.2.1 Kouicem Khadidja (2010)

The study aims at examining the impact of classroom interaction on developing learners' speaking skill. The study's ultimate aim is to ensure that learners' speaking skills may be improved through classroom interaction. The sample of this study consists of 40 students from Algerian third year college students. The study focuses on the chances for students to produce content provided by teachers in order to acquire the qualities of good second language speakers. This is supported by the findings of a study of data acquired from oral expression teachers and a questionnaire completed by third-year students. Therefore, the main goal of this study is to determine if learners' speaking skills may be improved through classroom interaction. The results of the students and teachers' questionnaires revealed that students are truly provided opportunities to utilize the language by engaging in interactions that prohibit them from simply passively listening to the teacher.

2.2.2 Aji Sapta Ramdani (2020)

The purpose of this study was to determine whether there was a significant difference in how the students were treated in speaking class before and after the use of classroom interaction strategies. The researcher employed pre-experimental design and quantitative methods. The sample of the study is 50 students from an intermediate school. The data were gathered using a speaking test, which consisted of articulated questions. persuasive writing. Students were required to first

voice their ideas regarding the phenomena present without being addressed. Through this test, the Social media was the researcher's chosen issue. Additionally, the students said their views following therapy. The treatment was the researcher's instruction to teaching students how to articulate their opinions, solicit the opinions of others. The outcome of the post-test was higher to the pre-test. In order to ascertain the and the outcome of the speaking post-test was superior to the pre-test result.

2.2.3 Nadjla Bicha (2016)

The purpose of the study is to determine if classroom interaction enhances speech proficiency among students. In order to test the hypothesis that students' oral output will improve when they interact with the teacher and their peers in the classroom. In order to collect evidence, questionnaire and an interview are used as a tool. The questionnaire and an interview were given to third-year students in the English department of Biskra Mohamed Kheider University, with a sample size of (70) students to reflect the entire population. Additionally, sessions are held of level-appropriate classroom observation. According to the findings, the majority of students think that interacting in classroom discussion will significantly help them develop their oral communication skills.

2.2.4 Bouhafid (2018)

A study is explored a concerning examining oral interaction in the classroom in an EFL setting. The primary aim of this study was to investigate the forms of interaction that occurred in an EFL classroom, as well as the teacher's tactics for encouraging classroom engagement. A case study of first-year EFL students in the English department at Tlemcen University was conducted for this aim. Two research tools were

used to collect data: a student questionnaire and a classroom observation. The information gathered was examined both subjectively and quantitatively. The findings demonstrated that in the EFL classroom, there were two forms of classroom interaction. The sequence initiation (when the teacher asked questions), response (when the student answered the teacher's questions), and feedback (when the teacher evaluated the students' performance) were used to communicate with the students.

2.2.5 Sumyyiah Qazi (2019)

To identify the impact of interactive classrooms in learning English as second language and to differentiate interactive method and traditional method of teaching and learning English as second language. The researcher would choose a class of 60 students from intermediate students, as the research sample. The traditional group and the experimental group will each have 60 pupils. Pretest and posttest are used to access the proficiency level of students. Results from two tests were analyzed statistically through SPSS version 20 in order to prove the improvement of the students' speaking skills in the posttest over the pretest. The results of the posttest of both groups were used to make a comparison with the pretests to present to what extent the students made a difference in their speaking skills ability through the interaction over traditional lecture style. It is showed that that there is not a significant increase in the scores from the pre-test to post test in controlled group. T-test show that there is not any significant increase in the scores in pretests of both groups. But posttests show significant differences in results, because experimental group performed well in posttest as compared to controlled group.

2.2.9 Discussion and Comparison of Previous Studies

According to the previously stated studies which have been mentioned based on aims, sample and tools, there are some similarities and differences to discuss with the present study as explained below:

- 1.** The present study's aims are similar to those of Kouicem Khadidja (2010) and Nadjla Bicha (2016), who investigate the impact of classroom interaction on students' speaking proficiency. The other previous studies had different aims than the present study.
- 2.** The samples of all previous studies are restricted to secondary school students. Similarly, the sample of the present study belongs to Iraqi 5th preparatory school students. The sample size of the present study is different in number; it consists of 81 preparatory school students who are selected randomly. Conversely, the study's sample in Bouhafid (2018) is a case study of first-year EFL students in the English department at Tlemcen University. Kouicem Khadidja (2010) selects 40 Algerian third-year college students randomly to represent the study's sample. A sample size of 70 students in Nadjla Bicha (2016) is selected. Aji Sapta Ramdani (2016) selected 50 students to represent the sample of the study. Sumyyiah Qazi (2019) selected a study of 60 students from intermediate students. The sample of the study is 50 students from an intermediate school.
- 3.** The tool used in the present study is a pretest and posttest. It is a quasi-experimental design and a test is used as a tool to determine the impact of CDI. Sumyyiah Qazi (2019) and Aji Sapta Ramdani (2016) used similar tools as in the present study.

Conversely, A questionnaire and an observation are selected as a tool in Kouicem Khadidja(2010). Nadjla Bicha (2016) used an interview is designed to gather the data. Bouhafid (2018) used two study tools to collect data: a student questionnaire and a classroom observation.

Chapter Three
Research Methodology
and Procedures

3.0 An Introductory Note

This chapter describes the experimental part of the study. More specifically, it explains the study's procedures that are used to collect data for the experiment. Therefore, this chapter clearly explains the following points:

1. The Experimental Design of the Study.
2. Population and Sample Selection.
3. Equalizing the Samples.
4. Controlling the Extraneous Variable.
5. Application of the Experiment.
6. Designing and Administering Pretest and Posttest.

3.1 The Experimental Design of the Study

Ary et al (1985:260) states that the experimental design focuses on the theoretical structure in which the study is carried out. The most vital criterion is that the design is acceptable for assessing the study's specific research questions.

Moreover, Parahoo (1997:142) refers to the experimental design as a technique that specifies how, when, and where information will be gathered and examined. The study design is utilised in order to answer the research questions that have been proposed.

Similarly, Burns and Grove (2003:195) describe the experimental design as a method for conducting any empirical research. It is a design for performing a research with the most control over variables that might affect the results' validity.

In short, an experimental design is a set of plans and procedures that can be used to test a study question in order to arrive at reasonable

conclusions and results that indicate the influence of one or more independent(s) variable on dependent variable. The experiment's aims, circumstances, and many sorts of variables to be controlled all influence which design is chosen (Tavakoli, 2012:177).

The present study incorporates a quasi-experimental design, which includes a pretest and posttest. This design is frequently used in classroom investigations where the experimental and control groups are randomly chosen.

Two classes from a preparatory school are selected randomly to conduct the study's experiment. The experimental group is taught utilising CI, whereas the control group is taught using the traditional method. Both groups are given a pre-test before CI is introduced. After ten weeks of teaching the EG, both groups are given the posttest, in which the researcher can check if there are any major statistical differences between the two groups.

3.2 Population and Sample of the Study

According to Gay and Mills (1987:101), a sample entails choosing a group of research participants in such a way that the individuals represent the larger population from which they are gathered.

Ary et al. (2010:148) indicate that the term population refers to all members of a well-defined group of individuals, situations, or objects. The "selected sample" is the subset of the target population that is chosen. It is a required component on which researchers rely in order to complete the task.

Whereas a sample is described by Creswell (2012, p. 142) as a subset of the target population that the researcher aims to study and generalise the results from the sample to the target population.

Lehmann and Mehrens (1971, p. 18) write that the sample is a smaller number of elements taken from a population and is hopefully representative of that population.

The General Directorate of Education in Maysan contains (130) intermediate schools and (95) preparatory schools. The total number of the students in Maysan preparatory school students are 1030 students. In this study, the target population is restricted to Iraqi 5th preparatory school students placed in the center of Maysan province during the academic year(2021-2022).

The present study's sample consists of 81 5th grade students from Al-Andalus Preparatory School. The school contains four classes (A, B, C, and D) and each class has 42 students, so the total population is 168.

Two classes (A and B) are selected randomly. Class (A) represents the experimental group, and class(B) represents the control group (see Table 3.1 for more information on the groups after the repeaters are removed).

Table (1) Sample of the Study

Group	Section	Total Number before exclusion	Total Number after exclusion
EG	A	42	41
CG	B	42	40
Total		84	81

3.3 Equivalence of the Two Groups

Christensen (1980:94) states that during the experiment investigation, extraneous factors besides the independent variables have the power to affect the dependent variables. The researcher must retain their attention in order to avoid erroneous results. Before the study begins, the researcher has no idea if the groups are equal. So, It is better to create comparable groupings by balancing individual variances among group members. Some variables may alter the study outcomes if there is no such equivalency.

Before the experiment begins, group equalisation is established. Both groups have been equalized in the following factors in order to achieve more accurate findings from the experiment:

1. The age for each student
2. Academic achievement for students' parents.
3. Students' scores in English for the first-course examination of the same academic year (2021-2022).

3.3.1 Students' Age

Information about the students' ages is collected from their school files at the beginning of the school year (2021-2022). The following table presents information on the age of students in each of the two groups. From the date of birth until the starting of the experiment in February 2022, the participants' age is computed by month. To compare the two independent samples, the T-test formula is employed. The T-test equation reveals that there is no statistically significant difference in the age between the two groups. The average age of the participants is practically the same. (See Table 3.2 and Appendix1)

Table (2) The Means, T-Test Value, and Standard Deviation for The Two Groups

Group	N	Mean	SD	DF	T. Value		Level of significance 0.05
					Calculated	critical	
CG	40	203.0750	7.43653	79	1.151	1.98	Not statistically significant
EG	41	201.1463	7.63728				

3.3.2 The Academic achievement for Students' Parents

3.3.2.1 The Academic Achievement of Fathers

The Chi-square value is utilized for both independent samples (EG and CG) to see if there is a significant difference in the degree of education between the two groups. First, the educational backgrounds of the fathers have been checked. The chi-square calculation shows that the value is (1.5308) at a level of significance of (0.05) and (3) degrees of freedom, indicating that there is no significant difference in this variable between the two groups. (See Table 3.3.2.1 and Appendix2)

Table (3.) Chi-square Value for the Level of Fathers' Education

Group	No.	Illiterate & Primary	Intermediate & Preparatory	Diploma	Bachelor	M.A\ Ph.D.	DF	Chi-value		Level of Significance 0.05
								Computed	critical	
EG	41	8	13	11	9	0	3	1.5308	7.82	Not Statistically Significant
CG	40	5	17	7	10	1				
Total	81	13	30	18	19	1				

3.3.2.2 The Academic Achievement of Mothers

The same equation has been applied for analyzing mother's academic achievement as it has been done for the fathers'. The chi-square value is (3.297) with a significance level of (0.05) at the (3) level of freedom degree. These findings show that the educational level of the mothers in both groups is nearly the same. (See Table 3.4 and Appendix3)

Table (4)Chi-Square Value for The Mother's Academic Achievement

Group	No.	Illiterate & Primary	Intermediate & Preparatory	Diploma	Bachelor	M.A\ Ph.D.	DF	Chi-Value		Level of significance 0.05
								Computed	Critical	
EG	41	11	10	14	6	0	3	3.297	7.82	Not Statistically Significant
CG	40	13	7	9	11	0				
Total	81	24	17	23	17	0				

3.3.3 Students' Scores in English for the First-Course

The equivalency procedure and the students' scores in the English language subject for the first course examinations has been also taken into account. The EG has a mean score of (63.7317) with a standard deviation of (13.06718), whereas the CG has a mean score of (66.0750) with a standard deviation of (16.77664). The level of significance for both groups is (0.05) with (79) degrees of freedom. The value of the T-test is (0.702). The results show that there is no statistically significant difference in the scores of both groups.(SeeTable3.3.3 and Appendix 4)

Table (5) T-Test Statistics for the First Course Scores

Variable	Group	No.	M	SD	DF	T-value		Level of Significance (0.05)
						Calculated	Critical	Not Statistically Significant
First Course Examination	EG	41	63.7317	13.06718	79	0.702	1.98	Not Statistically Significant
	CG	40	66.0750	16.77664				

3.4 Extraneous Variables Control

Riazi (1999:47) claims that extraneous factors must be controlled before the results of an experimental investigation can be trusted. Thus, the researcher cannot be certain of the independent variable's impact on the dependent variable. In this study, the aim is to control such dangers by removing their consequences. Therefore, the researcher attempted to manage the following uncontrolled variables:

3.4.1 History

Robison (1995:93) defines history as the negative effects of time passing on the research. When there is a lengthy amount of time between two tests, the influence of history will become apparent. i.e., pre- and post-testing.

There are no notable occurrences or situations during the experiment. In addition, the study has been done in just ten weeks.

3.4.2 Maturation

Maturation is defined as any systematic changes in the participants' internal circumstances as a result of time, biological or psychological

development, or growth. Fatigue, boredom, aging, hunger, and learning are examples of these changes (Campbell & Stanley,1963:5).

The present study has been run for ten weeks with no discernible changes in the characteristics of the subjects.

3.4.3 Mortality

According to Lewin (1979:60), experimental mortality is defined as the absence of volunteers throughout the experiment time due to unexpected circumstances like accidents, death, illness, and so on. The experiment has been free of such influences, and all participants have attended class during the study.

3.4.4 Hawthorne Effect

When students are aware that they are being observed, there may be a visible change in their performance in some experimental studies. As a result of the present observation throughout the trial, the Hawthorne effect makes people work harder. Therefore, the outcomes' dependability will be impacted (Tavakoli, 2012:218).

In this study, the students have not been informed in both groups that they were participating in an experiment during the study, therefore the effect has been controlled.

3.4.5 Selection Biases

Selection bias is a type of error that happens when the researcher selects who is involved in the study. It is frequently related to studies when participants are chosen intentionally (Christensen,1980:98).

To avoid the impact of this factor, the participants have been selected randomly for the present study. So, the threat's impact is reduced.

3.4.6 Instrumentation

Instrumentation is defined by Robinson (1981:97) as any changes that may occur throughout time when measuring the dependent variable. So, any modifications in measuring instruments or even administration procedures might have a detrimental impact on the experiment's outcomes. The influence of such a variable has been controlled by employing a unified pre-test and post-test for both groups and using the same scoring method.

3.5 Teaching Material

The researcher employed all of the materials required in *English for Iraq* for 5th preparatory students (units 5 and 6), including the activity book and student's book for the second course. Each unit includes ten lessons with different topics, skills, and activities. The lessons that have conversational topics have been taught by the researcher.

3.6 The Experiment Application

The experiment begins on January 11th, 2022. It takes ten weeks to be applied and finishes on May 20, 2022. Five classes each week are allocated to each group. To prevent the "Teacher Variable" effect and to improve the experiment's validity and reliability, the researcher opted to instruct both groups by himself. The EG is taught using CI techniques, but the CG is taught using a prescribed method. The present study's lesson model is presented to a jury of specialists in the fields of TEFL and linguistics. (See Appendices 6 and 7)

3.7 The Performance Test

Performance test, an assessment used to assess a person's potential to learn a certain set of abilities through further instruction (intellectual,

motor, and so on). The tests involve the assumption that each person has unique particular skills, and that these variations may be used to forecast future success (Brown, 2005: 58).

Koh, Tan, and Ng (2011: 139) assert that performance assessments are intended to measure students' knowledge and skills at deeper levels than traditional assessments and tend to prompt students to solve authentic or real-world problems.

Frey, Schmitt, and Allen (2012: 76) posit that a meaningful, real-world task or problem is characteristic of performance-based assessment at some level. Simply, it is a test designed to assess a person's ability to do a particular type of work

Hence, two oral conversational performance tests have been designed, as a pretest and a posttest. A control group and an experimental group are given the same tests. The pre-test is used to compare its findings to the post-test for both groups, then to determine how students' performance has improved. Both tests are intended to measure the impact of CI on developing 5th grade students' performance in conversation.

3.7.1 The Description of the Test(Pre-Test and Post–Test)

To collect the data, an instrument is required. The instrument is used to ensure data accuracy, indicating that the study is effective. The form of the conversational test is to check students' performance. The test is used as a tool to gather information and evaluate the effectiveness of CI on students' performance in conversation. The test has been performed twice, once before and once after the treatment. The pre-test is given before the treatment to both groups, and the post-test is given after ten weeks of the treatment(See Appendix5)

The test questions are matched to the 5th grade students' level. The test is divided into four questions. Question one is expected to make students describe a situation. Question two is supposed to make students talk about certain situations in daily life. In question three, students are asked to introduce themselves and let them talk as much as they can or talk about a specific situation. Finally, question four talks about a picture. Students are required to say what they see in the picture as accurately as they can.

3.7.2 The Scoring Scheme

The scoring scheme provides the framework for the researcher to evaluate the outcomes. A precise scoring procedure must be employed in order to ensure objectivity and reliability. The researcher employed an analytic scale to provide scores to the students, which was divided into categories, and the researcher followed these scoring standards for each category.

Brown's (2001:406-407) oral proficiency test scoring scheme is used in the present study. The test has a total score of 100, which is evenly distributed among four questions. The Conversation Test has five components in each question. The scores have been administered according to Brown's scoring scheme. (see Appendix 13)

3.7.3 Validity of the Test

Brown (2005:220) defines validity as the degree to which a test must measure what it is supposed to measure. It plays a major role in determining whether the test is valid or invalid.

Coombe et al. (2007:22) believe that one of the bases of excellent design is test validity, which is related to the test's goal and what to test.

Brown(2010:6-30) divided validity into face validity and content validity.

3.7.3.1 Face Validity

It is defined as the amount to which the test is indicative of the information and skills it ostensibly claims to evaluate. The subjective assessment of the testees, the administrative employees who select its application, and other observers who are somewhat associated with the test are all used to attain face validity (Mousavi, 2009:247).

After constructing the pre-test and post-test, experienced professionals in the fields of TEFL and linguistics reviewed the tests to ensure that they are suitable for the present study. The experts are requested to provide their opinions and write comments on the tests' effectiveness and applicability. They accepted the test's effectiveness and suitability.

3.7.3.2 Content Validity

The name simply indicates if the test has adequately covered the items or domains for which it was designed(Cohen et al., 2000:109). To do this, the test items' specified materials are derived from the activity materials and the student's book. Measure what you want to discover with precision? This is especially true while taking an achievement test.

3.7.4 Reliability of the Test

According to Harmer (2003:322) good tests should produce consistent findings. Test-retest, internal consistency approaches and analogous forms are all ways for measuring reliability. It is described as the degree to which the test assesses accurately and reliably.

Brown (2010:28) states that a reliable test must include the following characteristics:

1. Consistency over multiple administrations.
2. It must provide clear scoring and grading rubrics.
3. Use of rubrics in an appropriate manner.
4. It must include objects that are easily identifiable.

The test-retest method is also used to evaluate the reliability of tests. The same sample has taken the test two times at two different times. The test's coefficient of reliability is determined to be (0.82). This coefficient is believed to be suitable according to Grous (2013:123), who claims that a reliability coefficient of 0.60 or above allows the test to be accepted.

3.7.5 The Pilot Test

In preparing for a bigger study, a "pilot test" can refer to a tiny study that tests research methods, data collection tools, sample recruitment techniques, and other research approaches. It is a means of evaluating the design and processes before the experiment is carried out or resources are invested (Eysenck & Flanagan, 2000:309).

The value of a pilot study is to:

1. Assess the effectiveness and adequacy of administrative processes.
2. Determine the average time that students need to complete the test.
3. Assess the test's clarity.
4. Find out how the students react to the test.
5. Assess the level of difficulty and discriminating power of the things (Eysenck & Flanagan, 2000:310).

To attain these objectives, the test has been given to 25 students from an Al-Andalus preparatory school for boys who are selected randomly. The pilot test is taken place on January 14, 2022. The findings of the pilot study are statistically examined to confirm items' discrimination power and difficulty level. (See Appendix10)

3.7.6 Item Analysis

Choosing suitable language items is insufficient to determine the test's correctness because each test may work differently. Item analysis examines students' responses to provided questions in order to measure the efficacy of those items by distinguishing between strong and weak subject performance based on the difficulty of each item (Mousavi,1999:187).

3.7.6.1 Level of Difficulty and Power of Discrimination

Item difficulty is a means of determining how challenging an item is. It relates to the population of individuals who properly answered each question. Brown (2004:59) thinks that it is suitable when an item's difficulty level varies from (0.15) to (0.85). The item difficulty is set between (0.36) and (0.50) after the pilot test results are analyzed.

On the other hand, discrimination power is defined by Richards & Schmidt (2002:303) as a study of test-takers' high and low distinctions and skills in relation to the provided items.

Similarly, Domino & Domino (2006:32) point out that discrimination power refers to an item's capacity to accurately distinguish between individuals who are higher on the variable in question and those that are lower.

According to Walker and Maddan (2013:287), a DP is strong and acceptable if it is 0.30 or higher and weak if it is less than 0.30.

The DP method is used after dividing students' scores and grouping them into high, middle, and low subgroups. The results show that DP ranges between (0.38) to (0.47), indicating that all items have a acceptable level of difficulty. (see Table 3.7.6.1)

Table (6) The Difficulty Level of the Test The Discrimination Power of the Test

Items	DP	DL
Fluency	0.40	0.44
Pronunciation	0.43	0.50
Grammar	0.38	0.47
Comprehension	0.40	0.42
Vocabulary	0.54	0.44

3.8 Pre-Test and Post-Test Administration

The pre-test has been held on January 22nd, 2022. The post-test is done on April 16th, 2022, using the identical processes as the pre-test. In addition, the test is judged by a jury of TEFL and linguistics specialists from different universities in Iraq. (See Appendix 9)

3.9 Statistical Instruments

The following is how the SPSS programme is used to calculate the results from the tests, pilot study, and sample equivalence:

1. **T-test:** The T-test formula was used to determine if there was a significant difference between EG and EG in terms of participants' ages, first course outcomes, and pre- and post-test scores.
2. **Chi-square:** This calculation was used to determine if EG and CG were equivalent in terms of academic achievement.
3. **For the pre- and post-test, the difficulty level equation was utilised to calculate the difficulty level of the items.**
4. **Item Discrimination:** The item discrimination equation was used to assess the power of item discrimination.
5. **Pearson Correlation Coefficient:** This metric is used to assess the consistency of raters' results.

Chapter Four
Data Analysis,
Discussion of the
Results, Conclusions,
Recommendations

4.0 An Introductory Note

This chapter shows the analysis process and presents the study's findings. It is divided into two sections. The first section deals with presenting the results of the post-test administered to the study sample and comparing them to the results of the pretest in both experimental and control groups, whereas the second section is intended to discuss the results in light of the study's implications.

4.1 The Presentation of the Results

The main study's findings are based on the variable, which is the performance of Iraqi EFL 5th preparatory students in conversation. Accordingly, this study investigates the impact of classroom discourse interaction on developing Iraqi 5th preparatory students' performance in conversation. The pre-test and post-test data were statistically manipulated to meet the study's aims and investigate the research topic.

4.1.1 Comparison of the Pre-test and Post-test Scores of EG

Regarding the EG, as shown in Table 4.1.2, the mean of pre-test scores is (50.4146) while in post-test it is found to be (67.7561). The T-test formula is used once again to show whether or not the difference between the pre-test and post-test scores is significant. So, the calculated T-value (6.406) is higher than the tabulated value (1.684) at (0.05) level of significance which explains that there is a statistically significant difference between the pre-test and post-test because of the impact of adapting CDI during the period before conducting the post-test .

Table (7) Mean, Standard Deviation, and T-values of the Students in Pre-test and Post-test of the Experimental Group

Test	No.	Mean	SD	DF	T-Value		Level of Significance
					calculated	table	
Pre-test	41	50.4146	14.19503	40	6.406	1.684	Statistically significance
Post-test	41	67.7561	14.76784				

4.1.2 Comparison of the Post-Test Scores of Both EG and CG

As shown in Table 4.1.3, the findings of the post-test on both groups reveal that the EG mean score is found to be (67.7561) while the mean score of the CG is (48.6500), respectively, indicating that the experimental group's performance is better than the control group. The researcher adopted a T-test formula for the groups in order to clearly determine and show whether or not the difference between the two groups is significant. The results of the T-test state that the calculated T-value of the post-test is (5.515), whereas the tabulated T-value is (1.98). This means there is a significant difference between the two groups at the 0.05 level of significance (0.05). So, the results reveal that implementing CI is more productive and useful than the traditional method. Thus, the null hypothesis is rejected.

Table (8) Mean, Standard Deviation, and T-values of the Students' Post-test for the Experimental and Control Groups

Group	No.	Mean	SD	DF	T-Value		Level of Significance 0.05
					Calculated	Table	
CG	40	48.6500	11.22851	79	5.515	1.98	Statistically significance
EG	41	67.7561	14.76784				

4.2 Discussion of Results

When the data are analysed and reviewed, it is discovered that there is a significant difference between the experimental and control groups. In terms of the posttest, the experimental group mean score is 48.6500, while that of control group is 67.7561. This shows that the experimental group's achievement is higher than the control group. Then, the null hypothesis is rejected.

Additionally, the analysed data show that the CI, which is implemented to develop students' performance in conversation skills, has a powerful impact on students' performance in conversation. Students became more interactive, motivated, and helpful in the classroom. Moreover, CI appears to be more valuable and effective than the traditional method because of the following points:

1. When CI is used correctly in English classes by applying its patterns and techniques, it leads to improvement of language skills, particularly conversational skills. This might be due to the fact that CI is a student-centered technique that encourages students to complete work objectives. This result falls in line with Sumyyiah Qazi (2019) results.
2. CI encourages students to be active by forcing them to think and be creative by requiring them to generate longer and typically more varied sentences since they can relate replies to their interests or use linguistic structures and terminology of their choice. This result is similar to Bouhafid (2018) (2009) result.
3. CI is a creative process that breaks up the routine of the classroom and makes learning more enjoyable by increasing students' motivation and participation. This result is in line with Kouicem Khadidja's (2010) result.

4. On the contrary to the previous studies, the results of the present study showed that when functions are completed in groups, learning becomes more interactive, interesting, and exciting.
5. In comparison to other skills exercises, it appears that the time allotted for some of the conversation practises in the 5th preparatory school's curriculum is short and limited. This result seems different from all the previous studies.
6. Conversely to previously stated studies, the result of the present study showed that CI enables teachers to identify students' strengths and weaknesses, as well as assist them in closing the gaps.
7. Implementing CI can help students find their latent talents and make the transition from passive to active students. Teachers find it difficult, if not impossible, to discover students' hidden skills since they are responsible for practically doing all of the class activities, lesson presentations, and closed-ended questions. This result is similar to Nadjla Bicha's (2016) result.

4.3 Conclusions

The following conclusions are reached based on the findings of the submitted study as well as the researcher's observations during the experiment.

1. CI patterns and techniques are found to be used successfully for improving students' oral performance in conversation. CI has a favorable influence on the students' speaking ability. It motivates students to participate, builds confidence, and prepares them for real-world communication. It also allows students to practice using the target language.

2. The use of CI techniques generate conditions that increase students' oral communication, such as when students work in pairs, teams and hold talks with their teachers or classmates inside the classroom. Therefore, the findings indicate that there is a relationship between CI and developmental language abilities in general.
3. The results show that in order to promote EFL students' interaction, their teachers can be both motivators and correctors. Teachers must change their teaching methods by adopting CI techniques that increase interaction in which students engage in pairs, groups, negotiation of meaning, discussion, and role-play, aside from giving opportunities for their students to share their opinions. When CI forms are implemented in groups, learning becomes more interactive, interesting and exciting.
4. To conclude, it has been seen that when CI is used, students' poor performance in conversation can be reduced progressively.

4.4 Recommendations

The following recommendations are provided in light of the findings of this study:

1. The CI must be used to improve students' performance in English conversation skills, particularly in 5th preparatory schools, taking into account the students' age, needs, interests, and levels of linguistic skills.
2. In our EFL classroom lessons, teachers should focus more on English conversation practice. This primary skill should be given more time and attention.

3. In our EFL lessons, students should be given extensive opportunities to practice speaking for real purposes (e.g., to describe, narrate, apologize, invite, congratulate and so on).
4. Teachers must encourage participation in the classroom by involving students in a number of activities that motivate them to optimize and expand their quantity of talking time in order to get as much experience and exposure to the English language as possible.
5. Teachers are recommended to establish a comfortable and pleasurable environment in the classroom so that students feel free to practise a conversation and demonstrate their abilities. Teachers should recommend students to be aware of the listening skill because a good listener is thought to be a good speaker, listening has a significant impact on their oral production.

4.5 Suggestions for Further Studies

In the light of the findings and conclusions of this study, the researcher recommends the following future studies:

1. Similar studies at several levels of schooling, such as intermediate and primary schools, is required. Such as , Exploring the impact of classroom interaction on Iraqi EFL 4th preparatory school students' performance in speaking skill.
2. A similar study might be conducted to see how classroom interaction affects other language skills such as listening, writing, reading, and comprehension.

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Appendices

Appendix

Appendix (1) The Age of the two Groups by Months

Control Group				Experimental Group			
No.	Age	No.	Age	No.	Age	No.	Age
1	199	21	196	1	198	21	203
2	209	22	201	2	211	22	226
3	205	23	194	3	201	23	203
4	211	24	206	4	200	24	194
5	197	25	195	5	193	25	202
6	218	26	200	6	211	26	197
7	210	27	219	7	199	27	194
8	203	28	199	8	202	28	202
9	210	29	201	9	199	29	195
10	215	30	206	10	195	30	202
11	198	31	199	11	202	31	196
12	216	32	201	12	193	32	199
13	202	33	195	13	201	33	197
14	195	34	197	14	198	34	195
15	202	35	200	15	203	35	199
16	201	36	199	16	202	36	201
17	205	37	201	17	197	37	199
18	196	38	200	18	230	38	209
19	225	39	196	19	196	39	200
20	203	40	198	20	209	40	200
						41	194

Appendix

Appendix (2) Academic Achievement of the Parents for the Control Group

Control Group					
No.	Father	Mother	No.	Father	Mother
1	Preparatory	Primary	21	Bachelor	Bachelor
2	Diploma	Diploma	22	Intermediate	Primary
3	Bachelor	Bachelor	23	Bachelor	Bachelor
4	Primary	Illiterate	24	Preparatory	Primary
5	Bachelor	Diploma	25	Diploma	Bachelor
6	Preparatory	Preparatory	26	Bachelor	Bachelor
7	Bachelor	Bachelor	27	Illiterate	Preparatory
8	Preparatory	Illiterate	28	Diploma	Illiterate
9	Bachelor	Bachelor	29	Preparatory	Bachelor
10	Intermediate	Primary	30	Ph.D.	Bachelor
11	Illiterate	Intermediate	31	Preparatory	Primary
12	Intermediate	Intermediate	32	Diploma	Diploma
13	Diploma	Diploma	33	Primary	Primary
14	Intermediate	Bachelor	34	Preparatory	Intermediate
15	Bachelor	Bachelor	35	Bachelor	Diploma
16	Intermediate	Preparatory	36	Preparatory	Preparatory
17	Preparatory	Illiterate	37	Diploma	Diploma
18	Diploma	Diploma	38	Intermediate	Primary
19	Intermediate	Primary	39	Primary	Illiterate
20	Preparatory	Primary	40	Bachelor	Diploma

Appendix

Appendix(3) Academic Achievement of the Parents for the Experimental Group

Experimental Group					
No.	Father	Mother	No.	Father	Mother
1	Preparatory	Primary	21	Preparatory	Primary
2	Diploma	Diploma	22	Illiterate	Primary
3	Primary	Intermediate	23	Diploma	Bachelor
4	Bachelor	Diploma	24	Preparatory	Bachelor
5	Preparatory	Primary	25	Bachelor	Diploma
6	Diploma	Diploma	26	Diploma	Preparatory
7	Preparatory	Primary	27	Intermediate	Primary
8	Bachelor	Bachelor	28	Illiterate	Diploma
9	Intermediate	Preparatory	29	Diploma	Diploma
10	Illiterate	Intermediate	30	Diploma	Diploma
11	Diploma	Diploma	31	Primary	Illiterate
12	Bachelor	Bachelor	32	Bachelor	Bachelor
13	Preparatory	Diploma	33	Diploma	Preparatory
14	Diploma	Diploma	34	Primary	Preparatory
15	Bachelor	Diploma	35	Bachelor	Diploma
16	Bachelor	Bachelor	36	Bachelor	Diploma
17	Preparatory	Diploma	37	Preparatory	Intermediate
18	Primary	Intermediate	38	Intermediate	Preparatory
19	Diploma	Preparatory	39	Diploma	Illiterate
20	Intermediate	Illiterate	40	Primary	Primary
			41	Preparatory	Primary

Appendix

Appendix(4) The Student's Scores in the First Course

Control Group				Experimental Group			
No.	Score	No.	Score	No.	Score	No.	Score
1	78	21	88	1	59	21	63
2	80	22	71	2	72	22	53
3	57	23	80	3	68	23	79
4	60	24	87	4	82	24	77
5	63	25	60	5	50	25	57
6	82	26	54	6	88	26	52
7	69	27	42	7	66	27	68
8	35	28	69	8	80	28	50
9	55	29	78	9	79	29	64
10	91	30	55	10	46	30	61
11	82	31	40	11	89	31	52
12	90	32	64	12	68	32	59
13	51	33	75	13	57	33	61
14	45	34	42	14	64	34	51
15	91	35	39	15	91	35	55
16	54	36	64	16	59	36	59
17	60	37	71	17	64	37	63
18	90	38	84	18	70	38	68
19	77	39	50	19	30	39	71
20	46	40	66	20	55	40	73
						41	40

Appendix (5)

A Model Lesson Plan for the Control Group

- ⇒ Class: 5th preparatory
- ⇒ Date: / 2 /2022
- ⇒ Prescribed Textbook: English for Iraq
- ⇒ Unit: 5
- ⇒ Lesson: 2
- ⇒ Time: 40 Minutes
- ⇒ Topic of the lesson : Healthy habits

❖ Objectives:

By the end of the lesson, students will be able to:

- ⇒ Read and complete a conversation.
- ⇒ Listen to check answers.
- ⇒ Complete grammar rules.
- ⇒ Write sentences.
- ⇒ Complete a set of school rules.

❖ Language:

- ⇒ Modals: can/can't, must/mustn't, should/shouldn't

❖ Vocabulary:

- ⇒ energetic, coach (n), ridiculous, chew, gum

❖ Material needed:

- ⇒ Student's book
- ⇒ Activity book
- ⇒ Teacher's book
- ⇒ Whiteboard and MP3 for playing and listening to the audio.

❖ Homework: (AB104)

- ⇒ Set the homework task.
- ⇒ Tell the students to look up the meanings of any words they don't know. Answers

Appendix

❖ Procedures

The procedures of the lesson consists of five stages:

⇒ Stage 1 :

- Read and complete a conversation SB57 (10 minutes)
- Students are asked to imagine Layla, a character from the TV show The Biggest Loser, talking to Rashid, an athlete, about his diet.
- Check understanding of the words in the box before telling the students to do the exercise.

⇒ Stage 2:

- Listen to check answers SB57 67 (5 minutes)
- Tell the students to listen and check their answers

⇒ Stage 3:

- Focus on language and practice it SB57 GR109 (10 minutes)
- Use the language box and elicit each completed rule orally.
- Make sure the students understand that can, must and should are modal verbs.
- Read out the first rule and ask Do we use the infinitive after ‘can, must or should’ with or without ‘to’?
- Tell them to find the modals in the text and find the answer.
- Elicit the answer without to.
- Tell them to cross out ‘with’ in the language box
- Go through the other rules in the same way

⇒ Stage 4 :

- Write sentences (AB102 Ex A) (10 minutes)
- Go through the examples before telling the students to do the exercise

⇒ Stage 5:

- Read and complete rules AB103 Ex B (5 minutes)

Appendix (6)

A Model Lesson Plan for the Experimental Group

- Al- Andalus Preparatory School for Boys in Maysan
- Class: 5th Preparatory
- Date: / 2 /2022
- Materials: Textbook *English for Iraq*
- Unit: 5 Lesson: 2 . AB page(102-104)
- Topic of the lesson : "Healthy habits"
- Time of the lesson : 40 Minutes
- ❖ **Aims:**
 - To develop students' ability to interact in conversations about healthy food collaboratively.
 - To give practice of natural speaking and listening.
 - To develop students' vocabulary in conversational skills.
 - To develop students' confidence in spoken communication.

❖ **Objectives:**

By the end of the lesson , students will be able to:

- Engage in discussion on everyday topics.
- Open and keep conversations going.
- Interrupt and end conversations appropriately.
- Ask questions to gain specific information.

❖ **Procedures**

Introduction

This is a conversational lesson about "Healthy Habits". It provides students with the language required to start a conversation, interrupt, ask open and closed questions, change a subject, keep a conversation going and end a conversation. There are plenty of opportunities to build on and extend language. The teacher has the opportunity to focus on the

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language areas relevant to students, with open ended exercises and practical speaking and listening.

- ⇒ **Stage 1: Warm Up** 5 Min.
- Greet the students and let them respond to my greeting happily.
 - Ask the students what other greetings they can say.
 - Demonstrate saying the greetings in different emotional states: happy, sad, angry, bored, surprised excited and ask ‘how am I feeling?’ to elicit emotional vocabulary.
 - Divide students into groups (8 groups) each group has six students.
- ⇒ **Stage 2: Asking Questions** 5 Min.
- The teacher introduces the topic by showing students pictures about food and restaurants , then he goes around the room and asks students what their favorite food is. They may say “pizza” or “Kebab.” Now he will use this as the catalyst for asserting opinions. This will serve as an introduction to probing questions. For example, one student may say, “Pizza.” You will then respond, “Oh, I like pizza too. But only meat pizza, not vegan pizza.” Explaining how you asserted your opinion, and then move on to the next student. After a few repetitions, they will see how asserting an opinion works, then ask the whole- class to tell what are the most famous restaurants in Maysan?
- ⇒ **Stage 3: Working in Groups & Negotiating of Meaning** 12Min.
- Tell the students to work in groups and negotiating the meaning of the new words in the box.
 - At this stage the teacher should monitor the students’ production, taking into account the content and form. This is also the time to

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assess the effectiveness of your lesson and identify gaps in your student's knowledge. Take notes if possible .

- The teacher will use pictures and video to help students get the meaning of the new words.
- After finding out the meaning of the words in the box. The teacher will ask the whole- class about the meaning of the new word such as: what is the meaning of "Vegetable" ? what's meant by "Boiled"? etc.
- The teacher will ask the students to work in pair collaboratively and complete the conversation between Layla and Rashid using the word from the box.

⇒ **Stage 4: Conversation Practice**

15 Min

- After they complete the conversation, the teacher will tell the whole class they are going to listen to the recorded conversation to check their answers. The group that has completed the conversation successfully will be rewarded.
- The teacher will get the students to work in pairs. Then, the teacher will give them a piece of paper, including some questions. The students will ask these questions to each other and then they will answer them using the words and pictures on the board, or let a group of students walk around and find answers to the questions(Mingling). This controlled practice activity helps them gain more confidence to speak in English without being shy.
- Then in pairs students are asked to make an oral conversation about Healthy Habits. The teacher can be a helper and advisor in this stage.
- After that students are happily invited at the front of the whole class to practice the conversation as naturally as possible.

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⇒ **Stage5: Wrap-Up and Discussion**

6Min.

- The teacher can now transition into some general grammar about Modal verbs and how to use and construct these verbs orally.
- Ask them to ask others or you, questions.
- Additionally, you can review key vocabulary that arose during the lesson.
- Homework: (AB104)
- Set the homework task.
- Tell the students to look up the meanings of any words they don't know.

⇒ **Close the Lesson**

2Min.

The teacher could say something to encourage the students such as Well done, Great Job, I have had a great experience talking with all of you about 'healthy habits'. However, it looks like we are just about out of time. Okay, great talking to you. Have a great evening. See you next time". This provides a natural example of a conversation.

Appendix

Appendix (7)

Pre-Test.

Q1) Describe a gift you recently gave to someone.

Q2) What do you say in these situations ?

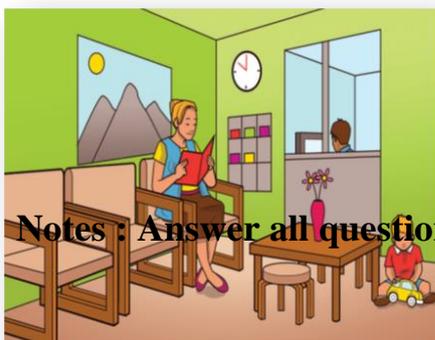
1. You are asked to suggest a place to go next weekend.
2. Your friend asks you to tell him about a special event in your life.
3. Your teacher says that it is hot in the classroom. You are near window
4. You see an old lady trying to lift a heavy bag.
5. Your friends are making a lot of noise.

Q3) Situation: It is the first meeting in the class. The teacher asks you to introduce yourself in front of the class. Say your identity in detail. You need to mention some information such as: your full name, Age, Address where you currently live, what you do in spare time, Family and some additional information that you want to mention.

Q4) Look at the two pictures. Many things are the same, but some things are different. For example, in both pictures, there are some chairs. But in picture 1, there are two chairs, and in picture 2, there are three chairs.

- ❖ What else is different? **(25Marks)**
- ❖ What else is the same?
- ❖ Tell as much as you can.

(1)



(2)



Appendix

Appendix (8)

Post-Test.

Q1) Describe an interesting hobby.

Q2) What do you say in the following situations?

- 1) How to apologize to your teacher for being late?
- 2) You want to ask your teacher about the meaning of a new word.
- 3) Ask your friend about the date of your English exam.
- 4) What to say to postpone your English exam?
- 5) Ask your friend to use his pencil.

Q3) Situation: Your brother is going to visit you at school next Wednesday. You ask your friend to pick him up at the school gate. It is the first time your friend meets him. Describe your brother's physical appearance to your friend clearly, tell what your brother's name, age and other additional information that you want to mention.

Q4) Tell me what you see in the picture. Say as much as you can.

1. How many boys and girls are there ?
2. What are they doing ?
3. What are they eating ?
4. Why are the girls raising their hands ?
5. What else can you see ?



Appendix

Appendix (9) The Jury Members

No	Title	Name	Degree	Specialty	Institution
1	Prof.	Abd Ali Nayif Hassan	Ph.D.	Linguistics	College of Basic Education/ University of Babylon
2	Prof.	Fatima Raheem	Ph.D.	TEFL	College of Basic Education/ University of Maysan
3	Prof.	Abbas Lutfi Hussein	Ph.D.	Linguistics	College of Arts, Mustansiriyah University
4	Prof.	Abdul Karim Fadhel Jamil	Ph.D.	Linguistics	College of education/Ibn Rushed Baghdad
5	Asst. Prof.	Ala'a Ismael Challob	Ph.D.	TEFL	University of Anbar College of Education for Humanities
6	Asst. Prof.	Saad Salaal Sarhan	Ph.D.	TELT	College of Basic Education Mustansiriyah University
7	Asst. Prof.	Nadia Majed Hussein	Ph.D.	TEFL	Middle Technical University
8	Asst. Prof.	Mais F. Al-Jabbawi	Ph.D.	TEFL	College of Basic Education/ University of Babylon
9	Asst. Prof.	Haider Kadhim Bairmani	Ph.D.	TEFL	College of Education University of Kerbala
10	Asst. Prof.	Naghham Yahya Al- Samarrai	Ph.D.	TEFL	University of Anbar College of Education for Humanities
11	Asst. Prof.	Bushra Saadoun Al-Nouri	Ph.D.	TEFL	College of education/Ibn Rushed Baghdad
12	Asst. Prof	Iqbal Sahib Dishir	Ph.D.	Linguistics	College of Basic Education/ University of Maysan
13	Asst. Prof.	Weddad AlAawi Saddam	Ph.D.	Literature	College of Dentistry Ibin Sina University of
14	Asst. Prof.	Hassan Kadhim Hassan	Ph.D.	TEFL	Dhi Qar University
15	Asst. Prof.	Mohammed Taher	Ph.D.	Linguistics	University of Maysan College of Basic Education
16	Prof.	Sabeeha H. Dehham	M.A	TEFL	University of Babylon.

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					College of Basic Education
17	Asst. Prof.	Hayder Tauma Jasim	M.A	Linguistics	College of Basic Education/ University of Maysan
18	Asst. Prof.	Hussein Jasim Hussein	M.A	Literature	College of Basic Education/ University of Maysan
19	Asst. Prof.	Majid Bani Madhi	M.A	TEFL	College of Basic Education/ University of Maysan
20	Asst. Prof.	Maysaa Rashid Abdul-Majeed	M.A	TEFL	University of Baghdad College of Education for Women
21	Asst. Prof	Weam Majeed Mohammed	M.A	TEFL	College of agriculture Al- Qasim green University
22	Asst. Prof	Khalid Wahaab Jabber	M.A	Linguistics	College of Basic Education/ University of Maysan

Appendix

Appendix (10) Yearly Plan for 5th Preparatory

	Months	Units	Rubric	Weeks	Lessons			
Second Course	Feb.	Five	Food and drink	3rd	1,2,3			
				4th	4,5,6			
				1st	7,8,9			
				2nd	10 / Revision 1,2 / Test 1,2 Further practice 1,2			
	Mar.			Literature Focus. Section B: The Tempest				
				Mar.	Six	The media	3rd	1,2,3
							4th	4,5,6
							1st	7,8,9
	2nd	10 / Revision 1,2 / Test 1,2 Further practice 1,2						
	Apr.			Literature Focus. Section B: The Tempest				
				Apr.	seven	Leisure	3rd	1,2,3
							4th	4,5,6
							1st	7,8,9
	2nd	10 / Revision 1,2 / Test 1,2 Further practice 1,2						
	May.			Literature Focus. Section B: The Tempest				
				May.	Eight	Review	3rd	1,2,3,4
							4th	5, Further practice / Revision Test 1,2
							The End Of The Second Course Examination.	

Appendix

Appendix (11)

The Pilot Study Results

First Rater						Second Rater					
No.	Q1	Q2	Q3	Q4	Total	No.	Q1	Q2	Q3	Q4	Total
1	12	11	10	11	44	1	7	10	15	10	41
2	16	14	13	11	54	2	12	14	15	10	51
3	13	14	15	12	54	3	10	10	11	12	43
4	10	8	7	15	40	4	7	15	9	7	45
5	10	13	15	11	49	5	11	5	8	11	35
6	15	16	14	15	60	6	15	10	17	13	55
7	12	16	12	10	50	7	16	15	10	13	54
8	12	12	13	15	52	8	13	14	11	15	53
9	10	5	8	12	35	9	13	6	9	10	36
10	8	6	11	13	38	10	9	5	13	14	40
11	8	6	10	9	33	11	11	9	8	11	32
12	7	6	8	11	32	12	13	8	5	8	33
13	12	4	12	11	39	13	15	8	14	9	40
14	15	9	13	13	50	14	8	11	8	8	34
15	13	8	7	10	38	15	9	11	10	9	34
16	14	5	11	6	36	16	16	10	11	13	39
17	11	14	11	10	46	17	14	6	7	9	36
18	14	15	8	9	60	18	15	17	12	14	58
19	12	16	14	17	60	19	14	15	17	18	64
20	10	14	13	16	53	20	12	6	15	15	43
21	13	11	10	14	48	21	15	10	15	13	53
22	15	8	15	10	48	22	15	10	10	16	51
23	10	12	15	14	51	23	15	11	17	15	53
24	16	8	9	10	43	24	18	12	11	14	45
25	12	11	14	15	52	25	14	11	15	15	55

Appendix

Appendix (12)

The Pre-Test Scores of the Experimental and Control Groups

Control Group				Experimental Group			
No.	Score	No.	Score	No.	Score	No.	Score
1	53	21	40	1	55	21	70
2	51	22	44	2	62	22	42
3	61	23	39	3	30	23	49
4	33	24	70	4	52	24	58
5	39	25	62	5	63	25	40
6	31	26	55	6	39	26	44
7	85	27	62	7	30	27	32
8	64	28	43	8	66	28	60
9	50	29	51	9	59	29	56
10	41	30	61	10	40	30	45
11	45	31	40	11	43	31	66
12	53	32	58	12	67	32	69
13	33	33	34	13	79	33	64
14	39	34	30	14	58	34	80
15	44	35	55	15	62	35	65
16	63	36	46	16	67	36	77
17	57	37	30	17	43	37	39
18	60	38	38	18	33	38	35
19	65	39	59	19	30	39	54
20	43	40	37	20	55	40	47
						41	62

Appendix

Appendix (13) The Post-Test Scores of the Experimental and Control Groups

Control Group				Experimental Group			
No.	Score	No.	Score	No.	Score	No.	Score
1	58	21	41	1	71	21	72
2	55	22	45	2	69	22	45
3	65	23	43	3	58	23	46
4	40	24	74	4	75	24	55
5	35	25	64	5	83	25	42
6	32	26	50	6	65	26	40
7	63	27	68	7	58	27	35
8	60	28	45	8	69	28	76
9	52	29	50	9	77	29	64
10	40	30	64	10	55	30	49
11	45	31	38	11	42	31	86
12	52	32	55	12	69	32	77
13	34	33	38	13	75	33	86
14	38	34	36	14	79	34	88
15	44	35	54	15	85	35	70
16	63	36	48	16	88	36	75
17	58	37	36	17	59	37	51
18	46	38	39	18	53	38	39
19	63	39	65	19	44	39	40
20	40	40	33	20	59	40	45
						41	66

Appendix

Appendix (14)

A Scoring Scheme For Testing students' Conversational Skill

No	Evaluation Criteria	Comments
1.	Pronunciation	<ol style="list-style-type: none">1. Errors in pronunciation are frequent but can be understood.2. An accent is intelligible though often quite faulty.3. Errors never interfere with understanding and rarely disturb the native speaker. The accent may be obviously foreign .4. Errors in pronunciation are quite rare .5. Equivalent and fully accepted by educated native speakers or teacher.
2.	Grammar	<ol style="list-style-type: none">1. Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.2. Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.3. Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social and professional topics.4. Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.5. Equivalent to that of an educated native speaker.

Appendix

3.	Vocabulary	<ol style="list-style-type: none">1. Speaking vocabulary inadequate to express anything but the most elementary needs.2. Has speaking vocabulary sufficient to express himself simply with some circumlocutions.3. Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.4. Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.5. Speech on a levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
4.	Fluency	<ol style="list-style-type: none">1. (no specific fluency description. Refer to other four language areas for implied level of fluency.)2. Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.3. Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.4. Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.5. Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

Appendix

	5. Comprehension	<ol style="list-style-type: none">1. Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.2. Can get the gist of most conversation of non-technical subjects (i.e., topics that require no specialized knowledge).3. Comprehension is quite complete at a normal rate of speech.4. Can understand any conversation within the range of his experience.5. Equivalent to that of an educated native speaker.
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Appendix

Appendix (15)

Timetable of the Daily Lessons for Teaching both Groups

- **Time of a lesson :45 Minutes**
- **Number of Teaching Lessons Per-week: 5 lesson for each group(EG and CG)**
- **Total Lessons Presented During the Experiment:43 Lessons.**

Periods Days	First	Second	Third	Fourth	Fifth	Sixth
Saturday	CG			EG		
Sunday		EG	CG			
Monday	EG			CG		
Tuesday					CG	
Wednesday	CG	EG				
Thursday			EG			

المستخلص

يسعى طلاب متعلمي اللغة الإنجليزية للغة أجنبية بشكل عام ليصبحوا متحدثين بارعين ومتصلين فعالين في اللغة الإنجليزية. يتعلمون اللغة الانكليزية، ولكن المهارة الأساسية التي يحتاج الطلاب لاكتسابها هي كيفية التحدث بشكل صحيح. لحل هذه المشكلة ، يجب على المدرسين البحث عن استراتيجيات جديدة يمكنها تطوير مهارات المحادثة لدى الطلاب. يتفاعل الخطاب الصفّي في الصف أمراً بالغ الأهمية في تدريس اللغات الأجنبية وتعلمها. ويشير الى أنماط فعالة لإشراك الطلاب وتحويلهم إلى طلاب فاعلين، لأنه يتضمن تبادلات حوارية بينهم وبين مدرسيهم. ويشير إلى مجموعة من الأنماط والأنشطة التي تحدث في الفصل الدراسي. لذلك ، يمكن أن يؤدي تفاعل الخطاب في الفصل الدراسي إلى تطوير أداء الطلاب في مهارة المحادثة من خلال الحوار المتبادل الذي يحدث بين الطلاب أو مع مدرسهم خاصة في بيئة اللغة الإنجليزية كلغة أجنبية.

لذلك ، تهدف هذه الدراسة إلى البحث تجريبياً في تأثير تفاعل الخطاب الصفّي على تطوير أداء الطلاب العراقيين في الصف الخامس الإعدادي للغة الإنجليزية كلغة أجنبية في المحادثة ، من خلال إشراكهم في أنماط الخطاب الصفّي. كما تهدف الدراسة إلى زيادة مشاركة الطلاب في الفصل من خلال خلق بيئة تواصل تفاعلية تسمح للطلاب بإجراء محادثة حقيقية باللغة الإنجليزية.

لتحقيق أهداف هذه الدراسة تم تناول سؤالين بحثيين في هذه الدراسة:

1. هل هناك فرق معنوي بين متوسط الدرجات التي حصل عليها طلاب المجموعة التجريبية الذين يتم تدريسهم على أساس تفاعل الخطاب الصفّي وتلك الخاصة بالمجموعة الضابطة الذين يتم تدريسهم بالطريقة المقررة في الاختبار البعدي؟
2. إلى أي مدى يؤثر تفاعل الخطاب الصفّي على تطوير أداء طلاب المرحلة الإعدادية الخامسة للغة الإنجليزية كلغة أجنبية في المحادثة؟

تقتصر هذه الدراسة على طلاب المرحلة الإعدادية الخامسة للغة الإنجليزية كلغة أجنبية في محافظة ميسان خلال العام الدراسي 2021-2022. يتكون مجتمع الدراسة من (168) طالب في الصف الخامس اعدادي في اللغة الانكليزية كلغة أجنبية. تضمنت عينة الدراسة (81) طالباً ، قسموا إلى مجموعتين (المجموعة التجريبية والمجموعة الضابطة). العينة التجريبية

Appendix

الاستطلاعية مكونة من (25) طالب. تم تصميم اختبارين (الاختبار القبلي والبعدي) لتحقيق أهداف الدراسة. بعد إجراء الاختبار القبلي والبعدي يتم تحليل النتائج إحصائياً بواسطة برنامج .SPSS

في نهاية التجربة أظهر تحليل النتائج وجود فروق ذات دلالة إحصائية في الأداء بين المجموعة التجريبية والمجموعة الضابطة في الاختبار البعدي. علاوة على ذلك ، كشفت النتائج أن تنفيذ تفاعل الخطاب الصفّي مع طلاب المدارس الإعدادية يكون أكثر فاعلية في مساعدة الطلاب على تعلم لغة أجنبية وتطوير مهارات المحادثة لديهم.

توصل الباحث إلى أن تطبيق تفاعل الخطاب الصفّي على طلاب المرحلة الإعدادية برهن على أنه أكثر فائدة في تنمية مهارات التخاطب لديهم. أخيراً ، وبناءً على نتائج الدراسة والاستنتاجات ، تم اقتراح عدد من التوصيات والاقتراحات لمزيد من الدراسات.



جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة بابل/ كلية التربية الاساسية
قسم اللغة الإنجليزية

أثر التفاعل الصفّي في أداء الطلبة العراقيين للصف الخامس الاعدادي لدارسي اللغة الإنجليزية لغة أجنبية في المحادثة

رسالة ماجستير

قدمت الى مجلس كلية التربية الاساسية جامعة بابل ، وهي جزء من متطلبات نيل شهادة

الماجستير في التربية / طرق تدريس اللغة الانجليزية.

قدمها الطالب

يوسف عبد الكريم شامل

بإشراف

أ.م. حسنين حسن شهيد

أ.م.د احمد روضان سلمان

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