

Classroom Interaction in Second Language Teaching and
Learning in the Vocational Education Development
Centre (VEDC)

التفاعل الصفّي في تدريس وتعلم اللغة الثانية في مركز التعليم والتطوير
المهني

By

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DEDICATION

To my wife, Dr. Hewaida Megahed

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ABSTRACT

The purpose of this study is to investigate the influence of classroom interaction in second language (L2) teaching and learning. The study also highlights the impact of interactional feedback in second language acquisition (SLA) and explores the relationship between classroom interaction and motivation. The main context of the research is the Vocational Education Development Centre (VEDC), UAE.

The collected data of the mixed-methods approach is based on the 22 English language teachers in the VEDC. The questionnaires and the lesson observations schedule were the research instruments combining both the quantitative and qualitative research methods so as to have correspondent and corroborated results. The research starts with the introduction, the related literature review and then, the research methodology followed by the research findings and data analysis. The discussion of the findings is compared with the related literature background and finally, overall conclusion and recommendations.

The findings of this study sustain the hypothesis that classroom interaction facilitates SLA and proper handling of feedback during interaction positively affects SLA. Additionally, proper patterns of classroom interaction not only contribute to L2 learning, but also affect positively the students' motivation to be engaged in the learning process and development. This recommends the importance of interactional classroom, feedback and motivation in L2 teaching and learning.

Acronyms

Vocational Education Development Centre: VEDC

Comprehensible input: CI

Comprehensible output: CO

Second language: L2

Second language acquisition: SLA

Modify Output: MO

Task-based instruction: TBI

Communicative language teaching: CLT

Instruction checking questions: ICQs

Concept checking questions: CCQs

Target language: TL

المخلص

تهدف هذه الدراسة إلى تقصي حقيقة دور التفاعل الصفّي في تدريس وتعلم الإنجليزية كلغة ثانية، ويدور محور هذا البحث - الكمي والنوعي - حول دور التفاعل الصفّي في تدريس وتعلم اللغة الإنجليزية كلغة ثانية لطلاب مركز التعليم والتطوير المهني.

وتنطلق هذه الدراسة من فرضيات نظرية تفيد بأن الفصول الدراسية التي تتميز بالتفاعل الصفّي أكثر تأثراً منها في الفصول التقليدية في تدريس وتعلم اللغة الثانية، وقد قام الباحث من خلال هذا البحث ببيان الدور الرئيس للتفاعل الصفّي في اكتساب اللغة الثانية ، وأثره في تسهيل هذا الاكتساب من خلال التغذية الراجعة أثناء التفاعل الصفّي ؛ حيث أن الطالب يتفاعل ويناقش ليجود لغته الثانية، مما يتيح للطلاب الفرصة لتعديل إنتاجه اللغوي .

وقد توصل الباحث - من خلال هذه الدراسة - إلى أهمية الأدوار التربوية القيادية التي يقوم بها المعلم لتسهيل اكتساب تعلم اللغة من قبل الطلاب ، فالمعلم هو صانع التعلم من خلال تنويعه للأنشطة الصفّية ، واستخدامه لاستراتيجيات التعلم الثنائي والجمعي ، وبصفته قائداً للتفاعل الصفّي المنظم ، ومحفزاً عليه .

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

There is a time when the traditional approach of teaching is adopted by most teachers, where students are used to depending only on the teacher to get new information. They are not given enough chance to practice speaking on their own and hence the interaction among the students in the classroom is almost absent (Gosh 2010). Nowadays, teacher-fronted instructions are no longer acceptable in language teaching classrooms and the education system changed with time so have the teaching methods. Educational institutions now demand more communication amongst the students rather than just listening to the teacher. As a result classroom interaction is very essential in today's educational bodies.

Hence, interaction amid learners with their teacher is really fundamental, both in spoken and/or written form. Consequently, the emphasis is on students' engagement in real communication and integrating the forms learnt through interaction (Long & Robinson 1998). In the communication model, second language (L2) classrooms are students-centered activities where they practice (L2) through authentic communication. Students are exposed to spoken and written discourse, which reflects real communication, like writing a CV, or role playing an interview. Student-centered classroom offers more chance for the teacher to positively react to the learning styles and needs of his learners in a practical way. On the contrary, non-communicative or teacher-centered teaching focuses mainly on grammatical structures which are non-communicative in the sense that they do not supply the opportunity for L2 learners to engage in natural and realistic interactional situations (Lightbown & Spada 2006). Additionally, the instruction is based on the teacher in terms of transforming all grammatical structures to the learners.

Drawing on personal experience as L2 learner, teacher – fronted classrooms delay students' opportunities to practice L2. Classroom interaction means a practice that enhances the development of the two very important language skills which are speaking and listening among the students. This tool helps the students not only to be competent in listening and speaking, but to think critically and share their views among their peers as well. During classroom interaction, students have the opportunity to learn English in a meaningful and constructive way. As a result,

students are active learners, free to express their opinions freely and to choose their favorite topics.

The Vocational Education Development Centre (VEDC) is an educational institution located in Abu Dhabi, UAE. The students are local male young adults who, according to social workers in VEDC, left governmental education system for different reasons like poor performance in school and/or social problems (personal communication, November 27, 2011) . VEDC offers a three-year program, starting with a foundation year which is a preparation till, later; the students are streamed into vocational and military training schools. Despite the fact that in VEDC teachers' emphasis is more on verbal rather than written skills, a sizeable majority of the students would find difficulties speaking and expressing themselves.

The process of Language learning is associated with learners' background, learning environment, culture, experience and beliefs. (Spolsky1989). Motivation may be one of the most important elements in the success of VEDC, due to the historical and cultural backgrounds of the students. Krashen (1985) points out that motivation and personality traits can facilitate or hinder language acquisition even if there is a suitable environment for acquisition. He states that a learner with a high affective filter receives less comprehensible input (CI) which hinders acquisition of language whereas a learner with a low affective filter is able to acquire the language more successfully.

Acquisition is facilitated not only when students obtain CI, but also when in response to incorrect language production [feedback]. Moreover, the students also have the chance to modify output (MO) (Long 1996). During interaction, students negotiate meaning and modify utterances. This modification is an indication that learning takes place (Bitchener 2004). For this reason, interactional feedback is necessary as it can be a sign whether the utterance is correct and it gives opportunity to focus on production and comprehension (Gass & Selinker 2006).

Taking everything into account, this research investigates the role of classroom interaction and feedback in second language acquisition (SLA), as well as motivation and language anxiety in classroom interaction.

1.2. Research questions

It is a common complaint among the teachers where the researcher works that students are not active in classroom interaction. Teachers remark that they keep trying enhancing students for learning, but they rarely respond or participate actively in the classroom. This study is to explore the reasons and the solutions that can improve classroom interaction in English lessons for students studying at VEDC. The main research question for this study is

- 1- Does classroom interaction facilitate SLA?

Other related questions that guide this study are:

- 2- What is the role of interactional feedback in SLA?
- 3- How do motivation and L2 anxiety affect classroom interaction?

1.3. The significance of the study

The study may be an important contribution to knowledge, especially for teachers working in vocational schools in general and VEDC in particular by making them aware of the impact of classroom interaction on L2 teaching and learning. English language is a prerequisite for young men and women to be recruited in the industrial sector. Consequently, teachers have to adapt their teaching techniques to reach the required outcomes of educational institutions and industrial sector. The research paper focuses on classroom interaction, proper handling of feedback and their impact on students' motivation to have effective teaching and learning environment.

1.4. Research sample

The sample of the research paper is the English language teachers at VEDC. The English language team consists of twenty non- native English speakers from Egypt, Jordan, Palestine, Syria and Somalia. In addition, there are two English native speakers from Ireland and South Africa. All of the teachers are BA holders in TEFL, five of them have MA and two hold PhDs in TESOL.

Classroom observation and questionnaire are the adopted methods in the research. The mixed approach is used because it develops the research instruments and checks for bias in research methods (Denscombe 1998). The English staff is involved in the research by filling in the study

questionnaires and taking part in joining the researcher in observing some of the English language lessons at VEDC.

1.5. Research Structure

The research paper starts with the literature review identifying the theoretical background of the social interaction in L2 teaching and learning and the role of interaction in socio-cultural and cognitive theories. Then, it draws an analysis of student and teacher's participation and responsibilities in classroom interaction, in addition to the role of pair and group work activities as an element of interactional classroom. The impact of interactional feedback in SLA and the impact of motivation and L2 anxiety on classroom interaction are reviewed as well.

The third chapter deals with the research methodology which focuses on the nature of the research, description of the methods and instruments used in the study. It is followed by the research findings which present the data of the study and the findings of the methods, and then the discussion and synthesis of the research results comparing it with the literature on the topic. Finally, the conclusion is revealed by the research work in an attempt to highlight the significance of the present results and recommendation to the teachers and researchers.

In the next chapter, there is a broad overview on the literature background of classroom interaction in L2 teaching and learning.

CHAPTER TWO: LITERATURE REVIEW

A review of literature is first presents the theoretical background and perspectives on social interaction and learning, then classroom interaction and its impact on L2 teaching and learning. Next, it presents the application of social interaction in cooperative learning and pair/group activities. Finally, it investigates the interactional feedback and how teachers can promote students motivation by proper handling of errors.

2.1. Perspectives on social interaction and learning

Generally speaking, the role of classroom interaction in learning is underpinned by a number of researchers and theoretical perspectives like cognitive, linguistic, socio-cultural and anthropological, for example (Edwards and Westgate 1987, 1994). Despite the cross-disciplinary significance of these learning theories in increasing understanding of the role of social interaction in learning and teaching, they lack consistency with each other. The distinction made in the discussion below between the socio-cultural and cognitive views of learning attempts to demonstrate some of these inconsistencies.

2.1.1. The socio-cultural perspective

Socio-cultural perspective is based on Vygotsky's work (1978). It emphasizes the role of thinking and speaking in the context of activity. According to this perspective, an individual's mental activity can be understood only by investigating it within its cultural, historical and institutional context. Central to the socio-cultural perspective is the fact that any mental activity is investigated as an interaction between social agents and physical environment, so the theory has a significant emphasis on the role of action in cultural context.

Similarly, Walsh (2006) confirms that social interaction and context are not separated from the learning situation. The role of culturally developed sign systems, such as language, is stressed in social interaction since they are regarded as tools for thinking and the construction of socially shared meanings. The individual learns to understand the world and self through sign systems, which are seen as having personal, social and cultural importance. This supports Vygotsky's view of the role of active participation and assistance provided by other members in the learning community. Applying the pedagogical practices and instructional settings on the socio-cultural theory, emphasis is often placed on providing learners with the opportunity to

engage in their zones of proximal development supported by social interaction with more knowledgeable members of the culture (Kumpulainen & Wary 2002).

Hence, the development of socio-cultural theory emphasizes the conceptualization in learning which the learner gradually becomes an active participant in the activities. In addition, learning activity has to be goal-oriented in situations that are authentic and meaningful in relation to the application of knowledge to be learned (Slavin 2006). Some of the concepts mentioned in this application are scaffolding, internalization, private speech, participation and the negotiation of meaning in the construction zone. The term 'scaffolding' is used to refer to the linguistic support given by a tutor to a learner. Tutors provide learners with suitable amount of challenge to maintain interest and support to ensure understanding (Bruner 1990).

2.1.2. The cognitive perspective

The cognitive perspective refers to Piaget's developmental theory and to cognitive psychology in general. The cognitive perspective on learning emphasizes the individual's mental activity, the development of thinking, cognitive strategies and their application. In the light of this theory, Piaget (1954) gives special attention to the individual goals and developmental processes which lay grounds for learning. Glasersfeld (1989) also states that learning is seen as a process during which the individual organizes his/her activity in order to eliminate conflicts and imbalance (disequilibrium).

In addition, the cognitive perspective views interaction as supporting the individual's knowledge construction, since it helps to activate existing knowledge of individuals. Social interaction is seen as helping the individual to understand and become aware of thinking processes, since the organization of thought in speech assists the reorganization of knowledge. Doise and Mugny (1984) state that the disagreements confronted during the interaction may cause cognitive conflicts, which, after being solved, stimulate cognitive accommodation in the individual. The cognitive theory emphasizes psychologically equal interaction, in which individuals coordinate their actions towards a common goal. Psychologically equal interaction between individuals is seen as enabling the creation of conflict situations relevant for the construction of knowledge (DeVries 1997).

Incorporating both Piaget and Vygotsky's theories in classroom, teachers need to provide the suitable environment, material and instruction for students' age and cognitive abilities. In a centered- classroom based on Vygotsky's view, students are involved in collaborative learning activities with peers from different cognitive abilities to provide tutoring by more competent students. This has a considerable influence on the growth in the Zone of Proximal Development (Slavin 2006).

This shift in the theoretical concepts of learning can positively affect the nature of social factor in classroom and emphasize the importance of dynamic teaching and learning. There is an emphasis on the role of student as an active participant and classroom interaction may be seen nowadays as an element to the success of L2 teaching and learning. Accordingly, this comparison shows us that the cognitive perspective has come closer to the socio-cultural view of learning. However, there are still distinct differences between the two perspectives.

2.1.3. Contrasting the perspectives

Comparing the constructivist theories of Piaget and Vygotsky reveals the role of action in learning. Kumpulainen and Wary (2002) mention that while the socio-cultural view stresses participation in cultural activities, the cognitive perspective gives priority to individuals and conceptual activity. Vygotsky supports the belief that "intellectual development can be understood only in terms of cultural and historical contexts children experience" (Slavin 2006, p. 42). Whilst the advocates of a cognitive theory analyze cognition and thinking as conceptual processes that are located in the individual, socio-cultural researchers, on the other hand, take social action as the unit of analysis (Cobb 1994). Crucial to the latter view are the means whereby participation in interaction is associated with the individual's development. It is noteworthy, the cognitive theory conceptualizes thinking as an activity in the individual's mind, whereas the socio-cultural perspective does not separate thinking from its social context, but rather examines it as a social action. Furthermore, the cognitive theory approaches development from the cognitive organizational point of view, whereas the emphasis is upon enculturation in the socio-cultural theory.

2.1.4. Social interaction and learning: separate or joint concepts?

The major difference between the cognitive and socio-cultural theories is seen not only in whether they acknowledge the significance of interaction and social context in learning, but in

the definition of the relationship between interaction and learning as well. For instance, the cognitive theory often perceives interaction as an element that has an effect on learning. Learning is recognized as a variable that can be, to a certain extent, explained by the traits of interaction and social background (Doise & Mugny 1984). In the socio-cultural perspective, however, interaction and context are not separated from one another. The individual and his/her environment (physical and social) are viewed in a dialectical relationship. As a result, the individual's action is seen as part of the social construction of shared understanding (Wertsch 1991).

2.2. Classroom interaction in L2 learning and teaching

In order to perform better, students of L2 need various opportunities to interact in social and academic situations. Successful teachers support their students to participate effectively in classroom discussions and appreciate their contributions and achievements.

2.2. 1. Analysis of teachers and students participation in classroom interaction

Research focusing on the social interactions of the classroom is generally thought to have begun in the 1950s and 60s (e.g. Bales 1951; Ballack et al. 1966 & Flanders 1970). The main focus, then, was on the whole classroom interaction between teachers and students. Most importantly, these studies revealed typical classroom interaction patterns, of which the most widely known is the Initiation-Response-Feedback/Evaluation (IRF/E) sequence (Sinclair & Coulthard 1975; Mehan 1979; Cazden 1986). Teachers control the structure of classroom interaction and initiate discussion by posing questions. After students respond to the question, teachers finish the interaction sequence by giving feedback or (in more recent versions) follow up on the students' response. It is argued that IRF sequence has a negative impact on second language classroom since learners have a minimum space for interaction (Walsh 2006).

The gradual change in focus to collective negotiation in classroom interaction goes hand in hand with the theoretical shift in perspectives on learning and teaching that begins to emphasize the active role of individuals in meaning-making and knowledge construction (Wells 1999). This change affects the social interaction in classrooms from structured discourse patterns to dynamic teaching and learning conversations. In the latter type of classroom interactions, the role of

students as active participants in social learning begins to be emphasized (Kumpulainen & Wary 2002).

Researchers in Post-Vygotskian notions of teaching and learning as assisted performance (Tharp & Gallimore 1988) or as a process of guided participation (Rogoff 1990) believe that learning arises both as the result of planned guidance of the students by a more competent one and, incidentally, through taking part in cooperative activities within the learning community. For example; Palincsar and Brown (1984) remark that in social interaction among teachers and learners in a small-group task, reciprocal teaching is based on four different strategies which are associated with text comprehension; questioning, clarifying, summarizing and predicting. In the ongoing interaction, the teacher and students share the expertise and responsibility of leading the discussion on the contents of the sections of text that they jointly attempt to understand. This highlights the role of both teachers and learners in collaborative learning.

Walsh (2006) maintains that teachers should play a central role in L2 classroom and states four main responsibilities for teachers: control of pattern of communication, elicitation techniques, repair strategies and modifying speech to learners. Teachers control both the topic of conversation and turn-taking, and orchestrate the whole interaction process to facilitate learning. Eliciting the information through referential questions which have natural and communicative responses is one of the teacher's duties. Repair depends on the teacher's goal, whether he is focusing on fluency or accuracy. Modification is fundamental because it is the link between comprehension and L2 progress.

Kumpulainen & Wary (2002) illuminate the modes of teacher participation during whole-class discussion. They summarized the modes of teacher participation in reciprocal teaching as:

- Evocative mode of participation; students are encouraged to initiate and negotiate their opinions.
- Facilitative mode; the teacher guides and scaffolds students reasoning processes.
- Collective mode; the teacher supports equal participation and tolerance towards different opinions.

The teacher's role during the collaborative session may be passive, yet very important. It is his/her responsibility to create a learning atmosphere, facilitate learning, motivate and observe learners to construct an innovative learning product through group work activities. These aforementioned analyses of teachers' participation in classroom interaction also highlight the nature of the students' roles as learners in a community of learning. In such a community, students are provided with many opportunities to take initiatives and an active role in initiating and organizing the topics to be investigated. The students also have opportunities to practice various social skills. Accordingly, the students do not see their teacher as the knowledge-giving authority, but instead proudly present their own ideas and also question the assumptions presented by the teacher.

2.2.2. Does classroom interaction facilitate practice and SLA?

SLA occurs through the interaction that takes place between the learner's mental abilities and the linguistic environment (Glew 1998). According to the interaction hypothesis, SLA occurs through communication breakdown and negotiation of meaning where learners ask for clarification and confirming comprehension (Long 1983). Negotiation enables learners to provide each other with comprehensible input (CI), to have feedback on their contribution and to restructure utterances to make meaning clear. In addition, negotiation is found helpful in acquiring new vocabulary and encourage learners to bring their inter-language into line with target language (TL) (Pica 1997).

Central to Long's hypothesis is the more competent interlocutor in making input comprehensible, in enhancing learners attention, and in encouraging learner's output. Long states a clear emphasis on the role of the teacher, the competent interlocutor who is essential to ensure CI and to shape a productive output which is a departure of the old version of Interaction Hypothesis of learner- learner interaction. Another important point highlighted by Ellis (1998) is that negotiation does not happen in teacher-fronted instruction where teachers have control on the discourse. Furthermore, Musumeci (1996) contends that learner's ability to formulate, reformulate and seek clarification is a significant indicator not only to SLA is taking place, but also that something is eventually understood and learned. Hence, negotiation must be regarded as an important component of the learning experience.

Similarly, researchers argue that negotiation of meaning and CI do not guarantee that learners have opportunities to practice and speak TL. Swain (1985) considers comprehensible output (CO) is as important as CI and the importance of output as it forces to develop precise, coherent and appropriate linguistic utterances. ‘Pushed Output’ is the key element of this position as learners have to pay attention to the utterance form, degree of appropriateness and its function as well. Later on, she ensures that output enhances fluency and promotes ‘noticing’ by allowing learners to identify gaps between what they want to say and what they are able to say. She stresses that an understanding of learning processes can be developed by using unfolded dialogues as the unit of analysis of language learning. This dialogue has to be monitored by the teacher who plays a scaffolding role and a facilitator of students’ contribution (Walsh 2006). Teachers can give their students control on the topic rather than the activity in a bid to maximize opportunities of both practice and acquisition. Discussing Swain’s ideas regarding output leads us to explore Krashen’s input hypothesis in SLA. Krashen (1985) makes valuable contributions to the recent discussions about input and interaction in SLA research.

2.2.3. Input and classroom interaction

According to the advocates of social constructivism, teachers should deliver materials and instruction that are age appropriate to learners’ cognitive abilities and within the zone of proximal development. This view is supported by Krashen (1985) who thinks that during CI “We move from (I), our current level to (I+1), the next level along the natural order, by understanding input containing (I+1)” (Krashen 1985, p. 2). Likewise, Ellis (2005) defines CI as input that is made comprehensible to learners by simplifying it using the situational context to make the meaning clear. Corder (1967) makes an important distinction between input and intake and summarizes that input refers to what is available to the learner, whereas intake refers to what is actually internalized [taken in] by the learner.

The input hypothesis states that introducing students to input that is understandable is both essential and sufficient for L2 learning to happen. Krashen explains that adults have two different ways to develop competence in a language: language acquisition and language learning.

Language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but

rather develop a "feel" for correctness. Language learning, on the other hand, refers to the "conscious knowledge of L2, knowing the rules, being aware of them, and being able to talk about them" (Krashan 1985, p. 3). Thus, language learning can be compared to learning about a language. Mitchell and Myles (2004) criticize Krashen's input theory describing it as vague, imprecise and does not state clearly what comprehensible input consists of. They find the overall weakness of Krashan's input is "the presentation of what were just hypotheses that remained to be tested as a comprehensive model that had empirical validity. He then used his hypothesis prematurely as a basis for drawing pedagogical implications." (p. 49)

Despite the fact that CI is widely investigated, comprehensible output (CO) is remained overlooked to some extent. Producing L2 [output], especially when a learner experiences difficulties in communicating their intended message successfully, pushes learners to make their output more precise. CO "extends the linguistic repertoire of the learner as he or she attempts to create precisely and appropriately the meaning desired" (Swain 1985, p. 252). The explanation provided by this theory implies that non-native speakers negotiate the meaning and produce modified output (MO) in order to provide CI for the interlocutor. CO can be enhanced through different pattern of classroom interaction such as; pair work and group work activities that result in extensive negotiation of meaning which is, accordingly, fosters SLA. Personal experience supports the position of interactionist and sustains that input alone is not enough in the retention of a language and encouraging student's interaction may enhance the development of SLA. Long (1983 cited in Lightbown & Spada 2006) infers that modified interaction is an essential mechanism for making language comprehensible and this illustrates how student's interaction affects the performance of his/her inter-language.

2.3. Collaborative interaction in Pair/group work

Teachers can improve students' abilities to use English by increasing classroom interaction among students and provide them with ample opportunities to practice using English in authentic ways within collaborative small groups. Social interaction among students in learning groups tends to differ from traditional teacher-student interaction in its degree of reciprocity (Forman 1989). In teacher-student interactions, the teacher is responsible for the materials, the type of interaction and the management of speaking turns. In peer interaction, turn taking and the choice

of content is spread amongst the students (Rommetveit 1985). Long (1983&1996), in his interaction hypothesis, mentions that negotiation of meaning fosters acquisition. The research shows that well – prepared tasks of group work usually results in extensive negotiation of meaning. In this respect, it contrasts with the teacher – fronted instruction where typically little interactional modification takes place. Students who have the responsibility for managing their own talk must cope with silences, negotiate how, when and who talks, and assess the relevance and quality of communication (Barnes & Todd 1995).

Consequently, classroom interaction among students is usually complex and dynamic in nature. The extended opportunities for using language and participating in classroom interactions seem to give students ample opportunities for joint meaning-making and knowledge construction. Yet, the dynamic nature of interaction in peer groups also poses new challenges and responsibilities for students engaging in productive classroom communication and learning. Working collaboratively in groups is reported to help students to construct and increase awareness of their own thinking processes. In other words, students share their views and perspectives with others and can discover divergent ways of solving problems. Moreover, they can build on each other's contributions to re-construct new interpretations and views that were yet to be discovered. The practice of sharing and constructing perspectives in collaborative interaction is also assumed to promote reflection, planning and meta-cognition (Arvaja et al. 2000).

The following table compares between pair/group activities and teacher-fronted classrooms.

Pair/group activities	Teacher-fronted classrooms
Maximize learner’s speech – students talking time are more than teacher’s.	The teacher typically speaks most of the time.
Variety speech acts – and students have ample opportunities to take part in different roles, like the negotiation of meaning.	students are cast in a responsive role,
More number of students’ individualization can be addressed in instruction.	Teachers shape their instruction to meet the average level of the class
Reduction of language anxiety	Students feel nervous and embarrassed talking in front of the whole class.
Motivation can increase	Students cannot cooperate and encourage each other.
Enjoyment and independence can increase	Students cannot interact with others and do not have activities to help them become independent learners.
Learning can increase - learning is enhanced by pair/group work because students are willing to take risks and can scaffold each other’s efforts.	Teachers do not give opportunities for collaborative activities.

Table 1: pair/group activities versus teacher-fronted classrooms based on Jacobs (1998)

Despite promising results in relation to the impact of collaborative peer group interaction on learning support, the portrait of collaborative interaction emerging from research seems to be less positive (Hogan, Nastasi & Pressley 2000). Micro-level analyses of the interaction processes inherent in learning groups have shown that focus on completing the task rather than engaging in joint reasoning problem solving. In these learning situations, peer interaction is likely to be product oriented, in which individual problem solving may play a bigger role than that of cooperative meaning-making (Kumpulainen & Mutanen 1998). Furthermore, cognitive conflicts may result in social conflicts, leading easily to dominance or breakdown of the collaborative learning activity.

Contrary to Jacob's (1998) view that group work can help to reduce anxiety, Prabhu (1987) states that some students feel more humiliated to make errors with peers than in front of the teacher. The social status of the students in the classroom may also affect the level of student participation and engagement in a collaborative working and learning environment.

Additionally, Bennett and Dunne (1991) demonstrate that the students' communication skills and habits also play a role in mediating productive collaborative interaction. Students do not always engage in giving arguments, making hypotheses, providing explanations and elaborating or justifying their actions or views through their verbal interaction. Students may use imprecise language when communicating their views to their peers. All these elements challenge the reciprocity between interaction members that is, apparently, necessary for collaborative meaning-making. Assuming that collaborative interaction in peer groups can promote learning and greater attention to form in a written activity when a pre-task stage directs learners' attention to form. However, there are still many barriers to its success like interpersonal dynamics and the nature of the learning situations in which collaborative interaction takes place.

Moreover, social interaction among students is not enough to ensure that task is successfully performed. Likewise this does not generate the perfect learning environment that motivates learners (Ellis 2005). Thus, there are some key factors to ensure effective pair/group work activity like students' orientation to the task, individual accountability and group composition.

Jacob (1998) recommended groups of four, which can be consequently divided into pairs according to ethnicity and proficiency, distribution of information, and physical arrangements of students (Swain & HapKin 2001). Ellis (2005, p. 26) summarized the role of group work in language acquisition:

[g]roup work, while important to language acquisition, is not essential, and carries with it some notable disadvantages. However, strong theoretical arguments have been advanced to support the claim that engaging students in the ‘progressive discourse’ that arises out of cooperative endeavor will foster acquisition. To achieve such discourse is a challenge, however. It depends in part on the choice of task and in part on ensuring that the conditions that make cooperation possible have been met.

Personal experience sustains the importance of using supportive communication skills such as giving feedback and enhancing motivation. This will be discussed in the next chapters.

2.4. Feedback

Interactional feedback may be an important source of information for learners. It is a sign whether or not the utterances are successful. Besides, it gives additional opportunities to focus on production or comprehension. Feedback to learners has different shapes and vary from the explicit [stating that there is a problem] to the implicit [feedback during the course of an interaction]. This section will introduce the role and types of feedback and its impact on learning. To start with, the figure below shows a model of interaction with the mediating factor of attention.

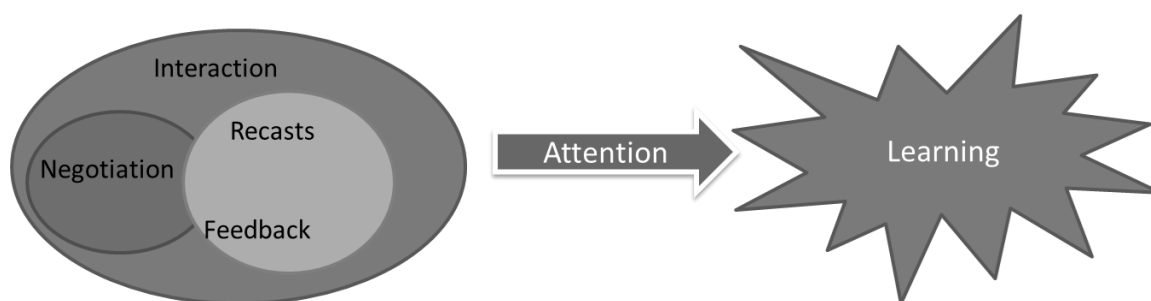


Figure 1: A model of interaction (Gass & Mackey 2008, p. 331).

Figure1 lists negotiation, recasts and feedback as major components in the interaction cycle.

2.4.1. Negotiation

Negotiation has a direct connection with learning of L2 and it takes place during interaction. Gass and Selinker (2006) also have argued that when a non-native speaker negotiates meaning, the interaction takes place and result in the development of L2. A recent study by (Bitchener 2004) provides a sound concrete evidence about the use of negotiation by reporting that students modifies close to two-thirds of their (problematic) utterances and examples of successful modifications are an indication that learning has occurred. During learner interaction, these examples of modifications are direct results of student's output. Thus, the retention of these modifications over time indicates that the process of negotiation may contribute to language learning.

2.4.2. Recast

The element of recast or corrective feedback is related to negotiation. Acquisition is facilitated not only when students obtain CI but also when in response to incorrect language production the learner obtains feedback data and also has the chance to modify output (MO), based on the interaction hypothesis (Long 1996, cited in Bitchener 2004). Moreover, as introduced by Krashen (1985), the process of CI is what the learner can intake because it is beyond his or her level of comprehension. The provision of feedback (including more explicit recasts) is very important because it may help learners to assess their output of the language.

Recasts are beneficial because they supply students with a model of the corrective linguistic structure and they do not interfere unduly with the communicative stream of a task. Mackey and Philip (1998) show that interaction that includes recasts is more effective than interaction without recasts. The learner must be aware of the feedback given and its relevance to TL during the process of negotiation. Awareness is the learner's ability to identify corrective language and is claimed to, among various factors like feedback and noticing, trigger the production of MO.

2.4.3. Feedback and awareness

One of the ways which is found effective in consciousness-raising is error correction. Long and Robinson (1998) support that feedback is an indication of consciousness-raising explaining that flagging or highlighting TL items can be an example of consciousness – raising activities and in this way learner's attention can be directed. There has not been a substantial proof that corrective feedback is essential or even beneficial for SLA. Krashen (1985) argues against

corrective feedback and states that positive evidence alone is sufficient for learners to acquire L2. Truscott (1998) supports Krashan and explains that negative evidence may have destructive impact on inter-language progress. The supporters of corrective feedback claim that negative evidence works as a facilitator and may be essential for SLA (Toth 2006). Long's (1996) Interaction Hypothesis claims that implicit negative feedback, stemming from negotiation for meaning, gives a chance for students to focus on linguistic form. To Mackey (2006) attention and awareness are recognized as two cognitive processes that mediate input and L2 progress through interaction in L2.

2.4.4 Explicit feedback or implicit feedback

Explicit instruction may be more direct and effective than implicit instruction. However, teachers may prefer implicit to explicit feedback. Seedhouse (2001) argues that teachers would do better to choose the explicit feedback. "Teachers are avoiding direct and overt negative evaluation of learners' linguistic errors with the best in the world, namely to avoid embarrassing and demotivating them" (Seedhouse 2001, pp. 368-369). Schmidt (1994) supports the corrective feedback and ensures the importance of noticing and noticing the gaps. Corrective feedback could play an important role in developing accuracy in L2. According to Ellis (2005) "learners need to be shown what is NOT correct as well as provided with examples of what IS correct" (p. 19). Negative feedback should always be changed into positive feedback and teachers are advised to apply it in a way that learners are aware of their mistakes, but that they should learn from it and serve as motivation to correct the mistakes. The golden rule in teaching is to remain positive in order to achieve your vision.

2.5. The impact of motivation and language anxiety on classroom interaction.

To make the mentioned ideas in the research paper more concrete, the model below by Splosky (1989) draws an overall relationship between contextual factors, individual learner differences, learning opportunities and learning outcomes.

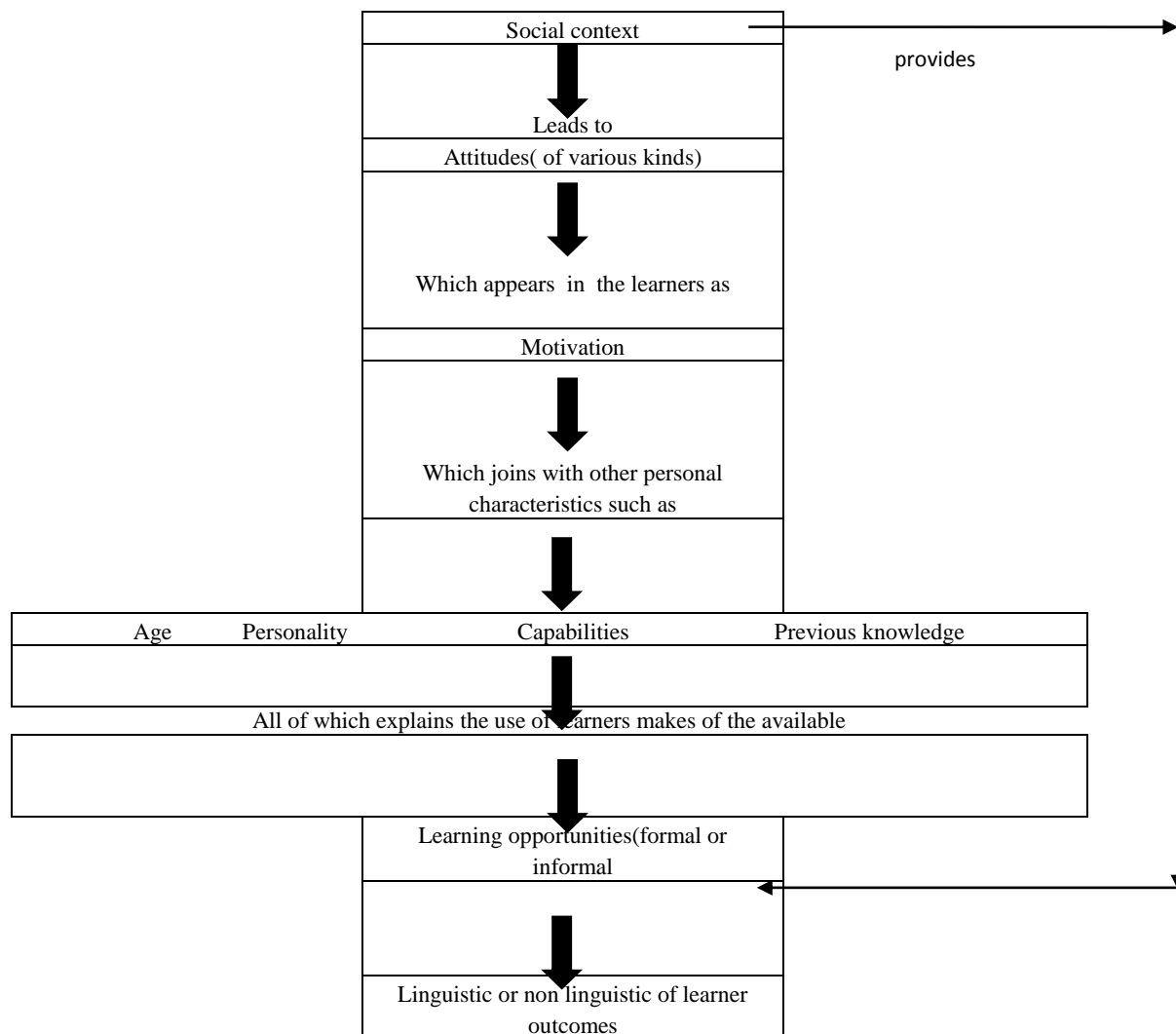


Figure 2.5.1 General theory of L2 learning (Spolsky 1989, p.14).

The contents of the various boxes consist of clusters of interacting conditions which make language learning success more or less likely. In other words, the process of language learning is associated with learners’ background, culture, beliefs and learning environment. Learning opportunities and social contexts, including interaction, are mediated by personal factors like attitudes, motivation, personal knowledge, age and personality. Teachers usually recognize the importance of extrinsic and intrinsic motivation. The former refers to the motivation brought into L2 classroom. The latter, describes that motivation is generated inside the classroom through the choice of interactional tasks and teaching techniques

Gardner (1985) coined the term integrative motivation to refer to L2 for individual development and cultural improvement, and instrumental motivation for language learning for more instant or

practical aims, e.g. having a job. Gardner's research does not indicate how motivation is related to learning. "Unfortunately, the research cannot indicate precisely how motivation is related to learning. We do not know whether it is the motivation that produces successful learning or successful learning that enhances motivation or whether both may be affected by other factors" (Lightbown & Spada 2006, p.56).

Additionally, Krashen (1985), in his fifth hypothesis, defines affective filter as an imaginary barrier that prevents learners acquiring language from the available input, and this refers to factors like motivation and emotional states. He explains that the filter is 'up' blocking the input when the learner is stressed, self-conscious, or unmotivated and it is 'down' when the learner is motivated and relaxed. Such a conclusion can suggest that if classrooms have positive and interesting atmosphere where the goals are challenging attainable and age appropriate, teachers can make a positive contribution to students' motivation to learn. Furthermore, co-operative learning activities are found to increase the motivation and self-confidence of students. However, some classrooms may thrive on competitive interaction and this relies on cultural and age differences (Lightbown & Spada 2006).

It goes without saying that being self-confident plays a key role in being successful in your work. Bandura (1993) develops a theory that examines people's self-confidence in a variety of settings and at the heart of this theory is the idea of reciprocal determinism, which suggests that learning is the result of interacting variables and affected by personal, behavioral and environmental factors. Personal factors such as self-confidence beliefs and attitudes affect learning especially in response to behavioral and environmental cues like poor performance in a test. Bandura highlights personal traits like self-efficacy which is a degree an individual has confidence in his/her ability to achieve a goal. High self-efficacy positively affects task engagement and performance and, in turns, affects future learning by influencing the involvement in more challenging activities and to persist longer despite initial failures (Bruning Schraw & Norby 2011).

The findings of the research done on 177 students by (Wong 2009) revealed that high language anxiety students reported of less effort at improving their proficiency in English compared to low

language anxiety students. According to Horwitz et al. (1986) language anxiety is generally defined as an emotional condition during which a person has subjective feelings of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system.

Some students in VEDC quit studying as a result of giving up hope of their ability to learn L2. This situation is one of the reasons that can explain why high language anxiety students usually are not interested in learning English as a result of not believing in themselves or their ability to succeed in learning the English language. It is noticeable that many students do not feel anxious and embarrassed when their mistakes are overly corrected because they need support and guidance to strengthen their self-confidence. Therefore, if teachers provide their feedback in a positive manner, their chances of maximizing motivation among students are high.

Finally, literature shows that motivation is one of the key elements in language learning. Learners who are self-confident and motivated are expected to participate actively in learning activities. On the other hand, students who are neither motivated nor self-confident are usually overcome with the anxiety and dare to participate. Obviously, students who are too anxious to engage in class activities will not have enough opportunities to develop their communication skills.

2.6. Summary

This chapter displayed an overview of the perspectives and studies, which relate to the current research paper. It is evident in the literature review that the socio-cultural and cognitive theories ensure the role of interaction in L2 teaching and learning. The studies on the effect of interaction, input and output on SLA are inconclusive. Krashen is criticized because of not providing pragmatic proof that sustains his claims in the Monitor hypothesis and as a result more researches followed took the same path either approving or disputing it. The interaction hypothesis generated by Long is extended further by researchers like Ellis; in addition the Pushed Output propounded by Swain is not conclusive either. More researches are needed in the future to determine how and when second language is acquired.

Interactional feedback is crucial to modify learnt utterances. However, there is also no conclusive evidence on which type of feedback is more successful in SLA. The impact of motivation and personal traits on language acquisition are claimed by many researchers, but it is not clear whether motivation results in the success of L2 learning or students' progress in learning motivates them to go further.

Furthermore, the bulk of SLA researches and case studies are conducted in countries where English is spoken as a first language. Hence generalizing such studies in the UAE remains a matter of great argument and debate especially that the greater part of UAE population speaks English as their L2. Moreover, UAE local residents' interaction with native speakers is limited.

The next chapter endeavors to argue the methodology used in the current study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

This section focuses on the nature of the study, a description of the methods used in implementing the study, the research design and their appropriateness for the topic as well. The chapter displays the research sample used, in addition to the sampling technique, data collection procedures, analysis and the tools used in the research. The main goal for carrying out this research is to investigate the significance of the role of classroom interaction in L2 teaching and learning. The main research question for this study was

- 1- Does classroom interaction facilitate SLA?

Other sub questions that guided this study were:

- 2- What is the role of interactional feedback in SLA?
- 3- How do motivation and L2 anxiety affect classroom interaction?

3.2. The mixed method approach

A mixed-method approach was used in this research because investigating classroom interaction “involved the collection of extensive narrative data [qualitative] in order to gain insights into phenomena of interest; data analysis included the coding of the data and production of a verbal synthesis” (Gay1996, p. 11). At the same time, collecting “numerical data [quantitative because data analysis was mainly statistical] in order to explain, predict, and control phenomena of interest” (Gay1996, p. 11).

The user of mixed methods approach has sought convergence, corroboration, correspondence of results from different methods (Denscombe 1998). The mixed approach was valuable because it developed the research instruments and checked for bias in research methods. The questionnaire was designed for use in a survey by employing quantitative data through observation in order to improve the validity of the study.

Using a qualitative methodology such as a lesson observation enabled the researcher to verify quantitative findings. The comparison of qualitative and quantitative findings made it possible to determine the role of classroom interaction in L2 teaching and learning. It drew a complete picture and complementary data of classroom interaction, produced by different viewpoints. In

short, the mixed method approach strengthened confidence in the results and their reliability along with validity. The mixed approach can be criticized in terms of the time and cost of research project compared to the single method (Denscombe 1998). In addition, there was a possibility that the findings from different methods might not corroborate one another. The questionnaire and classroom observation items were chosen carefully so that it was most likely that the results from the methods corroborated one another.

On the other hand, interview, as a research method alternative, takes long time and needs individual arrangements with all the English staff. This might have been difficult due to the overlap of teaching hours. Interviews have some disadvantages, namely in terms of the amount of time needed to collect and analyze the responses. Wimmer and Dominick (1997) relate this to the varied nature of the responses, which makes it necessary to use the content analysis technique to analyze the interview. Furthermore, using open questions in an interview may cause confusion either because of the lack of understanding of the question by the informant or by the lack of understanding of the respondent's answer by the interviewer.

3.2.1. Questionnaires

Questionnaires have been generally perceived to be a quick method in collecting data, however, questionnaires sometimes take time in designing, collecting and analyzing as well. The research questionnaire included 20 closed questions which helped in gathering the information needed and the responses were also easier to analyze.

Pre-testing or what is known as piloting was an important phase in implementing the method. Denscombe (1998) mentions that piloting the questionnaire is to identify if there are problems in understanding the way questions have been worded and the appropriateness of the meanings it communicates. The questionnaires were constructed as 5-point Likert rating scales, rating agreement of statement ranging from strongly disagree to strongly agree. They provided direct answers and reflect the beliefs of the English educators about the research questions.

3.2.2. Classroom observations

Classroom observation has its origin in social psychology –in particular the study of interaction in school classroom (Flanders, Simon, Boyer 1970 & Croll 1986). It is normally linked with the production of qualitative data. The systematic observation is characterized by direct collection of the data thus providing a means of collecting substantial amounts of data in a relatively short time. On the other hand, it is open to criticism in terms of representativeness of the data; as it is difficult to generalize by only depending on criteria like the findings. The observation schedule was used to minimize, possibly eliminate, the variation of individual perceptions of activities, and record data systematically and thoroughly (Denscombe 1998). The lesson observations showed in action detailed practice of classroom interaction and its role in teaching and learning. Furthermore, it verified the validity and reliability of the questionnaire and the correspondence of the findings.

3.3. Identification of participants

The subjects in this study all belong to English department at the VEDC which consists of twenty-two teachers. Fifteen educators who have more than 20 years of teaching experience in the Middle East. They are all licensed teachers according to the UAE Ministry of Education criteria of employment. Ventures series is the adopted textbook and it is a general English course that focuses on the four skills of the English language. Teachers at the VEDC try to keep away from traditional teaching methods and focus on student-centered classrooms. They adopt task-based instruction (TBI) and communicative language teaching (CLT) in the English language classes.

3.4. The English language program at VEDC

The VEDC is the context of teaching and learning in the study. It is a boarding school which has students from the seven Emirates of the UAE. The students are disengaged from main stream of the UAE Ministry of Education for different reasons, like failure and social disputes. They are aged between (14- 20) and they enrolled in educational and training programs for three years. Students leave the VEDC with a guarantee of employment. The program starts by a foundation year, where the students are distributed to either vocational or military departments. Students in the vocational school receive vocational training in addition to academic subjects like English and Mathematics. They have the chance to create a career in the industrial sector. The program in

the military training school is divided between military training and academic subjects such as English. English is considered the backbone of the VEDC and has gained attention of both management and teaching staff since it is an essential requirement for employment. The students are grouped in mixed-ability classrooms. They have an average of eight periods per week of face – to – face interaction. By the end of the third academic year, the industry partners interview the students and English is in the forefront of all exams, especially in multinational companies.

3.5. Chronological stages of the research

'Gantt Chart Method' (Carlisle 1979, cited in Gay 1996, p. 97) is used to list all the activities in the research as shown in table 3.5.

ACTIVITIES		SCHEDULE OF ACTIVITIES FOR CLASSROOM INTERACTION IN SECOND LANGUAGE TEACHING AND LEARNING						
		DATES						
		Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
1	Proposal and ethical approval							
2	Defining main points of the research							
3	Preparing research methods							
4	Implementing research methods							
5	Data collection							
6	Data Analysis							
7	Report preparation							

Table 2: Chronological stages of the research

In the next section, there will be a detailed description of the implementation process of the research.

3.6. Implementation of the research

Firstly, the research started by ethical consideration and the approval to conduct the study from the VEDC administration. Secondly, it was followed by designing the questionnaire and observation instrument which took an approximate of two months to be ready for implementation. This is followed by designing and distributing informed consent forms for the

participants in the research (Appendix 9). The first phase in identifying potential questions for the questionnaire was to collect a large pool of items from the literature review and brainstorming to be tested. The layout was arranged in sequence of questions for the sake of evading ambiguity. The questionnaire consisted of twenty closed questions so that the teachers were asked to rate agreement with the statement ranging from strongly disagree to strongly agree. The questionnaire was divided into four sections which directly served the research questions, giving chance for comments so that teachers could highlight their thoughts and reflect on their experience in the VEDC and previous workplaces. The second phase was pre-testing of the questionnaire which was interrupted by the first trimester holiday, and then resumed after the holiday break. Then, the questionnaire was piloted to three of the English teachers at the VEDC who suggested some clarifications and rewording of some questions in order to be explicit and direct. Finally, the questionnaires were distributed to the English language staff that completed it in the course of five days.

Thirdly, the lesson observation schedule was designed to answer the questions of the research and verify the findings of the questionnaire. A synthesis rating (1-5) was used to evaluate the design and implementation of the lesson and their reflections on the practice of L2 teaching and learning. The main points listed in the observation schedule were pattern of interaction, responding to students mistakes [feedback], promoting extended output, creating a rich learning environment and making the input comprehensible. The implementation stage started to hint at the importance of the lesson observation to the research. Three of the teachers volunteered to be observed and the lesson observations were videotaped in order to have the opportunity to record different patterns of interaction precisely.

Fourthly, the data of the collected questionnaires and lesson observations were collected, and then stored in a separate hard disk in order not to be available to the work team. In analyzing the data, common themes of the research findings were compared to have accurate answers to the research questions. Finally, the report preparation phase took an approximate of two months.

To sum up, the chapter began with the adopted methodology, mixed – approach of quantitative and qualitative, and their suitability to the topic. It also identified the participants and the context

of the research, and then the schedule of activities of the study besides the implementation stages of the research.

In the next chapter, there will be a presentation of the collected data and results of the methods, questionnaires and lesson observations.

CHAPTER FOUR: FINDINGS

In this section, the findings of this research paper that synthesize and triangulate information from quantitative and qualitative sources have been presented. The findings helped to give an explanation of the impact of classroom interaction and motivation on SLA raised by the main and sub questions of the research:

- 1- Does classroom interaction facilitate SLA?
- 2- What is the role of interactional feedback in SLA?
- 3- How do motivation and L2 anxiety affect classroom interaction?

Firstly, the findings of the questionnaire used in this study and completed by twenty two English teachers at VEDC were presented and they described accordingly to the number of sections in the questionnaire. Secondly, a description of the lesson observations findings was presented as well.

4.1. Findings of teachers' questionnaire

4.1.1. Section One: (Questions 1-5)

The main question of this section was: does classroom interaction facilitate SLA? The questions in this section attempted to determine the relationship between classroom interaction and SLA and to investigate the role of communicative approaches, which based on interaction, conversation and group work, in SLA.

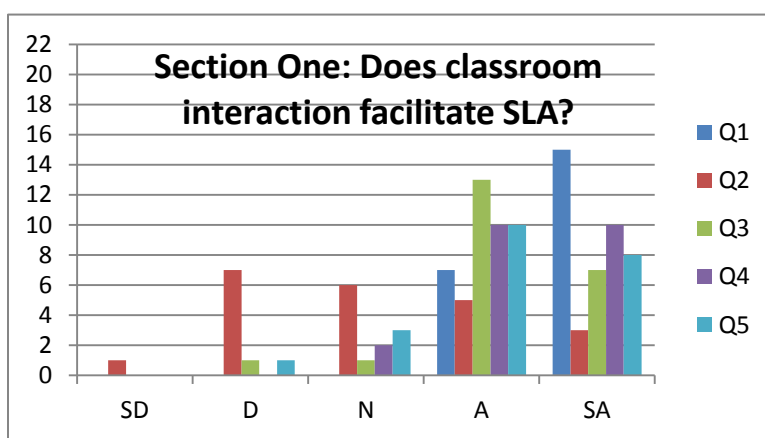


Figure 1: Does classroom interaction facilitate SLA?

Figure 3 illustrated that teachers who completed the questionnaire agreed that classroom interaction has been instrumental for teaching and learning. It also demonstrated that 68% of the

teachers strongly agreed and 32% agreed, while none of them disagreed that classroom interaction has been influential in L2 teaching and learning.

The highest number of neutral educators, six teachers, appeared with the second question; as for the rest of the teachers, they were divided, with eight (36%) votes for each of the opposite sides. Moreover, the number of teachers who agreed on the importance of the materials used in the classroom to motivate the students is twenty (91%) against one teacher who did not believe so. Similarly, almost all the teachers (91%) agreed on the crucial role of pair and group activities to stimulate the students' response and only two teachers remained neutral. SLA dependence on classroom interaction also held the majority of the teachers' approval, eighteen with one against and three neutral.

It was noticeable that the first, the third, the fourth and the fifth questions were the ones that most teachers approved whereas the second question showed that the teachers were divided amongst themselves about the use of L1 in the classroom. Hence, the statistics of the questionnaire showed clearly the significance of classroom interaction and pair/group work activities, which was a feature of interaction amongst students, to enhance and support SLA.

Section Two: (Questions 1-5)

What is the role of interactional feedback in SLA? was the main question of section two. Exploring the role of interactional feedback in SLA was the main objective of the stated questions in section two. This section was based on the impact of feedback, whether it was positive or negative, on students' interaction.

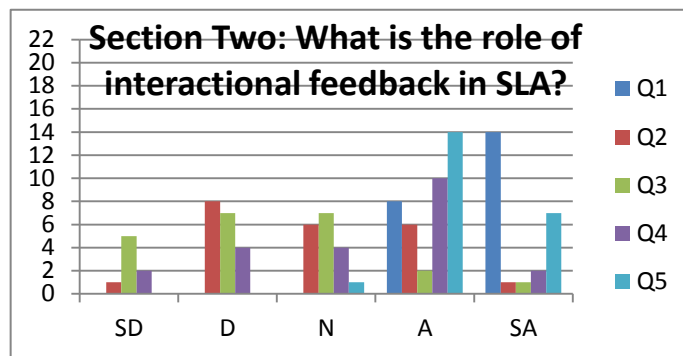


Figure 2: What is the role of interactional feedback in SLA?

Figure 4 described the different types of feedback and their effects on the learning process in SLA. It has been noticed that the teachers unanimously agreed that positive feedback represented the best motive for the students inside the classroom. Whereas for negative feedback the educators were divided about whether to use them or not as nine (41%) disagreed against seven (32%) and 6 remained neutral.

Immediate error correction was not favored by some teachers, twelve (54%), whereas delayed error correction was favored by 3 (14%) teachers and seven remained neutral. Besides, free interaction was not popular with teachers as only six (27%) approved it, in comparison to twelve (55%) who thought that controlled interaction would be useful. In addition, almost all the teachers, 21(95%), had the same opinion that the existence of a feedback was essential in developing the students' sense of achievement and awareness except for one who remained neutral.

Section Three: (Questions 1-5)

The third section tried to answer: How does motivation affect classroom interaction? The main focus of section three was the impact of motivation on classroom interaction. It also stated the importance of different interactional techniques like the use of technology and games adopted by teachers in order to have a more interactive and motivated classroom. The participants' responses were expected to reveal the relationship between classroom interaction and motivation and vice versa.

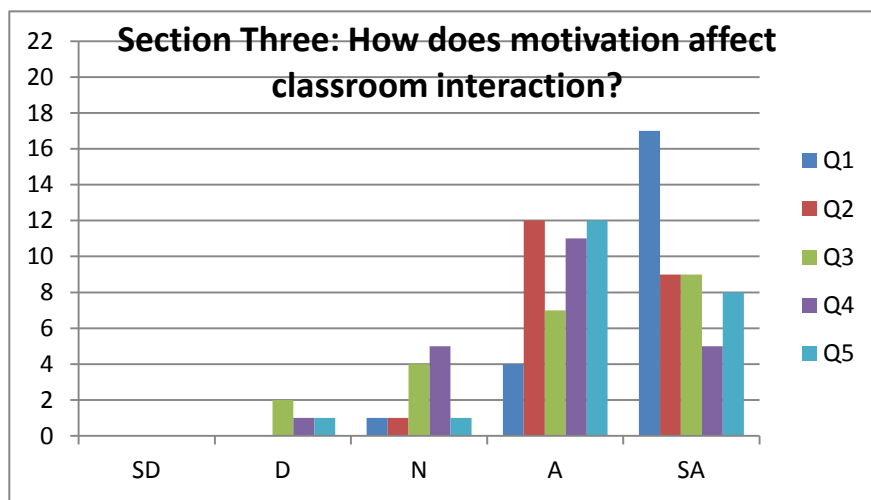


Figure 3: How does motivation affect classroom interaction?

Figure 5 showed that motivation played an important role in helping students and added more to the learning process. According to the graph 17 (77%) strongly agreed and four (18%) agreed that motivation has assisted in the success of classroom interaction to a great deal. Similarly, almost all candidates (95%) acknowledged the role of praising in the progress of the students' level. On the third question four teachers were neutral and four did not agree that students – centered classroom could lead to higher motivation, while approximately sixteen (72%) agree that students – centered classroom could lead to higher motivation. Likewise as well as, (72%) agreed that computer – based lessons were more stimulating to students than traditional lessons, while more than 22% were neutral and only one teacher did not agree. Regarding games and fun activities as kinds of students' interaction during the lesson, teachers were favored by almost all the teachers as nineteen teachers (86%) agreed while only one disagreed.

Section Four: (Questions 1-5)

Finally, the fourth section aimed to answer the following question: How does anxiety affect classroom interaction? The final section of the questionnaire looked into the impact of students' anxiety on their involvement in classroom learning activities which has been reflected by the degree of classroom interaction. The section has revealed the impact of different personality traits like embarrassment and self-confidence on the classroom interaction.

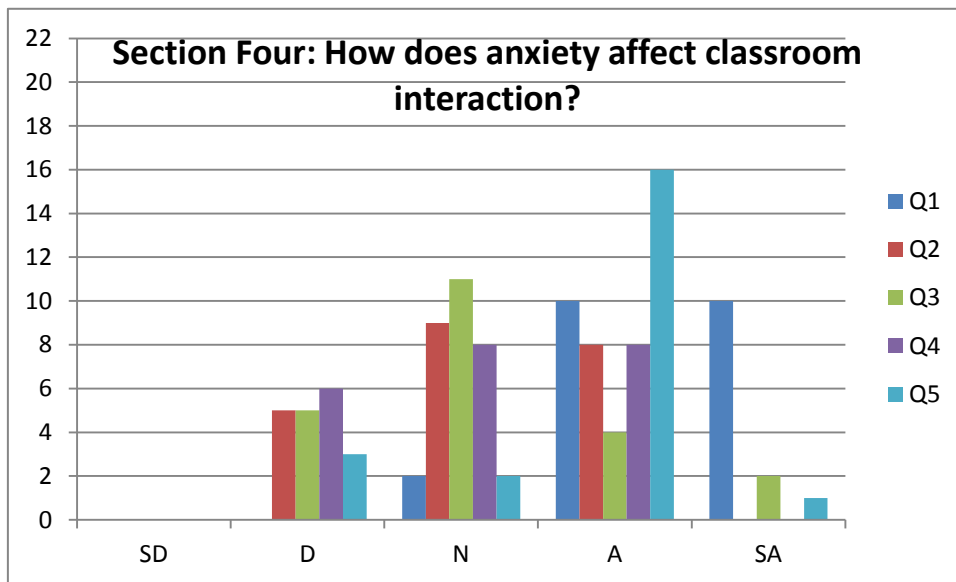


Figure 4: How does anxiety affect classroom interaction?

Figure 6 showed how self confidence and anxiety affect students according to twenty two teachers. The majority of teachers perceived self confidence as a key element in the process of

learning as twenty teachers (91%) agreed and two were neutral. Whereas whether linguistic knowledge overwhelmed students during interaction in L2 was more of a controversial issue, as 41% of teachers remained neutral with eight for and five against.

Students' reaction to speaking with native speakers of English was also undefined by most English teachers as most of them remained neutral with eleven votes (50%) and 6 teachers agreed to this while five refused. Similarly, educators were not decided when it came to feeling embarrassed when answering as eight (36%) teachers remained neutral and eight (36%) for and six (27%) against. On the other hand, (77%) of the teachers believed that students feel uncomfortable when they gave wrong answers inside the classroom, while 13% of the teachers did not share the same belief.

4.2 The findings of lesson observations

Questionnaires would not provide the kind of depth of information that observation did, so classroom observation was used to verify the findings of the questionnaire. In addition, Observation has been known in the study of classroom interaction as it has been characterized by direct collection of the data in a relatively suitable short time (Bell 2005).

The components of lesson observation instrument were interrelated with that of the questionnaire. The instrument consisted of five main points; integrating content and language in a rich learning environment, making input comprehensible, promote students' output, feedback and variety of interaction patterns (Appendices 1&2). For example, section one in the questionnaire; classroom interaction and learning was verified by points three and four in the observation instrument; promoting extended output and variety of interaction patterns. Section two in the questionnaire; interactional feedback and classroom interaction was verified by point five in the observation schedule, responding to students' mistakes (feedback).

Three out of twenty two teachers were volunteered to be observed, one of them was a female teacher. They were from two of campuses of the VEDC; Vocational school and Military Training school. All classroom observations were videotaped to keep a record of all actions in the classroom for future study and discussion. Videotaping was helpful in measuring accurately

the students' interaction time and identifying the different patterns of interaction. The lesson observation instrument was completed carefully after the lessons observed.

In the next part, three lesson observations will be presented according to the observation schedule.

4.2.1. Lesson observation (A)

The first lesson observed by the researcher was in the Vocational School. The class was for grade 3 and they were 15 of graduate students. The lesson was about asking and giving directions [Appendix 3]. The teacher designed a lesson that incorporated collaborative tasks and interaction. She started by giving a real example about directions by asking one of the students to stand up and go straight, right and left [Appendix 6, extract 5]. The teacher checked students understanding by asking concept checking questions (CCQs) about the TL and the students answered successfully.

Later on, the teacher handed in a conversation worksheet so that students could practice in groups. The students asked and answered questions in pairs, then filled in the gaps. She monitored each group to foster their participation and made sure that they interacted in English. The teacher took the feedback in open class and asked the leaders of the groups to check the answers by matching them with the model answer hanged on the board [Appendix6, Extract 25]. Additionally, she tried to reinforce students' self-confidence and encourage them to stand in front of their peers and practice asking and answering questions about directions. The teacher tried to make the input comprehensible; she used body language, frequently used repetition and (CCQs). The teacher succeeded to identify the students' level of understanding and adjusted the progress of the lesson accordingly.

Notably, the teacher focused on controlled practice activities in order for the students to use TL. She encouraged the students by stimulating their interest to practice L2 not only in groups, but also in open class. She used explicit feedback [Appendix6, extract10] in correcting students' mistakes and pronunciation. Despite the use of Arabic in a few situations like discipline, the teacher enforced English language almost all the time.

Finally, the teacher attempted to create opportunities for students to speak, yet she talked more than the students. In other words, despite the students-centered classroom, the students' output and practice were less than the teacher's input.

4.2.2. Lesson observation (B)

The second observed lesson was grade 3 in the Vocational School. The class had 14 students and the lesson dealt with different ways of giving directions [appendix 4]. The teacher implemented various activities using technology and used different patterns of classroom interaction. Firstly, the teacher started the lesson by showing students a video about directions [Appendix 7, extract 5]. The video illustrated TL. It also illustrated how to ask and answer questions about directions. The video showed a tourist asking about places and a hotel receptionist was giving her directions. At the same time, the vocabulary of the conversation was presented so the students can watch and read at the same time. The teacher presented another video [extracts 15-24] a song performed by children about directions and the vocabulary of the song was displayed as well.

Afterwards, he changed the arrangement of the seating of the students into groups, three groups of 4 students each and one group of 5. The teacher employed technology-based activities as a lead in to the lesson and started to ask students about the vocabulary they watched and listened to during watching the video. He elicited TL and (appendix 7, extract 30) the students succeeded to list all the words they heard in both videos. The students participated actively and articulated what they have learned through the activity in pair work and open class.

The teacher handed in a worksheet and asked the students to draw a map of VEDC naming the places they saw. The students stood in front of their peers in pairs and practiced asking and answering questions about directions. It was a controlled practice activity rather than a free practice. The students showed enthusiasm and willingness to respond to the teacher and their peers' questions. The classroom interaction patterns were mainly teacher-students and student-student. Although the classroom arrangement was based on group seating, the interaction pattern in pair work activities was more than group work activities.

Most importantly, the teacher evaluated the students' understanding and asked instruction checking questions (ICQs) before the start of every activity to check the students' understanding of the instructions. The teacher attempted to create numerous opportunities for the students to participate by varying the patterns of interaction from open class to pair and group work activities.

Finally, the teacher took the feedback in a way that kept the students' interest and motivation level high. He focused on correcting the pronunciation of the students and focused on explicit feedback type [Appendix7, extract 25]. The teacher succeeded to enforce the English language to be the medium of all interaction to maximize L2 interaction.

4.2.3. Lesson observation (C)

The third observed lesson was for 2nd year in the Military School. The class consisted of eighteen students and the lesson was about asking about and giving personal information for a new group of students [Appendix5]. The teacher designed a lesson that incorporated collaborative tasks and interaction. The lesson started with an interactive activity using smart board to capture the students' attention and then followed by a pair work activity; students made two circles and started introducing themselves to their peers.

Next, the teachers handed in a worksheet, an ID card with items like first name, last name, job, age and nationality. The students worked in pairs then they checked the answers with another pair. The teacher took the role of the facilitator by moving around the groups clarifying to each group some of the ID card items. He took the feedback in open class using the data show and filled in the ID card using his own information [Appendix8]. He used facial and hand gestures and pictures to explain the meaning of some target language. The teacher made frequent use of CCQs and the majority size of the students were able to articulate what they have learned and apply it through the task.

Moreover, the teacher enforced students' cooperative activities as well as integrating the use of smart board. He provided students with the opportunity to get involved and speak about their experiences. The teacher succeeded to keep the students' motivation high through conversation questions and as a result students were actively engaged in the lesson. Language and grammar were integrated in short task-based activity which was student-centered. He also used both forms

of feedback explicit and implicit to respond to students' errors [Appendix8]. In addition, classrooms tools, such as whiteboard, were used to enhance learning skills and to reinforce knowledge.

Then, the teacher handed in colored pieces of paper, scissors, rulers and coloured pencil and asked students to design their own personal cards. He ran a competition between the groups to choose the best five cards to be hanged on the notice board. The students were very much engaged and fascinated by the activity and the teacher kept monitoring their performance.

Finally, the teacher was a native speaker of English and succeeded to make the English language to be the medium of interaction. He strengthened the students' fluency through positive feedback that kept the students' motivation through varied patterns of classroom interaction.

In summary, the findings of the three observed lessons were as follows: Firstly, the classroom interaction might depend on teachers' preparation of activities that arouse students' attention and stimulate them to learn so the lessons which had a variety of activities [lesson observation B] were more interactive and strengthened L2 practice. Secondly, it has been noteworthy that the teacher's personality may affect classroom interaction in terms of encouraging students to participate and react to the activities. Thirdly, some students in all classes did not share in the classroom discussions, yet they completed the tasks and this might be related to their personalities and attitudes. Fourthly, the use of technology, especially in lead in to the lesson, was a clear motive for the students to quickly get involved in the activities [lesson B]. Finally, teachers differed in handling the feedback, but they all tried to correct the errors in a way that maintained motivation high.

The next chapter is the discussion and synthesis of the findings in comparison with existing literature background of the topic.

CHAPTER FIVE: DISCUSSION

5.1. Introduction

In this chapter, the researcher discusses the findings of the quantitative data [questionnaires] and qualitative data [lesson observations]. The data, recorded by the research methods, is reviewed with the literature backgrounds. The parts of the questionnaire are verified with that of the lesson observation schedule. For example, section one in the questionnaire; classroom interaction and learning are compared to three main points in the observation schedule; making input comprehensible, promoting extended output and variety of interaction patterns. Section two in the questionnaire; interactional feedback and classroom interaction are compared to feedback part in the observation schedule.

Firstly, the section starts with an overall summary of the findings of the collected data and then, the study will be linked to the literature theories and hypothesis.

5.2. Summary of the findings

The collected data of the questionnaire indicated that classroom interaction has been crucial and instrumental in SLA and depended on communication, teaching materials and techniques. Additionally, pair/group work activities and classroom communication facilitated SLA, but teachers were divided about the use of L1 in L2 classes. This matched with the data collected from the lesson observation as the observed lessons were mainly TBL which focused on interactional activities. The lessons were initiated with interactive activities whether using technology or direct interaction with the students and classroom interaction patterns varied from open class, pair, to group work. Teacher's role, teaching materials and techniques besides teacher's personality have had a profound impact on classroom dynamism and interaction. Lesson plans that incorporated collaborative tasks such as pair/group work activities stimulated students to participate and do assigned tasks. Students talking time was generally more than teachers talking time and students had opportunities to output and practice TL in two of the classes. In few cases, the teachers talked more than students despite the group seating and the collaborative based activities. In some of the group work activities, students did not interact with their peers, yet they did the tasks. Moreover, some groups used limited L2 during negotiation and doing the task.

Positive feedback represented the best motive for the students inside the classroom which in its role increased students' output and practice in L2, whereas negative feedback might decrease students' interaction. Likewise immediate error correction was not favored by all the participants. The data also indicated that the existence of feedback during interaction was vital in developing students' sense of awareness. The lesson observations reassured that using different kinds of feedback, explicit and implicit, enriched the learning environment and enhanced students' fluency. Feedback techniques affect the flow of learning and maintain students' interest. Recasts were the most common technique in correcting students' errors. Repetition used only in correcting students' pronunciation especially TL while Feedback was used to adjust the progress of the lesson accordingly by asking ICQs and CCQs.

Motivation was recorded to assist in the success of classroom interaction. Praising students' effort and progress was a tool teachers could use in motivating learners. Furthermore, student – centered classroom technology – based activities as well as livening up classes with games stimulated students' interest and motivation. However students did not worry about making mistakes in the English classroom, self-confident students interacted and took part more in language learning activities. The findings were verified by the lesson observations; classes that adopted computer – based activities were more interactive and stimulating to students' interest and motivation. Besides, variety of activities and different patterns of interaction had a profound impact on students' engagement. Students did not feel embarrassed when making mistakes in English classes. They were aware that it was part of learning and teachers positively react to students' errors. However, some students did not participate in group interaction and at the same time they did the task successfully, this might be related to personality and anxiety traits.

It is generally believed that learning L2 in natural context is more successful than learning in the classroom because of the exposure to L2 which is more than that in the classroom. Interactional classroom is an imitation to natural acquisition where social interaction at work or general life adds to L2 learner. In traditional or structured-based classrooms, the focus is on learning about the language not the language. Teachers' goal is to teach grammar and vocabulary rather than communication. They have control on the discourse and communication breakdown and

negotiation does not happen which are reasons for SLA (Long 1983; Pica 1997). In this context, the goal of the learners is to study about TL to pass the exam. Personal experience suggests that students who are exclusively engaged in grammar and translation approaches will achieve a high command in grammar, but he/she will not be able to communicate with accuracy and fluency in communicative discourse.

Conversely, interactional classrooms which are based on CLT, TBL and CBL approaches focus on learning the language. Emphasis is on interaction, conversation, and language use, rather than learning about the language. Interaction is in the forefront of communicative classes which is a try to imitate the natural learning. In addition, the learners can accomplish the grammatical development on their own. Classroom is evaluated nowadays according to the levels, different patterns of interaction and students engagement in the activities. During classroom interaction, meaning is emphasized over form and input is simplified and made comprehensible by the use of contextual cues and gestures, rather than structural grading (Lightbown & Spada 1999). There is often a greater emphasis on comprehension than production, especially in the early stages of learning like the case of VEDC. Teachers simplify the language and make the input comprehensible to match with the level of the students.

In group and pair work activities learners have the opportunity to engage in the zones of proximal development and consequently learning is facilitated (Barnes & Todd 1995). VEDC consists of mixed ability classes, so learners may be supported with more competent students who speak simplified language and help in facilitating learning. In interactional classes like TBL, learner has become an active member and the center of all activities which are goal oriented in situations that are authentic and meaningful. Interaction, according to the cognitive theory, helps the individuals to become aware of thinking processes, since the organization of thought in speech assists the reorganization of knowledge (Doise and Mugny1984). The disagreements confronted during the interaction may cause cognitive conflicts, which, after being solved, stimulate cognitive accommodation in the individual.

Personal experience in VEDC suggests that ineffective learning in L2 classrooms can be caused by several reasons such as:

- 1- Students' engagement in individual activities rather than collaborative ones.
- 2- Learning activities are in English language, but they directly shift into L1, in this case, Arabic language.
- 3- Despite students have direct contact with native speakers of English, they usually resort to non-verbal signs or more competent student to express their thoughts and needs.
- 4- It is not usually feasible to initiate a conversation with native speakers of English because of students' poor level in English language.
- 5- Teachers, especially non-native speaker of English are 'tolerant' and accept L1 in the classroom in order to have rapport with the students.

Hence, the English staff in VEDC has recently started applying TBL lessons to increase students' interaction. The observed lessons are all TBL which began with pre-task, task cycle and language focus. TBL lesson is characterized by interaction in pair/small groups and at the same time teachers do not neglect to review analysis activities with the class to build confidence. Teachers introduce the topic through a similar task and students interact in small groups to do the task and prepare to report it to the class. In this case, the activities are all student-centered whereas teachers orchestrate the whole interaction process to facilitate learning (Walsh 2006).

The collected data indicates that well prepared tasks of group work result in extensive negotiation of meaning. Negotiation facilitates the output opportunities and makes modifications that gear towards increasing comprehension of L2 (Long 1983). It will identify the gap between what students want to say and what they are able to say. Students negotiate the meaning; ask for clarification and confirming comprehension. Clarification and modification processes help in input comprehension, which is fundamental in the overall L2 acquisition. Pair/group work activities students have a variety of speech acts and students have ample opportunities to take part in different roles, like the negotiation of meaning. Students' communication may assist acquisition by helping the conversation going, thus securing more input for learners (Ellis 2005). Communication strategies are important for pushed output, which, claimed by researchers like Swain (1985) to contribute to acquisition. It is noteworthy that small group work activities can reduce the L2 anxiety and at the same time can increase students' motivation. Learning can increase and students are willing to take risks and scaffold each other's efforts. However,

teachers may ensure the effectiveness of group work through orienting students to the task and composing groups (Jacob 1988). Tasks have to be clearly stated and instructions are checked by the teacher. Students are all local Emiratis, so using L1 in groups will minimize L2 output and practice and this is a challenge for teachers to overcome. Hence, teacher's role is essential in monitoring students' learning and ensuring L2 practice.

On the other hand, a considerable number of students focus on completing the task rather than engaging in real group interaction or reasoning problem solving (Ellis 2005). In a few cases, the groups depended on quick learners and copied their answer whether correct or incorrect. This shows that high achievers who have a considerable background in English language are more responsible to negotiate and exchange opinions. They have the language that enables them to practice and express their thoughts. On the contrary, a considerable number of VEDC students participating in group and pair work activities focus on completing the task and use imprecise language when communicating their views to their peers. They have limited capability of arguing, providing explanation, elaborating or justifying their views. The group work discussions sometimes shift into student's first language which minimizes the use of L2.

Classroom is associated with some factors that are the essence of learning process; syllabus/teaching materials, teacher and learners group (Dorneyi 1994). The syllabus relies on the teacher in preparing materials. The second and third factors depend on the communication inside classroom which matches with the data of the questionnaire. It is argued that the role of teachers is a lot more important than learning environment or textbook as it is the teacher's responsibility to make classroom interaction a success. Walsh (2006) states four main responsibilities of the teacher which are not dissimilar from the roles stated by Kumpulainen and Wary (2002). Teachers control the patterns of communication, conversation, turn-taking, and guide the whole interaction process to facilitate learning. In addition, they modify speech to the learner because it is a connection between comprehension and L2 development.

On the other hand, studies in communicative methods reveal that though students get high scores in communicative ability, only exposure to L2 input does not succeed in promoting communicative skills with a considerable degree of accuracy and language output that has no

mistakes (Lightbown & Spada 2006). According to Ellis (2005) social interaction between students are effective provided that students are oriented to the task, individual accountability and mixed-groups in terms of ethnicity and proficiency. In other words, the success of reciprocity in pair/group activities depends on the choice of the task and on the conditions that make cooperation possible, like level of the students and teacher's role in creating a dynamic interactive classroom.

Managing learners' errors properly is as well important for enhancing learning and teaching dynamics and mental processing. Teachers' awareness of managing errors strategies and how important they are to enhance mental processing is essential for the fact that it is a corner stone in the learning development. Errors are natural and inevitable part of the learning progression and need to be treated as a teachable moment. This is an indicator to the teacher that the students have moved out of the beginning stage of learning. According to Piaget's theory of constructivism and cognitive development and learning; learning is based around the development of the mental abilities which gradually change and become more complex and sophisticated. Failure is an unavoidable step to success. Scrivener (2005) states that learner's errors are evidence that learning is in progress. He continues by explaining that students learn by trial and error and by seeing what works and what does not. During classroom interaction and interactional feedback, learners negotiate and modify problematic utterances which are signs that learning is taking place. This was explained by Bitchener (2004) that the retention of modification over time may contribute to language learning.

Thoughtful techniques of error management in L2 classes are essential. For example, passing errors without correction is a successful technique to reach fluency while correcting every single error is not a good teaching practice unless the focus of the activity is accuracy (Scrivener 2005). Correcting every mistake that occurs in the class interrupts the flow of the lesson. The data of the questionnaire revealed that immediate error correction was not favored by more than half of the teachers, while a considerable number remained neutral. Teachers at the VEDC relate immediate error correction to the task goal whether it is fluency or accuracy. Teachers prefer to give students more opportunities to practice L2 without interruption in order to foster the fluency.

Wajnryb (1992) points out that over correction takes much of class time and might reduce learner's willingness to take risks.

SLA is facilitated when students obtain CI and in response to incorrect language production. When the learner obtains feedback, he/she has the chance to modify output and assess the production (Long 1996, cited in Bitchener 2004). It is evident from the observation data that students were not alarmed to be corrected and respond positively to the teacher's modification. In fluency activities, teachers give students the chance to practice L2 freely without interruption to foster fluency, while in accuracy activities students have controlled practice activities and teachers can recast and give feedback. Feedback is considered an indication of consciousness – raising. Teachers at the VEDC depend on two forms of explicit feedback; recasts and repetition. They used recasts to correct linguistic errors, while repetition is used in correcting pronunciation. Recast may be crucial to language learning as it provides learners with corrective linguistic form. It has been argued by some researchers like Mackey and Philip (1998) that interaction that has recasts is more effective than interaction without recasts. During students' interaction in group activities, there is a possibility to learn each other's mistakes. Hence, the role of the teachers is central in monitoring interaction and repair depending on teacher's goal whether to focus on fluency or accuracy.

Negative feedback should always be changed into positive feedback. In other words, feedback should be informative rather than judgmental. It may be better if teachers give feedback in a way that learners are aware of their mistakes and at the same time can serve as motivation in terms of encouraging students to go on the tasks. Conversely, Krashan (1982) and Truscott (1998) argue against corrective feedback and stress that positive evidence alone is sufficient for learners to acquire L2. On the other hand, Toth (2006) and Long (1996) claim that negative feedback arising through negotiation of meaning provides an opportunity for learners to attend to linguistic form. Tact is a key word in managing errors since the failure of adopting suitable techniques affects learners' confidence negatively. Self-correction, peer correction and group corrections are useful techniques because they encourage self-discovery and autonomous learning. In self correction students establish their right pattern and use it. It also aids retention, encourages recognition and

builds confidence. Peer correction is not different from group correction; students exchange ideas, foster team work, identify and correct any mistakes in a positive learning environment.

Language learning process is associated with learners' background, culture, experience, beliefs, perceptions and learning environment. Splosky's (1989) model is mediated by personal factors like motivation, personality and attitudes which directly affect interaction and make learning success more or less likely. Motivation is the key factor of social interaction and learning opportunities whether they are formal or informal. Developing a safe environment is an essential part of the role of VEDC since these students left school from their early years due to social disputes. The young men who join VEDC need to believe that they are well respected and get appreciation from their teachers and class mates. This is due to the type of the students that are admitted to this project as they are mainly dropouts who failed in their academic life and just join a final resort to be useful members in the society. Hence, topics and activities should interest students and arouse their motivation to participate and be active members in the class. Personalizing the topics and linking them to their needs is an important element in motivating learners. When the teacher listens to the students, respect their ideas and select the appropriate language of praise and respect, this makes them feel appreciated.

The collected data matches with Krashen's (1982) claim that the learner's self-confidence, motivation and anxiety state can either enhance or hinder SLA if there is an appropriate context for acquisition. The learner that is self-confident, motivated and has less anxiety receives more CI and is capable of obtaining TL. At the same time, students who have high self-efficacy can positively engage and perform the tasks better and, in turns, can involve in more future challenging activities and persist longer despite initial failures.

Motivation has some characteristics which make it essential in learning as well as teaching. It directs and initiates the interaction in order to get into the group. Motivation also can lead to either to pursue the interaction or stop it and it may lead the teacher to carry on performing his/her job (Sternberg 1995). The course book/teaching materials, teacher and learner group affect students' motivation and L2 learning and they are associated to classroom (Dorneyi 1994). This matches with the collected data that variety of the materials and using different techniques

enhances students' motivation. Moreover, the communication of people in the classroom unveils the effect of interaction on learner's motivation.

Most importantly, the teacher's role is more significant than learning environment or textbook. Efficient teachers call students attention to the purpose of activity they are going to do which may raise students interest and meta-cognitive awareness. Teachers are responsible for choosing the syllabus, materials and techniques that are relevant to students' feelings and interest. A variety of discourse types may be introduced through stories, role playing, and the use of real-life materials such as newspapers and television broadcasts which meet the needs of the learners. The instruction as well should relate to important personal needs or goals.

The students at the VEDC left the main stream of education as a result of giving up hope of their ability to learn L2. This situation is one of the reasons that can explain why high language anxiety students usually are not interested in learning English as a result of not believing in themselves or their ability to succeed in learning the English language . Bandura (1993) states that self-confidence affects learning especially in response to behavioral cues like poor performance in a test. Language anxiety can be reduced by creating supportive learning environment. Teachers should avoid hypercritical treatment and feedback should be informative and instructive rather than evaluative. Teachers can increase pair/group work activities to reduce L2 anxiety, in addition to interactive activities and fun games that are computer – based. It is noticeable that many students do not feel anxious and embarrassed when their mistakes are overly corrected, yet teachers should give their feedback in a positive manner to maximize motivation among students.

To conclude, interaction and motivation are interrelated; positive interaction can increase motivation and vice versa. In other words, if interaction generates positive interpersonal relationship, feelings, and healthy attitudes, this exerts high motivation, whereas an interaction that is characterized by irrational beliefs and negative emotions is more likely to lower motivation.

5.3. Limitation of the study:

VEDC is a boarding school for males so we cannot generalize the research results on females as well. VEDC is dissimilar to normal schools because students are disciplined according to military rules and code of conduct. This positively affects students' behavior compared to regular schools where discipline is an issue. Moreover, the research methodology depended mainly on the teachers' perception of the teaching and learning process whereas the students' voices were totally absent. The sample size was limited as the number of teachers was only twenty two and only three volunteered for lesson observation.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1. Conclusion

The language is developed in social interaction as it is a tool of thinking and the construction of shared meanings. Consequently, the emphasis should be placed on providing the learners with the opportunity to engage in meaningful situations with knowledgeable members. This affects the social interaction in classrooms and changes it from structured discourse patterns to dynamic teaching and learning conversations. In interactional classrooms, students are the center of all activities where they are exposed to spoken and written discourse in authentic interactional activities.

In interactional activities SLA is enhanced through negotiation of meaning and social interaction facilitates learning, especially when they negotiate toward reciprocal understanding of each other's message meaning. CI is sustained during interaction as students negotiate meanings and modify utterances. CO is as important as CI as it enhances fluency and helps learners to identify the gaps between what they want to say and what they are able to say. Hence, feedback is essential to explain whether the acquired utterance is correct and gives opportunities to focus on production and comprehension. Interactional feedback modifies problematic utterances and the retention of modifications overtime may contribute to language learning. Teachers should give feedback in a way that students are aware of their mistakes and at the same time serves as motivation. Therefore, tact is crucial in managing errors and the failure of adopting suitable techniques affects learners' confidence negatively.

Moreover, interactional classes based on CLT and TBL help students develop not only oral and communicative skills, but also sustain students self – confidence. Yet students continue to have difficulties with pronunciation and pragmatic features of L2. The success of classroom interaction relies on the teacher's responsibility. He/she should vary the materials and teaching techniques in order to motivate learners and stimulate their interest. CI, well-prepared tasks, monitoring and orchestrating the whole interaction process are some of the teacher's duties. Group work facilitates L2 learning provided that it is well – organized, prepared for and students' conversation is monitored by the teacher.

Adult language learners may be able to use various models of instruction. They may be therefore more likely to be affected by factors such as individual motivation and personality traits. Motivation is a key factor in classroom interaction and at the same time teacher's proper handling of classroom activities may serve in motivating learners. It is noteworthy that adopting various teaching techniques, technology – based tasks, and livening up classes with games serve in reducing L2 anxiety and stimulating students' interest in learning.

6.2. Recommendations

In the following paragraphs a number of recommendations will be presented to create the right kind of classroom interaction for SLA.

Effective classroom interaction has extensive L2 input to become the medium as well as the object of the instruction. CI is essential for SLA and it is one of the teacher's main responsibilities. Limited weekly lessons are unlikely to achieve high level in L2 proficiency, so teachers are advised to extend the opportunity for students to receive input outside classrooms. Successful classroom interaction is also characterized by rich opportunities for output which plays a vital part in SLA, in addition to providing opportunities for learners to use the language to express their own personal meanings.

Therefore, different patterns of interaction like pair/group work will extend opportunities for output and result in negotiation of meaning which, accordingly, enhance SLA. In small group work, acquisition – rich course is more likely to ensure. However, group work has a number of disadvantages like excessive use of the L1 language in monolingual group. In the lower levels of English students do not have the language to express their thoughts so teacher's role is essential in helping learners take part in language related activities that are beyond their current level of proficiency.

Teachers should vary their teaching techniques as they will serve in motivating learners and stimulating their interest. In addition, creating contexts for language use where students have a reason to attend to language. Planning activities that are meaningful for the students not only

makes the concepts tangible to the learner but also helps in lowering the learners affective filter which in turn encourage students participation.

Corrective feedback ensures the importance of noticing and noticing the gap in SLA. Teachers should avoid direct and overt negative evaluation of learner's linguistic errors to avoid embarrassing and de-motivating them. Recasts are extensively used by teachers and they are characterized by providing the learners with the model of the linguistic form and at the same time do not interfere unduly with the communicative flow of an activity.

Teacher's personality can play an important part in learning in terms of motivating learners and helping the language progress. The recorded data showed that classroom interaction relies on the relationship between the people and communication in the classroom. Teachers should foster the rapport with the students to control the discourse topics and activities which, in turn, will maximize the use of L2 in the classroom.

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APPENDICES

Appendix 1: A model of teachers' questionnaire

Research Title: Classroom Interaction in Second Language Teaching and Learning.

Dear colleagues,

The aim of this questionnaire is to investigate your attitudes towards classroom interaction in second language (L2) teaching and learning. Please, be informed that all the collected data is confidential and will only be used for research purposes. So, I will be grateful if you respond to the following sentences honestly as your answers will help me to better understand the process of classroom interaction.

Thank you.

INSTRUCTIONS: Please rate how strongly you agree or disagree with each of the following statements by placing a check mark in the appropriate box.

Strongly disagree SD	Disagree D	Neutral N	Agree A	Strongly agree SA
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#	Questions	Level of agreement				
		SD	D	N	A	SA
Section One: Does classroom interaction facilitate second language acquisition (SLA)?						
1	Classroom interaction is instrumental (influential) in L2 teaching and learning.					
2	L2 teachers should not allow students to use first language (L1) in the classroom to maximize interaction in L2.					
3	Classroom interaction depends on teaching materials and techniques.					
4	Group/pair work activities facilitate interaction in L2.					
5	Second language acquisition (SLA) depends greatly on classroom communication in L2					
Section Two: What is the role of interactional feedback in SLA?						
1	Positive feedback increases students' interaction in L2.					
2	Negative feedback is as important for learning as positive feedback.					
3	Correcting students' errors as soon as they are made decreases student's interaction in L2.					
4	When students interact freely in pair or group activities, they learn each others' mistakes.					
5	Interactional feedback increases students' awareness of SLA					
Section Three: How does motivation affect classroom interaction?						
1	Students' motivation assists in the success of classroom interaction.					
2	L2 teachers should timely praise students' efforts and progress.					
3	Student – centered classroom can lead to higher motivation.					
4	Computer –based lessons are more stimulating to students than traditional lessons.					
5	Livening up classes with games promotes students' motivation for learning.					

Section Four: How does anxiety affect classroom interaction?						
1	Self-confident students interact and take part more in language learning activities.					
2	Students feel overwhelmed with linguistic knowledge when they interact in L2 classroom.					
3	Students feel at ease when they speak English with native speakers.					
4	Students feel embarrassed to volunteer answers in English classroom.					
5	Students worry about making mistakes in the English classroom.					

Comments:

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Appendix 2: A model of lesson observation schedule

Teacher: _____ Observer: _____ Group no: _____
 Number of Students: _____ Date: _____ Time: _____ Lesson Planned/ Observed: _____

Synthesis rating

1	2	3	4	5
Design and implementation of the lesson not at all reflective best practice of L2 teaching and learning				Design and implantation of the lesson extremely reflective best practice of L2 teaching and learning

+ observed, - not observed, 0 not applicable

The teacher aims to:	Indicators:	Teacher standard	Additional comments
1. Integrate content and language in a motivating learning environment			
1.1 Designs a lesson that incorporates collaborative tasks, roles and interaction consistent with L2 learning.	Students are the centre of all activities and teacher plan is based on pair/group work activities to increase interaction.		
1.2 Creates numerous opportunities for students to speak.	Students speak more than the teacher. Peer-cooperative work encourages equal participation.		
2. Make input comprehensible			
2.1 Uses body language, visuals, realia, technology and manipulative to communicate meaning.	e.g., facial and hand gestures, pictures, actual objects		
2.2 Makes frequent use of comprehension checks that require learners to demonstrate their understanding.	Students can articulate what they have learned and can apply it through an assignment or activity.		
2.3 Selects and adapts instructional material for learners' developmental level.	Students cope with the assignments and participate actively.		
3. Promote extended student output			
3.1 Structures and facilitates high-interest, student-centred activities.	e.g. debates, presentations, peer cooperative work, peer and group teaching, technology-based activities		
3.2 Provides all students with the opportunity to participate and speak.	The teacher uses grouping techniques such as pair work, think-pair-share, small groups, etc.		
4. Varies interaction pattern			
4.1 uses different interaction pattern to Increase students' participation.	The teacher implements the tasks through open class, pair work, and group work activities.		
4.2 English language is the medium of all interaction.	The teacher forces English language to be the medium of all interaction to maximise second language practice.		
5. Responds to students mistakes (Feedback)			
5.1 Checks learning through instruction Checking questions and concept Checking questions.	The teacher is able to 'read' students understanding and adjust the progress of the lesson accordingly.		
5.2 Enhances students fluency and Promotes the flow of learning.	The teacher takes feedback in a way that maintains students' interest and motivation.		
5.3 Uses different kinds of feedback.	The teacher uses both forms of feedback (explicit and implicit)		

Appendix 3: Lesson observation schedule (A)

Teacher: *Nabila*

Observer: *Mahmoud*

Group no: *V3M1*

Number of Students: *15*

Date: *Dec.,7*

Time: *8:45*

Lesson Planned/ Observed: *Giving Directions*

Synthesis rating

1	2	3	4	5
Design and implementation of the lesson not at all reflective best practice of L2 teaching and learning				Design and implantation of the lesson extremely reflective best practice of L2 teaching and learning

+ observed, - not observed, 0 not applicable

The teacher aims to:	Indicators:		Teacher standard	Additional comments
1. Integrate content and language in a motivating learning environment				
1.1 Designs a lesson that incorporates collaborative tasks, roles and interaction consistent with L2 learning.	Students are the centre of all activities and teacher plan is based on pair/group work activities to increase interaction.	+	4	<i>T designed a task-based lesson and prepared handouts to be answered in groups.</i>
1.2 Creates numerous opportunities for students to speak.	Students speak more than the teacher. Peer-cooperative work encourages equal participation.	+	3	<i>TTT more than STT - Equal participation</i>
2. Make input comprehensible				
2.1 Uses body language, visuals, realia, technology and manipulative to communicate meaning.	e.g., facial and hand gestures, pictures, actual objects	+	4	
2.2 Makes frequent use of comprehension checks that require learners to demonstrate their understanding.	Students can articulate what they have learned and can apply it through an assignment or activity.	+	3	<i>yes</i>
2.3 Selects and adapts instructional material for learners' developmental level.	Students cope with the assignments and participate actively.	+	3	<i>Yes to an extend</i>
3. Promote extended student output				
3.1 Structures and facilitates high-interest, student-centred activities.	e.g. debates, presentations, peer cooperative work, peer and group teaching, technology-based activities	+	4	<i>yes</i>
3.2 Provides all students with the opportunity to participate and speak.	The teacher uses grouping techniques such as pair work, think-pair-share, small groups, etc.	+	4	<i>yes</i>
4. Varies interaction pattern				
4.1 uses different interaction pattern to Increase students' participation.	The teacher implements the tasks through open class, pair work, and group work activities.	+	4	<i>yes</i>
4.2 English language is the medium of all interaction.	The teacher forces English language to be the medium of all interaction to maximise second language practice.	+	4	<i>Discipline was in Arabic</i>
5. Responds to students mistakes (Feedback)				
5.1 Checks learning through instruction Checking questions and concept Checking questions.	The teacher is able to 'read' students understanding and adjust the progress of the lesson accordingly.	+	4	<i>yes</i>
5.2 Enhances students fluency and Promotes the flow of learning.	The teacher takes feedback in a way that maintains students' interest and motivation.	+	4	<i>yes</i>
5.3 Uses different kinds of feedback.	The teacher uses both forms of feedback (explicit and implicit)	+	4	<i>Explicit</i>

Appendix 4: Lesson observation schedule (B)

Teacher: *Shafic*

Observer:

Mahmoud

Group no: *V3E2*

Students: *14*

Date: *Jan.11*

Time: *11:30*

Lesson Planned/ Observed: *Giving directions*

Synthesis rating

1	2	3	4	5
Design and implementation of the lesson not at all reflective best practice of L2 teaching and learning				Design and implantation of the lesson extremely reflective best practice of L2 teaching and learning

+ observed, - not observed, 0 not applicable

The teacher aims to:	Indicators:		Teacher standard	Additional comments
1. Integrate content and language in a motivating learning environment				
1.1 Designs a lesson that incorporates collaborative tasks, roles and interaction consistent with L2 learning.	Students are the centre of all activities and teacher plan is based on pair/group work activities to increase interaction.	+	5	<i>Technology to lead in the lesson</i>
1.2 Creates numerous opportunities for students to speak.	Students speak more than the teacher. Peer-cooperative work encourages equal participation.		5	<i>STT was more than TTT</i>
2. Make input comprehensible				
2.1 Uses body language, visuals, realia, technology and manipulative to communicate meaning.	e.g., facial and hand gestures, pictures, actual objects	+	4	<i>yes</i>
2.2 Makes frequent use of comprehension checks that require learners to demonstrate their understanding.	Students can articulate what they have learned and can apply it through an assignment or activity.	+	4	<i>Yes effectively</i>
2.3 Selects and adapts instructional material for learners' developmental level.	Students cope with the assignments and participate actively.	+	4	<i>yes</i>
3. Promote extended student output				
3.1 Structures and facilitates high-interest, student-centred activities.	e.g. debates, presentations, peer cooperative work, peer and group teaching, technology-based activities	+	5	<i>yes</i>
3.2 Provides all students with the opportunity to participate and speak.	The teacher uses grouping techniques such as pair work, think-pair-share, small groups, etc.	+	5	<i>yes</i>
4. Varies interaction pattern				
4.1 uses different interaction pattern to Increase students' participation.	The teacher implements the tasks through open class, pair work, and group work activities.	+	5	<i>yes</i>
4.2 English language is the medium of all interaction.	The teacher forces English language to be the medium of all interaction to maximise second language practice.	+	5	<i>L2 only</i>
5. Responds to students mistakes (Feedback)				
5.1 Checks learning through instruction Checking questions and concept Checking questions.	The teacher is able to 'read' students understanding and adjust the progress of the lesson accordingly.	+	5	<i>ICQs & CCQs</i>
5.2 Enhances students fluency and Promotes the flow of learning.	The teacher takes feedback in a way that maintains students' interest and motivation.	+	5	<i>yes</i>
5.3 Uses different kinds of feedback.	The teacher uses both forms of feedback (explicit and implicit)	+	5	<i>both</i>

Appendix 5: Lesson observation schedule (C)

Teacher: *Johnny*

Observer: *Mahmoud*

Group no: *S2.1*

Students no.: *18*

Date: *Jan.12*

Time: *10:15*

Lesson Planned/ Observed: *Personal information*

1	2	3	4	5
Design and implementation of the lesson not at all reflective best practice of L2 teaching and learning				Design and implantation of the lesson extremely reflective best practice of L2 teaching and learning

+ observed, - not observed, 0 not applicable

The teacher aims to:	Indicators:		Teacher standard	Additional comments
1. Integrate content and language in a motivating learning environment				
1.1 Designs a lesson that incorporates collaborative tasks, roles and interaction consistent with L2 learning.	Students are the centre of all activities and teacher plan is based on pair/group work activities to increase interaction.	+	4	<i>Yes</i>
1.2 Creates numerous opportunities for students to speak.	Students speak more than the teacher. Peer-cooperative work encourages equal participation.	+	4	<i>STT was more TTT</i>
2. Make input comprehensible				
2.1 Uses body language, visuals, realia, technology and manipulative to communicate meaning.	e.g., facial and hand gestures, pictures, actual objects	+	5	<i>yes</i>
2.2 Makes frequent use of comprehension checks that require learners to demonstrate their understanding.	Students can articulate what they have learned and can apply it through an assignment or activity.	+	4	<i>Majority of the class</i>
2.3 Selects and adapts instructional material for learners' developmental level.	Students cope with the assignments and participate actively.	+	4	
3. Promote extended student output				
3.1 Structures and facilitates high-interest, student-centred activities.	e.g. debates, presentations, peer cooperative work, peer and group teaching, technology-based activities	+	4	<i>Groups - pair work</i>
3.2 Provides all students with the opportunity to participate and speak.	The teacher uses grouping techniques such as pair work, think-pair-share, small groups, etc.	+	5	
4. Varies interaction pattern				
4.1 uses different interaction pattern to Increase students' participation.	The teacher implements the tasks through open class, pair work, and group work activities.	+	5	<i>yes</i>
4.2 English language is the medium of all interaction.	The teacher forces English language to be the medium of all interaction to maximise second language practice.	+	5	<i>yes</i>
5. Responds to students mistakes (Feedback)				
5.1 Checks learning through instruction Checking questions and concept Checking questions.	The teacher is able to 'read' students understanding and adjust the progress of the lesson accordingly.	+	4	<i>yes</i>
5.2 Enhances students fluency and Promotes the flow of learning.	The teacher takes feedback in a way that maintains students' interest and motivation.	+	5	<i>Always smiling when correcting students mistakes</i>
5.3 Uses different kinds of feedback.	The teacher uses both forms of feedback (explicit and implicit)	+	5	<i>Explicit - implicit</i>

Appendix 6 Lesson observation (A) - Extracts

Teacher: Mohammad stand up- stand up -come here -come -stay as you are stay-go straight – go straight – straight - turn right turn right turn right - right turn- turn – turn . Thank you Thank you Mohammad – show me your left turn left turn left – thank you very much thanks.

Mohamed:

Teacher: you see what did I say – yes salem (5)

Salem: go /street/

T: go straight - straight not /street/ you see then what I did I ask him to do Ahmed Ahmed

Ahmed: turn right

T: turn right – turn right then then then...

Students: left (10)

T: come khaled

T: go straight go straight – turn right turn right turn left turn left sit down

T: look at the board look at the board and tell me tell me ..what do you notice .. you noticed what what

SS: turn turn go go (15)

T: are they verbs nouns preposition what are they what are they? (used Arabic to translate the meanings)

Ss: one answered verbs

T: yes true

T : sit properly please (Arabic) (20)

T: Abdullah you are the leader of this group ... handing out some handouts.

T: for first one..these are the direction .. you are here..then you to give direction to reach the place I ask.

T: what is the question Abdulrahman?

Abdulrahman: where is the post office please? (25)

T: give direction to the post office.. give him directions work together .. work together .. use the words.. use the word..

T: now go to the board, team leader.. look at the model answer the handout is on the whiteboard.. check your answer..

T : finish ahmed did you check your answer (30)

Ahmed: finish

T: quickly .. check your answers check your answers.

T: To the groups practice .. practice ask him a question and you answer him. Saleh practice with ahmed practice

T : turn right turn (35)

S: turn right post office opposite

T: each of is gonna practice the conversation here

S1: Excuse me

T: wait excuse me ? Excuse excuse not /Esssuse me/

S1: excuse me, where is the post office please? (40)

S2: go straight turn right and run left.

T: turn turn not run.

S1: thank you

T: Discipline time in Arabic and English language. I decide not you look to your peers.

T : raise up your voices when you talk (45)

T: Do you know the meaning of opposite?

T: using gestures

SS: used the body language to explain the meaning.

T: everybody learn the dialogue ..next period I will ask you about it.

Appendix 7 Lesson observation (B) - Extracts

Video 1

Video instructor: in this lesson we will talk about giving direction. Where is the library? It is close to Beacon street. Now listen to the movie?

A woman: I am lost could you help me out?

A man: Sure, what can I do?

A woman: well I am looking for the capitol. Is it far? (5)

A man: No. It is not far. Let me see your map. You are here right long Beacon street for two blocks and the state house is on your left.

A woman: Thanks for your help

The video instructor: to give direct we use directions like turn right, turn left, go straight.

Let's learn how to ask a direction. When you ask for direction you first say excuse me. (10)

Review points

Where is the beach?

Go straight

Video 2

A song: (15)

Oh , well, excuse me, sir. Is this York Street?

Sorry, sorry, I don't know. Sorry, sorry, I don't know

Oh, oh, can you help me ma'am where is York Street?

Go straight and turn left. Turn left at the corner.

Oh, well, excuse me sir. Is this Bay street? (20)

Sorry, sorry, I don't know. Sorry, sorry, I don't know

Oh, oh, can you help me ma'am where is York Street?

Go straight and turn right. Turn left at the corner.

T: I want to ask you guys to tell me some direction they used I the videos and usually use every day. (25)

SS: turn left/right – go /street/

T: go straight

SS: across – opposite.

T: there is a handout -we are going to draw a small map and write the places on the map. Did you get the idea? It's a group work – answer about places in VEDC. (30)

T: good work Mr. Ali. Good work Mr. Khaled

T: take your paper and share what you did in other groups.

T: let's do the second task. Done everything is clear? Excellent.

T: where is the school? Ask and complete the information in the handout. Example: where is the school? Did you understand? Is it clear? (35)

T; ss please listen.

S: where is the VEDC . It's positive the school

T: It's opposite opposite.

S: you group you have 2 minutes to finish.

S: excuse, where is the hospital? It' near VEDC. (40)

S: is it near of the bank?

T: good

S: excuse me, where is the cinema?

S:?????

T: go straight, turn right, then left. (45)

S: go straight, turn right, then left.

T: guys anybody has a question? Everybody knows go right – go left – opposite....

T: now open your books. Exercise 2 page 23. Questions and answers. Work in groups and fill in the gaps.

Appendix 8 Lesson observation (C)- Extracts

T: Good morning. Salem did you go to Dubai, yesterday?

Salem: yes, I go to Dubai yesterday.

T: good. I went to Dubai yesterday. I went.

Salem: Ah. I went to Dubai yesterday.

T: how about you guys? Did you go somewhere? (5)

S: I went to RAK. Visit my grandfather.

T: good. Thank you. Look to the board, I have a short movie for you.

Movie: girl1: hello. Good morning. This Sara Victor. My first name is Sara and my last name is Victor.

Girl 2: Hello Sara. My name is Allen Chin. My first name is Allen and my last name is Chin. (10)

Girl 1: good to see you. Where do you come from? Are you Chinese?

Girl 2: thank you. I am from china. I am Chinese. And you?

Girl 1: I am from South Africa. My nationality is South African.

Girl 2: Nationality

girl 1: yes nationality. And what's your job? Do you work or study? (15)

Girl 2: I am not working. I am a student.

Girl 1: I used to work in a restaurant. Now I will study in this university. I will study business.

T: what 's her first name?

S: Allen

T: what's her last name? (20)

SS: victor.

T: good. It' now time to try answering this activity in groups about your selves.

T: now look at the board. What do see?

SS: your picture. Your card

T: read this. (25)

SS: last name.

T: victor. And this?

SS: first name

T: my first name, my name is Johnny. And this?

SS: age. (30)

T: I am 45 years old. And this ?

SS: /national/-

T: nationality – nationality – my country – Ireland I am Irish. You are Emiratis from UAE.

T: thank you. In groups check your answers.

T: it is now time to generate your own cards. Here you are colored pencils, papers choose the color- rulers, scissors. (35)

T: go ahead, I will choose the best 5 cards and they will be hanged on the board.

Appendix 9: Informed Consent

Student Researcher: **Mahmoud Hamed**

Title of Research: **Classroom Interaction in Second Language Teaching and Learning in the VEDC**

I seek your voluntary contribution in the research I am conducting to investigate the role of classroom interaction in second language teaching and learning in VEDC, Abu Dhabi, UAE. If you are interested to participate, please sign in as shown below.

The aim of this questionnaire is to investigate your attitudes towards classroom interaction in second language (L2) teaching and learning. Please, be informed that all the collected data is confidential and will only be used for research purposes. So, I will be grateful if you have any information that will add to the research and will help the researcher to better understand the process of classroom interaction.

Mobile phone: 050- 373 040 7 E-mail: Mahmoud.hamed7@gmail.com

The participation is voluntary and if you would not like to share, there will not be any consequences. Kindly, be aware that if you decide to share, you may stop participating at any time and you may decide not to answer any specific question and you will be consulted after the observation.

By signing this form I am attesting that I have read and understand the information above and I freely give my consent to take part or permission for my child to contribute.

Adult Informed Consent

Date Reviewed & Signed:

Parental Name of research participant

Signature: _____

