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**Learning English Vocabulary through Classroom
Interaction**

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Before the Jury

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Dedication

To my dear parents, sisters and brothers.

To all my friends with whom I shared the university life.

To all my teachers.

To my closet friends specially Malika, Aicha, Yosra, Zineb and all

To all those who love me.

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ABSTRACT

This research work aims at investigating the effectiveness of classroom interaction in learning English as a second or foreign language-vocabulary. Nowadays, interaction has become more and more popular and the teaching itself was changed from teacher-centered into learner-centered. In this context, learners have the chance to practise the language through interaction among them or with their teachers who please the atmosphere and facilitate the process.

This study is based on a questionnaire administrated to teachers of oral expression to get information about the impact of classroom interaction on developing the learners' vocabulary.

The analysis of the questionnaire showed that teachers consider classroom interaction as an important pedagogical strategy in acquiring new vocabulary which maintains social relations.

Key words: classroom interaction, learning vocabulary, learner-centered.

List of Abbreviations

CLT: Communicative Language Teaching

ELT: English Language Teaching

OC: Oral Comprehension

CI: Classroom Interaction

EFL: English as a Foreign Language

SLL: Second Language Learning

CA: Communicative Approach

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Introduction

1. General Overview

Classroom interaction is considered as the missed land for learners, who are studying English as a foreign language; they learn and practise this target language through interaction and negotiation of meaning if there is no agreement.

Learners use such strategies to understand and get their feedback, and each time the teacher advises and corrects their mistakes. In classroom interaction, there is a shift in roles from listener (input of knowledge) to speaker or producer from what he/she gets in organized way. In the role of producer; the learners produce and practise the language appropriately, also classroom interaction maintains social relations between the learners and their teacher or among themselves.

2. Aim of the Study

Through the present research, we aim at investigating the relationship between classroom interaction and the requirement of new vocabulary. Thus, the main aim is to establish a positive correlation between learning via receptive skills and the students' vocabulary development.

3. Statement of the Problem

Within the context of English as a foreign language, it has been observed that students are not aware of the importance of interaction in classroom in acquiring new vocabulary; they consider it as facilitator in developing speaking and listening skills. Accordingly, should we ask a question: what extent does classroom interaction affect

learning vocabulary? In other words: Does classroom interaction enhance the learners' vocabulary?

4. Hypothesis

The following study explores the relationship between classroom interaction and learning (acquiring) new vocabulary. We hypothesize that if first-year students are given the opportunities for interaction in classroom their vocabulary would develop.

5. Means of Research

In order to test our hypothesis and to obtain the information required from our subject and to meet our subject' objective, a questionnaire will be used for teachers. Our aim is to investigate the importance of classroom interaction on learning new vocabulary.

6. Structure of the Study

The present dissertation consists of three main chapters. The first two chapters constitute the literature survey. Chapter One represents a review of classroom interaction; the main focus is on its main types, aspects and teachers' role. Chapter Two is devoted to the learning vocabulary; beginning with its importance, how to learn it explicitly or implicitly, then we move to learning vocabulary via receptive skills.

The last chapter concerns the analysis of the collected data by means of the teachers' questionnaire.

Chapter One

Classroom Interaction

Introduction

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1.1.1. Communicative Competence

1.1.2. Interaction as a Type of CLT Frameworks

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Chapter One

Classroom Interaction

Introduction

In the field of second language learning, interaction is the primary means by which language proficiency develops. It requires the presence of both of the teacher and the learners in classroom. It is a way of learning and developing the knowledge, skills, and vocabulary.

In this chapter we shall deal with the notion of interaction which takes place in classroom, starting with a brief view about CLT Theory, and then we deal with interaction and its aspects, types, then finally the role of the teacher in classroom interaction.

1.1. The Communicative Approach

ELT specialists and linguists always look for a significant approach to meet the learners 'demand, which is the use of language for communication and this is the limitations of the previous methods. CLT considered as a holistic approach supported by all. It origins date back late of 1960, and it shifts from Grammatical competence to communicative competence in order to communicate effectively in this language. CLT plays an important role in education, and became increasingly popular during the 1970s (Maley and suff 1978), for Brown CLT is an approach, rather than a method of teaching.

1.1.1. Communicative Competence

Hymes(1972) was the first who introduced the concept of Communicative Competence in contrast to Chomsky's linguistic competence. For him language is social and cognitive phenomenon. Communicative Competence consists of grammatical competence, socio-cultural competence, discourse competence, strategic competence. From Canale's perspective, what language teachers need to teach is not only linguistic competence but also socio-linguistic competence, discourse competence, and strategic competence.

Grammatical competence; is the knowledge of grammar, lexis, morphology, syntax, semantics and phonology.

Socio-cultural competence; is the knowledge of the socio-cultural rules of language use and rules of discourse. That is to mean how to use and respond to language appropriately. It depends on the setting of the communication, the topic, and the relationships among the people communicating. Moreover, being appropriate depends on knowing what the taboos of the other culture, politeness indices are used in each case.

Discourse competence; is the knowledge of how to produce and understand the texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of texts.

Finally, strategic competence; is the ability to recognize and repair communication breakdowns.

So, through communicative competence the learners will acquire and communicate this target language appropriately.

1.1.2. Interaction as a Type of CLT Frameworks

Applied linguists have emphasized the importance of interaction in classroom in building knowledge, improving skills and developing vocabulary. For Allwright (1984) interaction keeps the learner-centered and being always active. In classroom interaction, learners talk to each other through pairs and groups in the present of their teacher who pleases the atmosphere and encourages them to become effective communicators in this target language and this is what we call Communicative Approach. For Hymes (1972) and Nunan (1996) interaction facilitates the learning of language.

1.2. Classroom Interaction

The New Oxford Dictionary of English defines the concept “interaction” “as a reciprocal action or influence”, and Brown (2001) relates interaction to communication: “interaction is, in fact, the heart of communication: it is what communication is all about (p.165).” “It is important in learning and teaching, for the teacher as a manager or a leader should facilitate the learner’ input.” Allright (1984, p.158).

Interaction hypothesis is a theory which states that language learning develops through interaction. It is based on two hypotheses: the input hypothesis and the output hypothesis. The

input hypothesis is the idea that language learners will learn through reading, listening to conversations and so on. The output hypothesis is focused on speaking and practicing the language. So, interaction hypothesis is the idea that learners need to learn all the material found in the input, but they also need the practice what comes with the output hypothesis.

1.3. Aspect of Classroom Interaction

There are two aspects that play an important role in learning through interaction in which the learner receive feedback from his interlocutors when he/ she is in negotiation of meaning, in the present of these two elements learning will success. For Allright (1994) the learner who negotiated the input achieved higher vocabulary acquisition, for him interaction facilitates language development and learner's development.

1.3.1. Negotiation of Meaning

According to Barkhuizen (2005) negotiation of meaning is to understand what an interlocutor means if the communication is breakdown. It is part and parcel of real spoken interaction in which the learner should make his linguistic output more comprehensible for his interlocutors, so they can engage with him in the interaction by using such strategies as Mackey Alison (2007) asserts:

Through processes of repetition, segmentation and rewording, interaction can serve to draw learners' attention to form-meaning relationship and provide them with additional time to focus on encoding meaning. (P. 12-13)

Repetitions involve repeating the exact speech, while in segmentation the learner repeats the utterance by dividing it into linguistic segments with rising or falling intonation. In rewording, the learner rephrasing the original utterance, until they reach agreement between them.

In summary, according to Long (1996, 2007), Pica (1994), Grass (1997), and Mackey (2007) negotiation plays a crucial role in interaction in both meaning and in form. It is helpful in improving L₂; it is a good way to learn how to speak.

1.3.2. Role of Feedback

Feedback consists of information provided to learners for the purpose of reinforcing appropriate efforts. In classroom interaction as Lyster (2013) mentioned, oral feedback is very powerful and effective tool in learning. Typically oral feedback involves a student receiving feedback by his teacher or by his classmates. The teacher corrects him by asking him to clarify his speech.

In implicit feedback, the teacher asks his students to reformulate their incomprehensible output by requests for clarification or recasts. Clarification requests encourage the language learner to rephrase their output. For example “I do not understand” or “what do you mean?” Whereas recasts are reformulation of a learner’s erroneous output into a target like form for example: A: I likes written module. B: I like written module.

Explicit feedback or metalinguistic feedback, defined by Lyster and Ranta (1997) as: “comments, information, or questions related to the well-formedness of the learner’s utterance” (p.120). Metalinguistic feedback can lead learners to self-repair, whereas recasts can lead only to repetition of correct forms by learners (Lyster, 2007).

In brief, feedback is integral to the learning process and is one of the main benefits, which helps students to develop their understanding and improve their performance.

1.4. Types of Classroom Interaction

Moore (1996) identifies three types of interaction: learner-content, teacher- learner, and learner-learner. In this research we will focus only on two types.

1.4.1. Teacher- learner Interaction

This type happens between the learner/ learners and their teacher, who has responsibilities out classroom and in classroom. Under the notion of CLT always in classroom the teacher should pay attention to comprehensible language used to facilitate the acquisition and development of skills and vocabulary to his learners. He asks questions, gives lectures and directions, opens the space of negotiation and corrects their feedback. In teacher-learner’s interaction, the teacher’s role is to demonstrate and explain while the role of the

learner's is to memorize and practice. The following diagramme by Scrivener shows us how interaction happens in this type.

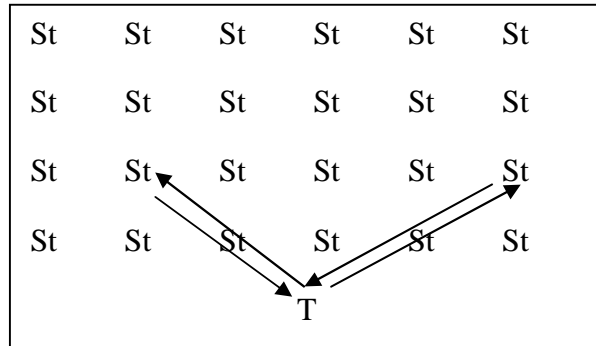




Figure (01): Interaction between Teacher and Learners

Key:

-  Teacher interacts with student
-  Student interacts with teacher
- St Student
- T Teacher

1.4.2. Learner- learner Interaction

Learner- learner interaction is interaction that takes place between one learner and another learners as individuals or in groups(Moore,1989) as it is mentioned in figure 2 which done by Scrivener(2005,p.86). Learners share information, ideas with their patterns on a topic given by the teacher and present it to the whole class. Logically, the learners have opportunities to develop their linguistic, communicative competence and establish social relationship through this kind of interaction. Naegle (2002) encourages this type because it beneficial for leaning and make them active and motivated.

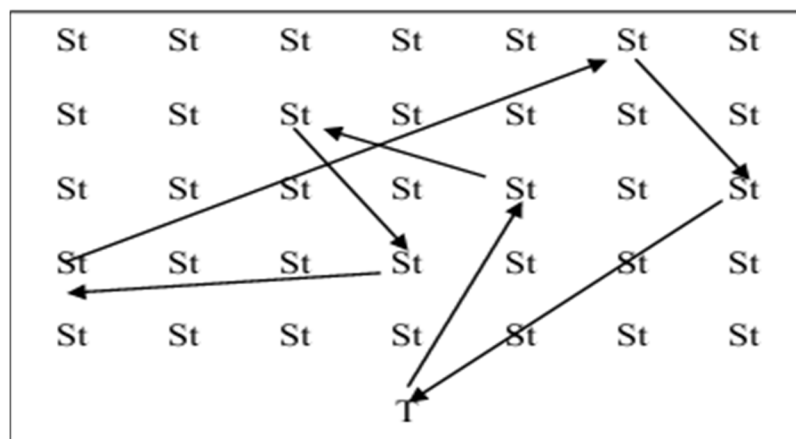


Figure (02): Interaction between Learners

Key:

- ↗ Student- student interaction
- St Student
- T Teacher

1.5. The Role of the Teacher

In classroom discourse, both of the teacher as an expert and the learner as an apprentice have engagements. According to Harmer (2001) the teacher is very crucial in motivating and creating interest in the lesson, also he can shift his role with his learner/learners; from lecturer and speaker into listener and negotiator.

He gives information and directions, asks questions, decides who will participate, when can take a turn, how much they can contribute, and whether their contribution are worthy and appropriate or it need modification and negotiation. He praises their learners' level when assessing and showing them their strengths and weakness.

As resource of information; the teacher is responsible in answering his learners' questions that is to mean he should be able to offer needed information.

Facilitator; by making the learning easier for students to find ways to achieve success, discover language, and develop their skills and vocabulary. His advices make his learners autonomous in each time they found solutions to their problem in learning.

Conclusion

Classroom interaction is very important in the field of education. It is the chance for learners to interact with each other or to their teacher in organizing way; to learn and get their feedback, or engaging to negotiate the meaning if there is misunderstanding. The teacher as responsible organizes these interactions; corrects their mistakes by using such strategies either explicit or implicit until their learners correct and get their feedback. It is way of learning language and developing the students' skills and acquiring new words, presented by the teacher as it is selected in syllabus and course design. It is the help which facilitates the learners' input and push them to speak without stress. Also, it maintains the social relations. So, both of them have their responsibilities should take it into consideration.

Chapter Two

Learning Vocabulary

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Chapter Two

Learning Vocabulary

Introduction

Learning a language entails learning numerous aspects about that language: its grammar, cultures, pronunciation, and so on, but the most important aspect is vocabulary. The more words you know, the more you will be able to understand what you read or hear; and easier to say what you want when you speak or write.

As Coady and Huckin (1997) assert “Lexical competence”; the ability to communicate successfully and appropriately, is at heart of communicative competence. Since vocabulary is the core of any existing language, the issue of vocabulary learning is the interest of many researchers such as Nation (2001) and Gass (1999), vocabulary is the most important part in learning a foreign language. Wilkins (1972) says: “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (pp.111-112). The learners look always for definitions of new vocabulary from dictionaries if they did not know this word; Schmitt (2010) notes “learners carry around dictionaries and not grammar books” (p.4). In sum, Lauffer & Sim (1985) find that vocabulary is most important than syntax.

In the current chapter we are going to see the importance of vocabulary, how to learn it explicitly or implicitly, then we mention how to learn and acquire vocabulary via receptive skills.

2.1. Vocabulary and its Importance

Numerous studies have revealed that the English language proficiency of second language learner is great measure, correlates with their vocabulary learning (Kojic-sabo & Light Bown, 1999), for Collins Cobuild English Language Dictionary (1989) “the *vocabulary of language* is the total number of words in it” (p.1629) and some “one’s vocabulary is the total number of words in a language that he knows” (p.1629). Broadly defined, vocabulary is knowledge of words, including explanations of word meanings. A word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning. To master word is not to learn its meaning but also to learn its register, association, collocation, grammatical behavior, written form, spoken form and frequency. All these properties are known as “word knowledge” (Schmitt 2005). According to

her word meaning consists of the link of the word and its referent. According to Aitchison (2003) a word can be either fixed meaning or fuzzy meaning. Fixed meaning; when the learner understands directly its meaning as it found in dictionaries, whereas the fuzzy meaning has different meaning in different contexts.

Register is the denotation of a word meaning from the basic meaning in different contexts. According to Carthy (1990) is the relationship between the content, sender, receiver, situation and purpose. In association, word is related to others in different ways and any word can belong to a certain word family. According to Aitchison (2003) association can be; coordination, super ordination, synonymy, or collocation. Coordination: words cluster together on the same level of detail, e.g. *green* and *red* ; super ordination (hyponymy) which is the semantic relation of being super ordinate or belonging to a higher rank or class, e.g. when we mention the word color, others can easily associate to *green* and *red*. In synonymy words having the same meaning are stored to gather, e.g. *happy* and *glade*. For collocation-combination of words that customarily co-occur-, Nation (1990) defines it “as tendency of two or more words to co-occur in discourse” (p.38). Collocation can be either semantic collocations or grammatical collocations. Semantic collocation mean that the type consists of two equal words both with meaning to produce a new meaning, e.g. air balloon whereas grammatical collocations refer to the type in which a core word goes with a functional word, e.g. *in devote to*, *devote* is the core word, and *to* is functional word having no meaning.

Grammatical behavior means the pattern in which it typically occurs. Two of the most important aspects of lexis are word class and morphology (Schmitt 2000, p.59). According to Lauffer (1997) there are four parts in word class: noun, verb, adjective, and adverb. Morphology involves affixes (prefix and suffix) and concerned also how these affixes are attached to the basic forms of words.

In addition, words come in at least two forms: oral and print. Knowledge of words also come in at least two forms; receptive or productive.

Central debate emerging deals whether effective vocabulary can be learnt through explicit or implicit learning. Atay and Ozbulgan (2007) note that conscious students who implement steps to regulate their own strategies are more successful in their learning, whereas the others who don't know how to learn new words or how to link new words to the previous knowledge are less successful.

2.1.1. Explicit Learning

In explicit learning students learn vocabulary “*out the context*” directly and explicitly both single words and strategies of word learning. According to Nagy & Herman (1987), Wixson (1986), Calfee & Drum (1986) & Graves (1987) it helps the learners in reading comprehension, improve their ability to construct meaning effectively, learn difficult words, and helps also the teacher in deciding basic questions of what to teach and how to teach in system way as in the syllabus.

2.1.2. Implicit Learning

In 1970 s and 1980 s, the communicative approach focused on implicit, incidental learning. Incidental vocabulary learning -takes place in second language learning- is learning that occurs when the mind is focused elsewhere, such as on understanding a text or using language for communicative purposes (Jeanette S. Decarrico, p.289). It is associated with learning vocabulary “*in context*” without awareness of what has been learned. Researchers prefer implicit learning because it encourages them to read a wide variety of texts in which the learners faced a word in different contexts, and helps them to considerate memory. It is *student-centered*, encouraging them to produce/speak in which they create their own way of understanding rules which enables long term memory retention.

To sum, the learners learn new words from context, the teacher must ensure that the context give enough information because not all context are helpful; if not the teacher helps them with direct approach (explicit). Lewis (1997) suggests that the teacher teaches them in chunk. In addition, many researchers have found that “a combination of implicit and explicit learning may yield the best results”. Hill (1999) has mentioned about problems of learners in the limited knowledge of “*collocational component*” and he suggests that he should build up collocational components from the vocabulary they already know.

2.2. Learning Vocabulary via Receptive Skills

Receptive carries the idea that we receive language input from others through listening or reading and try to comprehend it. Listening is the ability to identify and understand spoken language, whereas reading is the ability to identify and understand written one. The receptive skills used in language acquisition: listening and reading enable the productive skills:

speaking and writing (Saricoban, 1999). Receptive vocabulary use involves perceiving the form of a word while listening or reading and retrieving its meaning.

2.2.1. Learning Vocabulary through Listening

Before, listening is neglected skill until recent times in the mid of 1960s and 1970s by Rivers (1966) and others, and it is considered as a passive skills. Now listening is considered as an active skills integrated in FL curriculum.

English is one of the major languages of spoken Academic discourse; it is widely used in international conferences and seminars worldwide (Long and Richard 1994) and it also a medium of interaction for EFL learners who are exposed to listening in order to continue developing their language competence including its vocabulary.

2.2.2. Definition of Listening

Listening is the ability to understand spoken language, and to comprehend and extract information. Listening as a foundation of language, it is the bricks and mortar of learning and acquiring vocabulary; is defined as more than just hearing and to understand and interpret the meaning of a conversation. It is an active process which the learner constructs meaning from oral input (Bentley and Bacon, 1996). In spite of its importance, L2 learners often regard listening as most difficult language skills (Hassan, 2000; Graham, 2003). Hyslop and Tone (1989) define listening as:

The first language mode that children acquire. It provide a foundation for all aspects of language and cognitive development, and it plays a life-long role in process of learning and communication essential to productive participation in life. (p. 142)

2.2.3. The Importance of Listening

Listening as a receptive skill is very important in learning second language and specially requiring new vocabulary because the learner listens to learn language. In classroom interaction, the learners have a chance to interact and listen in the present and the help of their teacher. “When the students who are engaged in listening encounter unknown lexis it can be like a dropped barrier causing them to stop and think about the meaning of a word and thus making them miss the next part of the speech” (Underwood,1989, P. 17). In this case they

look for a solution; they try to extract its meaning and store it with the original word. According to Clark and Clark (1977) and Jarvella (1971) verbatim words are not stored in memory if the listener takes raw speech. For him these words are stored for very short periods of time and lost quickly if the learner did not rehearse quickly. So, the learners are obliged to memorize what they learn.

2.3. The Importance of Memorization

Researchers as Gathercole and Baddeley 1989, Ellis and Beaton 1993a, 1993b, Papagno et al.1991) see that phonological short term memory plays an important role in learning vocabulary. According to Baddeley and his collaborators the memory is responsible for acquiring vocabulary. It can be presented in short term memory (STM), long term memory (LTM), and Working Memory (WM). WM is the intervening time between STM and LTM. WM is responsible for the analysis and retrieval of appropriate problem-solving schemas. For Rost (1994) it is

The time span over which actual comprehension and inference processes take place ... The contents of working memory are always being recycled: we take in new information and let go of old information continually (p.142)

STM is the capacity to keep active information available and capable for processing ongoing tasks but which disappear rapidly and is recreated from time to time. LTM is another component of memory, which interferes in the listening process. This part of memory is used for storing information, experiences and schemas. It is a mental representation of a typical knowledge of events and instances stored in memory, accessible and which can be activated under various circumstances which interpreting what we encounter.

In brief, according to the previous researchers, memory and learning are inseparable in which it can not be underestimated. So, we can not process information without activating or making appeal to memory.

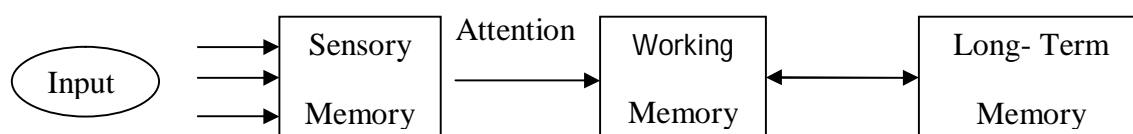


Figure 3: *The Working Memory Model (Baddeley and Hitch, 1974)*

2.4. Learning Vocabulary through Reading

Before 1960 reading was neglected, it was viewed primarily as passive, perceptual process, in which the learner decodes symbols. This idea changes during the interactionist approach during 1970; it is viewed as dynamic interaction between the writer and the learners, who have stored knowledge and extends it with new one via the text.

2.4.1. What is Reading

Reading is receptive skill too; the teacher has carefully selected the piece of knowledge that has a specific purpose. It is a text reconstruction, when the reader tries to find out explanation to the text and to understand the intended meaning when decoding the symbols.

When reading the learner uses such strategies: he uses morphemes, semantics, syntax, and context clues to identify the meaning of unknown words, he also integrates the words he has read into their existing frame work of knowledge or schema.

2.4.2. Development of Reading and Vocabulary

Researchers such as Stanovich 1986, 2000; Vorhoven 2000; Pike, 1999 demonstrate a strong relationship between reading and vocabulary growth. For them good readers have more vocabulary than poor readers. While reading, the learner requires words through contexts. Also, he can guess words from contexts and this strategy is more important when one needs multiple exposures to a word and the very gradual nature of vocabulary acquisition.

In class, the teacher presents piece of knowledge (text) to their learners which has chosen before carefully. They interact with writer via the text in organizing process; they try to extract the intended meaning by using their background knowledge, linguistic competence, strategic competence, intercultural competence, and pragmatic competence. They take notes, understand the intended meaning, and making predictions. Then, they interact with their teacher to share the information and guess the meaning. In each time the teacher switches his role from listener to speaker correcting them either explicitly or implicitly until they get their feedback. The purpose from this interaction is to facilitate the understanding, knowing the unknown words from it context, memorize and use it, and extend their knowledge.

2.4.3. Criteria for Texts Selection

For the teacher, it is not easy to select texts. Nuttall (1996) identifies three criteria that influence the selection of texts; suitability of content, exploitability and readability.

2.4.3.1. Suitability (Interest)

The most important factor in selecting a reading article is interest. Williams (1986) claims that "in the absence of interesting texts, very little is possible." (p.42). Carrell (1984) states: "First, reading teachers should use materials the students are interested in, including materials self-selected by the student" (p.339). "Suitability is the most important criterion, in which the teacher selects the interested texts in purpose. Interested content makes the learner's task far more rewarding (Nuttall, p.170).

2.4.3.2. Exploitability

Exploitability, which Nuttall (1982) defines as the facilitation of learning, is a key factor in selecting a reading passage. For her, exploitability develops the competence of learner as a reader. This area is concerned how a text is exploited. Intensive and extensive reading is the key components.

2.4.3.3. Readability

According to Nuttall readability is concerned with the ingredients which compose the texts, in other words, the combination of structural and lexical difficulty.

Conclusion

To sum, receptive skills: listening and reading are vital inputs; very helpful in learning second language. It is a process in which the learners receive information and knowledge. Somemites faced with new words never heard before. They are obliged to look for it meaning, the teacher is responsible to help him to undestend and develop such strategies to get it meaning, memorize, use it in writing or in speaking, and extenting their vocabulary . This word can has either one meaning or different meaning in different contexts. The learners engage in negotiation for meaning with their classmates or with their teacher in the analysis this piece of knowledge. So, the learners in using these strategies develop their communicative competence in general and their linguistic competence in specific. Without memorization there is no learning or acquirnig; it is imporant component.

Chapter Three

Data Collection and Discussion of Finding

Introduction

3.1. The Teacher Questionnaire

3.1.1. The Sample

3.2. The Description of the Questionnaire

3.2.1. The Description of the Questionnaire

3.2.1.1. Section One

3.2.1.2. Section Two

3.3. Analysis of the Results

3.3.1. Section One

3.3.2. Section Two

3.4. Interpretation of the Results

Introduction

The present research is designed to investigate the effectiveness of classroom interaction on learning vocabulary. To serve the needs of our hypothesis, the most appropriate tool is questionnaire to oral teachers. Since the teacher is always near from his learners, he knows their levels, their extent of knowledge and especially in vocabulary, he always in negotiation for meaning with them.

3.1. The Teacher Questionnaire

3.1.1. The Sample

The questionnaire is administrated to teachers of Oral Comprehension Department of English, university of Ouargla.

3.2. The Description of Questionnaire

The teachers' questionnaire consists of twelve (12) questions. The questions are either closed or open questions. In closed question; the teachers choose "yes" "no" answers, or to pick up the appropriate answer from a number of choices, whereas the open questions, the teachers are requested to give explanations.

3.2.1. Section One

This section is devoted to get back ground information about the Oral teacher, in which we asked them about their experiences in this module in (Q1). In (Q2) we asked them if they try to establish a relaxed atmosphere in class or not.

3.2.2. Section Two

In this section we try to improve the importance of classroom interaction in learning English as foreign language especially new words. Since the teachers are always near to their learners; they know their levels and their progress in each time.

3.3. Analysis of the Results

3.3.1. Section One

- **Q1:** How long have you been teaching oral English?

Years	N°	%
01-05	03	30
More than 05 years	07	70
Total	10	100

Table 01: Experience in Teaching OE

The results shows that seven (07) teachers have a long experience in teaching OE since they have spent more than five (05) years whereas three (03) teachers have this experience between year and five years.

- **Q2:** Do you try to establish a relaxed atmosphere in classroom?

Options	N°	%
Yes	10	100
No	00	00
Total	10	100

Table 02: Rate of Establishing a Relaxed Atmosphere

As it is indicated in table 02, all teachers (100%) admit that they try to establish a relaxed atmosphere in classroom to facilitate the learning since they have the experience in this domain.

3.3.2. Section Two

- **Q3:** What is your students' vocabulary level? How do you know?

Options	N°	%
Intermediate	08	80
Advanced	00	00
Low	02	20
Total	10	100

Table 03: Teachers' Knowledge about their Learners' Level

The results obtained denote that eight teachers state that their level of learners is intermediate. On other hand two teachers denote that the level is low whereas no one agrees that the level is advanced.

- **Q4:** Are your students interested in learning/ studying vocabulary?

Options	N°	%
Yes	08	80
No	00	00
Sometimes	02	20
Total	10	100

Table 04: Students' Interested in Learning Vocabulary

It appears from table 04 that the most learners are interested in learning and acquiring vocabulary from classroom interaction (08 teachers corresponding (80%)). That is to means the importance of acquiring vocabulary in class during this interaction. While two teachers (corresponding 20%) found that “sometimes” these learners are interested in this kind of learning.

- **Q05:** Do your students have difficulties with vocabulary mastery?

Options	N°	%
Yes	04	40
No	00	00
Sometimes	06	60
Total	10	100

Table 05: Learners' Difficulties with Vocabulary Mastery

One can notice from the result obtains that 06 students (corresponding 60%) have difficulties in mastering vocabulary whereas the others (corresponding to 40%) have sometimes difficulties.

- **Q06:** What type of dictionary do you recommend your students to use?

Options	N°	%
Bilingual dictionary	00	00
Monolingual dictionary	10	10
Total	10	100

Table 06: Teachers' allow the Dictionary' type

The common shared answer between all the teachers is that they all recommended their students to use monolingual dictionary. They know the importance of this kind of dictionary.

- **Q07:** Do you find that classroom interaction is helpful in learning vocabulary?

Options	N°	%
Yes	08	80
No	00	00
Sometimes	02	20
Total	10	100

Table 07: Teachers' Knowledge about the Importance of C I

A clear majority of teachers (80%) claim that classroom interaction is helpful in learning vocabulary. On other hand only 20% who said "sometimes"

- **Q08:** Which of the following is most helpful to the learners during interaction?

Options	N°	%
Repetition	10	10
Segmentation	10	10
Rewording	10	10
Recasts	10	10
Clarification for request	10	10
Total	10	100

Table 08: Strategies used during the Interaction.

Any one can notice from the results that all teachers (100%) find that all strategies are important depend to the situation.

- **Q09:** Which of the following do they need to know? Arrange the following list in order from most (01) to least (03) important.

Options	N°	%	
Understand the meaning of a word	10	10	02
Use a word in a sentence	10	10	03
Synonyms	10	10	01
Total	10	100	

Table 09: Teachers' Knowledge about their Learners' Need

As it is illustrated in table (09) all teachers find that the learners need both of understand the meaning of a word, use a word in a sentence, and synonyms. According to the teachers, the learner first need to know the synonym of the word, understand it meaning, then use this word in a sentence

- **Q10:** When you teach new vocabulary do you use:

Options	N°	%
Definition	06	60
Word in context	06	60
Synonyms	02	20
Antonyms	02	20
Total	10	100

Table 10: Techniques used by teachers when teaching new words

The table above illustrates that all teachers (10) in presenting new vocabulary they define and put it in it context to facilitate the process of learning. On other hand (02) teachers prefer to give either it synonym or antonym. Another teacher mentions that he uses some other techniques such as: pictures, gestures, and illustrations.

- **Q11:** Do students enjoy this type of interaction (Learner-learner interaction)?

Options	N°	%
Yes	09	90
No	00	00
Sometimes	01	10
Total	10	100

Table 11: Students' enjoyment of Learner- Learner Interaction

The answers show that the teachers find their students enjoy this type of learner-learner interaction. However, 90 percent said “yes”. Each teacher has his point of view:

- ✓ One the teachers finds it as giving a chance to evaluate each other
- ✓ Another one founds it as funny, relaxing atmosphere for learners.
- ✓ For others; learners find it as providing self-confidence with less stress compared with teacher-learners interaction.

- **Q12:** When you give corrective feed back to your students, do you use

Options	N°	%
explicit feedback	05	50
implicit feedback	05	50
Total	10	100

Table 12: Teachers' Correcting Feedback

It appears from the table 12 that some teachers (50%) prefer to correct their students explicitly, and tell them about their mistakes and correct it, whereas the others (50%) prefer the implicit one and reformulate what they said indirectly.

3.4. Interpretation of the Results

In section one; the teachers' responses reveal that the most of them have an experience in teaching OC (70%). This mainly means the importance of this module in learning foreign language. Concerning (Q2), all the teachers (100%) try to relax the atmosphere in classroom. So, the teachers' experience yield the facilitating of learning through relaxed atmosphere as it is possible.

In section two; most of the teachers (80%) state their learners' level as “intermediate”. We can notice here the big responsibility of both of the learners and the teachers in class and out the class. Whereas (20%) find that the level is “low” and this mean that they have less

background knowledge. Concerning the interested of learners in learning/studying vocabulary; the majority (80%) of teachers find their learners motivated, and this will motivate the teacher too. In (Q5) related to the difficulties in mastering vocabulary; six teachers state that “sometimes” their learners find difficulties, logically this return to their level. All teachers in (Q6) recommend their learners to use monolingual dictionary. It is an important in learning; to look for the meaning of a word they will cover more than this word if it has more than one meaning in different contexts. Concerning the (Q7); the majority of the teachers (80%) insist the importance of classroom interaction in learning and acquiring, whereas (20%) find it as “sometimes”, because the teacher is near to his learners and interacts with them until they get their feedback. In (Q8), all the teachers use all the strategies in the class; depends on the case and their learners’ levels. Concerning (Q9), all the teachers said that their learners need to know knew word by using both of understand the meaning of the word, use this word in a sentence, and it synonyms. Whereas in arrangement they prefer it synonyms, secondly, understand the meaning of that word, and then use it in a sentence. This shows that this arrangement facilitate the process of learning in point of view of the learners. But for the teachers when they present new word; they define it, and put it in it context, give it synonym and antonym to facilitate the memorization and to be aware for everything related to. In Q11; most of students (90%) enjoy “learner-learner interaction” in contract with one teacher who finds it as “sometimes”. For learners it is chance to evaluate each other without stress like the other type “teacher-learner interaction”. Finally in the last question; all teachers when they correct their learners use both of explicit and implicit corrective feedback. This is according to the situation and the degree of the mistake.

Conclusion

The present study reveals that both of teachers and learners aware about the importance of classroom interaction in leaning and acquiring knowledge especially new vocabulary. It gives the opportunities to receive comprehensible input and feedback. So, through regular interaction the learners acquire knowledge and extent their vocabulary of this language.

General Conclusion

Learning foreign languages is not easier; it takes time, place, interest, and energy. English- the vital language- is one of languages more spoken in world, more preferred; it is language of technology, power, science, prestige, and so on. English learners' need to learn many aspects in order to communicate appropriately such as: the grammar, civilization, culture, and the most important one is it vocabulary. EFL specialists organize each aspect in systematic way in term of modules, and each module contains syllabus, one of this modules is Oral Expression. Oral teacher; is not only the knower and the speaker; there is interaction between him and his learners in term of aspect, responsibilities, change of ideas, and so on. He selects interested piece of knowledge in purpose to his learners, which can be either written or oral, then he asks them to read it carefully in peers or groups. While reading or listening; they use such strategies: taking notes, summarizing, inferring and guessing the meaning. Then the interact extent to be with the teacher, who guides and corrects their inappropriate output either explicit or implicit with appropriate strategy until they receive their feedback, and pushes them to be their output more comprehensible. In each selection, the learners will develop their knowledge, establish social relation, and the more important one is the extent of their English vocabulary.

This research investigates the importance of classroom interaction on learning vocabulary at university, first year students of English as foreign language. It was undertaken to answer the following problem: to what extent classroom interaction affects learning vocabulary?

The results of the teachers' questionnaire gave a clear point about the important of interaction. And also, they are in the direction of our research hypothesis which states that if students are given the opportunities for interaction in classroom with using such strategies their vocabulary would develop.

The experiment has shown that classroom interaction is a helpful strategy in learning a foreign language, maintains social relations, a chance to negotiate the meaning, and develops the skills in shifting the role because it is learner-centered approach.

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Appendix

Dear teachers,

The following questionnaire is part of research work that deals with the impact of classroom interaction on learning vocabulary of 1 year students.

Your answer will be of great help for research. Would you, please, tick the appropriate box and make statement whenever required.

Sections

Section One

1. How long have you been teaching oral English?

..... Years

2. Do you try to establish a relaxed atmosphere in classroom?

Yes

No.....

Section Two

3. What is your students' vocabulary level? How do you know?

a) Intermediate

b) Advanced

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

4. Are your students interested in learning/ studying vocabulary?

a) Yes

b) No

c) Sometimes

5. Do your students have difficulties with vocabulary mastery?

a) Yes

b) No

c) Sometimes

6. What type of dictionary do you recommend your students to use?

a) Bilingual dictionary

b) Monolingual dictionary

7. Do you find that classroom interaction is helpful in learning vocabulary?

- a) Yes
- b) No
- c) sometimes

8. Which of the following is most helpful to the learners during interaction? Arrange the following list in order from most (01) to least (03) important.

- a) Repetition
- b) Segmentation
- c) Rewording
- d) Recasts
- e) Clarification of requests

9. Which of the following do they need to know? Arrange the following list in order from most (01) to least (03) important.

- a) Understand the meaning of a word
- b) Use a word in a sentence
- c) Synonyms

10. When you teach new vocabulary do you use:

- a) Definition
- b) Word in context
- c) Synonyms
- d) Antonyms
- e) Others Please , specify:

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

11. Do students enjoy this type of interaction (Learner-learner interaction)?

- a) Yes
- b) No
- c) Sometimes

Please explain.....

.....

12. When you give corrective feed back to your students, do you

- a) Tell them about their mistakes(explicit feedback)
- b) Reformulate what they said correctly (implicit feedback)

Thank You

Abstract

This research work aim at investigating the effectiveness of classroom interaction on learning English as second or foreign language-vocabulary. Nowadays, interaction become more and more popular and the teachers' roles and responsibilities were changed from teacher-centered into learner-centered. In this context, the learners have the chance to practice this language through interaction among them or with their teacher who please the atmosphere and facilitate the process. This study is based on questionnaire administrated to oral teachers to get information about the impact of classroom interaction on developing the learners' vocabulary. The analysis of the questionnaire showed that teachers consider classroom interaction as an important pedagogical strategy in acquiring new vocabulary which maintains social relations.

Key words: classroom interaction, learning vocabulary.

Résumé

Ce travail de recherche vise à étudier l'efficacité de l'interaction en classe sur l'apprentissage de l'anglais comme langue seconde ou langue de vocabulaire étrangère. Aujourd'hui, l'interaction devient de plus en plus populaire et les rôles et responsabilités des enseignants ont été modifiées de centrés sur l'enseignant vers l'apprenant. Dans ce contexte, les apprenants ont la possibilité de pratiquer cette langue grâce à l'interaction entre eux ou avec leur professeurs qui plaisent l'atmosphère et facilitent ce processus. Cette étude est basée sur un questionnaire administré aux enseignants pour obtenir des informations sur l'impact de l'interaction en classe sur le développement du vocabulaire des apprenants. L'analyse du questionnaire a montré que les enseignants considèrent l'interaction en classe comme une stratégie pédagogique importante dans l'acquisition du nouveau vocabulaire qui maintient aussi les relations sociales.

Mots clés: interaction en classe, le vocabulaire de l'apprentissage.

ملخص الدراسة

هذا البحث يهدف إلى دراسة فعالية التفاعل الصففي في تعلم اللغة الإنجليزية كلغة مفردات ثانية أو لغة أجنبية. لقد أصبح التفاعل أكثر وأكثر شعبية في هاته الأيام، وتغيرت أدوار ومسؤوليات المعلمين في محورها من المعلم إلى المتعلم وفي هذا السياق أصبح لدى المتعلمين فرصة لممارسة هذه اللغة من خلال التفاعل فيما بينهم أو مع معلمهم الذين يوفر الجو المناسب لتسهيل هذه العملية. تعتمد هذه الدراسة على استبيان موجه للمعلمين للحصول على معلومات عن تأثير التفاعل الصففي على تطوير المفردات عند المتعلمين. لقد أظهر تحليل الاستبيان أن المعلمين يعتبرون التفاعل الصففي بوصفه إستراتيجية تربوية هامة في اكتساب المفردات الجديدة التي من شأنها أن تبقى أيضا على العلاقات الاجتماعية .

الكلمات المفتاحية: التفاعل الصففي، مفردات التعلم.