

Kasdi Merbah University-Ouargla
Faculty of Letters and Foreign Languages
Department of Letters and English Language



Dissertation
ACADEMIC MASTER

Domain: Letters and Foreign Languages
Field: English Language and Literature and Civilization
Specialty: Applied Linguistics/ESP
Submitted by: **Radja CHINOUN**

Title

**Exploring Classroom Discourse: The Impact of
Classroom Interaction on EFL Learners' Writing Skill**
Case of Written Expression Courses Offered at the English
Department-KMU Ouargla

Publically defended

On: 02 /06 /2015

Before the jury:

MR. BELARBI Ahmed Nourddine

President (KMU Ouargla)

Mr. Madjid DOUFENE

Supervisor (KMU Ouargla)

MS. BAHRI Fouzia

Examiner (KMU Ouargla)

Academic Year: 2015 /2016

Dedication

I dedicate this work to

My dear parents

All my brothers and sisters

My nieces and nephews and their mothers

All my friends especially Kouather, Kouather, Hadjer and Salima

Mustafa, Ahlam

My teachers

I say thank you for being there when I needed you the most, thank you

indeed.

Acknowledgments

I would like first to thank ALLAH for giving me strength and capacity to complete this work.

I would like to express my sincere gratitude to my supervisor Mr. Madjid Doufene for his unaccountable guidance, support, help and patience.

I express my open-hearted gratitude and respect to my teacher DR. Nouredine Chaouki for his guidance and precious advice.

I would like to express my warm thanks to MR. BELARBI Ahmed Nourddine and Ms. BAHRI Fouzia who accepted to examine my research work.

Special thanks go to my teachers Mrs. SAADOUNE Farida, Mr. BENCHEIKH Youcef and Dr. DRID Thouria.

I gratefully wish to thank all the teachers of written expression and all 1st, 2nd and 3rd years LMD students at the Department of English for their help and seriousness in completing the questionnaires.

I would like to extend my deep appreciation to all the staff members of the administration and the library of the English department of Ouargla University.

I would also like to thank all my colleagues for the nice time we spent together helping one another.

Finally, appreciations go to all people who helped me in one way or another to realize this work.

List of Abbreviations

CD: classroom discourse

CI: classroom interaction

CIC: classroom interactional competence

CLT: communicative language teaching

DA: discourse analysis

DAA: discourse analysis approach

EFL: English as a foreign language

IRF: Initiation, response and Follow-up

L1: first language

SRS: simple random sample

TEFL: teaching English as a foreign language

WE: written expression

List of Tables

1. Students' Level.....	32
2. Writing Skill Level.....	32
3. Students' Writing Difficulties.....	33
4. Students' Attitudes towards the Written Expression Course.....	33
5. Students' Knowledge about the Concept of Classroom Interaction.....	33
6. Students' Awareness of the Usefulness of Interaction on their Writing Skill.....	33
7. Classroom Task Manner.....	34
8. The Types of Activities which are done during and after the Class.....	34
9. The Type of Interaction in the Classroom.....	34
10. Skill Integration in the Classroom.....	34
11. Students' Preference of the Tasks manner.....	35
12. Students' Preference of the Type of Activities.....	35
13. The Most Useful Type of Interaction according to Students.....	35
14. Students' Perception of Skills' Integration.....	36
15. Task one (Lecturing).....	36
16. Task two (Warming-up before the Lecture).....	36
17. Task three (Pair-Share).....	37
18. Task four (Paragraph Writing).....	37
19. Task five (Choosing the Topic).....	37
20. Task six (Collaborative Work).....	38
21. Task seven (Interactive Activity).....	38
22. Task eight (Emailing).....	38

List of Figures

1. Teacher-Learner Interaction.....	14
2. Learner-Learner Interaction.....	15
3. Students' Level.....	45
4. Writing Skill Level.....	46
5. Students' Writing Difficulties.....	46
6. Students' Satisfaction about the Course of WE.....	47
7. Students' Knowledge about the Concept of Classroom Interaction.....	47
8. Students' Awareness of the Usefulness of Interaction on their Writing Skill.....	48
9. Classroom Tasks' Manner.....	48
10. The Types of Activities which are done during and after the Class.....	49
11. The Type of Interaction in the Classroom.....	49
12. Skills' Integration in the Classroom.....	50
13: Students' Preference of the Tasks Manner.....	50
14. Students' Preference of the Type of Activities.....	51
15. The Most Useful Type of Interaction according to Students.....	51
16. Students' Perception of Skills' Integration.....	52
17. Task one (Lecturing).....	52
18. Task two (Warming-up before the Lecture).....	53
19. Task three (Pair-Share).....	53
20. Task four (Paragraph Writing).....	54
21. Task five ((Choosing the Topic).....	54
22. Task six (Collaborative Work).....	55
23. Task seven (Interactive Activity).....	55
24. Task eight (Emailing).....	56

Table of Contents

DEDECATION.....	III
ACKNOLDEGEMTS	IV
LIST OF ABBRIVIATIONS.....	V
LIST OF TABELS.....	VI
LIST OF FIGURES.....	VII
TABLE OF CONTENTS	VIII
ABSTRACT.....	X
GENERAL INTRODCUTION.....	1
General Overview.....	2
Objectives of the Study.....	3
Statement of the Problem	3
.Hypothesis.....	3
Research Method.....	4
Structure of the Study.....	4
Limitations of the Study	4
LITERATURE REVIEW.....	5
Classroom Interaction.....	5
Introduction.....	6
Classroom as Discourse Community.....	6
Discourse Approach to Language Teaching.....	7
Interaction as a Type of Discourse Approach to Language Teaching.....	8
Classroom interactional competence.....	8
Classroom interaction.....	9
Aspects of Classroom Interaction.....	11
Negotiation of Meaning.....	11
The Role of Feedback.....	12
Types of Classroom Interaction	13
Teacher/Student Interaction.....	14
Student/Student Interaction.....	15
Patterns of Classroom Interaction.....	16
IRF Structure.....	16
Group Work.....	16
Individual Work.....	17
Other Classroom Interaction Patterns.....	17
The Role of the Teacher.....	17
Conclusion.....	19
Writing Skill.....	20
Introduction.....	21
The skill of Writing.....	21
Definitions of the writing skill.....	21
Types of the writing skill.....	22
Characteristics of the Writing Skill.....	23
Understanding of Purpose.....	23

Clarity and Conciseness.....	23
Organization and Structure.....	24
Grammar, Spelling and Punctuation.....	24
Elegance.....	24
Teaching Writing.....	25
Cooperative Learning Strategies to Enhance Writing Skill.....	25
Advantages of Cooperative Learning.....	26
Cooperative Learning Strategies.....	27
Integrating the Reading Skill with Writing.....	28
Writing Difficulties in EFL Learning.....	28
Conclusion.....	30
Methodology and Research design.....	32
Introduction.....	33
Method of Research.....	33
Population.....	33
Samples.....	33
Tools of Research.....	34
Procedure.....	34
Results and Findings.....	35
Results of the Questionnaire.....	35
Results of the Interview.....	44
Interpretation and Discussion.....	47
Analysis Interpretation of the Questionnaire's Results.....	48
Analysis of the Questionnaire's Results.....	48
Interpretation of the Questionnaire Results.....	60
Interpretation of the Interview's Results.....	65
Analysis of the Interview's Results.....	65
Interpretation of Interview Results.....	69
Conclusion.....	70
Suggestions and Recommendations.....	71
General Conclusion.....	73
References.....	75
Appendices.....	XI
Appendix one (questionnaire)	
Appendix two (interview)	
(ملخص)	

Abstract

Today, many researchers claim that throughout the knowledge of classroom interaction teachers can develop their teaching practice and students can enhance their language skills. The present study attempts to find out the role of classroom interaction in improving EFL learners' writing skill, given that most of the major problems learners face are generally observed in written expression. This study starts with a general overview about classroom interaction, then a brief summary on the writing skill highlighting its importance in EFL learning. Our main focus is to demonstrate that classroom interaction can be an effective pedagogical strategy to develop the learners' writing skill. A descriptive analytical method is used with two instruments: teachers' interview and students' questionnaire. the interview will be carried out to identify teachers' perceptions about the role of interaction in classrooms and the questionnaire to reveal learners' awareness on whether interaction affect their writing skill development. The analysis of the data showed that both teachers and students consider classroom interaction as an important strategy to improve the writing skill.

Key words: Classroom interaction, classroom interactional competence, language teaching, writing skill

General Introduction

1. General Overview
2. Aim of the Study
3. Statement of the Problem
4. Hypothesis
5. Means of Research
6. Structure of the Study
7. Limitation of the Study

1. General Overview

Writing is a crucial skill that opens up a world of possibilities for any learner and especially a language learner. It is hard to write in any language but it will be much harder if the writing is in a foreign language. For learners who are studying English in a non-English speaking community, writing in English is considered the major obstacle in developing their language.

Teaching the writing skill to EFL students is a very difficult task since teachers have a hard time to get students moving their pencils. Motivating learners to write is the first step towards enhancing their writing skill level, thus teachers and learners must know how to interact in the classroom. In order to be acquainted with the appropriate way of interacting both students and teachers need to develop close understanding to the classroom interactional competence (i.e. 'Teachers and learners' ability to use interaction as a tool for mediating and assisting learning' (Walsh 2011).

Classroom interaction plays a significant role in the process of second language learning. In fact the considerable interest in the role of interaction in the context of learning became an important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills. Understanding the role of interaction in the classroom context in enhancing the writing skill comes from the understanding of its main types: teacher-learner interaction and learner-learner interaction, where negotiation of meaning and the provision of feedback are highlighted.

Classroom interaction is considered as a useful educational strategy to enhance the students learning process since it plays a significant role in the process of second language learning through giving learners opportunities to receive the input that is

provided by the teacher which must be understood by the learners in order to make them involved in the classroom task by providing the output.

2. Objectives of the Study

Since the interactions that take place in the classroom are important, conducting a research about its role is something vital. Therefore, as an academic research, this study aims at attaining these following objectives:

- Identifying the Impact of classroom interaction on learners' writing proficiency.
- Revealing the perception of teachers and the learners' awareness surrounding the impact of classroom interaction on the development of the writing skill.

3. Statement of the Problem

EFL students often come across different issues during their years of studying English language; perhaps one of the major problems that they face is the development of their writing proficiency. In order to investigate the impact of the classroom interaction on students' writing skill, the present study aims to answer the following main question:

- To what extent can classroom interaction develop students' writing proficiency?

Under this question, two sub-questions are formulated:

- What are written expression teachers' perceptions towards the implication of classroom interaction in their courses?
- Are students aware of the role of classroom interaction in the development of their writing skill?

4. Hypothesis

The following study explores the relationship between classroom interaction and the enhancement of the writing skill. Thus we hypothesize that:

If teachers and students interact effectively in EFL classrooms, then the students' writing proficiency will be developed.

5. Research Method

In order to confirm the hypothesis, we investigate the role of classroom interactions in developing learners' writing skill. Teachers' interview and students' questionnaire are chosen as data collection tools for conducting this research and achieving the objectives mentioned above. Interviews aim at discovering the views of Written Expression teachers about the role of interactions within the classroom setting, while the questionnaires are to figure out learners' awareness of the interaction affect on their writing skill development. This research is conducted using both descriptive and analytical methods.

6. Structure of the Study

This research develops in three chapters. The first is devoted to the review of literature. It summarizes and evaluates the various works done in this field. The second chapter presents and explains the methodology and accounts for the research instruments and procedures selected for conducting this study. For the third chapter, we report and discuss the findings and make some proposals for course improvement.

7. Limitation of the Study

Our study has some limitations within which our findings should be carefully interpreted thus; some limitations of this study should be mentioned. First and for most, time was the real obstacle we faced. Second, we found some difficulties in completing the questionnaires. Last but not least, results of this study may not be completely generalized because the sample was restricted to 60 student and only 3 teachers.

I. LITERATURE REVIEW

1. Classroom Interaction

Introduction

1. Classroom as Discourse Community
2. Discourse Approach to Language Teaching
3. Interaction as a Type of Discourse Approach to Language Teaching
4. Classroom interactional competence
5. Classroom interaction

5.1.Aspects of Classroom Interaction

- a. Negotiation of Meaning
- b. The Role of Feedback

5.2.Types of Classroom Interaction

- a. Teacher/Student Interaction
- b. Student/Student Interaction

5.3.Patterns of Classroom Interaction

- a. IRF Structure
- b. Group Work
- c. Individual Work
- d. Other Classroom Interaction Patterns

6. The Role of the Teacher

Conclusion

Introduction

In the frame of EFLT, interaction has long been considered as a very important strategy. It requires, in the process of foreign language learning, the presence of two parts or more which are learners and teacher who collaborate in achieving communication. Interaction is a way of learning in general and developing the language skills in particular. This section deals with the notion of interaction as a strategy that takes place in classrooms, starting with a brief view about classrooms as discourse communities and discourse approach to language teaching, since interaction is a key element in the discourse community framework. Then, we will explain the main aspects, types and principles of interaction, and finally we briefly explain the role of teachers in the classroom interaction.

1. Classroom as Discourse Community

According to educator and researcher John Swales, a discourse community is a group of people involved in and communicating about a particular topic, issue, or in a particular field which is characterized by six defining features: "a discourse community has a broadly agreed set of common public goals"; "it has mechanisms of intercommunication among their members", "it uses its participatory mechanisms primarily to provide information and feedback", "a discourse community utilizes and possesses one or more genres in the communicative furtherance of its aims", "In addition to owning genres, a discourse community has acquired some specific lexis and " A discourse community has a threshold level of members with a suitable degree of relevant content and discorsal expertise". (Swales 1990)

The classroom is a perfect example of a discourse community and especially a language classroom. The goal of language classrooms is for the development of learners language skills, students and the teacher have mechanisms to communicate with each

other, information and feedback are also key concepts in the language classroom, special genres and lexis are found in the classroom and there are members with a suitable degree of relevance and expertise. (Cazden 2001)

The description of discourse community perfectly matches a language classroom, and that is why we can surly say that an English language classroom is considered to be a discourse community of its own.

2. Discourse Approach to Language Teaching

Discourse Analysis is the study of language in use. In other words, it is the examination of language use by members of a speech community. It involves looking at both language form and language functions and includes the study of both spoken interaction and written texts. It identifies linguistic features that characterize different genres as well as social and cultural factors that aid us in our interpretation and understanding of different texts and types of talk. (Nunan 1991)

Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. It grew out of work in different disciplines in the 1960s and early 1970s. Discourse analysts study language in use in both written texts and spoken data. McCarthy (1991) stated that:

A discourse approach highlights the role of the context in other words language is use, so teachers must seek to involve more authentic materials as they are the easiest way to bring context into class. Skill integration is also a key notion within the DA, It is very beneficial to connect skills together (e.g. Speaking/listening or reading/writing).

Discourse analysis came as a reaction to other approaches to language teaching, it did not eliminate them it rather elected all their advantages and tried to complete them.

3. Interaction as a Type of Discourse Approach to Language Teaching

Several approaches to classroom discourse are used to measure, analyze and describe the behavior of contributors in classrooms each of which has its own view. One such approach is Discourse Analysis (DA). (Young 2003)

Many researchers have investigated about classroom discourse that involves interaction; they showed the importance of interactions in building knowledge and improving skills. For Allwright (1984) it is important to keep learners active in the classroom, which means reducing the amount of teachers talk in classroom and increasing the learners' participation time. Naturally, they will talk to each other through pairs or groups where each learner gets his time to interact. Teachers usually seek to move on from getting learners talking to each other to the more complex problems of getting them communicating, and that is the result of what is called the discourse approach. DA relies mainly on the value of interaction; person to person encounters. Teachers and learners then should distinguish between interaction and communication; they should not consider them as synonyms, In spite of the fact that many of them consider that communication refers only to people interacting with each other. (Brown 2007)

4. Classroom Interactional Competence (CIC)

Classroom Interactional Competence (CIC) is simply defined as, 'Teachers' and learners' ability to use interaction as a tool for mediating and assisting learning.' (Walsh 2011) It places interaction firmly at the centre of teaching-learning processes and argues that by improving their CIC, both teachers and learners will directly develop learning and opportunities for learning.

The notion of interactional competence was first coined by Kramsch "I propose (...) a push for interactional competence to give our students a truly emancipating, rather

than compensating foreign language education."Kramsch (1986) Kramsch argues that a focus on interactional competence allows us to concentrate more on the ability of learners to communicate intended meaning and to establish mutual understanding rather than native like performances. In the other hand, Young offers this definition of interactional competence: Interactional competence is a relationship between participants' employment of linguistic and interactional resources and the contexts in which they are employed... (Young 2008)

There are many ways in which CIC manifests itself. Firstly, and from a teacher's perspective, a teacher who demonstrates CIC uses language which is both convergent to the pedagogic goal of the moment and which is appropriate to the learners. This position assumes that pedagogic goals and the language used to achieve them are inextricably intertwined and constantly being re-adjusted. (Walsh 2006) A second feature of CIC is that it facilitates interactional space: learners need space for learning to participate in the discourse, to contribute to class conversations and to receive feedback on their contributions.

Classroom interaction is very context-specific as it is shown in a number of contexts. By 'context', I mean the physical and temporal setting of the interaction in addition to the specific micro-context, or mode, of the moment. For teachers, it is extremely important to develop a close understanding of CIC in order to improve their practice and the learning opportunities for their learners.

5. Classroom Interaction

Interaction, simply, is a kind of action that occurs as two or more objects have an effect upon one another. In the classroom context, interaction describes the form and content of behavior or social interaction in the classroom. (Gordon 1998)

The communicative process involves interaction between at least two people who share a list of signs and semiotic rules. The concept of interaction is defined as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another” (Wagner, 1994:8). Therefore, interactions do not occur only from one side, there must be joint influence through giving and receiving messages in order to achieve communication.

The concept of interaction has a significant importance in the classroom too; it is a necessary element in the process of learning and teaching. Allwright and Baily (1991) state that interaction is something people can do together i.e. collectively. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language so on. However, none of this can change the fact that classroom interaction focuses on the learners' cooperation. (Cohen 2004)

In order to understand the relationship between classroom interaction and EFL, there are two main assumptions. First, the classroom provides an environment that leads to EFL, The second is that what happens in classrooms involve communication, and this can be seen as some form of interaction, i.e. there are reception and production based theories of classroom interaction and EFL. Reception-based theories agree that interaction contributes to EFL through learners' reception and understanding of the foreign language; however, production-based theories contend that interaction helps learners to produce the SL (Ellis, 1990 cited in Johnson 1995).

Reception-based theory, according to Johnson (1995), is related to the input hypothesis, which holds that the input should be comprehensible to learners for a better acquisition since the latter happens when learners understand input that contains well-formed structures and which can meet their current level. Productive-based theory relates to the output hypothesis that holds that learners should get opportunities to

produce the language if they want to achieve an advance language level. (Thurmond 2004)

5.1. Aspects of Classroom Interaction

Classroom interaction involves two main aspects, which are negotiation of meaning and feedback, if these two elements are not available in the classroom, and then we cannot speak of a successful learning through interaction. Ellis and Foto (1999:09) say, “Interaction contributes to learning through the provision of negative evidence and through opportunities for modified output.” Interaction then is rich of meaning negotiation where the learners can receive feedback from their interlocutors.

a. Negotiation of Meaning

Studies on interaction between learners focus on the interactive discourse between learners engaged in foreign language learning tasks where negotiation of meaning is the focal point. Ellis and Barkhuizen (2005) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They add that negotiation of meaning is the central discourse structure. The learners in the classroom then should make the linguistic output more comprehensible for the other learners in the class, so that they can engage with them in the interaction. However, if there is a lack of comprehension different processes can be focused on to repair the interaction. Mackey Alison (2007: 12-3) asserts that

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.

Repetition involves repeating the students' exact speech as it is when the others do not understand. Segmentation is another process for repairing a negotiation; the students repeat the utterance by dividing it into linguistic segments with a rising or falling intonation, Rewording means rephrasing the original utterance, (i.e. using other simple

words). Therefore, instead of all these terms, clarification can be considered as an umbrella term to cover these processes; the learners in interactions often ask the one who articulates to well explain if they do not understand, and the latter attempts to modify his output to meet the level of understanding of the whole class. (McCarthy 2003)

According to (Edwards 1987), the opportunities of meaning negotiation help the language learners in three main ways. First, as suggested by Long and others, it helps learners to get comprehensible input that is to say it facilitates comprehension. One way in which this takes place is when the negotiation breaks down and learners seek to segment the input into units so that they can understand them. Second, negotiation of meaning provides learners with feedback on how to use the second language. For example, teachers very often correct students' mistakes when they negotiate so that they use the FL accurately. Finally, negotiation of meaning encourages learners to adjust, manipulate and modify their personal output, because a successful negotiation takes place when learners produce outputs that are comprehensible and therefore target-like (Pica 1992-1994 cited in Ellis 2003).

To sum up, in negotiation of meaning the students will focus on the form as well, because negotiation involves feedback and modification to input and output when the students attempt to send again their misunderstanding, which is sometimes due to problems with language use.

b. The Role of Feedback

Researchers have suggested that oral feedback is one of the key beneficial aspects of interaction which can promote learning in general. According to Mackey (2007: 30) “through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification.” In order for interaction to develop

the writing skill, learners must notice the errors and recognize them for correction. Thus, for some researchers attention is very crucial for learning. Feedback may occur from learners, i.e. learners are able to correct and call each other's attention to the errors. In doing so, they very rarely replace their interlocutors' correct form with incorrect form. However, feedback from teachers can be different from the learners' one, because teachers employ many types of correction strategies. (Larsen-Freeman 2010)

Mackey (2007) suggests two forms of feedback, an explicit and implicit feedback. Explicit feedback is defined as any feedback that states overtly that learners do not use the second language correctly in their speech; it is called also metalinguistic feedback because teachers provide the learners with the linguistic form of their errors. Whereas implicit feedback refers to the corrective feedback that includes requests for clarification or recasts, in other words, teachers rephrase the learners' utterance by changing one or more sentence component, Recently, many studies have shown that the explicit feedback is more effective than the implicit feedback, this means that in explicit feedback, the teacher draws the students' attention directly to the errors so that the students do not use them again. However, in implicit feedback, the teacher asks students to reformulate their output to be understood and this is an indirect corrective feedback since the teacher does not point the errors directly. In brief, the feedback role of interaction is of central Importance to Students. (Celce-Murcia 2001)

5.2. Types of Classroom Interaction:

Thurmond (2003) defines interaction as:

The learners' engagement with the course content, other learners, the instructor and the technological medium used in the course .True interactions with other learners, the instructor and technology results in a reciprocal exchange of information .The exchange of information intended to enhance knowledge development in the learning environment.

From this quote we understand that there are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction and learner-technology interaction. We shall focus in this research work only on the two main types.

a. Teacher –Learner Interaction

This type of interaction as Coulthard (1977) mentions has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and one learner or many other learners, that is to say a teacher takes a part in such interaction. He negotiates with his students the content of the course, asks questions, uses students' ideas, lectures, gives directions, criticizes or justifies student talk responses. On the other hand, the students will benefit by drawing on the experience of their teachers on how well to interact in the manner that is most effective. (Tough 1979)

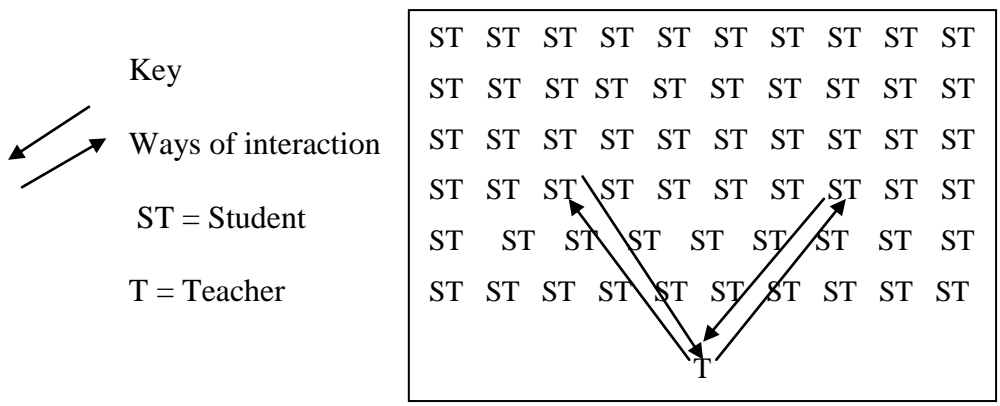


Figure 1: Teacher-Learner Interaction

During teacher-learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009) teachers should focus on three things when they talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students.

Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners.

b. Learner-Learner Interaction

Many theories of learning maintain that knowledge is actively constructed and skills improved through interactions between learners. Johnson (1995) claims that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies. It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom. (Seedhouse 2004)

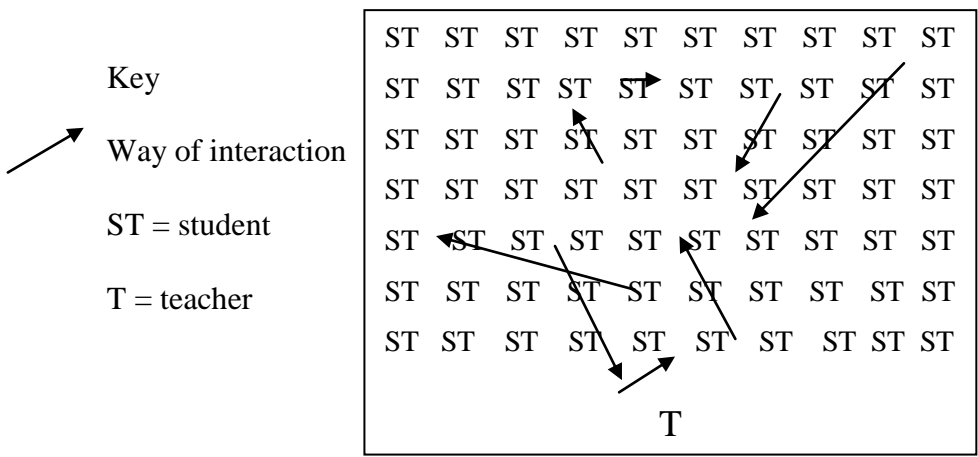


Figure 2: Learner-Learner Interaction

Naegle Paula (2002) adds also that “talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned.” The teachers then must encourage such type of interaction between learners because it is the fastest and the best way, it makes learners active rather than passive participants.

5.3. Interaction Patterns

There are several interactional patterns within the classroom framework, the presented structures are chosen according to their frequency of use in order to grasp a clearer idea about the different patterns used generally in classrooms. (Waring 2009)

a. IRF Structure

Perhaps the most used in a classic course is the IRF structure which was developed by Sinclair & Coulthard (1975) it is also known as Closed-ended teacher questioning.

Initiation (by the teacher)

Response (from the student(s))

Follow-up or feedback (by the teacher)

This is a “participation structure” that is apparent to both the students and the teacher. (Bloome et al. 2005) Initiation, response and follow-up are each known as moves which combine to create exchanges (Sinclair & Coulthard 1975) which in turn often chain together to form larger Transactions (Hardman 2008: 138). In this sense, IRF has the potential to be used as a powerful tool in the formation of collaborative learning (Nassaji & Wells, 2000).

b. Group Work

Following this pattern, Students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time. (Have 1999)

c. Individual Work

As (Have 1999) states, the teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary. Advantages of individual work are that the students can edit the tasks for them in the appropriate speed and learning style. The tasks can be assessed individually and the level of details can be adjusted. Each student is challenged to develop their own activities, so that teaching content used to be practiced and reinforced. It can also be provided differently difficult tasks. Disadvantages of individual work are that it can lead to isolation of individual students that they have no social-educational component and run the risk of idling. To avoid such problems the teacher should be prepared with more than one task for quicker students and the teacher should be very active in supporting and controlling students' individual work. (Harmer 2009)

d. Other Classroom Interaction Patterns

Choral responses is an old technique mainly used following an audio-lingual method where The teacher gives a model, which is repeated by all the class in chorus; or gives a cue, which is responded to in chorus. Another structure is Student initiates-teacher answers; it is a new technique to some extent, in which the students think of questions and the teacher responds; but the teacher decides who asks. Open-ended teacher questioning is when there are a number of possible 'right' answers, so that more students answer each cue. (Cullen 1998)

6. The Role of the Teacher

Most learners will not engage in an interaction by themselves unless the teacher drives them to participate. Clearly, the role of the teacher is very crucial in motivating and creating interest in the topics. The basis of the DAA is the aptitude of the teacher to adjust himself according to every different setting and context.

- Controller: within a classroom interaction and especially learner-teacher interaction, the teacher is the responsible for the teaching and learning processes. Harmer (2001) asserts that the teacher job here is to transmit knowledge from himself to his students.
- Assessor: the most expected act from the teacher is to show the learners that their accuracy is being developed; Harmer (2001) says that this is done through giving correction or by praising them. The students have to know how they are being assessed; the teacher should tell them their strengths and weaknesses, the students, then can have a clear idea about their levels and what they need to concentrate on. The assessor teacher should pay attention also to the learners' reactions and how to deal with them.
- Corrector: the teacher has to decide when and where to correct students' production. Another important point is that the teacher should be careful when correcting pronunciation mistakes or errors the learners commit during classroom interaction, i.e. he works seriously to give the correct pronunciation, form or meaning because the learners very often acquire these issues from their teachers.
- Organizer: it is the most important role –according to Harmer (2001) - that the teacher acts in a classroom where many things must be set up such as organizing pair/ group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. The teacher in such a role spends much time in engaging all the class in the interaction and ensures its participation. Once the students are involved in the interaction, the teacher can stop interacting.
- Prompter: Sometimes the learners do not find the words when they talk to each other's or with the teacher, the role then of the latter is to encourage the learners to think creatively so that to be independent from the teacher. In such role, the teacher

must prevent himself to help the students even if he wants so that they will be creative in their learning (Ibid.).

- Resource: the job of the teacher here is to answer students' questions. For example, when they want to know how to say something or when they look for the meaning of a given word or phrase, they go back to their teacher as a resource of information. In turn, the teacher should be able to offer such needed information.

Another role the teacher needs to adopt in a classroom interaction is the observer. Harmer (2001) points out that, the teacher here should distract the students' attention so that they can interact naturally and spontaneously. Moreover, he has to take notes about his learners in their use of actual language. Teachers do not use observation only to give feedback, but also to evaluate the success of the classroom interaction in developing the language of the learners.

Conclusion

Interaction is at the heart of the current theories of TEFL. Pairs or groups interaction provides a basis for language learning in general; it gives students opportunities to practice their language skill in a community of mutual goals, negotiate meanings through taking turns, in addition to learning other features that are crucial in any interactive discourse. At the same time, it allows learners to know how they can understand and make themselves understood.

2. Writing Skill

Introduction

1. The Skill of Writing

1.2. Definitions of the Writing Skill

2.2. Types of the Writing Skill

3.2. Characteristics of the Writing Skill

- a. Understanding of Purpose
- b. Clarity and Conciseness
- c. Organization and Structure
- d. Grammar, Spelling and Punctuation
- e. Elegance

2. Cooperative Learning Strategies to Enhance Writing Skill

2.1. Advantages of Cooperative Learning

2.2. Cooperative Learning Strategies

3. Integrating the Reading Skill with Writing

4. Writing Difficulties in EFL Learning

Conclusion

*Good Writers are those, who keep the language efficient.
That is to say, keep it accurate, keep it clear.*

-Ezra Pound.

Introduction

In the field of foreign language teaching, acquiring the language skills is not something easy. The main objective of learning a language is to use it for communication, whether in a spoken or a written form. The reason why I chose the writing skill is because I observed that most of the problems English learners encounter during their years of studying the language are in writing.

In this section, I will shed light on the writing skill in further details starting by its definitions and mentioning its types and main characteristics. At the end, I presented a brief description on how should teachers integrate the writing with the reading skill pursuing a discourse approach to language teaching.

1. The Skill of Writing

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role. A well written CV or résumé with no spelling or grammatical mistakes is essential if you want a new job.

1.1. Definitions of the Writing Skill

Writing is the productive skill in the written mode. It is more complicated and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Writing is the act or art of forming letters and characters on paper in form of printing or cursive. It may call as an arranging text". T.Linse (2005)

It can also be defined as the form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. Writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year.

As for Nunan, (2003) Writing is the physical and mental act. – It is about discovering ideas, thinking about how to: – communicate - develop them into statements and paragraphs that will be comprehensible to a reader Writing has dual purpose- to express & impress. - Writers must select the most advantageous medium for their writing -Each types has a different level of difficulty which determined by its objectives. Writing is a process and also a product. - The writer creates, plans, w rites various drafts, revises, edits and publishes. - The audience reads is a product.

1.2. Types of the Writing Skill

There are three genres of writing which are academic, job-related, and personal. When it comes to classifying these genres and written performance, there are five categories that capture the range of written production. These five categories are as follows: imitative, intensive, responsive, and extensive. (Elbow 1973)

First, Imitative writing requires students to demonstrate skills in the fundamental tasks of writing letters, correctly spelling words, correctly placing punctuation marks, and constructing very brief. sentences Second, Intensive writing requires students to demonstrate skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Third; Responsive writing requires students to respond to pedagogical orders, lists of criteria,

outlines, or other guidelines, and to demonstrate the ability to connect sentences into a paragraph and create a logically connected sequence of two or three paragraphs. Finally, Extensive writing requires students to achieve a purpose, organize and develop ideas logically, use details to support or illustrate ideas, demonstrate syntactic and lexical variety, and engage in the process of multiple drafts to achieve a final product up to the length of an essay, term paper, major research project report, or thesis. (Brown 2004)

1.3.Characteristics of the Writing Skill

Developing good writing skills is essential to success in schools and college, as well as in many professions -- not just in writing vocations, but also in business or office jobs. (Greenlaw 2003)

a. Understanding of Purpose

Greenlaw says that the writing should have a clear point, expressed as a thesis sentence, early in the paper. Identifying your audience is a key first step in planning. For an essay in an English class, the target is the teacher who evaluates your writing abilities. In a persuasive report, your target is the theoretical audience to whom your message speaks. As a newspaper or magazine reporter, your audience is the readership looking for information or entertainment. A book author provides insights on a subject or a compelling story.

b. Clarity and Conciseness

Good writing is clear and concise. Tell your story, construct a paragraph or form a sentence in the most efficient way possible. Unnecessary words, phrases or statements can interrupt flow and distract the reader from your key points. Clarity is closely related. With concise, articulate and cohesive sentences and paragraphs, you have a better chance of readers understanding your message. (Ibid)

c. Organization and Structure

The purpose of the writing is to prove its point. Thus, the writing should be organized as a series of major sub-points which lead logically to the thesis as the conclusion. Good writing is well-organized and structured. The formal structure varies considerably based on whether you write a paper, dissertation, poem, article or book. However, similar principles apply. Organization begins with an outline of your work. Establish a subject, theme and thesis, or major point. Outlining each section or point within the work helps ensure the end product is cohesive, logical and effective. In a single paragraph, paper or larger work, a simple outline includes a beginning or lead, supporting sentences or sections and a conclusion. (Ibid)

d. Grammar, Spelling and Punctuation

Grammar is a convention to improve communication. As Greenlaw (2003) asserts, grammatical mistakes or typos convey that you either don't know how to write correctly or you don't care. Which of those conclusions would you prefer the reader to be left with? No matter how well-organized, articulate and effective the structure and arguments in your paper or story, lack of attention to detail can ruin your effort. Foundational elements of good writing include correct spelling, proper grammar and sentence structure and appropriate use of punctuation. Fragmented, incomplete sentences and run-on sentences are common errors in student papers.

e. Elegance

While many elements of good writing relate to the technical process, top writers often have elegance. Elegance is the ability to present clear main points, offer thorough, eloquent supporting descriptions, avoid redundancies and use proper language. Depending on your target audience, slang or colloquial language may work best in less

formal works. Proper language and avoidance of slang are more appropriate in formal papers or publications. (Ibid)

2. Teaching writing

Students do not write very often and most of what they write is restricted to the classroom. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can ease learning of the target area. When the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student contribution. By pragmatically joining these objectives, the teacher can expect both motivation and effective learning. (O'Donnell 2004)

With both the target area and means of production, clear in the teachers mind, the teacher can begin to consider how to involve the students by bearing in mind the type of activities which are interesting to the students: Are they preparing for something specific such as a holiday or test? Will they need any of the skills pragmatically? What has been effective in the past? A good way to approach this is by class feedback, or brainstorming sessions. By choosing a topic that involves the students, the teacher is providing a context within which effective learning on the target area can be undertaken.

3. Cooperative Learning Strategies to Enhance Writing Skill

Cooperative learning is an instructional strategy based on the human instinct of cooperation. It is the utilization of the psychological aspects of cooperation and

competition for curricular transaction and student learning. The concept of cooperative learning refers to instructional methods and techniques in which students work in small groups and are rewarded in some way for performance as a group. The idea behind the cooperative learning method is that when group rather than individuals are rewarded, students will be motivated to help one another to master academic materials. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating atmosphere of achievement. (Bramlett 1994)

Kagan (1992) emphasizes that mediated learning is vital in a cooperative classroom. Mediation can be defined as facilitating, modeling and coaching. Facilitating involves creating rich environment and activities for linking new information to prior knowledge, providing opportunities for cooperative work and problem solving, and offering students a multiplicity of authentic learning tasks. Coaching involves giving hints or clues, providing feedback, redirecting students' efforts and helping their use of a strategy. That is to provide them with right amount of help when they need it.

2.1. Advantages of cooperative learning

The cooperative learning is very beneficial to learning since it develops higher level thinking skills. Cooperative learning can as well help in skill building and practice can be enhanced and make less boring though cooperative learning activities in and out the classroom. It also creates an environment for active, involved and exploratory learning. Cooperative learning improves the performance of the weaker students when grouped with higher achieving students and that is an achievement itself. Above to all the

advantages that cooperative learning can bring to class, it can very well meet all different learning styles of students. (Christion 1990)

2.2. Cooperative Learning Strategies

Cooperative learning strategies could be used during the process of writing that is planning, translating and reviewing, so that the product produced by the group is good. During the process of drafting a composition lot of interaction takes place. It encourages the students to think in the language. But the teachers should motivate the students to participate in good interaction. Some examples of cooperative strategies are:

- Jigsaw: Groups with five students are set up. Each member is assigned some material to learn and to teach to his group members. The representative of the students working on the same topic gets together and discusses the important concepts and the ways to teach it to the whole class. After the practice in these “expert” groups the original groups get together and teach each other. Tests and assessments follow.
- Think-Pair-Share: This is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. “Pair” and “share” components encourage learners to compare and contrast their understanding with those of another, and to rehearse their response first in a low-risk situation before going public with the whole class.
- Buzz Groups: Buzz groups are teams of four to six students that are formed quickly and extemporaneously. They discuss on a particular topic or different topics allotted to them. The discussion is informal and they exchange the ideas. Buzz Groups serve as a warm-up to whole-class interaction. They are effective

for generating information and ideas in a short period of time. This technique could be used to write essays on current issues.

In the field of language, cooperative learning values the interactive view of language, which is known as developed combination of structural and functional views of language. It considers knowledge of appropriate use of language and the ability to structure discourse interactions. (Kagan 1992)

4. Integrating the reading and writing

Writing is not a skill that students learn separate from other processes. It combines many complex activities, including categorizing, building key terms and concepts for a subject, measuring one's reaction to a subject, making new connections, abstracting, figuring out significance, and developing arguments—to name a few. Our highest cognitive functions are developed and supported through active and interconnected use of language (speaking, listening, reading, and writing). (Bean 2001)

In practice, this means that reading (and speaking and listening) can be used as a springboard for writing projects, and writing can be used as a way to understand reading. A variety of informal, often ungraded, writing activities may be used, for instance, to help students understand that critical reading can be practiced through writing about reading and that writing projects can be strengthened through careful, critical reading. Classroom practices can be designed so that students use writing to read and reading to write. Writing courses consistently provide such integrated activities for students. (McCarthy 1991)

5. Writing difficulties in EFL learning

Like all learning issues, difficulties in writing can be destructive to learners. EFL learners often come across different obstacles when writing. For learners who are struggling with a writing problem, the writing process itself interferes with learning.

Students faced with such difficult odds have trouble staying motivated. Levine (1987) set several issues that beginner writers face, few of them were selected

a. Language Problem

Good writing relies on a child's language abilities improving progressively over time.

A language problem may be marked as:

- poor vocabulary
- many misspelled words
- awkward phrasing and unconventional grammar
- difficulty with sentence structure and word order
- trouble reading back what is written
- difficulty with word sounds, spelling, and meanings

b. Higher-Order Cognition Problem

Students who have difficulty with higher-order cognition are often unable to use writing to present a sound argument or convey sophisticated or abstract ideas. A higher-order cognition problem might manifest itself as:

- trouble generating ideas or elaborating on them
- difficulty developing and organizing ideas
- lack of opinion or sense of audience
- difficulty with writing tasks that require creativity and/or critical thinking

Although these difficulties may be faced by EFL learners, there are other problems that face a non-native speaker. Gomaa (2010) indicates that students' first language affects learning the target language". This is why students make certain mistakes and

repeat them here are some of the common mistakes she has experienced while teaching writing:

- Run on sentences: Run on sentences in Arabic are accepted. In Arabic we write endless sentences with no punctuation marks, and that is not accepted when writing English.
- Arabish: When the students translate Arabic into English they sometimes use words causing misunderstanding and confusion. For example, a sentence like “Flu infection spreads by peace with hand” is grammatically correct but meaningless. The student means “Flue infection is caused by greetings and handshakes”. The words greetings and peace are of the same meaning in Arabic so the student wrote one instead of the other

To sum-up, writing main problems are cohesion and coherence. Not mastering grammar can lead to serious errors; also the lack of communicative competence will lead to the misuse of language and then to the misunderstanding of the message. Many students who struggle with writing also have difficulties with spelling. Even if they are able to spell correctly on a weekly spelling test, when they're thinking of content it may be very difficult to also think of the correct spelling of the words they want. Some students then simplify their word usage. Other students just include the incorrectly spelled word. (Hedge 1988)

Conclusion

As a productive skill, writing is a very important process that helps to evaluate learners' proficiency in the target language. It should be one of the basic curriculum designs of second or foreign language teaching, in addition to other skills. Learning to write entails learner' engagement in communicative settings. So, the development of

the writing skill requires students to make active use of the language that is correct cohesively and coherently. That is to say smoothness and correctness are two essential aspects to be developed through classroom interaction.

II. Methodology and Research Design

Introduction

1. Method

2. Population

2.1 Samples

3. Tools of research

4. Procedure

5. Results and findings

5.1. Results of Students' Questionnaire

5.2. Results of teachers' interview

Conclusion

Introduction

In order to confirm the hypothesis, we investigate the role of classroom interactions in developing the learners' writing skill. Teachers' interviews and students' questionnaires are the chosen data collection tools for conducting this research in order to achieve the objectives mentioned above.

1. Method of Research

This research is conducted using both descriptive and analytical approaches. The descriptive approach is considered as a foundation for research. It is based on the statistics of the research analysis. So, the descriptive research can't take into account the validity of the research results, because it does not explain the causes of the result, thus I collaborated the analytical approach which focuses on the process of the final result rather giving importance to the result. Analytical approach stands applicable in all stages of research, right from the articulation of thesis to the end.

2. Population

1st, 2nd and 3rd LMD student of the English department at UKMO are the target population. I also interviewed teachers from the same department. This sample was chosen because of the nature of the topic, thus it cannot be done in another setting. Of course I am a student at UKMO so that is why I conducted my study here.

2.1.Samples

The simplest type of random sample is a simple random sample, often called an SRS. Moore and McCabe define a simple random sample as follows:

A simple random sample (SRS) of size n consists of n individuals from the population chosen in such a way that every set of n individuals has an equal chance to be the sample actually selected. David (2007).

Hence, for the students' questionnaires I chose 20 students from each level, total of 60 students, so I can see differences between their awareness and perceptions, students were chosen randomly according to their level as I said before.

As for teachers, I interviewed 3 written expression teachers again randomly so I can validate my work more.

3. Tools of Research

I used a survey method, which is based on the questionnaire prepared for the participants. The questionnaire is intended to reveal learners' awareness of the notion of classroom interaction and its usefulness in developing their writing skill level.

The first part of the questionnaire is to gather some personal information about the participants such as writing skill level. The second part is about the current situation in the written expression course which I called situational analysis whereas for the third and last part I aimed at revealing the learners expectations and suggestions concerning the written expression course so they can enhance their writing skill level.

As for teachers it was a standardized open-ended interview. I chose this type of interviews because one advantage of an open-ended interview is that, in addition to fulfilling the original interview objective, the provided complete explanations can lead interviewers in new directions, letting us see perspectives and opportunities they didn't consider before. Participants also can clarify what they mean, with motivations often revealed.

4. Procedures

For the student I distributed the questionnaires to three parts. With the help of a friend, I started with 1st year students; I distributed the questionnaire and asked them to tick the appropriate boxes. It was good because they understood the questions well. The same happened with 2nd year student, as another friend helped me to allocate the survey

as they answered, I was there explaining if help needed. As for 3rd year students, M.R. BENCHEIKH was too kind as he invited us to his class to give the survey to 3rd year students.

I interviewed the teachers in different ways because of the time limitation. My first interview was via emails, I sent the questions and the teacher was very cooperative, the two other interviews I set one-on-one with the teachers and recorded them using a voice recorder on my phone.

A questionnaire and an interview are the data collection tools for this research in order to achieve the research objectives.

5. Results and findings

In this section, the results and findings will be presented; the next chapter will be devoted to the analysis and interpretation of the collected data.

5.1. Results of the Questionnaire

Part one: general information

Q.1 Are you a student of 1st, 2nd or 3rd year LMD?

Table 1

Students' Level

1 st year	2 nd year	3 rd year
20	20	20

Q.2 How would you describe your writing skill level?

Table 2

Writing Skill Level

Very poor	Poor	Fair	Good	Very good
0	10	23	25	2

Q.3 What are the difficulties you mostly face while writing?

Table 3

Students' Writing Difficulties

Grammar	Punctuation	Spelling	Vocabulary	Cohesion and coherence
15	14	10	16	4

Q.4 Are you satisfied with the written expression course?

Table 4:

Students' Attitudes towards the Written Expression Course

Very dissatisfied	Somewhat	Neither	Satisfied	Very satisfied
10	12	12	15	11

Part two: situational analysis

Q.5 Are you familiar with the concept of classroom interaction?

Table 5

Students' Knowledge about the Concept of Classroom Interaction

Yes	No
43	17

Q.6 Do you find classroom interaction useful to improve your writing skill?

Table 6

Students' Awareness of the Usefulness of Interaction on their Writing Skill

Yes	No	I do not know
36	9	15

Q.7 In your written expression courses, which kinds of tasks do you perform?

Table 7

Classroom Tasks' Manner

Group tasks	Pair tasks	Individual tasks
20	20	20

Q.8 What are the types of activities used in your written expression classroom?

Table 8:

The Types of Activities Which are done in and After the Class

Drills about specific topics	Paragraph/ essay Writing	Paraphrasing	Others
20	40	/	/

Q.9 In the course of written expression, is the interaction mainly?

Table 9

The Type of Interaction in the Classroom

Student/student	Teacher /student
2	58

Q.10 In the course, does the teacher make use of the other skills as a teaching strategy?

Table 10

Skill Integration in the Classroom

Yes	No
39	21

Part three: expectations and preferences

Q.11 In a written expression course, would you prefer work in?

Table 11

Students' Preference for the Task Type

Group tasks	Pair tasks	Individual tasks
25	25	10

Q.12 What type of activities you believe would be better for the Improvement of your writing skill?

Table 12

Students' Preference of the Type of Activities

Drills about a specific topics	Paragraph/essay writing	Paraphrasing	Others
4	37	19	/

Q.13. During the course of the written expression, which of the following you think helps the learning process?

Table 13

The Most Useful Type of Interaction according to Students

Student	Teacher (student)
16	28

Q.14. Do you think that the writing skill should be learned integrally with the other skills (i.e. reading, listening and speaking)?

Table 14

Students' Perception of Skills' Integration

Yes	No
53	7

Q.15. Please, mark the appropriate box to state the extent to which you are interested in these following classroom tasks?

T.1. The teacher presents a lecture about a specific topic.

Table 15

Task one: Lecturing

Slightly interesting	Moderately interesting	Very interesting
27	23	10

T.2. The teacher asks you to: get in groups, search out, from a particular text, (e.g. the types of sentences), and then explains the lesson.

Table 16

Task two: Warming-up before the Lecture

Slightly interesting	Moderately interesting	Very interesting
10	20	30

T.3. Pair-share: teacher asks you: first, get in pairs, second share your ideas with your partner, and next write a paragraph on that particular theme.

Table 17

Task three: Pair-Share

Slightly interesting	Moderately interesting	Very interesting
6	14	40

T.4. The teacher asks you to: write a paragraph of 10 lines on a specific topic.

Table 18

Task four: Paragraph Writing

Slightly interesting	Moderately interesting	Very interesting
22	20	18

T.5. Teacher asks you to paraphrase a certain text of your choice.

Table 19

Task five: Choosing the Topic

Slightly interesting	Moderately interesting	Very interesting
10	19	31

T.6. Teacher asks: you to exchange essay draft with peers, then you write a three paragraph response (first: strengths of the essay, second: essay problems, and finally: what your partner should focus on in revision) before submitting the final work.

Table 20

Task six: Collaborative Work

Slightly interesting	Moderately interesting	Very interesting
10	23	27

T.7. Teacher asks you to anonymously write down an issue that you need advice on, collaboratively choose one problem after that you write an essay as a reply to the problem.

Table 21

Task seven: Interactive Activity

Slightly interesting	Moderately interesting	Very interesting
5	24	31

T.8. Teacher asks you to write a professional email and send it to him.

Table 22

Task eight: Emailing

Slightly interesting	Moderately interesting	Very interesting
3	10	47

Q.16. Is there anything you would like to change in the written expression course in terms of interaction (i.e. the amount of students' classroom talk, teacher talk and activities)?

- "Teacher/student interaction"
- "Debates and discussion between students"
- "Activities should be in a short time"
- "Teacher must interact with students"
- "Teacher should provide examples about writing"
- "Correct each others' essays to avoid others' mistakes"
- "Know what teachers want us to do in tests and exams"
- "More activities in the class"
- "Teachers must develop their communication and not only in spoken but also the writing style"
- "Using more interactive activities like crossword for example to enrich our vocabulary"
- "Better activities"
- "Change the traditional way of teaching to more modern ones"
- "Maximize the amount of students' classroom talk"
- "Make the session more active by sharing ideas with each other"
- "More interesting activities"
- "More fun activities"
- "The feedback of the teacher"
- "No writing in the class, because an hour and a half cannot be enough to write an essay"
- "The number of students is an obstacle"

- "Reading to avoid mistakes"
- "Sharing ideas between teacher and students"
- "More interaction"
- "The way the teacher treats us"
- "Same activities all the time "

Q.17.Do you have any further comments about the topic? Please feel free to write your comments down below.

- "Written expression is very important module which must be taught in good method"
- "Do not write all the time without feedback"
- "This topic is very interesting"
- "Very beneficial to improve our interactional competence in order to develop our writing skill"
- "We can benefit from each other by exchanging information and knowledge"
- Integrating the writing skill with reading"
- "I would like to be have more free writing"
- "Writing skill can make us develop our vocabulary and can help us in other modules"
- "More practice, less theory"
- "More paraphrasing activities so it can help us in our memoirs"
- "More witting sessions"

5.2.Results of Teachers' Interview

Question one: How many years have you been teaching written expression?

Teacher one: "4 years"

Teacher two: "More than 10 years"

Teacher three: "For about 8 years."

Question two: What is your learners' writing skill level?

Teacher one: "Intermediate"

Teacher two: "Some have an intermediate level and others have lower level."

Teacher three: "They are mostly intermediate."

Question three: what are the difficulties students usually face in writing?

Teacher one: "Cohesion and coherence."

Teacher two: "Generating ideas, lack of outlining, spelling and grammar."

Teacher three: "Lack of vocabulary, translating from the first language and grammar."

Question four: How would you describe the classroom discourse during the written expression course?

Teacher one: "Just few students interact with the teacher."

Teacher two: "It is not based on the teacher only it the interaction between students and teachers from beginning to end."

Teacher three: "The students are mostly passive members in the class."

Question five: Do you encourage your students to interact during the course?

How?

Teacher one: "Yes, through questions but just few of them respond."

Teacher two: "Yes sure, I give them questions instead of just lecturing."

Teacher three: "Of course, how? I ask them questions."

Question six: Do you believe that interaction can be an effective strategy to improve learners' writing skill?

Teacher one: "For sure provided that students should contribute in this interaction."

Teacher two: "It does; in fact, it improves highly the writing skill."

Teacher three: "Yes, I think that it enhances the learners' writing skill."

Question seven: What types of activities do you usually ask students to perform both during the course and as homework?

Teacher one: "Paragraphs or essays writing mostly."

Teacher two: "Depending of their level, first year students have very precised activities as for second and third year it paragraph and essay writing, but the writing never takes place inside the classroom, it is always given as homework."

Teacher three: "I get them to write paragraphs or essays according to their level."

Question eight: In your course, do you prefer to engage the students in group, pair or individual tasks? Please explain why?

Teacher one: "Depending on the nature of the activity."

Teacher two: "Pair and group work because students; get motivated when working together."

Teacher three: "Individual work mostly, because of the large number of the students."

Question nine: Do you think that writing skill should be taught integrally with the other skills (i.e. reading, listening and speaking)? How?

Teacher one: "Absolutely yes."

Teacher two: "Sure, we should not isolate the writing skill and skill number one is reading because it gives students examples of how should they write."

Teacher three: "Yes, of course. We should integrate skills and especially reading."

Question ten: Do you think that teachers and students should develop close understanding of classroom interactional competence? Why?

Teacher one: "Yes, a classroom should be made interactive. Also, in order for teaching to succeed, it should be interactional."

Teacher two: "Certainly, they should develop a clear understanding of interactional competence."

Teacher three: "Sure, they must in order for the processes of teaching to succeed."

Question eleven: Are there any particular issues for teaching writing in terms of interaction?

Teacher one: "The whole methodology should be reviewed, materials appropriately selected, needs analyzed and a syllabus articulation assured"

Teacher two: "Due to the large number of students, interaction might turn into noise."

Teacher three: "It is that students are mostly passive during the course."

Question twelve: Do you have anything you would like to add?

Teacher one: "Set students to write, push them to write? Give them enough time to write, Train teachers to teach writing, set very clear and serious criteria for the assessment of writing and other skills."

Teacher two: "It is an important topic because the success of teaching the writing skill depends largely on classroom interaction."

Teacher three: "An interesting topic that can be a subject of further researches."

III. Interpretation and Discussion

1. Analysis and Interpretation of the Questionnaires' Results

- 1.1. Analysis of Results

- 1.2. Interpretation of Results

2. Analysis and Interpretation of the Interviews' Results

- 2.1. Analysis of Results

- 2.2. Interpretation of Results

3. Suggestions and recommendations

Conclusion

1. Analysis and Interpretation of the Questionnaires' Results

In this section, the data collected from the students' questionnaires are analyzed and interpreted.

1.1. Analysis of the questionnaire's Results

Using the questionnaire, I aimed at revealing the students' awareness and perception of the notion of classroom interaction. I also tried to identify what make them motivated to learn and what are their expectations for a more advantageous written course.

In the first part of the questionnaire is devoted to students' background information in general.

Part one: General Information

Q.1 Are you a student of 1st, 2nd or 3rd year LMD?

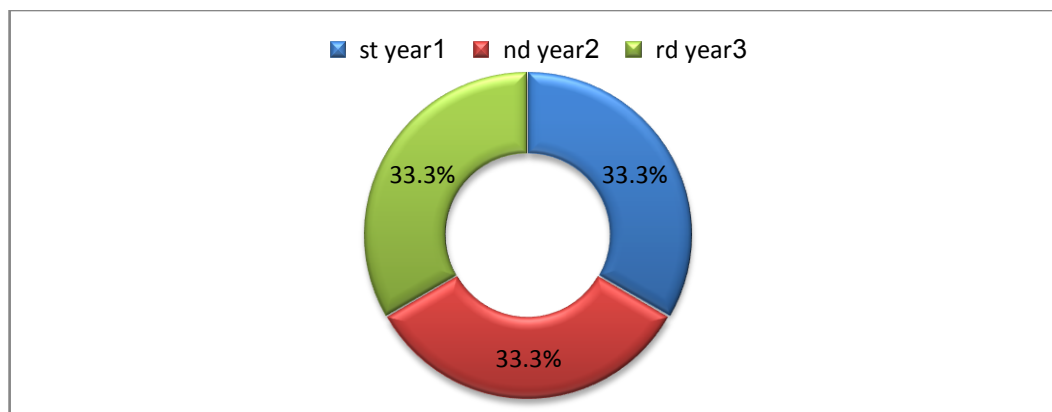


Figure 3. Students' Level

The percentages of the students from each level are equal because I deliberately chose 20 students as of their level. The students were chosen intentionally from different levels so I can see the diversity of their knowledge. Every level represents 33.33% from the sample as the figure 3 shows.

As it is shown in the figure above, one can see that the percentages of participants from each level are equally divided into first year students, second year students and third year students.

Q.2 How would you describe your writing skill level?

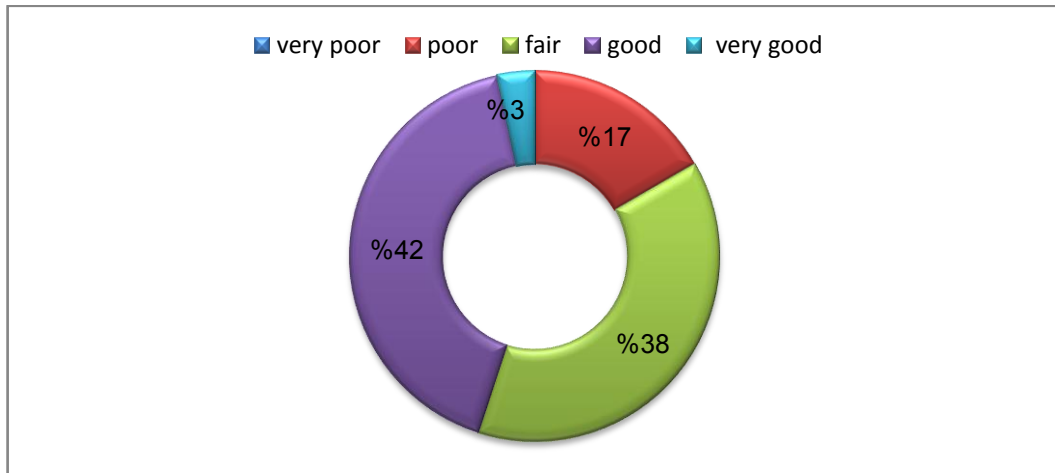


Figure 4. Writing Skill Level

As it is shown in figure 4, the majority of participants (42%) of the students assert that they have a good level of writing skill. No student says that they have a very poor writing skill; also just 2 students claimed that they have a very good writing skill level. (38%) stated that their level of writing is fair whereas the rest of the sample say that they are poor in writing making of (17%) from the whole population.

Q.3. what are the difficulties you mostly face while writing?

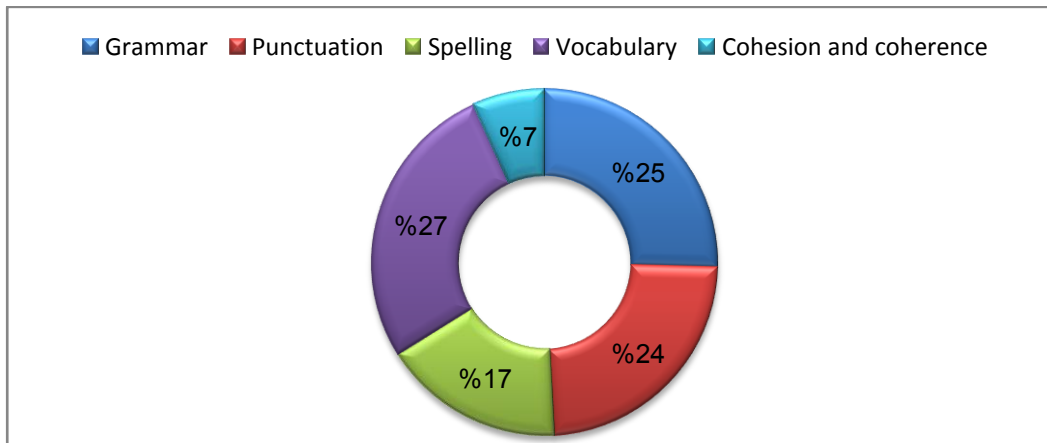


Figure 5. Students' Writing Difficulties

Lack of vocabulary got the lions' share, since (27%) of the students see that the major obstacle is the lack of vocabulary. As for the second and third difficulties which are punctuation making a total of (25%) and grammar with the percentage of (24%).

Spelling mistakes consists (17%) whereas only (7%) see that they have problems with cohesion and coherence.

Q.4. Are you satisfied with the written expression course?

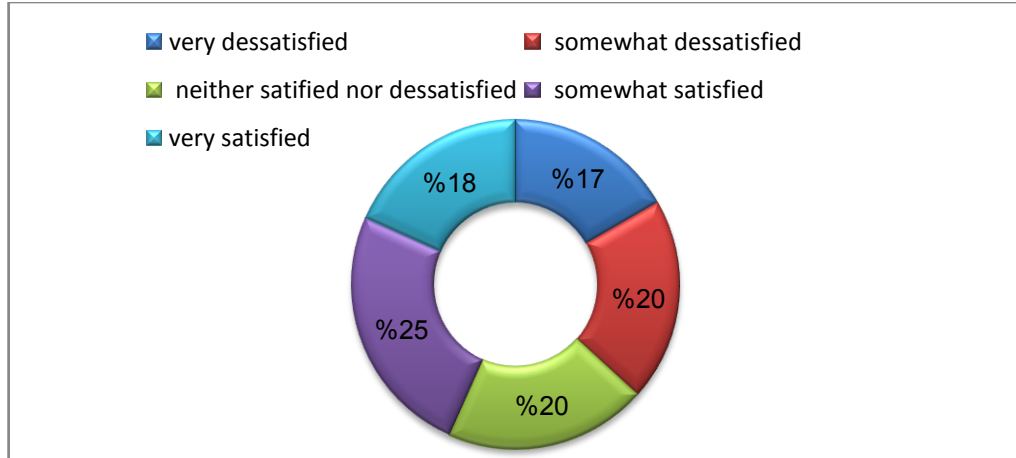


Figure 6. Students' Satisfaction about the Course of WE

Students are not in the same board as they have very near results, students who said that they are neither satisfied nor dissatisfied and somewhat dissatisfied compose (40%) of the whole, (20%) each. (25%) said that they are satisfied with the course of written expression. (17%) say that they are not at all satisfied with the course whereas the rest (18%) say that they are very satisfied with the course and would not change anything about it.

Part two: situational analysis

Q.5. Are you familiar with the concept of classroom interaction?

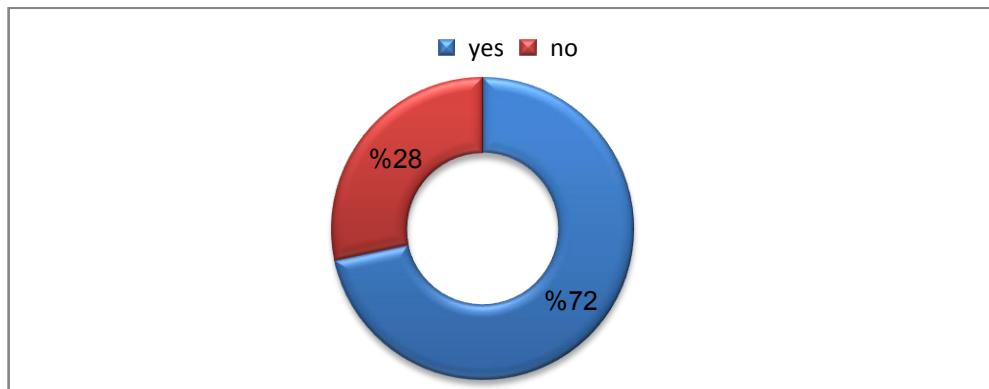


Figure 7. Students' Knowledge about the Concept of Classroom Interaction

The figure shows that most of the students are familiar with the concept of classroom interaction. (72%) answered yes to the question Are you familiar with the concept of classroom interaction? 17 students from the total of 60 students say that they are not familiar with this concept making up (28%).

Q.6. Do you find classroom interaction useful to improve your writing skill?

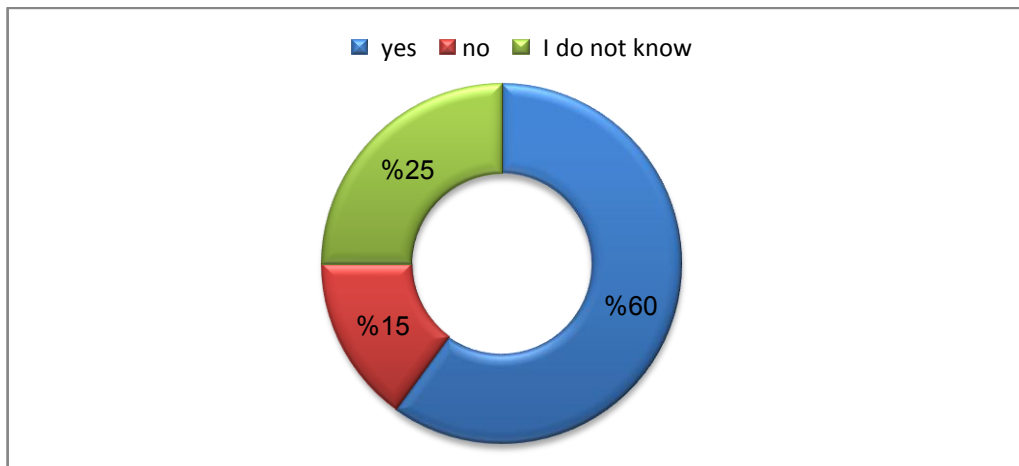


Figure 8. Students' Awareness of the Usefulness of Interaction on their Writing Skill

36 students answered that yes, which means that they are aware of the usefulness of classroom interaction composing (60%), (15%) see that classroom interaction as not useful to improve the writing skill. (25%) state that they do not know.

Q.7. In your written expression courses, which kinds of tasks do you perform?

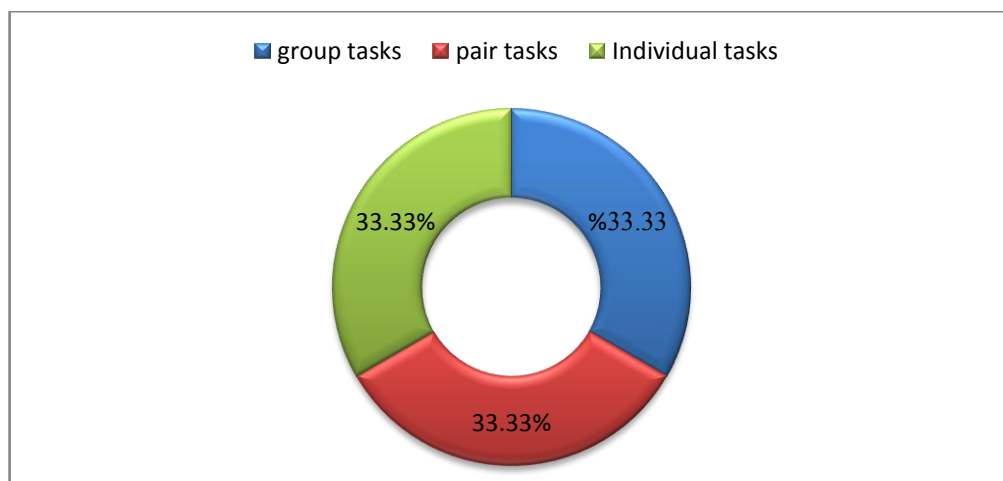


Figure 9. Classroom Tasks' Manner

Learners are alienated equally about the tasks manner, 20 students to each manner: individual, pair and group tasks making up (33.33%) to all the manners.

Q.8. What are the types of activities used in your written expression classroom?

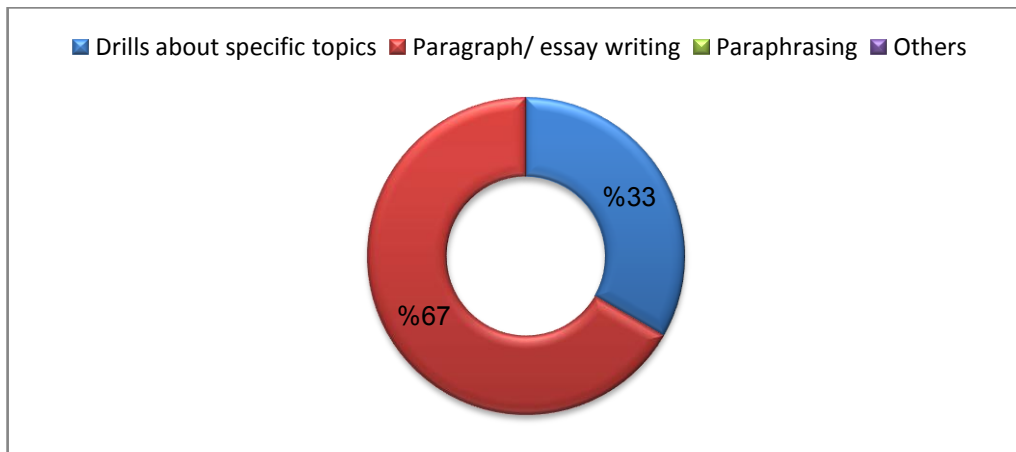


Figure 10.the types of activities which are done in and after the class

(33%) of the students say that the activities they practice are mostly drills about specific topics. The other (67%) say that they have paragraph or essay writing as classroom activities or homework.

Q.9. In the course of written expression, is the interaction mainly?

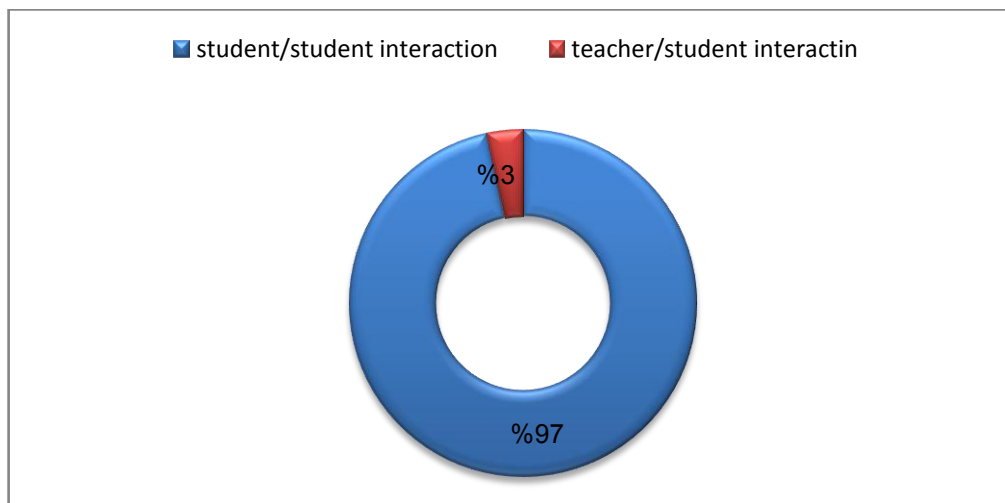


Figure 11.The Type of Interaction in the Classroom

The figure indicates that 58 of students answered that the interaction in the classroom is student-teacher making up total of (97%) on the other hand. only two students said that it is student-student interaction.

Q.10. In the course, does the teacher make use of the other skills as a teaching strategy?

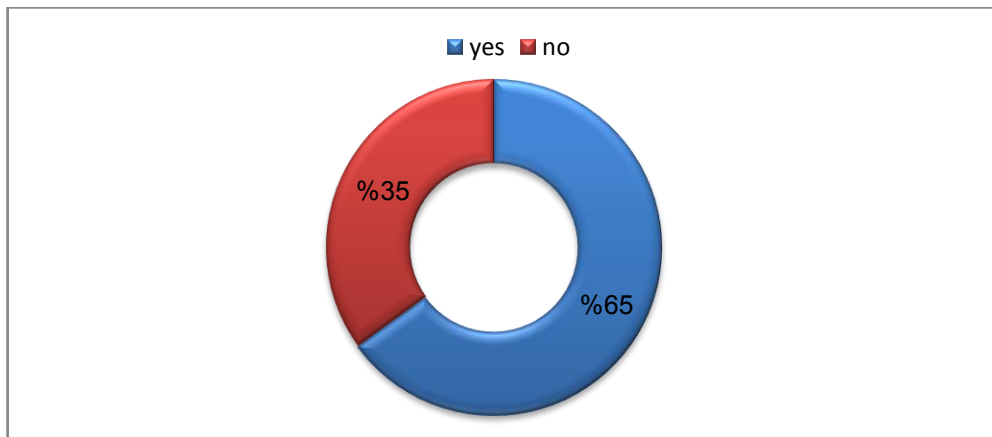


Figure 12.Skills' Integration in the Classroom

We notice that the highest percentage of students (65%) claim that teachers do use other skills in the course of WE. The rest of students (35%) say that teachers do not make use of the other skills.

Part three: expectations and preferences

Q.11. In a written expression course, would you prefer work in?

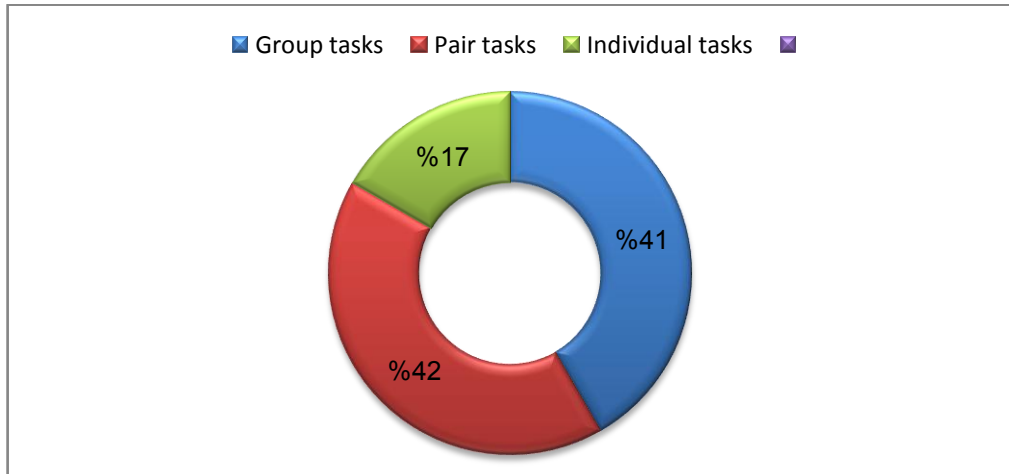


Figure 13.Students' Preference of the Tasks Manner

Figure 13 shows that (42%) of students prefer do tasks in pairs and (41%) prefer group tasks. However, only (17%) prefer to work individually during the WE course.

Q.12.What type of activities you believe would be better for the Improvement of your writing skill?

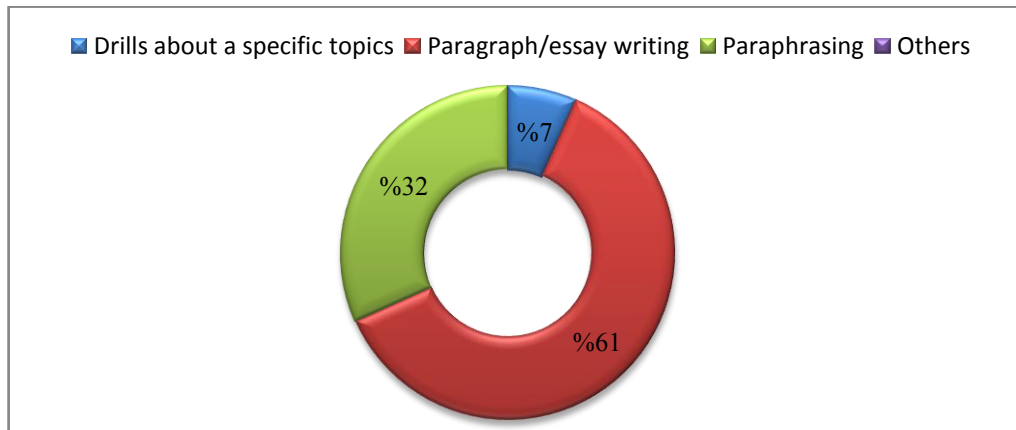


Figure 14. Students' Preference of the Type of Activities

The results obtained denote that (61%) of learners prefer to write paragraphs and essays. On the other hand, (32%) favor to do paraphrasing activities. Only (7%) would like to perform drills on specific topics.

Q.13.During the course of the written expression, which of the following you think helps the learning process?

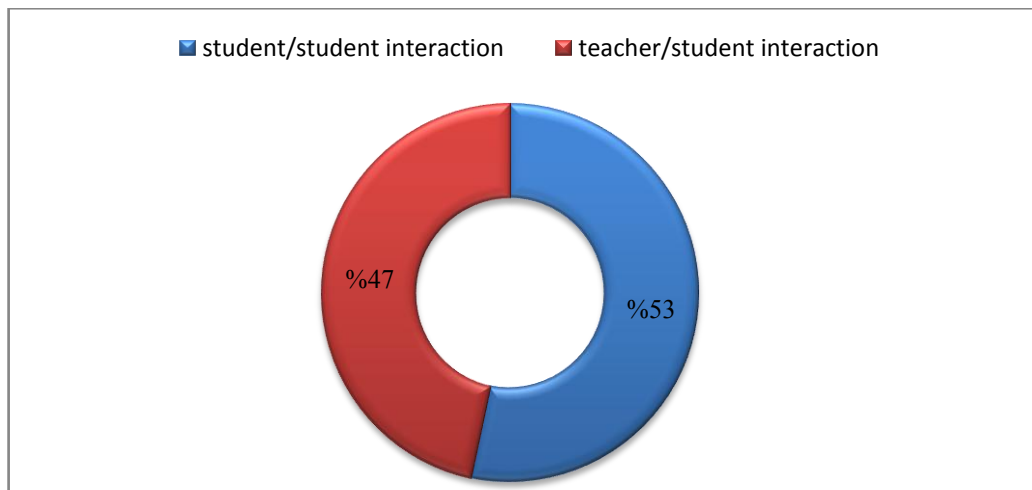


Figure 15. The most useful type of Interaction according to Students

We can see that (47%) of student state that they prefer to interact with the teacher, whereas (53%) like to interact with their colleges during the course of WE.

Q.14. Do you think that the writing skill should be learned integrally with the other skills (i.e. reading, listening and speaking)?

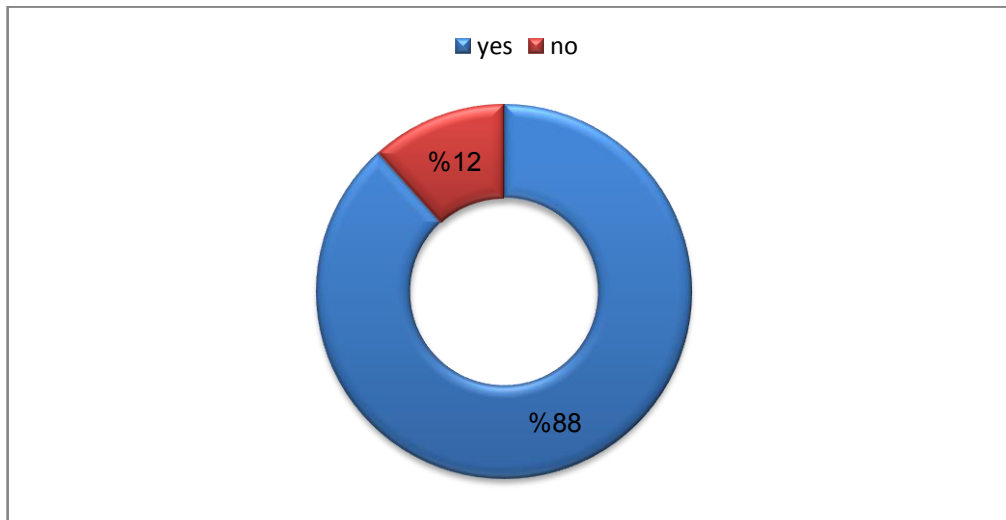


Figure 16.Students' Perception of Skills' Integration

It is obvious from the figure above that most students are aware of the benefits of skills' integration as (88%) answered yes. However (12%) said no.

Q.15. Please, mark the appropriate box to state the extent to which you are interested in these following classroom tasks?

T.1. The teacher presents a lecture about a specific topic.

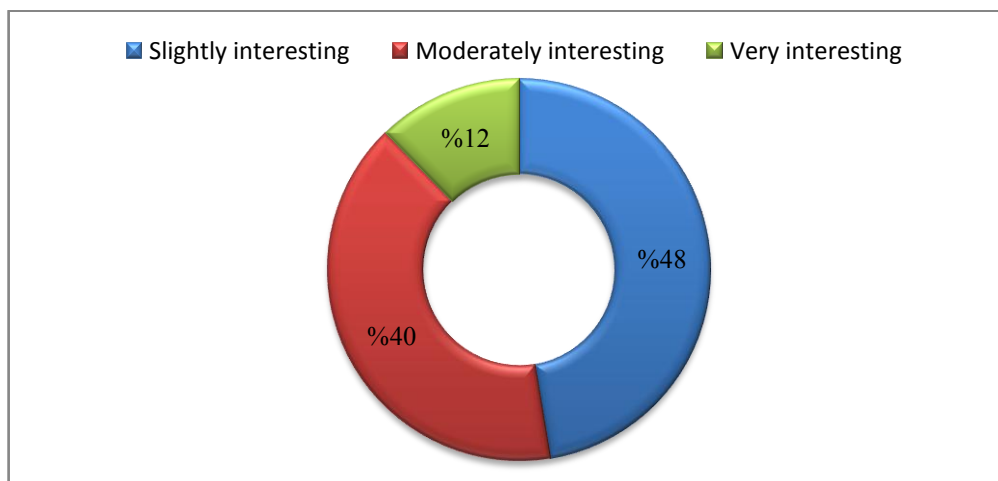


Figure 17.Task one- Lecturing

Figure 17 shows that (48%) of respondents find that "classic" lectures slightly interesting and (40%) of them see that it is moderately interesting, however, only (12%) said that "old-school" lectures are very interesting.

T.2. The teacher asks you to: get in groups, search out, from a particular text, (e.g. the types of sentences), and then explains the lesson.

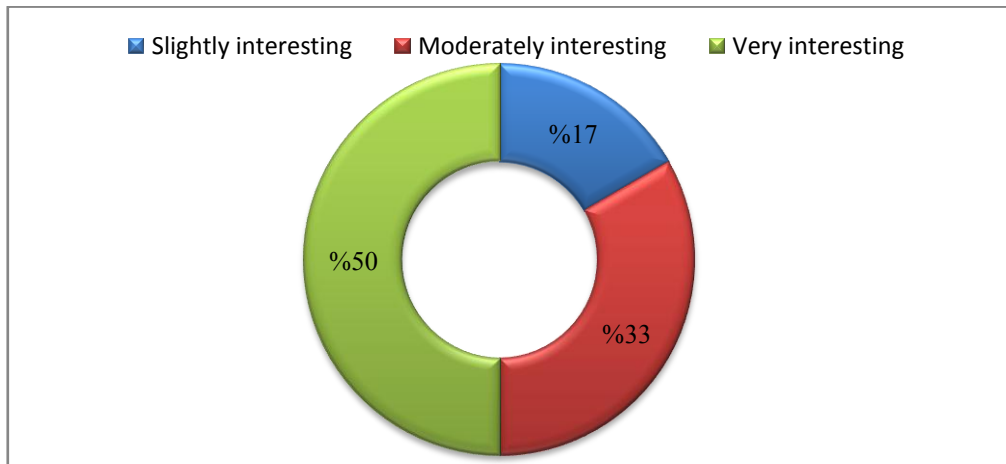


Figure 18.Task two- Warming-up before the Lecture

Half of the participants (50%) answered that they would be very interested if the teacher starts with a warm-up activity before starting the lesson. (33%) said that they would be somewhat interested but only (17%) said that it will not that interesting.

T.3. Pair-share: teacher asks you: first, get in pairs, second share your ideas with your partner, and next write a paragraph on that particular theme.

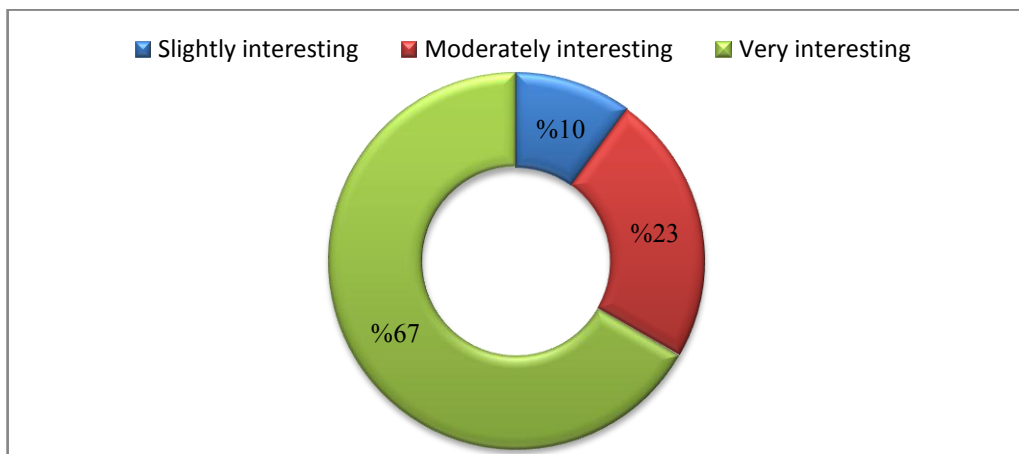


Figure 19.Task three- Pair-Share

40 students presenting (67%) of the sample said that they will be very interested with the pair-share activity, (23%) said that it would be fairly interested and only 6 students said that it will not be interesting to them.

T.4. The teacher asks you to: write a paragraph of 10 lines on a specific topic.

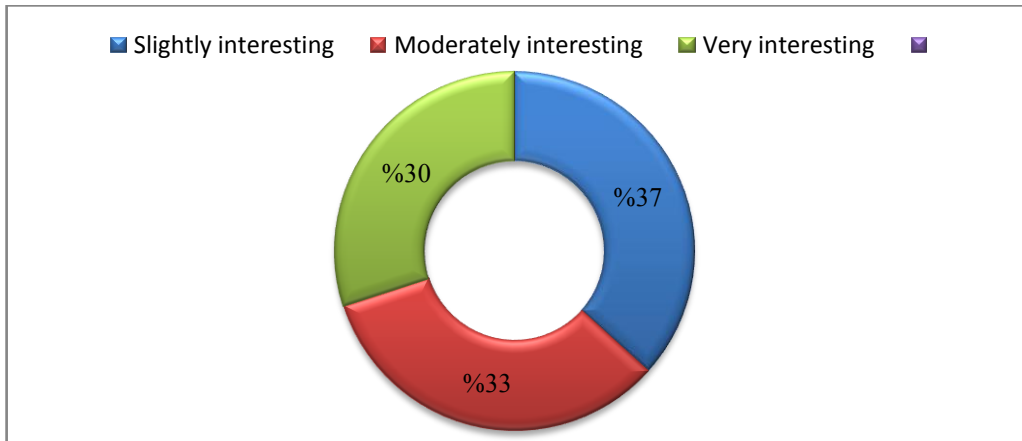


Figure 20.Task four- Paragraph Writing

(37%) of students said that writing a paragraph is slightly interesting, (33%) stated that it would be moderately interesting and (30%) said that it will be very interesting.

T.5.Teacher asks you to paraphrase a certain text.

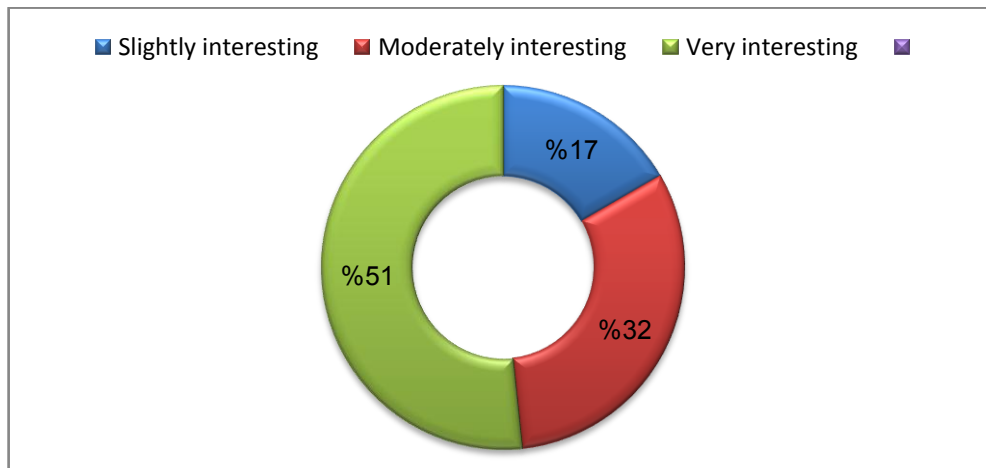


Figure 21.Task five- Choosing the Topic

About half of the students (51%) declared that paraphrasing a certain text is very interesting, (32%) said that it is moderately interesting while (17%) said that it is a little interesting.

T.6. Teacher asks: you to exchange essay draft with peers, then you write a three paragraph response (first: strengths of the essay, second: essay problems, and finally: what your partner should focus on in revision) before submitting the final work.

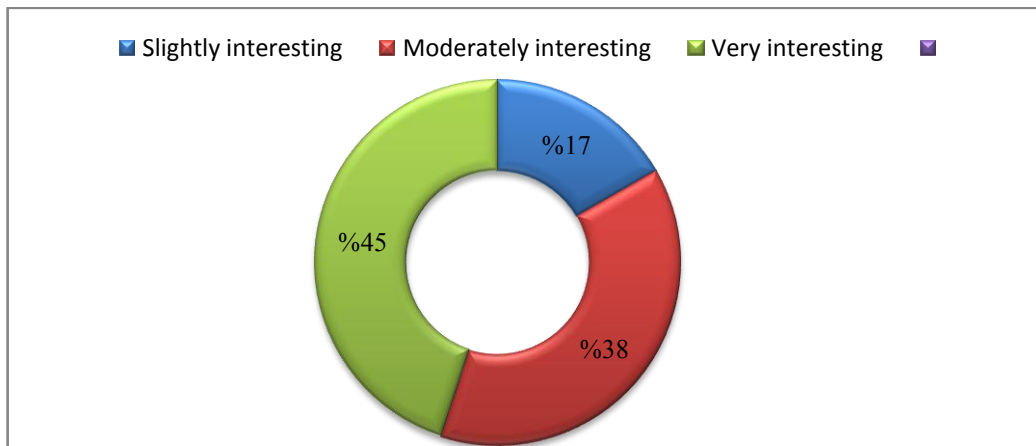


Figure 22.Task six- Collaborative Work

It can be noticed from the figure above that the majority of participants (45%) affirmed that the activity is extremely interesting, (38%) said that it is fairly interesting and only (17%) said that it would not be that interesting.

T.7. Teacher asks you to anonymously write down an issue that you need advice on, collaboratively choose one problem after that you write an essay as a reply to the problem.

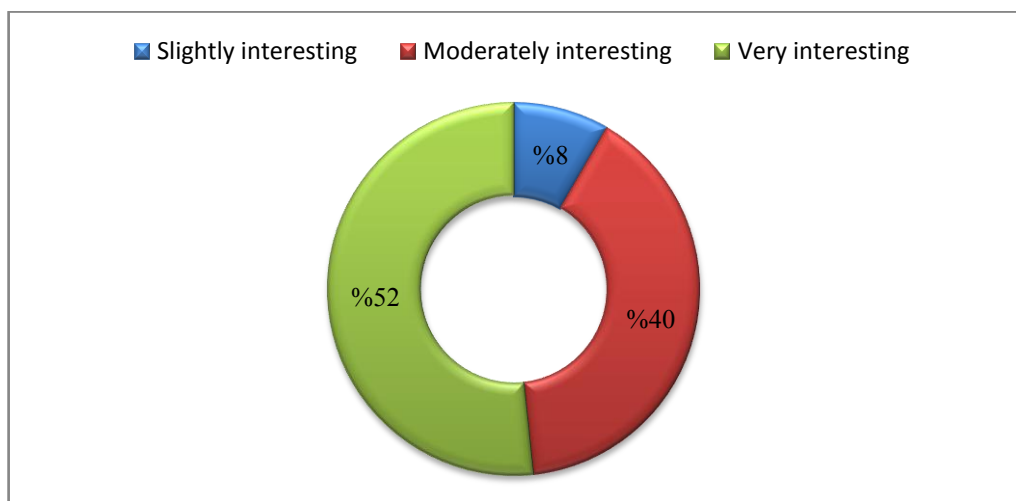


Figure 23.Task seven- Interactive Activity

Approximately half of the students (52%) expressed their high interest in this activity, (40%) said that they are moderately interested and the other (8%) said that they are not at all interested in it.

T.8. Teacher asks you to write a professional email and send it to him.

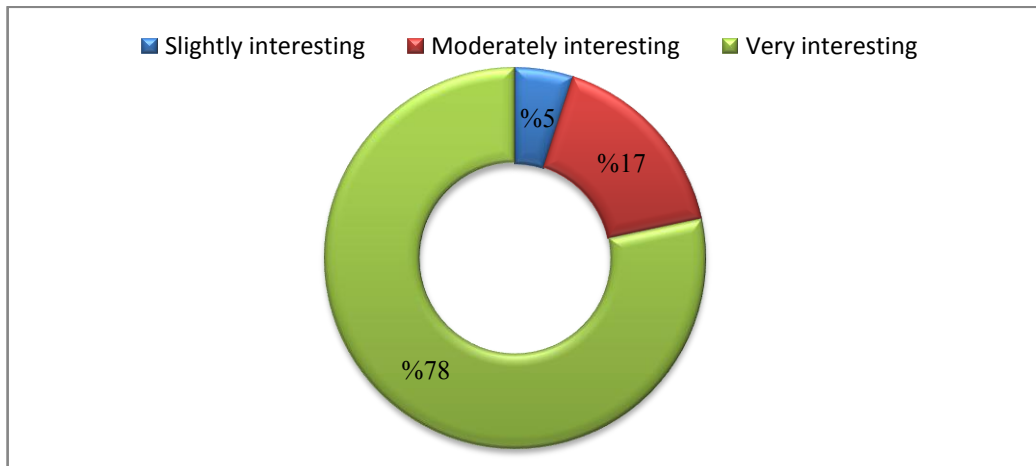


Figure24.Task eight- Emailing

As figure 24 shows, (78%) of the respondents find that emailing their teacher would be an interesting homework, (17%) say that they are fairly interested and only (5%) said that they are slightly interested in this activity.

1.2. Interpretation of Questionnaire's Results

First of all, the chosen sample is made up of learners from different levels. As I was analyzing the results, I saw the diversity in the learners' awareness and perceptions according to their levels. The answers of the second question shows that most of the learners are not conscious of their level since the majority of participants (42%) assert that they have a good level of writing skill, whereas in reality, only few students have a good writing skill level. No student says that they have a very poor writing skill and just 2 students claimed that they have a very good writing skill level. (38%) of students stated that their level of writing is fair, however, the rest of the sample say that they are poor in writing making of (17%) from the whole population. This might inform us that learners do not have a clear understanding of what a good writing is.

Learners face different difficulties when writing, I tried to include most of the common obstacles that learners generally face during writing. Lack of vocabulary got the lions' share, since (27%) of the students see that the major obstacle is the lack of vocabulary, this may be due to the lack of interaction given that vocabulary are best learned through interaction. As for the second and third difficulties which are punctuation, making a total of (25%), and grammar with the percentage of (24%). Spelling mistakes consists (17%) whereas only (7%) see that they have problems with cohesion and coherence. "You cannot give what you do not have" very simply, students face these difficulties because they do not read, thus they cannot develop their skill of writing.

The responses of the fourth question showed that Students are not in the same board as they have very near results, students who said that they are neither satisfied nor dissatisfied and somewhat dissatisfied compose (40%) of the whole, (20%) each. (25%) said that they are satisfied with the course of written expression. (17%) say that they are

not at all satisfied with the course whereas the rest (18%) say that they are very satisfied with the course and would not change anything about it. This is certainly a result of the heterogeneity in the students' motivation. Students are not the same, especially in terms of learning styles, thus a particular type of activities might be suitable for one student and not the other.

On the basis of the answers of the fifth and sixth questions, we can say that most students are well aware of both the concept and the value of interaction in the WE courses seeing that (72%) answered yes to the question Are you familiar with the concept of classroom interaction? And only 17 students from the total of 60 students say that they are not familiar with this concept. As for the sixth question 36 students answered that yes, which means that, they are aware of the usefulness of classroom interaction composing (60%), (15%) see that classroom interaction as not useful to improve the writing skill, the rest (25%) state that they do not know.

The way in which tasks are performed in the classroom is different from one level to another and the answers of the seventh question prove of that, since Learners are alienated equally about the tasks manner, 20 students to each manner: individual, pair and group tasks making up (33.33%) to all the manners. As a response to Q.8 (33%) of the students say that the activities they practice are mostly drills about specific topics. The other (67%) say that they have paragraph or essay writing as classroom activities or homework, this again perfectly reflects the reality, the diverse levels and the nature of the lessons. Though the new teaching approaches are mostly learner-centered, our classes are still "old-fashioned" in terms of interaction as the answers of Q.9 indicates that 58 of students answered that the interaction in the classroom is student-teacher making up total of (97%) on the other hand; only two students said that it is student-student interaction. Teachers make use of the other skills because the highest percentage

of students (65%) claims that teachers do use other skills in the course of WE. The rest of students (35%) say that teachers do not make use of the other skills.

Learners must be encouraged to interact in the classroom, since (83%) of them prefer to do tasks in pairs or small groups, and only (17%) prefer to work individually during the WE course. This preference might be due to the ease of interaction among students themselves without the fear of being judged by the teacher and a student might feel more confident to be a part of a group. The results obtained denote that (61%) of learners prefer to write paragraphs and essays, maybe because of their need to practice the writing skill more. On the other hand, (32%) favor to do paraphrasing activities, this answers was mainly by third year students as they feel the urge of learning such strategy since it is very important to them. Only (7%) would like to perform drills on specific topics, may well be due to the boredom learners feel because of these types of activities.

Both types of interaction (i.e. learner-learner and teacher-learner) are important, the answers of the thirteenth question shows that (47%) of student sate that they prefer to interact with the teacher, the other (53%) like to interact with their colleges during the course of WE. Both types of interaction are important to students since teacher-student interaction is for receiving information and student-student interaction is the preference for doing the activities. As for students' perception of skill integration, results show that the learners are really aware of the benefits of this strategy seeing that (88%) answered "yes" to the question "Do you think that the writing skill should be learned integrally with the other skills (i.e. reading, listening and speaking)?" However (12%) said "no".

The analysis of the 15th question which was in the form of a table, the results of the first task shows that (48%) of respondents find that "classic" lectures slightly interesting and (40%) of them see that it is moderately interesting, however, only (12%) said that "old-school" lectures are very interesting this means that students do not feel very

motivated to learn by the classical "reciting" way. The results also shows that students prefer the "interactive" or "collaborative" activities such as task two and task three as 40 students presenting (67%) of the sample said that they will be very interested with the pair-share activity, (23%) said that it would be fairly interested and only 6 students said that it will not be interesting to them in response to "Pair-share: teacher asks you: first, get in pairs, second share your ideas with your partner, and next write a paragraph on that particular theme."

(37%) of students said that writing a paragraph is slightly interesting, (33%) stated that is would be moderately interesting and (30%) said that it will be very interesting. This tells us that student want to write but they prefer to practice their paraphrasing skill since about half of the students (51%) declared that paraphrasing a certain text is very interesting, (32%) said that it is moderately interesting while (17%) said that is a little interesting, this is because learners feel that learning paraphrasing is like "killing two birds with one stone" as they will learn how to write through paraphrasing other pieces of written discourses.

As for the 6th task "Teacher asks: you to exchange essay draft with peers, then you write a three paragraph response (first: strengths of the essay, second: essay problems, and finally: what your partner should focus on in revision) before submitting the final work" results show that the majority of participants (45%) affirmed that the activity is extremely interesting, (38%) said that it is fairly interesting and only (17%) said that it would not be that interesting. This means that students are very motivated to work together and benefiting from each others' feedback before having the teacher correcting their works.

In the 7th task "Teacher asks you to anonymously write down an issue that you need advice on, collaboratively choose one problem after that you write an essay as a reply to

the problem" students were very interested as approximately half of the students (52%) expressed their high interest in this activity, (40%) said that they are moderately interested and the other (8%) said that they are not at all interested in it. This is because this activity is highly interactive and personal, so students feel prompted to perform it.

In the last task, (78%) of the respondents find that emailing their teacher would be an interesting homework, (17%) say that they are fairly interested and only (5%) said that they are slightly interested in this activity. Sending your teacher an email is a very modern way to teach the writing skill since it is very interactive, enjoyable and it integrates technology in language teaching which can be considered very helpful especially for students.

All in all, we can say that students showed high awareness and interest to the value of classroom interaction in enhancing their writing skill. We can say that learners are also highly motivated by the use of collaborative activities more than individual work.

2. Analysis and Interpretation of the Interviews' Results

In following section, the analysis and interpretation of the data collected from teachers' interviews are presented.

2.1. Analysis of the Interview's Results

Question one: How many years have you been teaching written expression?

Teacher one: "4 years"

Teacher two: "More than 10 years"

Teacher three: "For about 8 years"

Most of the teachers respond that they have a long teaching experience in the WE course because they have spent a long period in teaching the written expression module from 4-10 years. This indicates that they are experienced teachers, so they know how to deal with the students, and they have a rich classroom discourse.

Question two: What is your learners' writing skill level?

Teacher one: "Intermediate"

Teacher two: "Some have an intermediate level and others have lower level"

Teacher three: "They are mostly intermediate"

All of our three interviewees state that their students mostly have an intermediate level.

Question three: what are the difficulties students usually face in writing?

Teacher one: "Cohesion and coherence"

Teacher two: "Generating ideas, lack of outlining, spelling and grammar"

Teacher three: "Lack of vocabulary, translating from the first language and grammar"

Teachers spot different obstacles that students face, cohesion and coherence are the major problem for the first teacher, generating ideas, lack of outlining; spelling and

grammar are the usual difficulties that the second teacher finds with her students, whereas the third teacher sees that vocabulary and mother tongue interference.

Question four: How would you describe the classroom discourse during the written expression course?

Teacher one: "Just few students interact with the teacher"

Teacher two: "It is not based on the teacher only it the interaction between students and teachers from beginning to end"

Teacher three: "The students are mostly passive members in the class"

All teachers assert that students are always passive inside the class, and they do not usually participate.

Question five: Do you encourage your students to interact during the course?

How?

Teacher one: "Yes, through questions but just few of them respond"

Teacher two: "Yes sure, I give them questions instead of just lecturing"

Teacher three: "Of course, how? I ask them questions"

All teachers say that they do encourage their students to interact during the course through asking them questions and making them respond.

Question six: Do you believe that interaction can be an effective strategy to improve learners' writing skill?

Teacher one: "For sure provided that students should contribute in this interaction"

Teacher two: "It does; in fact, it improves highly the writing skill"

Teacher three: "Yes, I think that it enhances the learners' writing skill"

The interviewees declare that interaction can, in fact, be considered as an effective strategy to improve the students' writing skill.

Question seven: What types of activities do you usually ask students to perform both during the course and as homework?

Teacher one: "paragraphs or essays writing mostly"

Teacher two: "Depending of their level, first year students have very precised activities as for second and third year it paragraph and essay writing, but the writing never takes place inside the classroom, it is always given as homework"

Teacher three: "I get them to write paragraphs or essays according to their level"

Teachers mostly ask students to write paragraphs and essays, in addition to some to some precised activities for first year students. One teacher highlighted that writing never takes place in the class.

Question eight: In your course, do you prefer to engage the students in group, pair or individual tasks? Please explain why?

Teacher one: "Depending on the nature of the activity"

Teacher two: "Pair and group work because students; get motivated when working together"

Teacher three: "Individual work mostly, because of the large number of the students"

In this question, teachers have very diverse answers; the first teacher says that he chose the manner according to the nature of the activity, the 2nd teacher prefer to engage her student in pair and group work because she says that it is more motivational to the student, whereas the she favors individual work due to the big number of students.

Question nine: Do you think that writing skill should be taught integrally with the other skills (i.e. reading, listening and speaking)? How?

Teacher one: "Absolutely yes"

Teacher two: "Sure, we should not isolate the writing skill, and skill number one is reading because it gives students examples of how should they write"

Teacher three: "Yes, of course. We should integrate skills and especially reading"

According to all our teachers, skills should not be separated; oppositely all skills should be integrated in order to get the maximum results.

Question ten: Do you think that teachers and students should develop close understanding of classroom interactional competence? Why?

Teacher one: "Yes, a classroom should be made interactive. Also, in order for teaching to succeed, it should be interactional"

Teacher two: "Certainly, they should develop a clear understanding of interactional competence"

Teacher three: "Sure, they must in order for the processes of teaching to succeed"

A clear understanding of CIC should be developed, by teachers and students, in order to improve the learning-teaching process; this was the response of teachers.

Question eleven: Are there any particular issues for teaching writing in terms of interaction?

Teacher one: "The whole methodology should be reviewed, materials appropriately selected, needs analyzed and a syllabus articulation assured"

Teacher two: "Due to the large number of students, interaction might turn into noise"

Teacher three: "It is that students are mostly passive during the course"

The passivity and the number of students are the issues for 2nd and 3rd teacher, whereas our 1st teacher takes us to a whole new level. He says that all the methodology of teaching WE should be reviewed and the selection of materials must be appropriate and the analysis of needs and syllabus must be guaranteed.

Question twelve: Do you have anything you would like to add?

Teacher one: "Set students to write, push them to write? Give them enough time to write, Train teachers to teach writing, set very clear and serious criteria for the assessment of writing and other skills"

Teacher two: "It is an important topic because the success of teaching the writing skill depends largely on classroom interaction"

Teacher three: "An interesting topic that can be a subject of further researches"

All students say that the topic is important due to the importance of the writing skill, also pushing students to write and giving them time to do so and last but not least to set very clear standards for the assessment of the writing skill.

2.2. Interpretation of interview's Results

The obtained results from the teachers' interview revealed that written expression teachers at Ouargla University consider classroom interaction as an appropriate and effective strategy for developing students' writing skill.

Teachers show high appreciation of the value of classroom interaction and its application as a strategy in written expression courses. Results also resolve that teachers really encourage their students to interact, whether with them or among themselves, both during the course and outside the classroom since teachers promote the writing outside the classroom. The interview shows that teachers find the classroom discourse usually "passive" where they are the only active part.

Using the IRF structure appears to be the way in which all teachers drive their students to interact, though there are other ways such as engaging them in some cooperative activities. The issue of students' number is a huge obstacle that faces teachers in managing the classroom. Skill integration is regarded as extremely important for the sake of the development of all language skills.

Interview results shows that all the teachers of written expression agree about applying classroom interaction in their course as a useful strategy to enhance the students' writing level since making all the students interact both in and outside the classroom.

Conclusion

The present study shows, after analyzing and discussing the results, that 1st, 2nd and 3rd year LMD students of the department of Ouargla are mostly aware of the importance of classroom interaction in enhancing their language in general and their writing skill in particular. Teachers' perception of the interaction that takes place in the classroom also highlights the necessity of developing a clear understanding of the classroom interactional competence.

Suggestions and recommendations

The results gained from this study confirm on positive impact as well as importance that classroom interaction has on the student's writing proficiency, which in turn asserts the stated hypothesis. This explains the correlation between classroom interaction and writing skill. Classroom interaction is one of the effective pedagogical techniques which according to previous research and teachers' experiences, contributes to the development of writing skills.

The results also revealed that classroom interaction was not active enough. Teacher still control all of the writing activities. For this, there are some suggestions for the teacher to realize the importance of the classroom interaction characteristic and to develop her teaching skill and method .Based on the data analysis and the results of the study; we suggest the following recommendations:

- The immersion classroom interaction should meet the requirements of teaching effectiveness elements made by Walberg (1990). Most of the teaching effectiveness elements are on the classroom interaction; use of reinforcement, cues and feedback, co-operative learning, classroom atmosphere, and the democratic classroom.
- The whole approach should be reviewed as it is the first step to enhance any course. A discourse approach is very applicable and effective to learn and teach writing.
- As the approach is revised, materials have a great influence on the learning process. Authentic materials such as journals, magazines, books and speeches should be used in the classroom so students have an example on how they should write.

- The teacher should not only spend the teaching-learning time by explaining the material. Teacher should organize some activities for the students to make the classroom interaction more effective. For example; teacher asks the students make a group and gives one topic of the material to discuss.
- The teacher should give more reinforcements to the students. Reinforcements could increase the frequency of productive behaviors and reduce the frequency of disruptive behaviors.
- The teacher should create positive atmosphere in the classroom, so the students will more enjoy participating in the teaching – learning activities.
- The needs of students should be taken in consideration, since they are the first aspect of motivation.
- In relation to needs, writings should always match to reality, for example students need to know how to write an email or CV, and therefore, giving them the same drills repeatedly might get them bored. So teachers should keep the writings authentic and related to reality.
- Teachers should give students additional time to interact among each other using more collaborative activities and tasks.
- Most importantly, classrooms should be made interactive, and skills must not be studied separately.

General Conclusion

The major findings from this study indicate that the application of some effective writing strategies helps all students increase their academic writing abilities. Students also demonstrate the greatest gains in writing development when they are offered opportunities to practice and interact in classroom. In fact it is the responsibility of teachers to ensure that effective writing strategies are being applied in their courses that allow students to practice their writing skills in a guided and supported structure.

This study focuses on classroom interaction as a strategy for the enhancement of the writing skill. The results obtained from the interview, which was administered to Written Expression teachers, confirm that interaction in the classroom can be regarded as a very useful method that would really boosts the writing skill level. In addition to the effectiveness of interaction, teachers believe that skills should be learned integrally and not separately from each other. The role of feedback is highlighted by teachers as it affects the process of teaching-learning in general, and the writing skill in particular. Students' questionnaire revealed that most of them are conscious of the impact of classroom interaction on their writing skill. We can also conclude that students prefer more practical courses rather than just confining them to the non-realistic topics.

This dissertation has contributed to the research on teaching English writing at the English Department at University Kasdi Merbah, Ouargla. It has given insight into how students and teachers experience English writing and what their attitudes are towards this topic.

What can be done in the future is a more longitudinal study of the effects of classroom interaction on students' writing skill development, which was not possible in this study because of the lack of time and the scope of the study. It would have been

interesting to observe what effects classroom interaction gives to the improvements of the students' writing over time.

Another possible research to conduct in the future is a research where one could include several universities, and thus be able to interview more teachers and have students from different universities answering questionnaires. One could get more insight into the topic based on research in more universities and with more teachers and students. It could also be possible to conduct similar research in the field, but use different methods and tools.

References

- Allwright, D.(1984). *The Importance of Interaction in Classroom Language Learning*. Oxford: Oxford University Press.
- Allwright, D. & Baily, K.M. (1991). *Focus on the Language Classroom*. Oxford: Oxford University Press.
- Bean, John C. (2001). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. San Francisco: Jossey-Bass.
- Bloome, D., Carter, S.P., Christian, B.M., Otto, S. and Shuart-Francis, N. (2005) *Discourse Analysis and the Study of Classroom Language and Literacy Events: A Microethnographic Perspective*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Bramlett, R.K.(1994) *Implementing cooperative learning: a field of study evaluating issues for school based consultants*. Journal of school psychology, 32, 67-84
- Brown, H. D. (2007). *Principles of language learning and Teaching*. Pearson Education: Longman.
- Brown. H. D. (2004). *Language Assessment Principles and Classroom Practices*. Pearson Education: Longman.
- Cazden, C. B. (2001). *Classroom discourse: The language of teaching and learning*. Portsmouth, NH: Heinemann.
- Celce-Murcia, M. (ed). (2001). *Teaching English as a Second or Foreign Language*, 3rd edition. Boston, MA: Heinle &Heinle.
- Christion, M.A.(1990) *Cooperative learning in the EFL Class room*. English Teaching Forum, 28, 6-9.
- Cohen, E. C., Brody, C. M., & Shevin, M. S. (2004). *Teaching Cooperative Learning*. New York: State University Press.

- Coulthard, M. (1977). *An Introduction to Discourse Analysis*. London: Longman
- Corder, S.P. (1967). *The Significance of Learners' Errors*. *Introductory Review of Applied Linguistics*, 2,
- Cullen, R. (1998). 'Teacher talk and the classroom context'. *English Language Teaching Journal*.
- David, M. (2007). *The Basic Practice of Statistics*. New York: W.H. Freeman.
- Edwards, D. and Mercer, N. (1987) *Common Knowledge: The Development of Understanding in the Classroom*. Abingdon: Methuen.
- Elbow, P. (1973). *Writing Without Teachers*. New York: Oxford University Press.
- Ellis, R., & Fotos, S. (1999). *Learning a second language through interaction*. Amsterdam: J. Benjamins.
- Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.
- Ellis, R. & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press.
- Firth, A. (1996). 'The discursive accomplishment of normality: On 'lingua franca' English and conversation analysis'. *Journal of Pragmatics*.
- Greenlaw, A. (2003). *Using Writing to Enhance Student Learning in Undergraduate Economics*. *International Review of Economics Education* 1 (1): 61-70.
- Gomaa, L., *Writing Trouble Spots for ESL Students of Arabic: The Apple Where Teachers Meet and Learn* 2010
- Gordon, M. *Classroom Interaction*. *A Dictionary of Sociology*. 1998. Retrieved March 13, 2016 from Encyclopedia.com: <http://www.encyclopedia.com/doc/1O88-classroominteraction.html>

- Hardman, F. (2008) *Teachers' Use of Feedback in Whole-class and Group-based Talk*.
In Mercer, N. and Hodgkinson, S. (eds.) *Exploring Talk in Schools: Inspired by the Work of Douglas Barnes*. London: SAGE Publications Inc.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Ltd.
- Harmer, J. (2009). *How to Teach English*. London: Longman.
- Have, P. t. (1999) *Doing Conversational Analysis: A Practical Guide*. London: SAGE Publications Ltd.
- Hedge, T. (1988) .*Writing*, Oxford University Press, ELBS
- JOHNSON, K., 1995. *Understanding communication in second language classrooms*. Cambridge University Press.
- Kagan, S. (1992).*Cooperative Learning*. San Juan Capistrano. California: Resources for Teachers.
- Kramsch, C. (1986). *From Language Proficiency to Interactional Competence*. *The Modern Language Journal*, 70 (4): 366-372.
- Larsen-Freeman, D. (2010). '*Having and doing: learning from a complexity theory perspective*'. In P. Seedhouse, S. Walsh, C. Jenks (eds.) *Reconceptualising Learning in Applied Linguistics*. London: Palgrave Macmillan.
- Levine, M. D. (1987). *Developmental variation and learning disorders*. Cambridge, MA: Educators Pub. Service.
- Linse, C. T., & Nunan, D. (2005). *Practical English language teaching: Young learners*. New York: McGraw-Hill/Contemporary.
- Mackey, A. (2007). *The Conversational Interaction in Second Language Acquisition*. Oxford: Oxford University Press.
- McCarthy, M. J. (2003) '*Talking Back: 'Small' Interactional Response Tokens in Everyday Conversation*', *Research on Language in Social Interaction*, 36: 33-63.

- McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. New York: Cambridge University Press.
- Naegle, P. (2002). *The new teacher's complete sourcebook- middle school*. New York: Scholastic Professional Books.
- Nassaji, H. and Wells, G. (2000) *what's the Use of "Triadic Dialogue"?* *An Investigation of Teacher-Student Interaction. In Applied Linguistics*, 21 (3).
- Nunan, D. (1991). *Language Teaching Methodology*. Prentice Hall: Macquarie University.
- Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill/Contemporary.
- O'Donnell, T. (2004) *Learning English as a Foreign Language in Korea: Does CALL have a place?*, *Asian EFL Journal*, 1-27
- Seedhouse, P. (2004). *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective*. Oxford: Blackwell Publishing Ltd.
- Sinclair, J. and Coulthard, M. (1975) *Towards and Analysis of Discourse: The English Used by Teachers and Pupils*. Oxford: Oxford University Press.
- Swales, J.(1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Thurmond, V. A. (2003). *Examination of interaction variables as predictors of students' satisfaction and willingness to enroll in future Web-based courses while controlling for student characteristics*. Published Dissertation. University of Kansas. Parkland, FL: Dissertation.com. Available online <http://www.dissertation.com/library/1121814a.htm>
- Thurmond, V. & Wambach, K. (2004-2006). *Understanding Interaction in Distance Education: A Review of the Literature*. www.itdl.org/journal/jan04/article02.htm
- Tough, J. (1979) *Talk for Teaching and Learning*. London: Ward Lock Educational.
- Wagner, E.D. (1994). *In Support of a Functional Definition of Interaction: The American Journal of Distance Education*.

- Walberg, H. J. 1990. *Productive Teaching and Instruction: Assessing the Knowledge Base*. Phi Delta Kappan.
- Walsh, S. (2006). *Investigating Classroom Discourse*, London: Routledge.
- Walsh, S. (2011). *Exploring Classroom Discourse: Language in Action*, London: Routledge
- Waring, H.Z. (2009) *Moving out of IRF: A Single Case Analysis*. In *Language Learning*, 59 (4).
- Young, R. (2003). *Learning to talk the talk and walk the walk: Interactional competence in academic spoken English*. North Eastern Illinois University Working Papers in Linguistics.
- Young, R. (2008). *Language and Interaction: An Advanced Resource Book*. London: Routledge.

Appendices

Appendix one

Students' questionnaire

Dear participant,

For the fulfillment of the master's degree in applied linguistics and ESP, this questionnaire is a part of my graduation's dissertation which is about **the impact of classroom interaction on EFL learners' writing skill**.

I am collecting data regarding both learners' awareness and attitudes surrounding classroom interaction, thus, please be authentic in your answers . Your answers will be of a great help.

Thank you in advance for your cooperation

Would you, please, tick the appropriate box?

Section one: General information

1. Are you a student of?

1st year LMD

2nd year LMD

3rd year LMD

2. How would you describe your writing skill level?

Very poor

Poor

Fair

Good

Very good

3. What are the difficulties you mostly face while writing?

Grammar difficulties

Punctuation difficulties

Spelling difficulties

Vocabulary difficulties

Cohesion and coherence

If others, please explain:

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

4. Are you satisfied with the written expression course?

Very dissatisfied

Somewhat dissatisfied

Neither satisfied nor dissatisfied

Somewhat satisfied

Very satisfied

Section two: Situational analysis

5. Are you familiar with the concept of classroom interaction?

Yes

No

6. Do you find classroom interaction useful to improve your writing skill?

Yes

No

I do not know

7. In your written expression course, which kind of tasks do you perform?

Group tasks

Pair tasks

Individual tasks

8. What are the types of activities used in your written expression classroom?

Drills about specific topics

Paragraph/essay writing activities

Paraphrasing activities

Others

If others, please explain:

.....

.....

.....

9. In the course of written expression, is the interaction mainly?

Student/student interaction

Teacher/student interaction

10. In the course, does the teacher make use of the other skills as a teaching strategy?

Yes

No

Section three: Expectations and preferences

11. In a written expression course, would you prefer to?

Work in groups

Work in pairs

Work individually

12. What type of activities you believe would be better for the Improvement of your writing skill?

Drills about specific topics

Paragraph/essay writing activities

Paraphrasing activities

Others

If others, please explain:

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

13. During the course of the written expression, which of the following you think helps the learning process?

Student/student interaction

Teacher/student interaction

14. Do you think that writing skill should be learned integrally with the other skills (i.e. reading, listening and speaking)?

Yes

No

Please mark the appropriate box to state the extent to which you are interested in these following classroom tasks

classroom tasks	Slightly interesting	Moderately interesting	Very interesting
The teacher presents a lecture about a specific topic			
The teacher asks you to: get in groups, search out, from a particular text, (e.g. the types of sentences) and then explains the lesson.			
Pair-share: teacher asks you: first, get in pairs, second share your ideas with your partner, and next write a paragraph on that particular theme.			
The teacher asks you to: write a paragraph of 10 lines on a specific topic.			
Teacher asks you to paraphrase a certain text of your choice.			
Teacher asks: you to exchange essay draft with peers, then you write a three paragraph response (first: strengths of the essay, second: essay problems, and finally: what your partner should focus on in revision) before submitting the final work.			
Teacher asks you to anonymously write down an issue that you need advice on, collaboratively choose one problem after that you write an essay as a reply to the problem.			
Teacher asks you to write a professional email and send it to him.			

15. Is there anything you would like to change in the written expression course in terms of interaction (i.e. the amount of students' classroom talk, teacher talk and activities)?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

16. Do you have any further comments about the topic? Please feel free to write your comments down below.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you

Appendix two

Teachers' interview

Dear teachers,

This interview aims at collecting data about **the impact of classroom interaction on EFL learners' writing skill**. As a part of my dissertation for the fulfillment of the master's degree in applied linguistics and ESP, you are kindly asked to answer the following questions. Thank you in advance for your help.

The questions:

1. How many years have you been teaching written expression?

.....

2. What is your learners' writing skill level?

.....

3. What are the difficulties students usually face in writing?

.....

.....

4. How would you describe the classroom discourse during the written expression course?

.....

.....

.....

.....

5. Do you encourage your students to interact during the course? How?

.....

.....

.....

.....

6. Do you believe that interaction can improve the learners' writing skill? How?

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

7. What types of activities do you usually ask students to perform both during the course and as homework?

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

8. In your course, do you prefer to engage the students in group, pair or individual tasks? Please explain why?

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

9. Does your strategies of teaching support all different learning styles? How?

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

10. Do you think that writing skill should be taught integrally with the other skills (i.e. reading, listening and speaking)? How?

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

11. Do you think that teachers and students should develop close understanding of classroom interactional competence? Why?

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

12. Are there any particular issues for teaching writing in terms of interaction?

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

13. Do you have anything you would like to add?

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

Thank you for your time and availability

ملخص

يقول كثير من الباحثين أنه عبر معرفة الأساتذة الكافية للتفاعل الصفّي، يمكن أن تطور ممارسة التدريس ويمكن للطلاب أن يعزّزوا مهاراتهم اللغوية. حاولنا من خلال هذه الدراسة معرفة دور التفاعل الصفّي في تحسين مهارة الكتابة لطلبة اللغة الإنجليزية كلغة أجنبية، نظرا إلى أن معظم المشاكل الرئيسية لمتعلمي اللغات الأجنبية تلاحظ عموما في التعبير الكتابي. بدأنا هذه الدراسة بلوحة عامة عن التفاعل الصفّي، ثم قدمنا ملخصا موجزا على مهارة الكتابة مسلطين الضوء على أهميتها في تعلم اللغة الإنجليزية. هدفنا الرئيسي هو التركيز على إظهار أن التفاعل الصفّي يمكن أن يكون إستراتيجية تربوية فعالة لتطوير مهارة الكتابة لدى الطلبة. تم استخدام المنهج الوصفي التحليلي باستعمال أداتين: "مقابلة مع الأساتذة والاساتبيان للطلاب". أجريت المقابلة من أجل تحديد تصورات الأساتذة حول دور التفاعل في الفصول الدراسية والاساتبيان اجري للكشف عن وعي الطلبة حول ما إذا كان التفاعل يؤثر على نمو مهارة الكتابة لديهم. أظهر تحليل البيانات أن كل من الأساتذة والطلاب يجدون أن التفاعل الصفّي يفيد كإستراتيجية مهمة لتحسين مهارة الكتابة.

الكلمات المفتاحية: التفاعل الصفّي، كفاءة التفاعل الصفّي، تعليم اللغة، مهارة الكتابة

Résumé

Aujourd'hui, de nombreux chercheurs affirment que tout au long de la connaissance de la classe des enseignants d'interaction on peut développer leur pratique de l'enseignement et les étudiants peuvent améliorer leurs compétences linguistiques. La présente étude tente de déterminer le rôle de l'interaction en classe dans l'amélioration de l'habileté d'écriture de des apprenants "EFL", étant donné que la plupart des grands problèmes apprenants-visage sont généralement observés dans l'expression écrite. Cette étude commence par un aperçu général de l'interaction en classe, puis un bref résumé de l'habileté d'écriture en soulignant son importance dans l'apprentissage "EFL". Notre principal objectif est de démontrer que l'interaction en classe peut être une stratégie pédagogique efficace pour développer les compétences d'écriture de des apprenants. Une méthode d'analyse descriptive est utilisée avec deux instruments: l'interview avec les enseignants et un sondage pour les étudiants. L'entrevue sera réalisée afin d'identifier les perceptions des enseignants sur le rôle de l'interaction dans les classes et le sondage pour révéler les consciences apprenants. Si l'interaction affecte le développement des compétences d'écriture chez-eux. L'analyse des données a montré que les enseignants et les étudiants considèrent l'interaction en classe est bénéfique comme une stratégie importante pour améliorer les compétences d'écriture.

Mots clés: interaction en classe, compétence interactionnelle en classe, l'enseignement de la langue. les compétences d'écriture