

Ministry of Higher Education and Scientific Research



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**Exploring Teachers-Students Interaction in Sabha High School Classrooms for
Improving Speaking**

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Abstract

The main purpose of this study is to focus on exploring the interaction between teachers and students at the seconder level and the difficulties that students have in interaction with the teacher and students with each other in the classroom. The most common barriers students face and why they are unable to interact effectively were examined. The method used in this study was the qualitative method. The instruments in this research were two types of data collection, interviews and observation.

4 teachers and 20 students were interviewed in the classroom in Fezzan high school. As a result, it was found that most students face fear, shyness, and lack of self-confidence from peers and teachers in communication because they did not have enough vocabulary to interact, and some students were not shy because they interacted with the teacher in the classroom.

CHAPTER ONE

1. INTRODUCTION

1.1 Introduction

Interaction is an activity that is usually conducted in the teaching-learning process in classroom that has an important role to build communication between teacher and students. As stated by Walsh (2011, p. 23) communication is “a central to all classroom activity.” Interaction in class can be defined as locally organized corporate conversations in a collaborate conversation exchange system (Markee & Kasper, as cited in Kharaghain, 2013). Markee and Kasper (2013, np, as cited in Brown et al., 1994, np) speaking is “an interactive process of constructing meaning that includes producing, receiving and processing information where the interaction is two or more people who communicate with each other through speaking, sharing, or engaging.” Thus, classroom interaction is a vital component and plays a major role in the learning process, students in Sabha High Schools studying English need to improve the interaction and speaking between the student and the teacher so that they can communicate with each other. Also, students need assistance to develop and improve many language areas such as grammar, pronunciation and vocabulary in their language spoken in the classroom through interaction. This study aims to suggest solutions and strategies that can help English language learners overcome these problems. Not only the teacher who should be active and interactive in teaching learning process, but also the student. When such interaction takes its place, the goals to improve speaking skill can be achieved. The gap between teacher and students in the classroom will disappear as well. Hence, the teaching and learning process will be balanced between the teacher and the students.

1.2 Research problem

In many language Schools classrooms, it has been noticed that there is no interaction between teachers and students.

The classroom me taught based or grammar (teacher use grammar translation methods) it is we know that such a method does not assay Interaction, the Interaction is teacher based and the students are passive. Therefore, there is on language and to create interaction between teachers as to improve speaking.

1.3 Research questions

1-What are the strategies that may help learners improve speaking interaction?

2- how can these strategies help high school learners develop and improve interaction?

1.4 Research objectives

To explore the nature of interaction between teachers and students as well as students' performance.

To explore the strategies that assist teachers use to boost student's interaction.

1.5 Assumption

It is assumed that using strategies which include interaction activities can help learners be interactive.

1.6 Research significance

The aim of this research is to determine the value and effect of student-teacher interactions in Sabha high school. The importance of this study stems from the importance of the interaction between the student and the teacher in Sabha secondary schools, and that this research is important for teachers and students in the secondary

stages. It may help them overcome the problems of oral interaction and communication.

CHAPTER TWO

2.LITERATURE REVIEW

2.1 Introduction

This study is concerned with exploring the problems of oral communication and interaction with the students in the classroom. It was discovered that the students of English really find considerable difficulties in oral communication in the classroom and encourages student participation, promotes confidence, it gives opportunity to the students to use the target language freely and it puts the students in positions where they can practice the communication skill. Moreover, a teacher can enhance a student's willingness to speak English by having free discussions about topics familiar to them, or having them deliver speeches on topics that they are passionate about because most students face fear in expressing their ideas to an audience.

It is suggested that teacher educators record the teaching and learning process they conduct and reflect it in order to make them aware of what really happens during their teaching and what is intended in speaking English. Given this understanding, they can align their classroom interactions with how to motivate students to learn better.

2.2 Previous studies

An investigation of the factors affecting students speaking and participation in classroom was conducted in Sabha University (2014). There were 62 participants in this study were English language students in the seventh and eight semesters in the Faculty of Arts. The instruments used in the study was questionnaire.

The result showed that some students complain and they know grammar and know how to form correct grammatical sentences but when they are asked to speak, they doubt speaking because it could be that they have too little time for practice or they

are just afraid. Most students agree that they write better than they speak. Believes more than half of the students that these teachers are not aware of their responsibility to develop students speaking skill because they speak more than their students in the class.

In 2018, a study about the patterns of classroom interaction in English Speaking Course was conducted. In the study, classroom observation and reflective interview were used to collect data. Two English speaking teachers participated in the study. The results showed that the classroom process patterns made by the teacher teachers fall under the IRF, IRE individual action, group work, choral response, teacher talk, student initiatives-teacher responds, gives challenge, teacher interaction with students.

Another study was conducted in (2015) on Exploring the improvement and development of English Speaking Skill throughout classroom Interaction for the Libyan English language Department Students of University of Sabha. This research used three types of data collection, observations, interviews and questionnaires. The number of students were twenty-five female students and five males from the fifth, sixth and seventh semesters at Sabha University.

It was discovered that English Language students actually find it very difficult to interact in the classroom. The mother tongue [Arabic] was used more than the target language [English] especially with each other in the classroom. This is mainly due to the errors and mistakes made by the students while speaking. Therefore, the language areas of speaking skill such as grammar, pronunciation and vocabulary are developed and improved as they should.

Another study was conducted (2018-2019) about improving oral communicative performance of EFL learners in the department of English at Sabha University.

This research used two types of data collection, observation and interview.

The participants in this study consisted of 17 students 15 females and 2 males all participants from the third semester at the Department of English Sabha University.

Most students experienced fear and shame about their participation in communication because they do not have the ability to speak; And some students are not shy because they communicate in the most of the lectures. However, some students preferred Arabic for oral communication to understand each other and many of them prefer English to learn new vocabulary and most students face many problems in class when they speak English, such as grammatical errors and word order problems.

2.3 Definition of interaction

According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction as all of interactions that occur in the learning and teacher process.

Creemers and Kyriakides (2005) contend that classroom interaction is really related to the teacher's style. The correlation appears at the more the teachers use different teaching style, the more the teacher knows how to make the students involve in the classroom interaction. It means that the teacher is the key one who will make the students participates at the classroom interaction actively and purposefully. Khadija (2009) insists that classroom interaction will make the students involve in collaborative learning because they talk and share at each other in classroom. It means that the classroom interaction will make the student have a good relationship at each other.

Khan (2009) claims that classroom interaction contributes the students being active in the learning process. It means that when the teacher gives chance to the students to talk, the students will enthusiastically participate in the learning process.

Radford (2011) maintains that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding with each other.

It means that classroom interaction makes the students brave to share what they have known and learn from each other. Long (1983) and Walsh (2011) said that the teacher and students use the language in interaction in the classroom as the learning goal.

2.4 The role of interaction in the classroom between teachers and students.

Classroom interaction will depend on the dominant type of interaction that is from teacher and students talk. If the teacher gives chance to the students to talk, the classroom interaction will be dominant by students-students. Meanwhile, if the teacher always takes much time to talk in the classroom, the classroom interaction will be dominant by teacher. Ribas (2010) insists that teacher has great influence to make the students involve in classroom interaction. It means that students who are active in the classroom interaction are determined by the teacher's role that gives chance that students to talk in the classroom. Equally important, the teacher is the key one to create the classroom interaction. Damhuis and De Blauw (2008) maintain that the teacher's role will affect the quality of classroom interaction. The teacher's role is the teachers have to give chance to the students to talk in the classroom. The teacher is not admitted to take much time to talk in the classroom based on the communicative language teaching (CLT).

What's more, the main teacher's role in classroom interaction is to make the students participate in the classroom interaction actively. The teacher has responsibility to facilitate interaction effectively. Simich and Dudgeno (1998) mention that teacher's role in creating classroom interaction are as a participant at the classroom interaction and a facilitator to encourage the students to involve in the interaction. It means that the teacher has to be as a participation of the interaction in order to the students attracts to participate at the classroom interaction and has to make the students realize that they have to be active in learning process. In addition, the teacher's role is related to the important factors in classroom interaction. Preston (2010) states that there are some important factors in classroom interaction that include input, turn-allocation and turn-taking behaviors, students, production, and feedback. In input, the students have to participate at learning process. The teacher's role at this factor is the teacher persuades the students to participate. In addition, in turn-allocation, the teacher efforts to make the students involve in classroom interaction where the teacher's role is making sure that all students involve in the classroom interaction. Meanwhile, in turn-taking behaviors, the teacher efforts to make the students involve in classroom interaction by asking them to ask question, make requests or volunteer to answer. Furthermore, feedback is from teacher and students where one student answers what the teacher wants, the other students and teacher will give their feedback at the trait student.

Moreover, the teachers have to do some ways to make the students participate in the classroom interaction. Palmer (1998) mentions that there are eight ways to make the students participate at the interaction by creating routine activities including encouraging the students to answer each questions that the teacher give to them; giving attention and chance to the students who raise their hand, even they are not

asked to speak at the time, to explain their opinion; finding the student's strength to teach the low achieving students; asking the students who are shy in the classroom to speak at the classroom; responding and giving attention to what the students want what they have talked are heard by the teacher; giving attention to the students who are work in group by asking them what they are doing and do not understand yet at the discussed material; asking the student to measure that they have the same understanding at each other at each materials by teaching their friends who do not understand yet at the trait material; asking the student to give comment at what the teacher's style.

2.4.1 Factors that hinder students from speaking and participating.

Being able to communicate with others is a valuable skill that students must develop. Students who have the ability of communicating their thoughts, views and feelings are well equipped for high success in personal relationships and life in general. In reality, many students complain that they understand and feel that they can speak good English but for one reason or another, they feel that there are some things pull them back from communicating orally. The students, difficulties of speaking and participating are generally resulted from some factors. These factors will result to the student's fail to perform the speaking performance at their best. These factors are discussed in details.

2.4.2 Psychological factors

Psychological factors that hinder students from speaking are considered as the most problematic issues which stand against their willing to speak. "Psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors that commonly hinder students from speaking" (Burns & Joyce, 1997, p. 189).

Ballard (1996) finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting to their inability to speak English well. She states that students finding speaking English a stressful activity especially if they have to perform something using English.

2.4.3 Fear of mistakes

Making mistakes is the fear that concern students when speaking, especially when they know that they are not good at grammar. In fact, what the student think would result from making mistakes concern them more. Students commonly stop speaking student's English to avoid the state of being laughed at or criticized by the teacher. According to Tsui cited in Nunan (1999) states that fear of mistake becomes one of the main factors of reluctance to speak in English in the classroom. Therefore, it is important for the teacher in the classroom to convince the students that making mistakes is not a wrong or bad thing because they can learn from their mistakes. Once the students stop fearing making mistakes in the classroom, they would be more confident and speak freely. In order to overcome student's fear of making mistakes, emotional bonds must be built between the students with each other and with the teacher. The students are expected to feel comfortable by creating good atmosphere with the students and that will result to the outside good interaction.

2.4.4 Shyness

Lacking the confidence in the presence of others is also another factor of the student's reluctant to speak in English. Baldwin (2011) explains that speaking in front of people is one of the most common phobias that students encounter. Feeling of shyness makes their mind go blank or that they will forget what they will say. The inability to show the students ability in speaking is also influenced by their feeling of shyness. For some learners it could be their nature that they are very quiet. In this case, students are

not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of friends, teachers or other people. Student's shyness is their perception on their own ability. To overcome shyness Chinmoy (2007) suggests that in order to help students to be more confident in their speaking that teachers must convince students to look upon shyness as a thing to overcome and do not fear failure or success. Guidance from the teacher is always needed to reduce shyness.

2.4.5 Anxiety

Anxiety is the feel of worry and tension. It is the nervousness which is associated with speaking situations. Anxiety is one of the main blocking factors for effective speaking. Horwitz (1991) believes that anxiety about speaking a certain language can affect student performance. It can lower the quality of oral language and make individuals less fluent than they really are.

The main causes of the student's anxiety are the student's inability to communicate well with others or their fear of being tested or evaluated. Students must know their strengths and weakness so that they can reduce their tension. In order to overcome feeling worried of speaking, students must be provided with positive reinforcements, motivated and increase their confidence to lower their anxiety.

2.4.6 Lack of confidence

Lack of confidence is the state where students have low confidence in their own ability in speaking English. This results from the student's thinking that their English is bad or they cannot speak English well. Students find speaking demotivating rather than motivating. Encouragement is of vital importance to build the students self-confidence. Tsui cited in Nunan (1999) says that student who lack confidence about

themselves and their English necessarily suffer from communication apprehension. There are some strategies to build student's confidence by maximizing their exposure to English. Teachers must also provide regular opportunities to practice and converse freely. By doing these, students will experience a greater sense of ability in speaking.

2.5. Strategies to help interact and use the target language

There are some strategies that can help students improve and develop their speaking skills in the classroom through interaction. These strategies can, in fact, generate teacher-student connection.

2.5.1 Cooperative strategies

These are used when both interactants share the same target language. As the speaker asks for a word through using it in the mother tongue and his interactant help him to find it in the target language. He may point to the object he wants to name by miming.

2.5.2 Reduction strategies

Learners reduce their communicative objectives through giving up a certain part of the topic or abandoning a specific message.

2.5.3 Avoidance strategies

These strategies are used to avoid various kinds of communication troubles. They help learners to avoid phonemic, grammatical or lexical problems. They are used to avoid words whose gender is unknown, or some particular sound sequence. In using these kinds of strategies, the learner may sacrifice some parts of his intended meaning but yet can get his message across. Students can also use these strategies to avoid some difficulties in expressing opinion too because of lack of vocabularies.

Learners may also avoid some message content that is difficult to express rather than keeping silent.

However; they are still able to keep the fluency of an interaction even though they shorten their speaking turn. Students must learn these communication strategies and be encouraged to use them, especially those that are effective in a bilingual environment. Through their use, skills for fluency and successful interaction are developed.

CHAPTER THREE

Methodology

3.1 Introduction

The method used in this research to obtain data was based on the qualitative methodology. This method was chosen because this study requires how to explore the interaction of teachers and students at high school stages to improve speaking.

Interview for the purpose of the study, semi-structured interviews were conducted with a number of students and teachers. The research prepared a set of question for all the interviewees to answer. The research used the interviews to collect data. All interviews with students lasted 50 minutes, and teacher interviews 35 minutes.

3.2 Instruments and the design of the study

This research uses two types of data collection, observations and interview. From this school, some teachers and a second secondary class were targeted to be observed in order to achieve the research objectives. We posed open question to some teachers and students in order to enhance the quality of the data.

3.3 The participants

The participants in this study are high school students in the second year of secondary school at Fezzan-Sabha School. The participants in this study consisted of 20 students (all females), whose ages ranged between 17 and 18 years. All participants from the second year of secondary school semester, and four English teachers who teach in Sabha secondary schools participant consists of a male and three females, and their experience ranges between five to six years, and all of them are from Sabha.

3.4 Data collection procedure

After selecting and finalizing the tools for data collection, the researcher will visit the schools under investigation personally for the taking prior permission from the Headmasters/Headmistress of the schools for collecting the necessary data. Subsequently, the investigator will discuss in detail about his investigation with the heads of the respective schools and seek the permission from them for collecting the necessary data and the subjects (students).

The research tool used in this project is interview. Students use scale questions that I agree with or disagree with, and they include statements about the factors that hinder them the most from speaking and participating. The aim is to collect their opinions according to the data provided that serve the research, and the reason for choosing the scale questions I agree or disagree instead of any other questions and facilitate the progress of this research study. By using this method, the researcher will be able to develop a deeper understanding of the reasons that hinder students from speaking and participating as well as facilitate the answer process to explore the classroom climate.

CHAPTER FOUR

4.1 Data analysis

According to the observations and interview conducted in the third semester of secondary school, there was greater interaction between the teachers and the distinguished pupils, while the other students with lower levels interacted together using a large part of the mother. Tongue on the English language. They used Arabic more than English when they communicated with each other because some students were afraid of making mistakes in the English language; others believe that using Arabic makes interaction easy for communicating and understanding each other. However, there was little attempt to interact with the teacher in English to corrected some of the learners' mistakes in grammar and promise.

4.2 Teacher interviews analysis

Q1- what are your qualifications?

All interviews are applied linguistics.

Q2- Do students face shyness when communicating in the classroom?

All teachers answered yes.

Q3- Do classroom interaction improve oral communication for learning?

All teachers answered yes, 2 answered Use interactive techniques in the classroom Games and presentations to communicate with each other without fear, two answered that interaction helps students develop speaking skills and boost their confidence.

Q4- Do you suggest a performance to improve learners in communication?

All those interviewed responded to improve the learner performance in communication by practicing English all the time without stopping, because the English language is easy to learn and easily forgotten.

Q5- What activities do you usually use in oral communication?

Two answered, listening and writing English vocabulary, and two answered, writing his daily conversations between two people and applying them in the classroom.

4.3 Student interview analysis

Q1- What is your preferred language for oral communication, Arabic or English?

(11)female students preferred the Arabic language to oral communication because it makes interaction easy for me to understand each other, and(9)female students preferred the English language because they learn new vocabulary and the meaning of words in context through participation.

Q2- Do you sometimes feel unable to find words while speaking?

Most of the students said yes, they said they miss a lot of words when they speak.

Q3- Does classroom interaction help you improve oral communication?

all the students answered yes.

Q4- Are you afraid to participate while interacting in class?

(8) students said yes, “we feel ashamed during the interaction due to the lack of vocabulary” (12) the students said no, despite the lack of vocabulary, interaction is the most effective way to learn English.

Q5- Do you prefer oral or written exams?

all the students said that they prefer written exams, because we face committing and shyness while speaking and we have enough time to answer.

4.4 Results

4.4.1 Teachers results

1. Teachers acknowledge that students face shyness
2. Most teachers agreed that interaction in the classroom improves oral communication
3. All the students wanted to practice the English language continuously without stopping in order to learn the language and develop speaking skill.
4. It turns out that some teachers were listening and writing English vocabulary, and some conversation and writing.

4.4.2 Students results

1. Some students preferred the Arabic language because it is easier to communicate, while others preferred the English language to learn new vocabulary and meanings.
2. most of the students said yes because there are not enough words.
3. All students answered yes and agreed that interaction helps to improve oral communication.
4. most of the students were not self-confident and shy, and some said interaction was the best way.

4.5 Discussion

After the notes, it can be said that most of the students do not use oral communication in class because they do not find the right words during the interaction; It was necessary for the students to have a strong vocabulary to interact and to express their

thoughts or ideas. The importance of vocabulary was also expressed by Cziffra (2013: 111) who emphasized that vocabulary is essential for a learner to be able to express his thoughts.

This finding is in line with several previous studies regarding the role of the importance of interaction in communication for language learning. For example. This finding has similarities with Rohmah (2007), the research attempts to find out the types of teacher and students talk and also the interaction patterns between teaching and learning.

According to Pourhossein (2014, np) he defined this interaction as “something people can do together, i. e. collectively, that it is clearly important for the teacher in the classroom to manage who should speak, with whom, on what subject, and in In any language there are different language areas such as grammar, pronunciation and vocabulary that can be improved and developed through speaking (interaction). Therefore, students need help to develop and improve these language areas in their spoken language in class through interaction.

CHAPTER FIVE

5.1 Conclusion

This study explores the problems of speaking and interacting with the teacher and students in the classroom. It has been discovered that the students of Sabha high school do indeed have great difficulties in interacting in the classroom. The mother tongue (Arabic) was used more than the target language (English) especially with each other in the classroom. This is mainly due to the mistakes and errors that occur from the students while speaking. Therefore, areas of the language for speaking skill such as grammar, pronunciation and vocabulary are not developing and improving as they should. Hence, some strategies for developing and improving speaking skill showed how both teacher and students develop and improve the target language through interaction. Therefore, issues such as these have to be taken into account because it is apparently necessary to get the students active with each other and with the teacher in the classroom.

5.2 Limitation of study

Most of the problematic factors faced by the researcher can be encoded in a short time, and there was not enough cooperation from some teachers and students, and it was difficult to visit the rest of the schools due to the circumstances and the time was very short. Some classes were absence and the number was not enough to discuss questions with them.

5.3 Suggestions

In addition to the conclusions and to improve learning process, several suggestions can be made as in the following;

It is suggested that teacher educators record the teaching and learning process they conduct and reflect it in order to make them aware of what really happens during their teaching and what is intended in speaking English.

They can align their classroom interactions with how to motivate students to learn better.

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Appendix (1)

The researcher designed some questions while interviewing the teachers. The questions are:

Q1- What are your qualifications?

.....
.....

Q2- Do students face shyness when communicating in the classroom?

.....
.....

Q3- Does classroom interaction improve oral communication for learning?

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.....

Q4- Do you suggest a performance to improve learners in communication?

.....
.....

Q5- What activities do you usually use in oral communication?

.....
.....

Appendix (2)

The researcher designed some questions while interviewing the students. The questions are:

Q1- What is your preferred language for oral communication, Arabic or English?

.....
.....

Q2- Do you sometimes feel unable to find words while speaking?

.....
.....

Q3- Dose classroom interaction help you improve oral communication?

.....
.....

Q4- Are you afraid to participate while interaction in class?

.....
.....

Q5- Do you prefer oral or written exams?

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.....