

**SOUTH EAST EUROPEAN UNIVERSITY**

**FACULTY OF LANGUAGES, CULTURES AND COMMUNICATION**



**POST GRADUATE STUDIES – SECOND CYCLE**

# **Classroom Interaction and its Impact on Developing Student Communication Skill**

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**MASTER THESIS**

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## **Statutory declaration**

*I declare that this thesis is my original work and has not been presented in any other university and all sources of the material used for this thesis have been duly acknowledged.*

**Date:**  
**October, 2020**

**Signature**  
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## **Acknowledgment**

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## **Abstract**

The name teacher has been introduced to the world for a long time ago now. This name is recognized as a person who teaches, educates, and helps. Today the world counts numerous teachers with a bachelor, master, and even a Ph.D. To defend this title there are a lot of efforts to be put by the teachers. A successful teacher is known to be the one who is creative, motivational, and the one who encourages classroom interaction. Pupils of different ages who start learning the English language for the first time beyond doubt face the same difficulties with each other, such as in speaking, writing, or reading. Teachers' duty is to make a positive learning environment for every pupil, create a classroom where every pupil wants to present, and a classroom where pupils do not hesitate to express their communicative skills in the English Language. Another huge task for the teacher is to create a comfortable environment for pupils who think that they cannot speak English. This is a skill which most of the teachers possess and do not hesitate to help pupils develop their skills and many times turn the impossible into possible when it comes to challenges that pupils usually face in learning. This research aims to discover how interaction impacts developing student's communication skills in the English Language. In this research two questioners were used, one has been prepared for English teachers and the other for the students who took part in the research. Also, an observation has been done. The observation was done in two classrooms, one with the 4th grade and the other with the 9th-grade pupils. Teacher observation has been done with two different English teachers.

The school where this research has been conducted is "Dëshmorët e Vitisë" in Vitia (Kosovo). The reason this school was chosen is because of the standards this school offers to its students, starting from its teaching staff to technology tools. We hope that this research will be successful

by showing the results of what English teachers' opinion is on interaction as a factor which impacts on developing students' communication skill and challenges they face while interacting with their students in the English Language. Techniques that usually are used to interact with students by the school's teacher are going to be mentioned as well in this research. In the results, there are shown the answers of students from both classrooms who took part in the research.

**Keywords:** *Interaction, Effective, Motivation, Crucial, Techniques, Difficulties, Students, Communication, Skills, Primary School.*

## Abstrakt

Emri mësimehënës është bërë i njohur për botën për një kohë të gjatë tani. Ky emër njihet si një person që mëson, edukon dhe ndihmon. Sot bota numëron shumë mësues me tituj si bachelor, master dhe madje doktoraturë. Për të mbrojtur këtë titull shumë mund duhet bërë nga mësimehënësi. Një mësimehënës i dobishëm është një mësimehënës kreativ, motivues, si dhe një i cili nxit ndërveprim në klasë.

Nxënësi e cilëso moshë të cilët mësojnë gjuhën angleze për herë të parë, natyrisht se do kenë vështirësi të pothuajse të njëjta me njëri tjetrin, si në të folur, shkruar apo lexuar .

Detyra e mësimehënësi është që për secilin nxënës të krijoj një atmosferë të mirë mësimi, duke krijuar klasën një ambient ku secili nxënës vjen me kënaqësi, një klasë ku nxënësi nuk ngurron të shprehin aftësi të tyre në gjuhën angleze. Një detyrë tjetër e madhe për mësuesin është të krijoj një ambient të rehatshëm për nxënësi të cilët mendojnë që nuk mund të flasin gjuhën angleze. Kjo aftësi është një të cilën shumica e mësimehënësve e posedojnë dhe nuk ngurron të ndihmojnë nxënësi të zhvillojnë aftësi të tyre dhe shpeshherë e bëjnë të pamundurën të duket e mundur kur kemi të bëjmë me vështirësi që nxënësi hasin gjatë mësimi.

Ky hulumtim ka për qëllim të gjej se si ndërveprimi në klasë ndikon në zhvillimin e aftësive të të folurit të gjuhës angleze. Në hulumtim janë përdorur pyetësorë, një është përgatitur për mësimehënësi e gjuhës angleze kurse një është përgatitur për nxënësi të cilët do marrin pjesë në hulumtim. Gjithashtu është bërë dhe një vëzhgim i orës mësimore. Vëzhgimi i orës mësimore është bërë në dy klasë, një në klasën e katërt si dhe tjetri në klasën e nëntë. Vëzhgimi është bërë me mësimehënës të ndryshëm të gjuhës angleze. Shkolla në të cilën është kryer hulumtimi është shkolla “Dëshmorët e Vitisë” në Viti, (Kosovë). Arsyeja e zgjedhjes së kësaj shkolle është cilësia

e lartë që kjo shkollë ofron për nxënësit e saj, si nga stafi arsimor po ashtu edhe mjeteve teknologjike. Ky hulumtim shpreson që të jetë i suksesshëm duke shfaqur atë përmes rezultateve dhe mendimet e mësimeve të nxënësve sa i përket ndërvëprimit në klasë si faktor pozitiv i cili ndikon në zhvillimin e aftësive komunikuese të nxënësve si dhe sfidat me të cilat përballen gjatë ndërvëprimit me nxënësit. Teknikat të cilat përdoren për ndërvëprim me nxënësit gjithashtu do të cekën në këtë hulumtim. Në rezultate gjithashtu do të kemi edhe përgjigjet të cilat nxënësit e të dy moshave kanë dhënë në këtë hulumtim.

**Fjalët kyçe;** *ndërvëprim, i dobishëm, motivim, kritik, teknika, nxënësit, vështirësitë, komunikimi, aftësitë, shkolla fillore*

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## 1. INTRODUCTION

English language is one of the most spoken languages all over the world, with 379 million native speakers and 753 million others who speak it as a second language according to James Lane (2019). English as a second language is learned for various purposes and based on the person's needs. Mary Milne (2018) mentions that most of the common cases people tend to learn English are for learning, business, travelling, meeting people but also some people learn English for fun. Pupils at school are known to be the largest number of new English learners, who are a part of the 1.5 million new English learners according to John Bentley (2020). Second Language learners learn through different techniques and methodologies, with each of them involving interaction as a process. Interaction is a process that happens when the teacher asks questions gives instructions, and also when pupils share ideas or participate in a classroom discussion. The mentioned classroom interactions tend to help students develop communication since students interact with each other while discussing in groups, peer to peer, or with the whole classroom with the purpose to understand what has been taught and meanwhile ask questions about what might not be understood or covered during the class. According to Kral (1995)” Students’ interactions need to be structured to match instructional goals” (p.2). By this, it is understood that every classroom activity has to be planned and organized by the teacher otherwise it will not reach the objectives that the teacher is looking for.

Interaction between teacher and students is known to be one of the most effective methods to develop communication skill because it offers students opportunities to receive comprehensible input and feedback. It also allows them to change their own linguistic output, or their language production, (Swain, 1995). Learning a foreign language tends to be not a very easy task for everyone but with the effort of the teacher and the learner itself the goals will meet in the end.

Speaking and communication is an essential skill that requires hard work and motivation and the best place to develop such skills is in a classroom environment surrounded by other pupils and the teacher.

In the classroom, new learners listen, observe, learn, interact and as a result, they improve and develop their communication skill.

## **1.1 Structure of the thesis**

This research paper includes five chapters starting from the first chapter where the introduction is presented, then through the following chapters; literature review, research design and methodology, results and discussion, and closing with the fifth chapter where the conclusion is presented as well.

The first chapter topic will be introduced; hopefully, it will create interest to the reader for this proposal. In the introduction, there will be a clear explanation of how interaction impact in developing student's communication skill. The second chapter includes books, articles, and other sources that support and provide a description and summary in regards to the research. The third chapter includes the presentation of the methods which were used during the research, including research questions and hypothesis, data collection, and instruments. The fourth chapter consists of results and discussion. This section shows results in charts followed by the percentages.

Finally, the last chapter gives a general conclusion of the study and recommendations for further researches. The last section consists of the bibliography and the appendixes.

## **1.2 Research objectives**

This research was focused into identifying the frequency of teacher/student interaction in ESL classrooms. Also, into identifying the importance of interaction as a factor that leads and helps students develop their communication skills.

This study was done for the reason that so far in Kosovo there were not many studies that paid attention to the importance of interaction in the learning process. The main objective of this study is to determine the role of interaction in developing communication skills. This study tries to analyze the experience of Albanian students and teachers with interactive tasks and activities.

This study will address questions with the purpose to find the answers that will help in finding out how often English language teachers use interaction when teaching and how interaction helps in the classroom where the English language is being taught as a second or foreign language to improving communication skill between students.

## **1.3 Research questions**

The research questions which guide this study are:

1. What is the role of classroom interaction in developing students' communication skill?
2. What are the main factors that contribute to classroom interaction?
3. How do teachers and students evaluate such processes in developing communicative skill?

The first question seeks to find the answer to the role of classroom interaction when it comes to communication and how much it develops communication skills. The second question addressed as a raised issue which looks to find out the factors that are essential to a better and effective interaction in the classroom. The third question aims to investigate the methods English teachers use to evaluate students when it comes to communication.

#### **1.4 Importance of the thesis**

Being a foreign language teacher takes courage, motivation, creativity, and positivity. Students in the classroom expect a lot from their teacher from the first moments their teacher enters the door till the class is dismissed. Interaction in a way or another may be called even a skill that one teacher has. If every foreign teacher is one that possesses it then their students are very lucky to be a part of that classroom. Developing communication skills takes a lot of work from the teacher but also from the students as well. A language is built by communicating and usually the first place pupils start learning a language is the school. According to Savigno (1972) “it is easy to see that we should not expect our learners to be able to use their classroom learning outside the classroom if they have never really had much opportunity to practice circumstances similar to real life”, (p.157). By this, we understand that teacher has to create improvisations, situations that prepare students for every situation that they may face outside the school. Nowadays a classroom offers opportunities and has made it easier for foreign language teachers to present and do activities with their students especially when it comes to developing communication. A classroom in a way or another can be called a language practical room where students practice their communication instructed by their teacher before they go into the outside world and present what has been taught in the classroom. A dinner invitation, shopping, introducing a new friend can be some of the practices students can practice with each other a situation which occurs very often to each one of the students. The development of communication skills sometimes does not depend all on the teacher; students tend to develop this skill by communicating and discussing with their classmates as well. According to Allwright (1984) “they may learn directly from each other, or, more likely, they will learn from the very act of attempting to articulate their own understanding” (pg.156).

As known, pupils and students like games and activities in the classroom. Using games and different activities in the classroom as a way to interact with the students for the purpose of developing their language skills has been proven many times that this methodology works for most of the new learners.

A positive relationship between students and the teacher sometimes is hard to develop, but with an effort from the teacher and with the desire of the students to learn this can be achieved for both parts. For good communication, the teacher has to use the right methodologies and invite its students to learn. Games are one of the strategies teachers can use to develop students' communication skills. By using games as a learning activity students feel more comfortable talking and express themselves. Games or even other activities can be used in different ways with each of them giving their results. Some of the strategies teachers may use for the purpose to develop students communication skill are as follow:

*“Cooperative games”*- These are games where there is not a loser or winner. These kinds of games are used to enjoy the game together and work together in case pupils are shy.

*“Competitive games”*- This kind of game makes pupils more motivated to learn because only by that they can win.

*“Communication games”*- here is almost the same as the cooperative games. These games are very useful for small groups. Here is included a director, a runner, a builder, and an observer.

The different activities English Language teachers use when interacting with their students in the classroom are working even better now with the introduction of many technology assets that school provides for the teacher, such as projectors, computers. Regarding this, Chapelle (2007) claims that the new language learning activities, offered by technology, not only allow students to

bring out increased input, but also provide teachers and researchers with new types of pedagogical techniques like interactive tasks, feedback, and adequate evaluation of such events.

These kinds of technology tools engage students in the classroom because these tools are the ones that they use daily, so the moment the teacher uses them in the classroom as a learning tool, they get more motivated for learning and interacting with the teacher and their classmates. Using technology at school makes the classroom an attractive place for every pupil because of the change from traditional teaching to modern teaching. Rivers (1983) has claimed that teacher's behaviour is essential in promoting interacting, as he or she while attempting to communicate, should allow the students to carry and maintain all language activities, to accept all kinds of students' opinions, to be tolerant of students' errors, in order real interaction to happen. It is understood that sometimes students may react not according to the classroom rules, so the teacher has to observe, reach, appreciate student's opinions and give them feedback in the right way. Feedbacks are another important factor that impacts on developing student's communication skill. Lightbown & Spada (1993) described one ESL teacher as the one corrects her/his students, by not losing the rhythm of the communicative language in the classroom, accordingly without putting students' attention to the errors. By this, it is understood feedbacks are always welcomed and effective in most of the times but when it comes to giving feedback while students are interacting with the teacher or their classmates, teacher has to keep the flow of communication and not put the attention on the error a student has made while communicating.

In conclusion, this chapter recognizes the importance of the English Language in the 21<sup>st</sup> century. More importantly, it summarizes the importance of interaction in the classroom and the impact it has on developing pupil's communication skills. Also, it describes the general and specific objectives of the research.



## **2 LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter explores the importance of classroom interaction and its impact on developing student's communication skills. This study analyzes the role of interaction in the classroom found in published materials. Materials that were used during this analysis are of different combinations such as books, journal articles, reports, and different articles published on websites. This chapter presents the theoretical part of interaction in the classroom on developing students' communication skills.

Learning of English as a second language needs great effort from every student, from the very beginning where one starts to learn the first words, starts to write and read. But as much effort as it takes for a student to learn a second language it takes to develop its communication skills.

It is known that most of the students tend to learn a foreign language and practice it at school. While at school students have to be very encouraged by their teachers to develop their communication skills by using different methods, teacher sharing experiences in the classroom and creating a classroom of practice and stimulating situation that may happen in the outside of the school such as; invitations, introductions, shopping, etc.

A proper interacting method by the teacher with its students leads to the effective development of students communication skill, creating an atmosphere where each student would not have a problem giving their opinion based on what is being taught, no matter if there is a presence of pronunciation errors or not by the students. It is known that many students hesitate to raise their hands when it comes to speaking in a foreign language in front of their classmates. The teacher,

in this case, has to create an environment where every student would have the courage to speak whether or not it is making an error while speaking. Teaching is a complex process. There should be done a lot of things at the same time.

The interaction may not work the same for all the students but by trying different methodologies in the classroom teachers try to do their best for their students so both parts achieve their goals at the end of the day.

Interaction has become a modern technique in classrooms nowadays, and its positive performance can be seen in every classroom where goals are set. Interaction needs great effort by the teacher to motivate the students and inquire them. Josep Lowan (1995, p.6) describes two dimensions when it comes to creating effective teaching in the classroom where students would not hesitate to interact. According to him, there are two dimensions of effective teaching:

-Intellectual stimulation; Knowledge; Enthusiasm; Interesting views; Clarify; Organization; Inspiration;

-Interpersonal interest; Motivation; Interest; Care; Inquiry; Challenges; Help

Table 1.1 Lowman's Two-Dimensional Model of Effective College Teaching	
Dimension 1: Intellectual Excitement	<ul style="list-style-type: none"><li>• Clarity of presentations (what is presented)</li><li>• Emotional impact on students (way material is presented)</li></ul>
Dimension 2: Interpersonal Rapport	<ul style="list-style-type: none"><li>• Awareness of interpersonal nature of the classroom</li><li>• Communication skills that enhance motivation and enjoyment of learning and that foster independent learning</li></ul>

**Table 1:** Two- Dimensional Model of Effective College Teaching based on Lowman (1995)

## **2.2. Classroom interaction and its impact on developing students communication skill**

As it is known, language is a way of communication which people use to share ideas, express their opinion, and communicate with each other. All this process is not possible without interaction. According to Wagner (1994), 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” (p.8).

The development of communication skills in the classroom environment is a job that requires hard work mainly more from the teacher than the students. Students’ success in speaking, writing, reading always will be depended based on how hard their teacher works. This does not mean that the classroom should be teacher-centred; on the contrary, a classroom with students who are aiming to develop communication skills is on where interaction is a necessity to achieve positive results.

It is not possible to play a musical instrument without actually picking up the instrument, and similarly, it is difficult to learn a language without engaging with that language, (Howarth, 2020). By this, we understand that interaction is crucial for the development of communication skills. The advantages that interaction can give to a classroom in developing communication skills are as much as for language acquisition. It is very important that techniques, strategies should be well planned when teaching in a foreign or second language classroom because the teacher may be the only source of input in the target language for the students that are aiming to learn and develop their communication skills, (Larsen-Freeman, 2000).

It is known that interaction in the ESL classrooms is an action that is not preferred by every student, many students hesitate to speak because of the fear of making an error. According to

Allwright (1988), there are two types of interactive learners in a second language classroom, divided into two groups:

**HIG-** high input generators

**LIG-** Low input generators

**HIG-** are students who are actively involved, such students are always ready to answer questions made by the teacher, express their ideas, do not hesitate to ask for anything unclear about the lesson. These students can also be observed talking to themselves as an act of improving and developing their communication skills.

LIG are students who hesitate to interact with the teacher and others in the classroom students only interact when asked by the teacher. Teachers in the classroom many times tend to work only with the students who are willing to interact and leave the students who are passive unattended. It is very important that teacher's behaviour promotes interaction, as an attempt to communicate and allow students to carry and maintain all language activities, also accept student's opinions and be tolerant of student's errors, (Rivers,1983).

Another important thing mentioning is that it is essential that students speak when they are ready and not forced to speak in the second language, (Krashen, 1982). It is very important, as mentioned above that teachers do not create an environment where the teacher is in the center of attention. Certainly, teacher is the person who initiates the interaction in the classroom most of the time, but when it comes to interaction students should be engaged as much as possible so they can express themselves in the second language and by doing so they can practice and develop their communication skill. Choudhury, (2005) mentions that teacher should not play the role of a dominant in the classroom, because such classrooms cannot be interactive. For a classroom of pupils to be interactive, their teacher should be a leader, supporter, and a teacher who motivates its students into learning new words and stimulates them to develop their communication skill by

giving them different tasks and do different activities in the classroom which engage them into expressing themselves freely and confidently.

#### Interaction Patterns in English Language Classrooms:

- **Group work** - *Students work in small groups on tasks given by the teacher; they communicate in the second language sharing ideas till finding the right answer for the given task.*
- **Closed-ended teacher questioning (IRF)** - *Only one “right” response gets approved. Sometimes cynically called the “Guess what the teacher wants you to say” game.*
- **Individual work** - *Students work individually and independently*
- **Choral responses** - *The teacher gives a model which is repeated by all the class in the chorus; or gives a cue that is responded to in the chorus.*
- **Collaboration** - *Students do the same sort of tasks as in “individual work”, but work together, usually in pairs, to try to achieve the best results they can. The teacher may or may not intervene. This is different from “group work” because this task itself necessitates interaction.*
- **Student initiates, teacher answers** - *For example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.*
- **Full-class interaction** - *The students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.*
- **Teacher talk-** *This may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student.*
- **Self-access** - *Students choose their own learning tasks, and work autonomously.*

- **Open-ended teacher questioning** - There are several possible “right” answers so that more students answer each cue.

Besides the interaction patterns, there are also classifying forms of interactions as the followings:

### **CLASSIFYING FORMS OF INTERACTION**

**TT** = *Teacher very active, students only receptive*

**T** = *Teacher very active, students mainly receptive*

**TS** = *Teacher and students fairly equally active*

**S** = *Students active, teacher mainly receptive*

**SS** = *Students very active, teacher only receptive*

## **2.3 Technology and Interaction**

The era that we are living in is and will be known as the century of technology, development, and many inventions that in the past were not even imagined that a human being could create such things. Technology is a field that is evolving and improving every day, becoming a part of our daily life, mostly used for work, education, and communication.

According to Bankmycell (2020) which is a website for electronics, they claim that in 2020 there are 3.8 million daily users of smart phones, (44.85% of the total world population). In this huge number, the majority of users are youngsters, even if they do not own phones; they use them on daily basis. Seeing these results teachers have to take advantage of this, because of the content that students feel when using smart phones and other technology tools as laptops or tablets. Using technology tools in the classroom increases their awareness, it makes learning more attractive, interesting, effective since they are used to using them in their daily life and at the same time it

makes the job the of teachers easier. The influence that technology has made in education is massive; the benefits that have brought with it are quite huge. According to Pano Savvidisi (2020), these are some of the advantages that technology provides in education:

**Improves engagement-** The way students react when are told that today they are going to learn in a classroom that has a projector or that they are going to be learning a new lesson by using the computer is amazing. Today the major number of users of technology is the young generation and by knowing this fact it can be known that today pupils and students as well would find more interesting an environment that allows them to use their preferred learning tools than being in a classroom where a lesson is taught in the traditional way.

**Improve knowledge retention-** Students who are interested in learning have better knowledge retention. In this way, technology helps to motivate students to actively participate in the classroom, which is very important for increased knowledge retention. There are many forms and ideas that a teacher could use technology to find out what works best for its students to make a more effective classroom.

**Encourages individual learning-** Not every pupil learns in the same way. Everyone has their own style of learning. By using technology students can learn at their own speed and pace and can learn in the way there are used to.

**Encourages collaboration-** Pupils can be encouraged to collaborate by getting involved in different online activities. For instance, by working on a project or presentation that they have been asked to by their teacher for any educational purposes they get encouraged even more to work in groups. Technology not only encourages students from the same classroom, but it goes beyond that because it actually encourages collaboration in the same school, even with other

pupils, or classroom from around the world with whom they can share ideas and work on any project.

**Students can learn useful life skills through technology-** As mentioned above, everyone has its own style of how they learn, and this is connected with knowing how to use technology properly. Not every student knows the way technology tools work, so by practicing at school students can increase their skills in properly using technology tools. The way a presentation is created, writing emails, learning to recognize safe and unsafe sources on the internet can be some life skills that can grow while practicing with technology in the classroom.

**Benefits for teachers-** As much as a student benefits by having technology tools in the classroom so does the teacher. Technology offers teachers the opportunity to do their virtual lesson plans; to have grading software and online assessments that would save a lot of time.

## **2.4 Motivation**

Motivation is known to be a crucial process in every aspect of life, including education as well. It is perhaps one of the most important tasks for teachers today because they are experiencing different changes and evolution in the technology world, education. Growing up with different technical types of equipment, such as smart phones, laptops, which nowadays offer pupils opportunities in many platforms where they can learn and study, has made teachers' jobs easier, but in some aspects harder. Teachers should have in mind that when teaching pupils, they might have to see a demonstration to understand what is being taught to them, but also use different strategies to reach the goal. Using different strategies may work for many pupils, but if there is no motivation and a positive environment created by the teacher, the results may not be accomplished. It is known that there are two types of motivation, extrinsic and extrinsic



motivation. Extrinsic motivation occurs when we are motivated to perform behaviour or engage in an activity to earn a reward or avoid punishment. Whereas intrinsic motivation involves engaging in a behaviour because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward, (Cherry, 2016).

Teaching pupils in ELS is a hard duty that requires hard work, skills and knowledge. Some of the methods a teacher can use to motivate its students in the classroom are:

- **Modelling:** *is the technique of using the behaviour of admired persons to demonstrate the values and behaviours you want students to acquire.*
- **Instructional Strategies:** *Group activities and student-cantered teaching strategies such as co-operative learning can be motivation since they build upon the need for recognition and belonging.*
- **Gestures:** *teachers can effectively use gestures to refocus student attention or to emphasize a point in lesson presentations.*
- **Focusing Attention:** *verbal focusing can be used to direct attention to certain specifics in a lesson or to redirect students; attention when it begins to wander.*
- **Using pauses:** *teacher pauses can serve functions other than stimulus variation. Among the possible related uses suggested by Allen, Ryan, Bush, and Cooper are:*
  - To break the lesson content up into smaller units so that it is more easily understood by students
  - To serve as a cue to students to search for direction in the lesson
  - To prepare students for the next statement to be made by the teacher
- **Teacher movement:** *Any physical movement by the teacher, who is normally the most significant person in the classroom, naturally draws student's attention. The possible movements for a teacher are:*
  - Moving to the left or the right
  - Moving to the back or the front

- Moving among the students

Motivated pupils are highly expected to participate in every activity in the classroom, and on the other side those pupils who lack motivation usually tend to engage with others and as a result of this, they don't reach goals.

## **2.5 Feedback**

Feedbacks are an essential part of every people's life and especially at school. By giving feedback to students, the teacher motivates its students to learn and it shows that the teacher is supporting them on what they are doing. But certainly, feedbacking is not every teacher's best skill. Effective feedback takes time, motivation, and strategy by the teacher, so there could be a potential improvement to the students. According to Amber Kane (2018), there have to be some strategies when it comes to feedbacking pupils. A teacher has to be specific, ask questions, practice peer feedback, so every unsolved or unclear task can be learned and managed properly. Feedback importance in education is clear for Professor Brookhart because it gives attention and knows the benefits of giving feedback to pupils.

Some of the main keys professor Susan mentions are types and strategies of feedback that could work for every teacher. She mentions that timing is very important and that the feedback needs to come while pupils are still engaged with the topic and it needs to come while pupils are still thinking of the learning goal as a learning goal. (Brookhart, 2008, pp. 10-11). Another important factor she mentions is also the amount of feedback. The amount of Feedback is something that would be hard to be determined, but as professor Susan says that when it comes to the amount of feedback there are some steps to be followed or taken into consideration such as teachers have to

judge the right amount of feedback by knowing the topic in general and the learning target, they have to make a typical developmental learning profession for those topics. (Brookhart, 2008, pp. 10-11). Feedback can be given in many ways to the students by the teacher. There are many effective ways to feedback to students nowadays, even easier than 20 years ago since we are living in the century of technology. Furthermore, there are many good examples of good feedback mode but also examples of Bad Feedback Mode. When it comes to examples of Good Feedback Mode she mentions that teacher can use written feedback, oral feedback, and also demonstrate how to do something if in case the students need to see how to do something, which could be very effective for many students who tend to learn more practically then theoretically. (Brookhart, 2008, p.16).

Lately, in education, there has been introduced the interactional feedback as a pivotal process for second language learners. Interactional feedback is an instructional input that provides students with adequate advice on whether their language participation is successful. It also gives additional opportunities for students to focus on successful language production (Ibrahim, 2012). Interactional feedback allows teachers to provide students with helpful information about their language production while focusing on non-linguistic content that engages students cognitively and motivates them to use the target language. There are two forms of interactional feedback: explicit feedback and implicit feedback. Explicit feedback means that teacher interrupts the pupil to correct, while implicit feedback means that teacher does not stop the communication flow. Implicit feedback is an effective method because, during language lessons, teachers were able to correct or give feedback to the students without breaking the communicative flow, but only by negotiating and interacting with each other, (Lyster, 1998). The purpose of giving feedback is not just a part of education, but they are one of the most important factors in education. By getting

feedback, pupils and students tend to improve something that was done not in the appropriate way or something that was not gained the way it was supposed to. Feedback is especially important in primary school, because that is where every pupil gets its first steps, starting from writing, reading, listening. If teachers pay attention to feedback and give them in the right moments and the right way, those pupils who tend to get the feedback are going to succeed much better than the ones who did not get the feedback for any certain reason.

### **3 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section focuses on the methodology of the study by describing the methods used to implement the study, the design of the research, the participants, and all the instruments which seemed appropriate for the study. The research was conducted at the primary school “Dëshmorët e Vitisë” located in the municipality of Vitia. The research was focused on investigating the impact interaction has on developing students’ communication skills. Students were of different ages and both genders. The reason students of different ages have been chosen to take part in this research is because we wanted to find how interaction works with low and high graders. Participants who took part in the research were viewed as the best source of information. Regarding the questionnaire, 20 pupils were chosen to participate in this study. 10 pupils (5 males and 5 females) were chosen from the 4th grade and 10 (5 males and 5 females) were from the 8th grade. They were all pupils at the primary school “Dëshmorët e Vitisë”. A questionnaire was prepared for two English teachers who teach these specific graders. Lastly, two classrooms with the mentioned graders were observed in the same school with the same English teachers who took the questionnaire.

#### **3.2 Instruments**

##### ***Questionnaire***

A questionnaire was developed and distributed to pupils from the elementary school of “Dëshmorët e Vitisë”. Pupils and teachers have been informed about this research and they gave their permission to be a part of the study. It took around 10 minutes to fill the questionnaire.

Pupils found the questions understandable and they told that it was well-formed and nothing to be changed.

A questionnaire was prepared for the English teachers who teach in “Deshmoret e Vitise” school.

A questionnaire was given to a teacher who teaches lower grades and to the one that teaches higher grades.

### ***Observation***

The observation was held in “Dëshmorët e Vitisë” school, with the teachers who completed the questionnaire.

First, permission was taken from school management and the teacher. The observation lasted 25 minutes.

### ***Stakeholders***

English teachers of public primary school.

## **3.3 Research Questions**

The questions are as follows:

1. What is the role of classroom interaction in developing students' communication skill?
2. What are the main factors that contribute to classroom interaction?
3. How do teachers and students evaluate such processes in developing communicative skill?

The first question seeks to find the answer to the role of classroom interaction when it comes to communication and how much it develops communication skills. The second question addressed is a raised issue which looks to find out the factors that are essential to a better and effective

interaction in the classroom. The third question aims to investigate the methods English teachers use to evaluate students when it comes to communication.

### **3.4 Hypotheses**

In this research, we tend to explain that interaction plays an essential and very important role when it comes to developing a student's communication. The hypotheses of this research are as follow:

H1-The role of classroom interaction is an essential factor that is basic for communication development in the classroom.

H2- Main factors that contribute to classroom interaction are a positive teacher, a warming atmosphere created by the teacher in the classroom, presentations, the use of technology, different activities such as discussions, critical thinking, and games which lead to an atmosphere where almost every student in the classroom would like to be a part of.

H2- Evaluation is very important in education because it gives teacher feedback on how well its students are progressing and where is still a place to improve.

### **3.5 Data collection and instruments**

This section describes the data collection methodology. During this research, questionnaires and lesson observation were used as data collection. The reason for using this methodology of data collection was to collect qualitative and quantitative data. Questionnaires were given to pupils and teachers at the same time during the class. Lesson observation was a part of this research as well. The lesson observation was held with the 4<sup>th</sup> and 9<sup>th</sup> grade pupils.

In conclusion, this chapter summarizes the methodology that was used during this study and the way how it was used to implement it. It also describes the design of the research, the participants that took part and all the instruments which were used to complete this study.

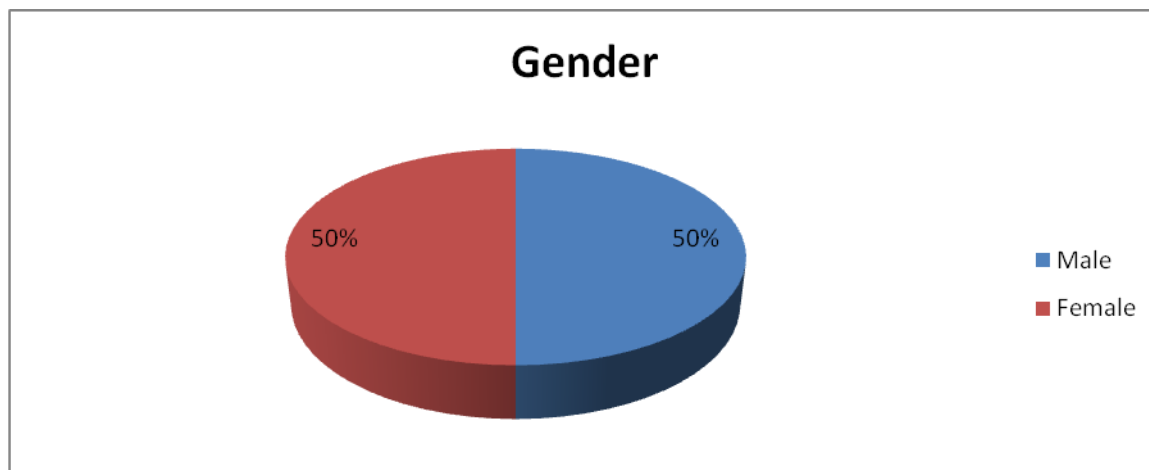


## 4 STUDY RESULTS

### 4.1 Introduction

This section presents overall results taken from the research that has been carried during these months in the public primary school at “Dëshmorët e Vitisë” in the municipality of Vitia with the 4th and 9th-grade pupils and their teachers as well.

The questionnaire that was prepared was completed by two English language teachers, one teacher who teaches 4th-grade pupils and the other who teaches 9th-grade pupils. One of the teachers who took part in the research has a Ph.D. and the other one has a Master's degree, a fact that was very important for the research to get an interesting result.



**Figure 1-** Gender Ratio

Pupils who participated in the study were taken equally from both genders. Ten of them were males and ten were females.

### 4.2 Observation (1)

The first observation was done with the 9th-grade pupils. As the teacher entered the classroom she greeted the pupils in the SL and her pupils greeted her in the SL as well. In the very beginning, it could be seen that pupils who were present in the classroom were very content to see the teacher. This is very positive since a positive atmosphere in the classroom leads to effective results in the classroom. The classroom consisted of 30

students, but because of the pandemic, the school had decided that classrooms with more than 30 students have to be split into two groups, so as a result of this in the classroom there were only 15 pupils present. The teacher had prepared a lesson plan for the following lesson. First, she introduced the lesson that was going to be taught that day. The lesson was called “What are you doing”, which had to do with some friends who meet at a clothes market. The teacher asked pupils in SL where they buy clothes and if they liked shopping for clothes. Pupils did not hesitate and immediately raised their hands to answer the question. As this was a warm-up activity prepared by the teacher, the topic that was going to be taught that day begins. The topic was a conversation between four friends, so it was obvious that many pupils could be engaged in the reading part. The teacher read the whole part and told the pupils to listen carefully in case there is a new word that was in the lesson. After she finished the reading she asked if there was any new word that they could not pronounce.

After that teacher asked who wants to read, pupils did not hesitate as they were very happy to express themselves in English. After the reading part was finished, the teacher asked if there was any new word that they did not understand. The new words that they did not understand were written in the blackboard from the teacher and translated into Albanian. The teacher not only translated them but tried to explain to make it simpler for the pupils to understand.

At the end of the class, there were some questions to be answered by the pupils. The questions were at the bottom of the page where the new topic was. The teacher asked the questions and pupils tried to answer them in the SL, sometimes using Albanian words when they could not find the adequate word, but mostly in the English language.

As a conclusion regarding this observation, it could be seen that students are very highly motivated to learn, to participate in learning, to interact, and ask questions without hesitating. The teacher tried to interact with the whole class, allowing speaking to every pupil. Body language was used as well, a factor which is very important in teaching a second language classroom.

#### **4.3 Observation (2)**

The second observation was done on the same day, but this time with the 4th-grade pupils. As the teacher enters the door, the classroom was a bit noisy since they were younger. The teacher greets them in English and pupils do the same. The lesson that was going to be taught that day was about close family members. The teacher had the lesson plan for the day. In the beginning, the teacher introduced the topic to the class. The teacher was talking mostly in Albanian since not everyone could understand English. The topic aimed to talk about the family. The teacher himself first starts telling his pupils the number of family members he has in his family. While talking about his family members, he used to speak in English since pupils were going to speak about the same topic. After finishing, the teacher then asks pupils who want to share with the class the number of family members that there are in your family. He told the class that even if there is a word that they cannot say, he will help them out. First, some pupils hesitated, but once one of them broke the ice and started to talk, the others then started doing the same. Then the teacher told them to open the book where there was a topic that had to do with the family where 4 friends tell each other about their family member names. He invites pupils to read in roles. After the reading part was finished, he asked if there was any new word that they could not understand. As the class was only 25 minutes just before the bell rang teacher told them to

bring a photo or some photos where there are some of their family members for the next class because they were going to play in roles with each other making questions about each other family members.

#### 4.4 Results from the Teachers Questionnaire

Permission was granted from the two teachers before the study started. Every instruction was told to them before they started to fill the questionnaire which consisted of thirteen questions. Since everything was quite clear for them, they completed the questionnaire successfully, giving their opinions on every question individually.

Questions	Teachers' Responses
1.Classroom interaction is crucial for a development of students communication skill	4 <sup>th</sup> Grade Teacher: <i>Agree</i>  9 <sup>th</sup> Grade Teacher: <i>Strongly Agree</i>
2.SL teachers promote interaction tasks in the classroom	4 <sup>th</sup> Grade Teacher: <i>Agree</i>  9 <sup>th</sup> Grade Teacher: <i>Strongly Agree</i>
3.Pupils are enough engaged with activities in the classroom	4 <sup>th</sup> Grade Teacher: <i>Agree</i>  9 <sup>th</sup> Grade Teacher: <i>Agree</i>
4.Use of technology (laptops, projectors) tools promote classroom interaction	4 <sup>th</sup> Grade Teacher: <i>Agree</i>  9 <sup>th</sup> Grade Teacher: <i>Strongly Agree</i>
5.Motivation is crucial in SL	4 <sup>th</sup> Grade Teacher: <i>Agree</i>

	9 <sup>th</sup> Grade Teacher: <i>Strongly Agree</i>
6. Games and activities in classroom assist in the desire of pupils to speak in the classroom	4 <sup>th</sup> Grade Teacher: <i>Strongly Agree</i>  9 <sup>th</sup> Grade Teacher: <i>Strongly Agree</i>
7. Presentation helps students improve and develop their communication skill.	4 <sup>th</sup> Grade Teacher: <i>Strongly Agree</i>  9 <sup>th</sup> Grade Teacher: <i>Strongly Agree</i>
8. Feedbacks are essential in SL	4 <sup>th</sup> Grade Teacher: <i>Strongly Agree</i>  9 <sup>th</sup> Grade Teacher: <i>Strongly Agree</i>
9. Student-Centred classroom lead to higher motivation in regard to interaction.	4 <sup>th</sup> Grade Teacher: <i>Agree</i>  9 <sup>th</sup> Grade Teacher: <i>Strongly Agree</i>
10. Which one of the following technology tools do you use in the classroom as a learning tool:  a)Laptop b)Projector c)None	4 <sup>th</sup> Grade Teacher: <i>Projector</i>  9 <sup>th</sup> Grade Teacher: <i>Projector and laptop</i>

11.What kind of activities do you think encourage students interaction the most:  a)Games b)Presentation c)Ask and answer d)Reading	4 <sup>th</sup> Grade Teacher: <i>Games</i>  9 <sup>th</sup> Grade Teacher: <i>Games and presentation</i>
12.Which of the following form do you use the most in the classroom:  a)Group work b)Pair work c)Individual	4 <sup>th</sup> Grade Teacher: <i>Pair work</i>  9 <sup>th</sup> Grade Teacher: <i>Group work, pair work, individual</i>
13.How do you correct your students mistakes:  a)While speaking b)Wait for them to finish	4 <sup>th</sup> Grade Teacher: <i>While speaking</i>  9 <sup>th</sup> Grade Teacher: <i>Wait for them to finish</i>

**Table 2 – Teachers questionnaire**

The teacher who teaches 9th grades had a Ph.D. and had an experience of more than 10 years whereas the teacher who teaches 4th grades had a Master's Degree and had less than 5 years of experience in teaching. The results show that different grades have different needs. It was even better that the two teachers had different qualifications. Because of that, we can see what a more experienced teacher prefers to use in contrast with the other less experienced.

Both teachers agreed that interaction is a crucial factor that makes a classroom more effective when it comes to developing communication skills. The other answers that were given by them were actually expected based on the grades they teach since different age has different needs.

#### 4.5 Results from the students' questionnaire

This part presents the results of the student's questionnaire. The questionnaire consisted of 15 questions.

##### Q1. How would you rate your interactive tasks in the classroom?

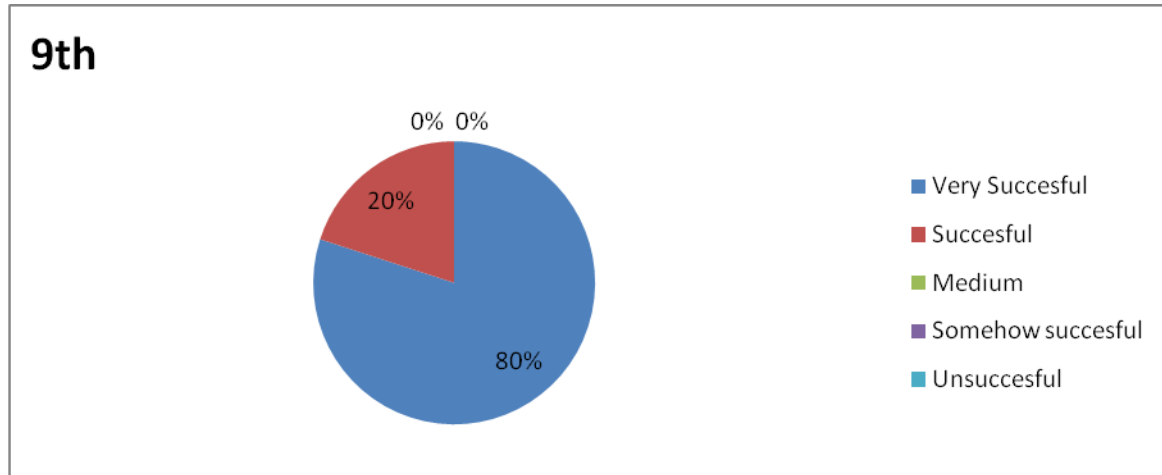
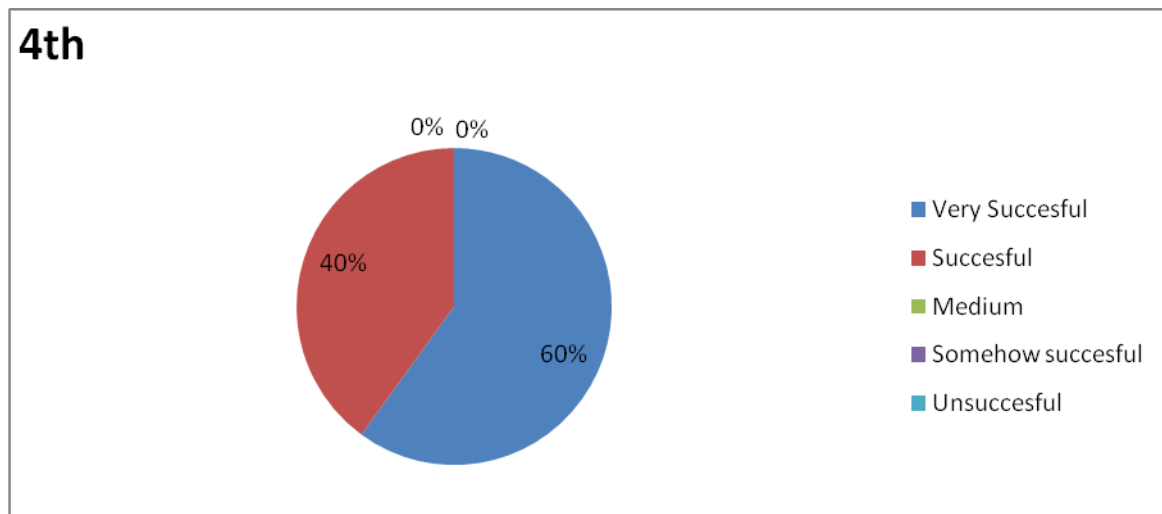


Figure 2- The rate of interactive tasks in the classroom

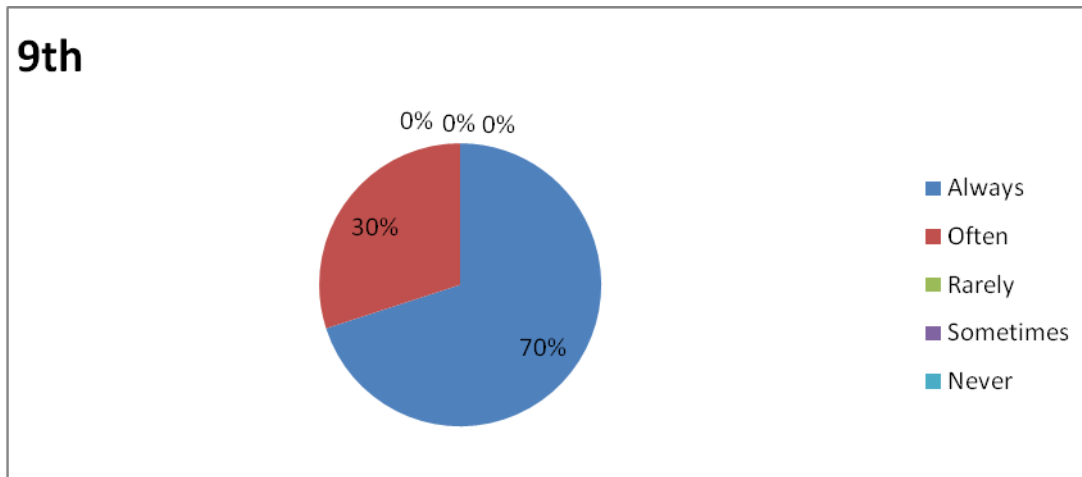


**Figure 3-** The rate of interactive tasks in the classroom

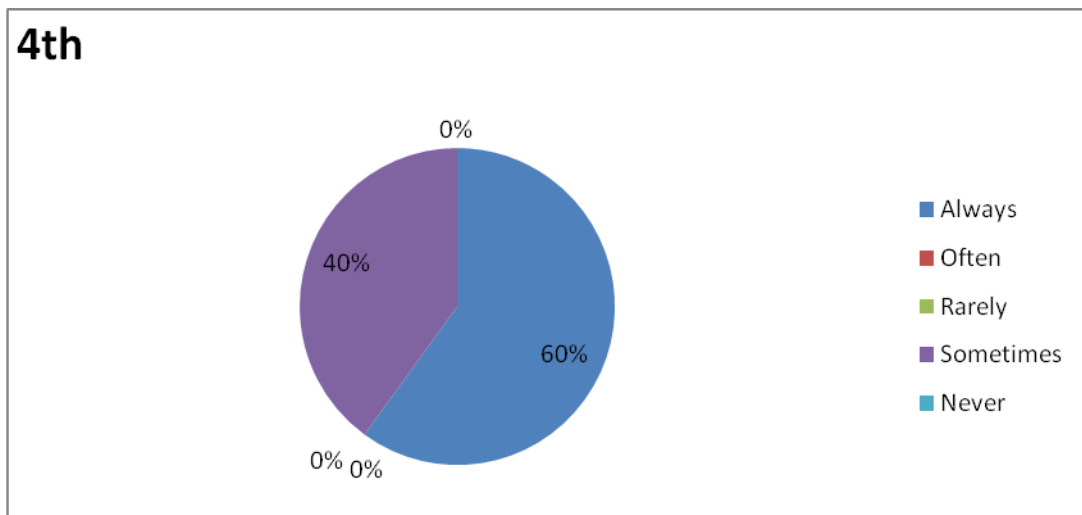
As seen, we have two different charts that present two different opinions toward interactive tasks in the classroom. The above results shown are from the 9th grade and the below ones are from the 4th-grade pupils. As for the 9th grade, 80 percent of them said that they consider them very

successful whereas 20 percent consider them as successful. From the 4th grade, the results show that 60 percent of the pupils consider interactive tasks very successful whereas 40 percent consider them successful.

## Q2. How much does interaction take place in your classroom?



**Figure 4-** Interaction Frequency in classroom



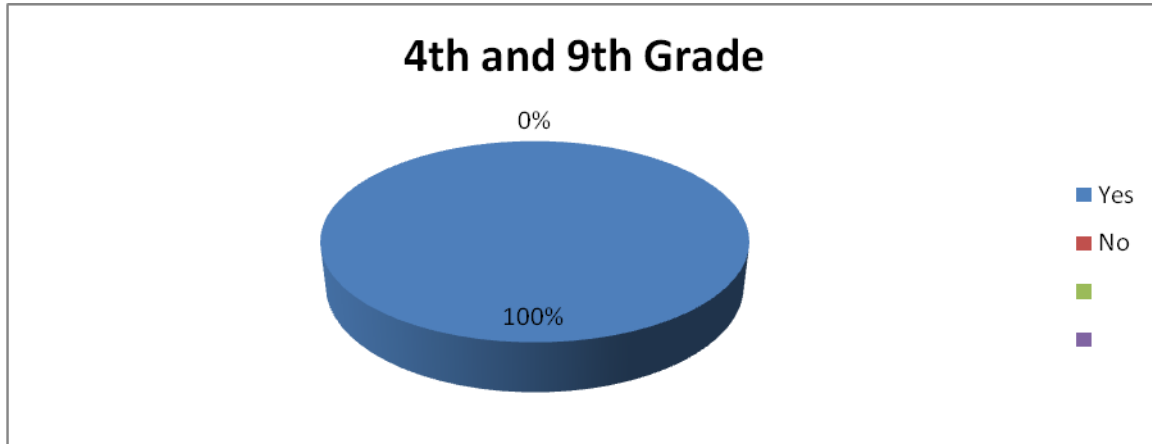
**Figure 5-** Interaction Frequency in classroom

The second question was about the frequency of interaction in the classroom. Both classes had different opinions regarding this, with the 9th-grade pupils where 70 percent of them answered with always and 30 percent of them answered with often and on the other side with the 4th-grade



pupils where only 60 percent of them answered with always and 40 percent answered with sometimes.

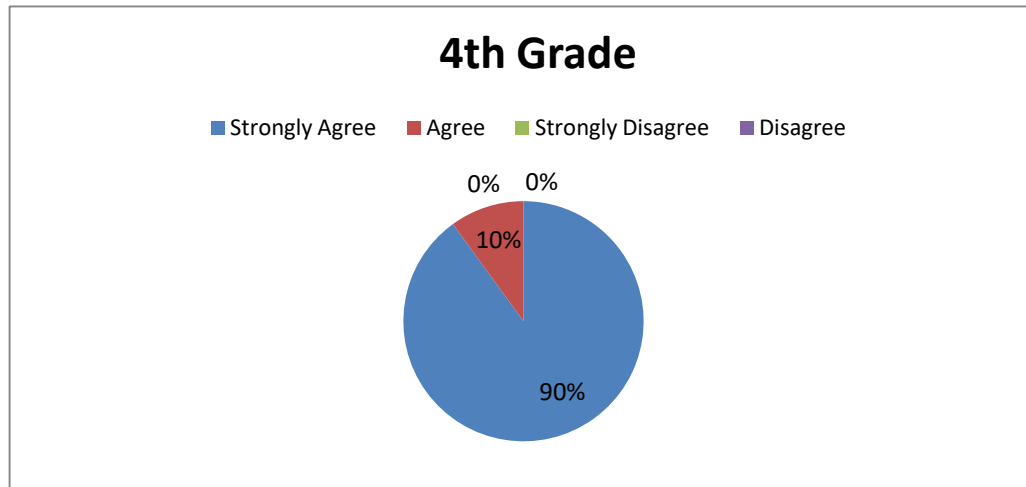
**Q3. Does technology promote interaction?**



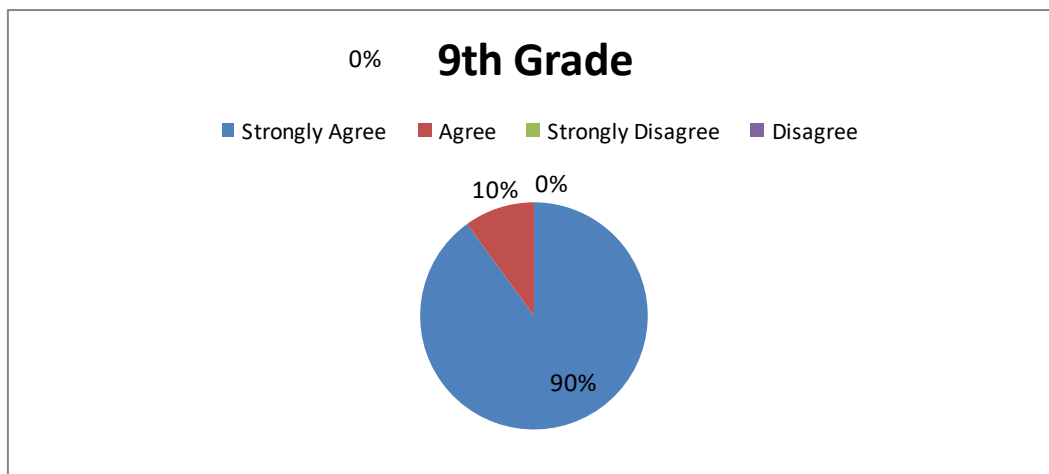
**Figure 6–** Technology usefulness

This question had to do with the promotion technology gives to interaction. Both grades agreed that technology helps, improves and develops their communication skill and also is crucial in nowadays learning of SL.

#### Q4. Classroom interaction is crucial for a development of communication skill



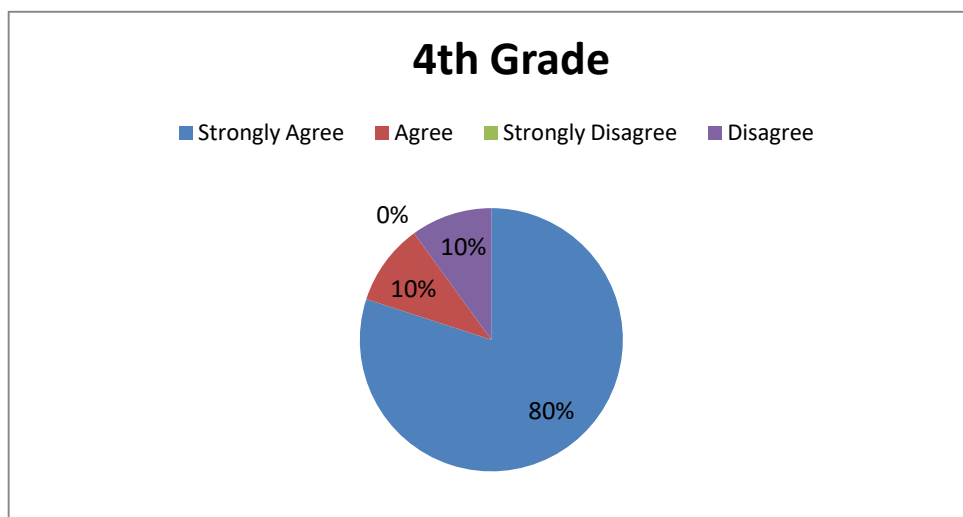
**Figure 7-** Classroom interaction effect on developing communication skill.



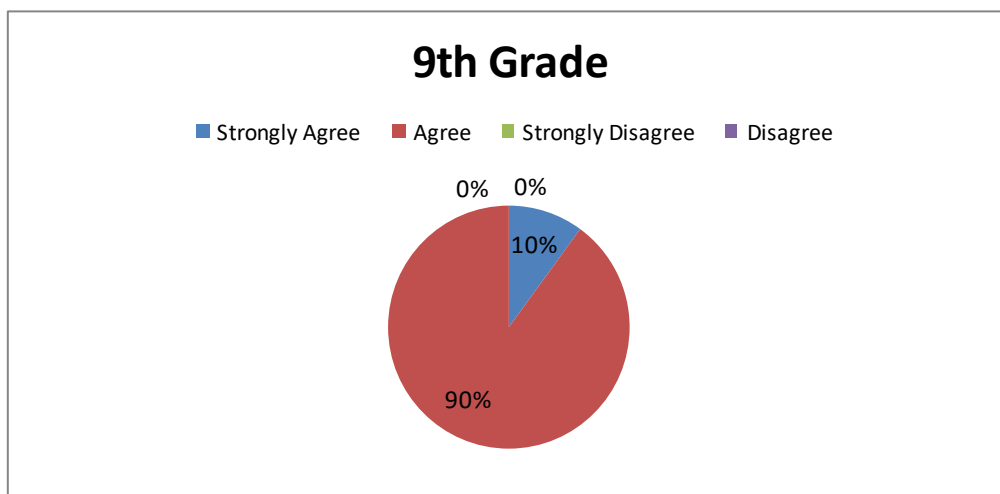
**Figure 8 -** Classroom interaction effect on developing communication skill.

The 4th question was about the impact interaction has on developing communication skills. Here both grades strongly agreed with 90 percent of the class that classroom interaction is crucial for communication skill development.

**Q5. Teachers encourage interactive tasks in the classroom.**



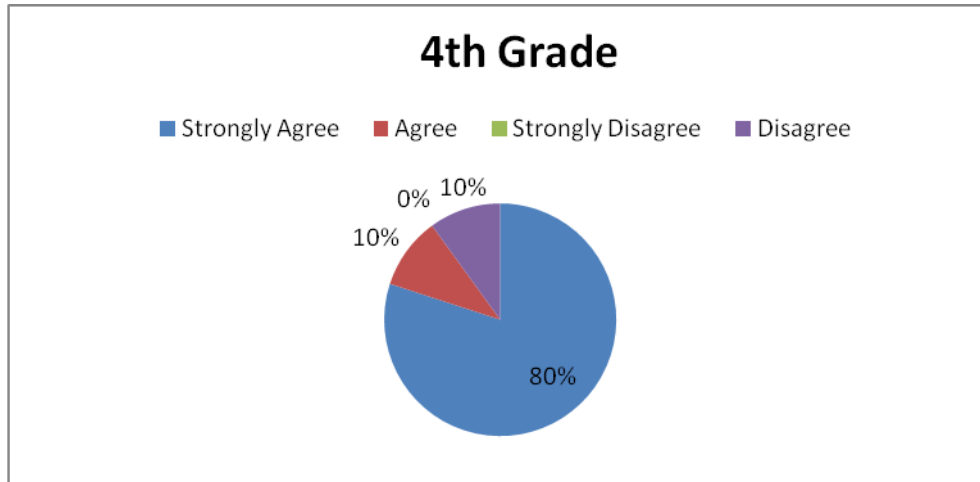
**Figure 9-** Encouragement



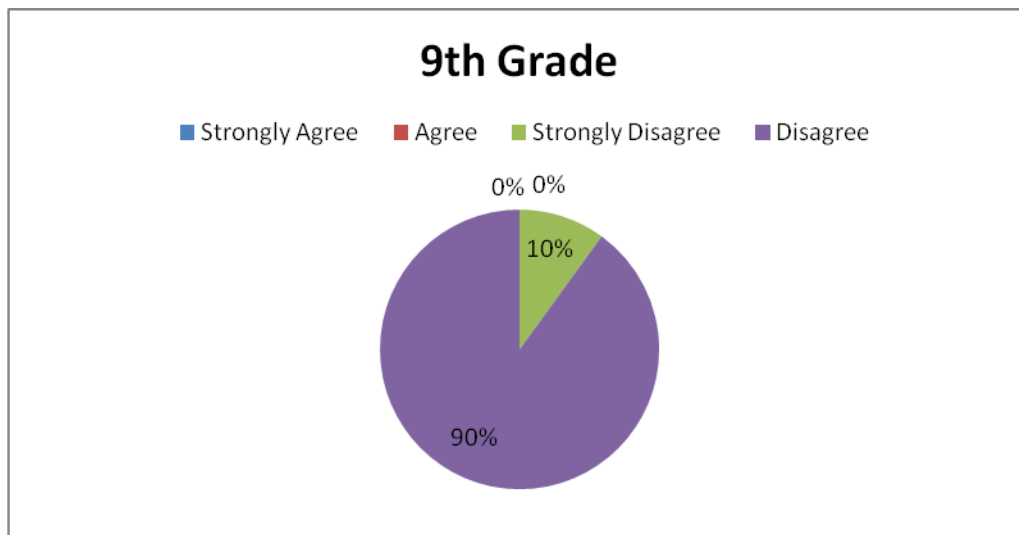
**Figure 10-** Encouragement

This question is very important for the research as encouragement is considered very important in teaching and especially in second language learning. As for the 4th-grade pupils, 80 percent of the class strongly agreed that their teacher encourages interactive tasks in the classroom, 10 percent agreed and 10 percent disagreed. As for the 9th-grade pupils, 90 percent of them said that they agree and 10 percent with the strongly agree option.

**Q6. Teachers should not allow students to use first language (L1) in the classroom to maximize interaction in L2.**



**Figure 11** – L1 and L2 in the classroom

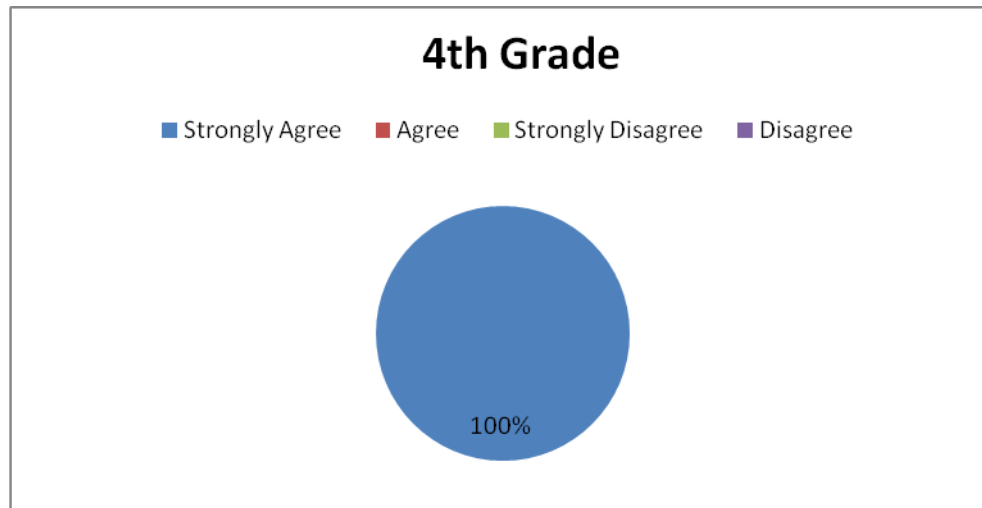


**Figure 12** – L1 and L2 in the classroom

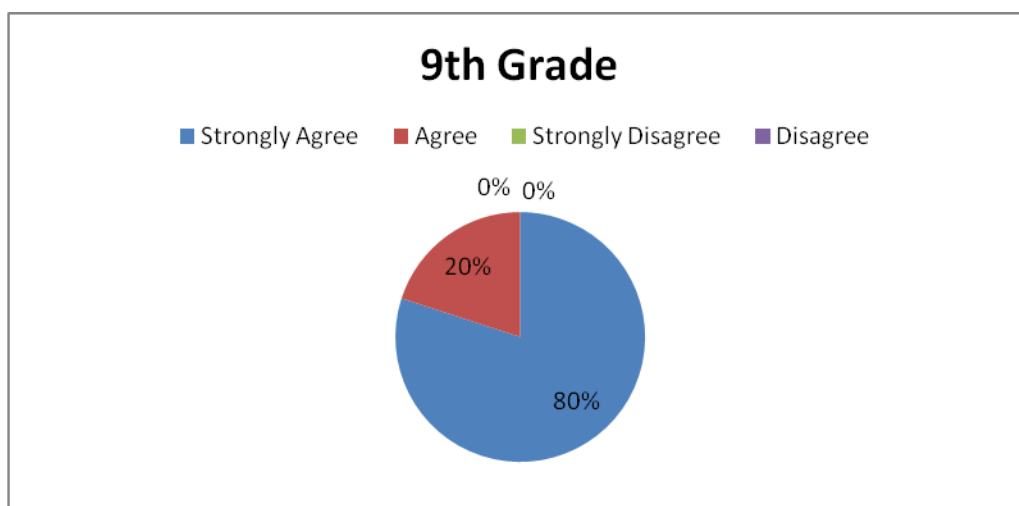
The 6th question was about if teachers should or not allow pupils to speak in Albanian in the classroom to maximize interaction in SL. 80 percent of the class from the 4th grade said that they strongly agree that the teacher should not allow them to speak them in Albanian. 10 percent said that they agree and 10 percent of them said that they disagree with this.

As for the 9th grade, almost all of them disagreed, with 90 percent who said that they disagree and 10 percent who said that they strongly disagree with this.

**Q7.Classroom interaction depends on teaching materials and techniques.**



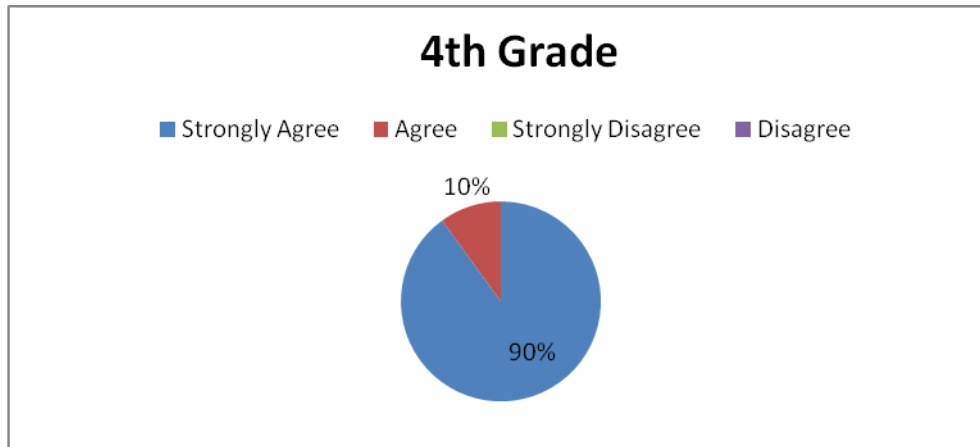
**Figure 13-** Materials and Techniques



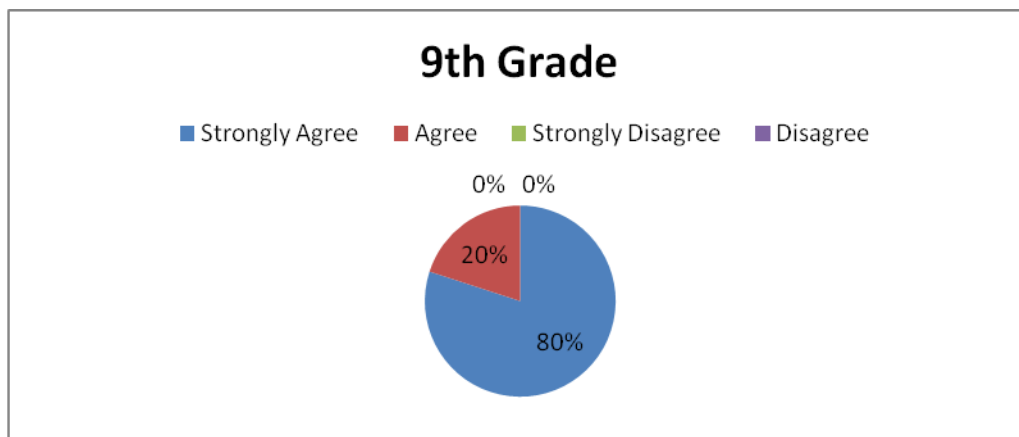
**Figure 14-** Materials and Techniques

It is known that techniques and materials that teachers use in the classroom are crucial in the aspect of reaching the goals and objectives. Pupils had this question as the 7th one and both grades strongly agreed that that the materials and techniques their teacher uses in the classroom are very important for them to learn.

**Q8. Group/pair work activities encourage interaction in L2**



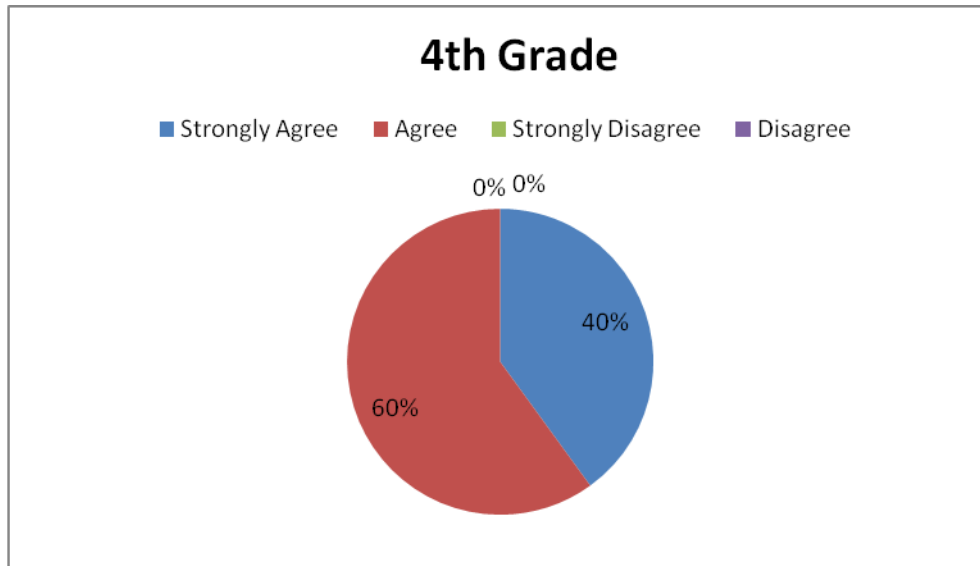
**Figure 15-** Group/pair work activities



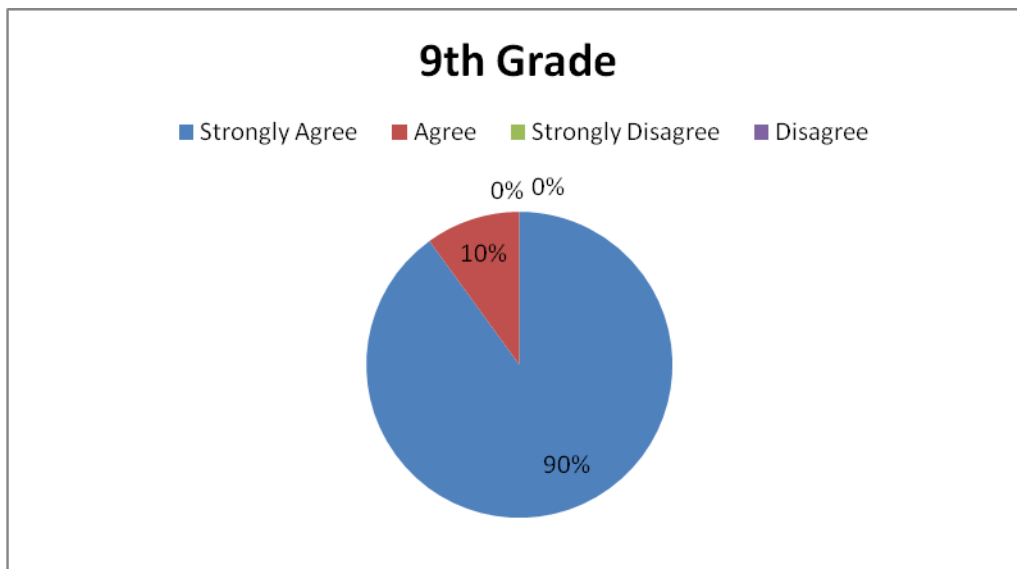
**Figure 16-** Group/pair work activities

It is known that the technique a teacher uses when teaching is very important, with each of them having their own benefits. This question was made to find out if group/pair work activities encourage interaction for the pupils of both grades. The 4th-grade pupils strongly agreed with 90 percent of them and 10 percent of them answered with the agree option. Almost the same results come out from the 9th grade as well where 80 percent of them said that they strongly agree and 20 percent said that they agree.

**Q9. Development of communication skill depends on classroom communication in L2.**



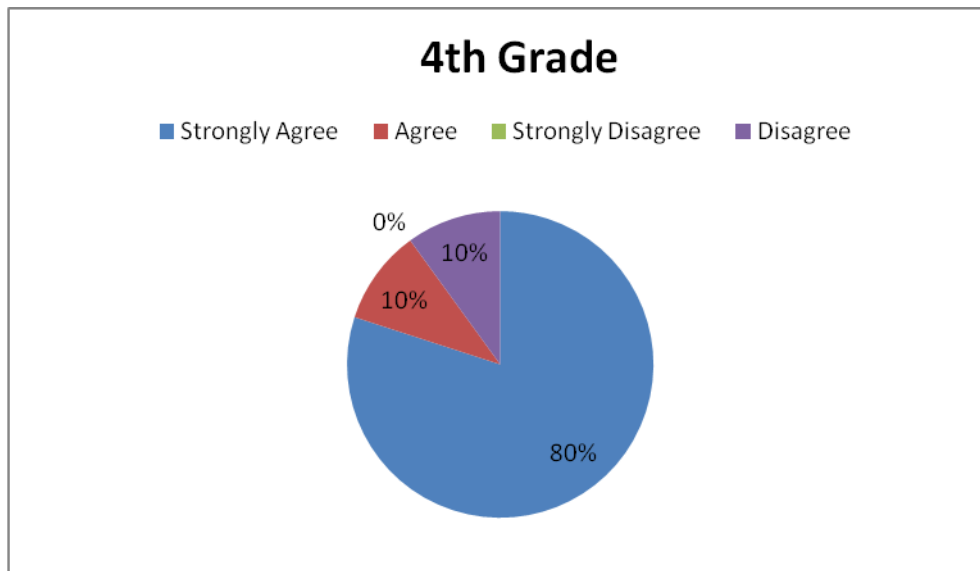
**Figure 17-** Communication skill development



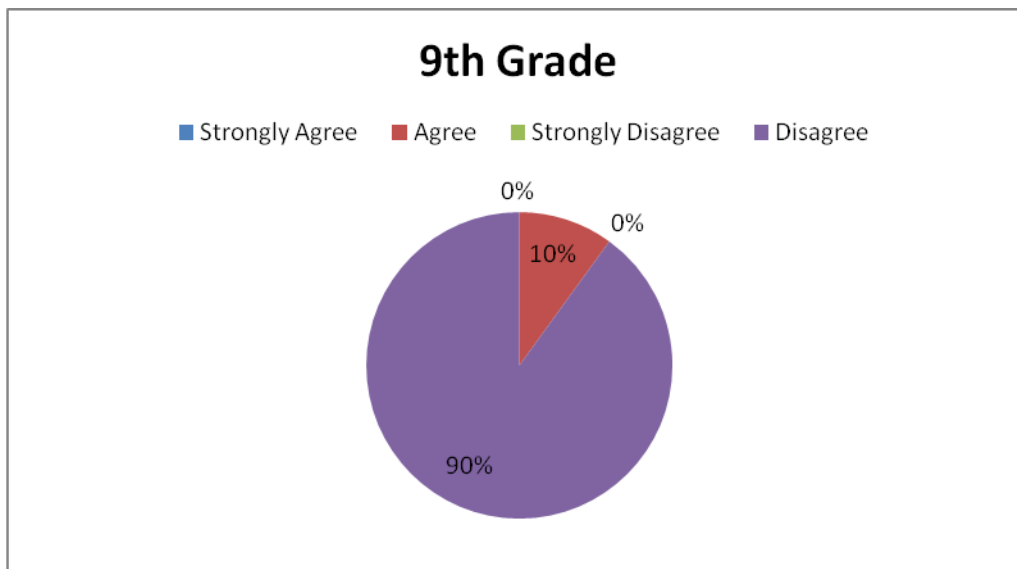
**Figure 18-** Communication skill development

Communication skill is developed during communication. As much communication occurs as much development is made. As for the 4th-grade pupils, 60 percent of them said that they agree and 40 percent said that they agree. The 9th-grade pupils said that they strongly agree with the 90 percent of them and 10 percent who answered with the agree option.

**Q10. Positive feedback increases student's interaction in L2.**



**Figure 19– Positive Feedback**

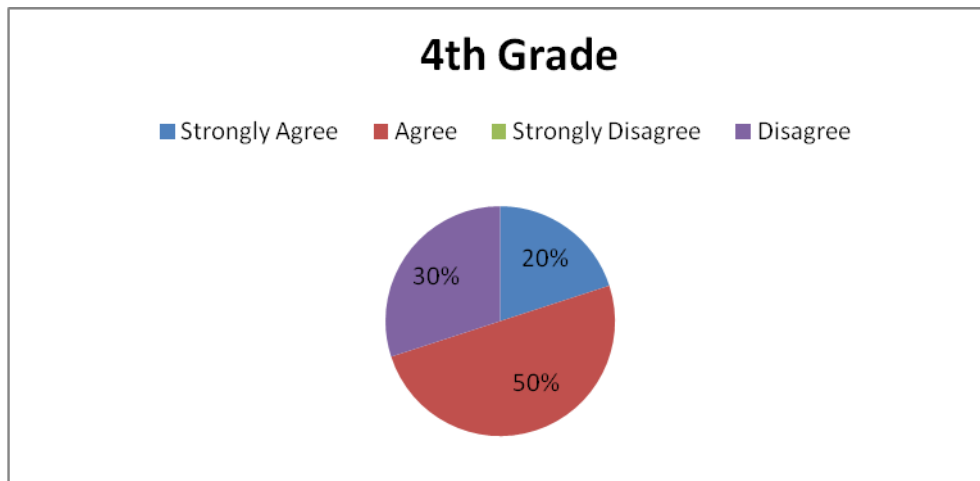


**Figure 20 – Positive Feedback**

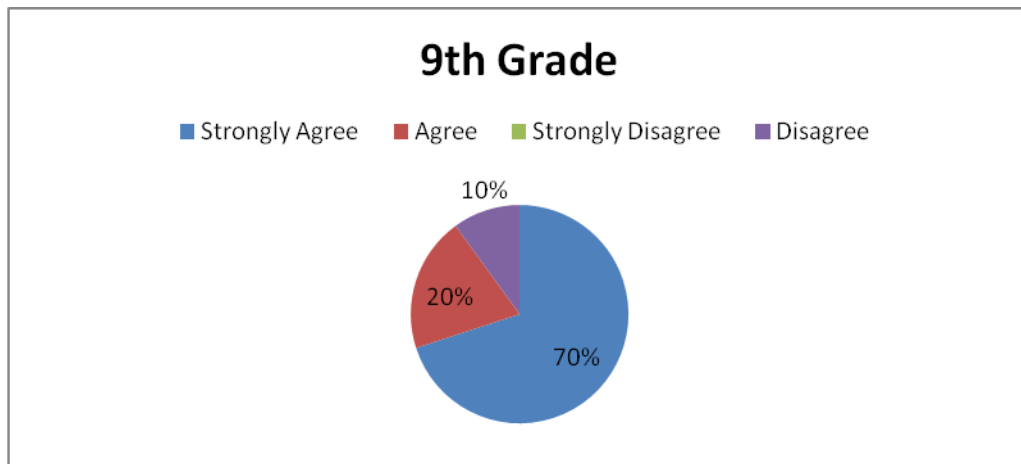
A positive mood gives positive results. 80 percent of the 4th-grade pupils said that they agree that they need positive feedback to interact in the classroom. 10 percent of them agreed and 10 percent of the disagreed. As for the 9th grade surprisingly 90 percent of them said that they disagree with this and only 10 percent of them agreed.



**Q11. Negative feedback is as important for learning as positive feedback.**



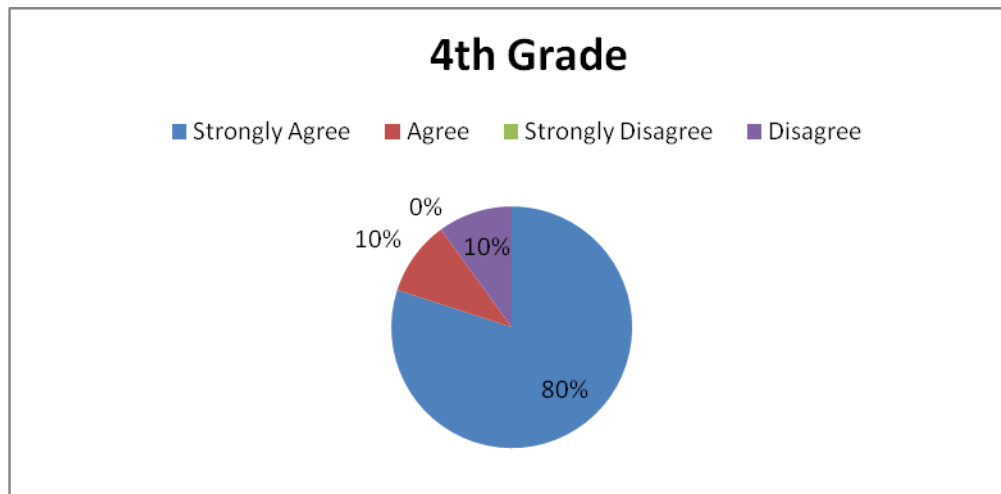
**Figure 21-** Negative Feedback



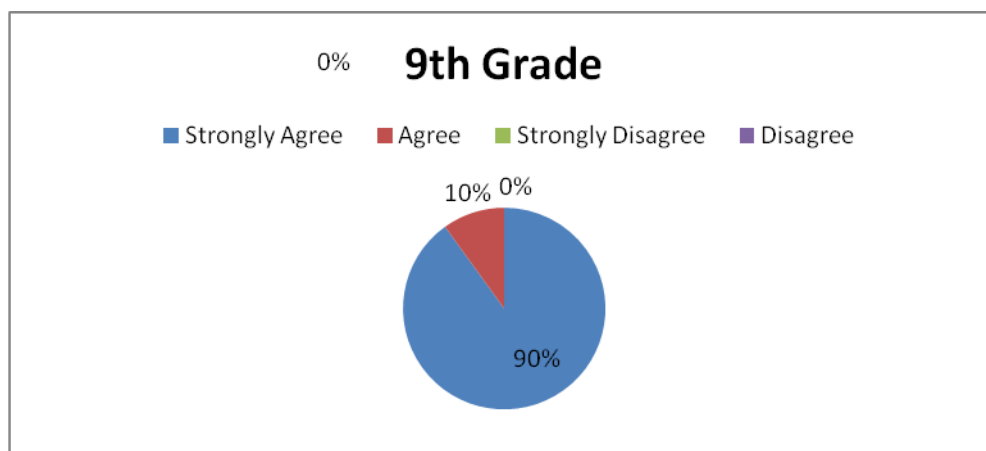
**Figure 22-** Negative Feedback

Negative feedback is as important as positive feedback. As for this question, 20 percent of them said that they strongly agree, 30 percent said that they disagree and 50 percent said that they agree. On the other side 70 percent of the 9th-grade pupils said that they strongly agree that negative feedback is important in learning, 20 percent said that they agree and 10 percent disagreed.

**Q12. Games and activities in classroom impact in the development of student's communication skill.**



**Figure 23-** Games and activities

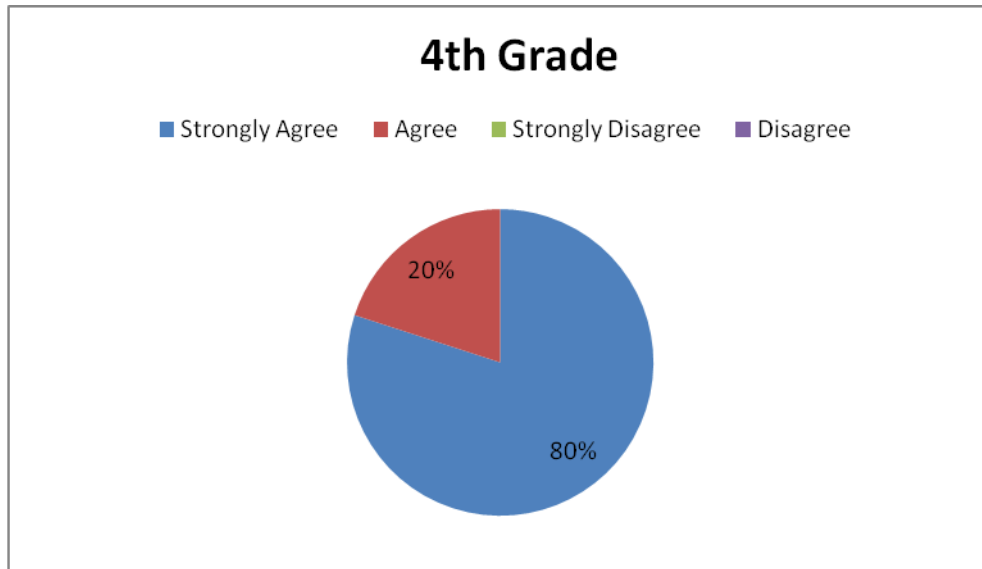


**Figure 24-** Games and activities

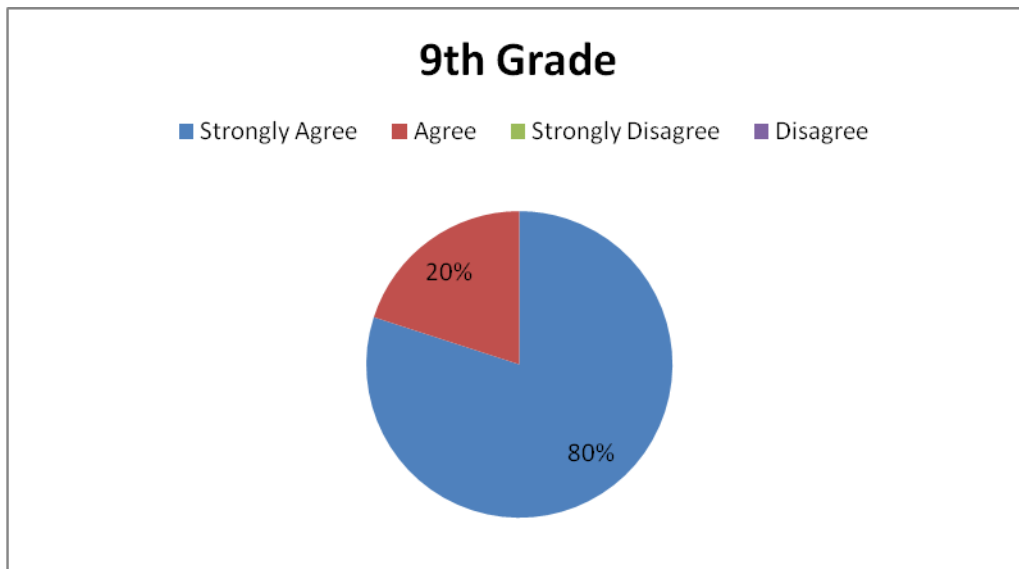
Games and activities play an important role in the classroom. The idea of using them in the classroom has most of the time led to positive results. This question was made to find out how much do pupils from both grades think games develop their communication skills. Results from the 4th grade show that 80 percent of them strongly agree, 10 percent agree and only 10 percent of them disagree. On the other side, we have the same results with the 9th-grade pupils. 90 percent of the class answered with the strongly agreed option and 10 percent answered with the

agree option, making this idea even clearer for every teacher that games are very preferred by almost every pupil.

**Q13. Students' motivation assists in desire to speak in the classroom and interact.**



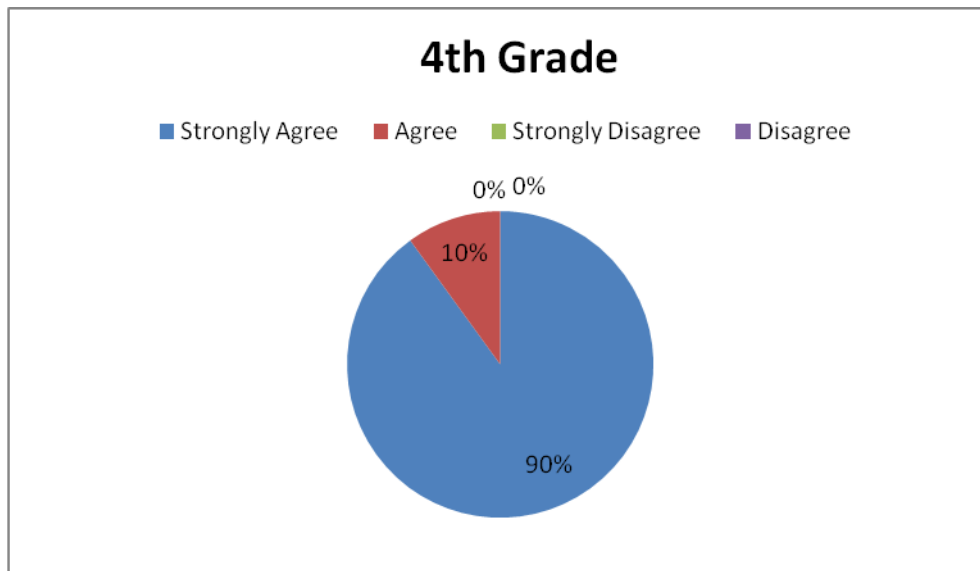
**Figure 25 – Motivation**



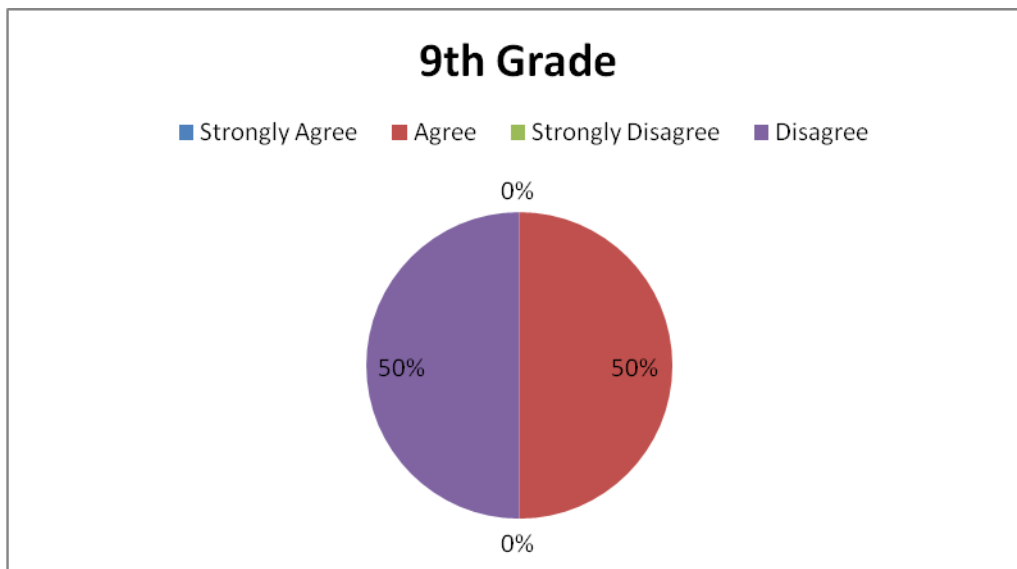
**Figure 26 – Motivation**

As seen above 80 percent of the class from both grades strongly agree that motivation assists in desire to speak in the classroom.

**Q14. Computer – based lessons are more stimulating to students than traditional lessons.**



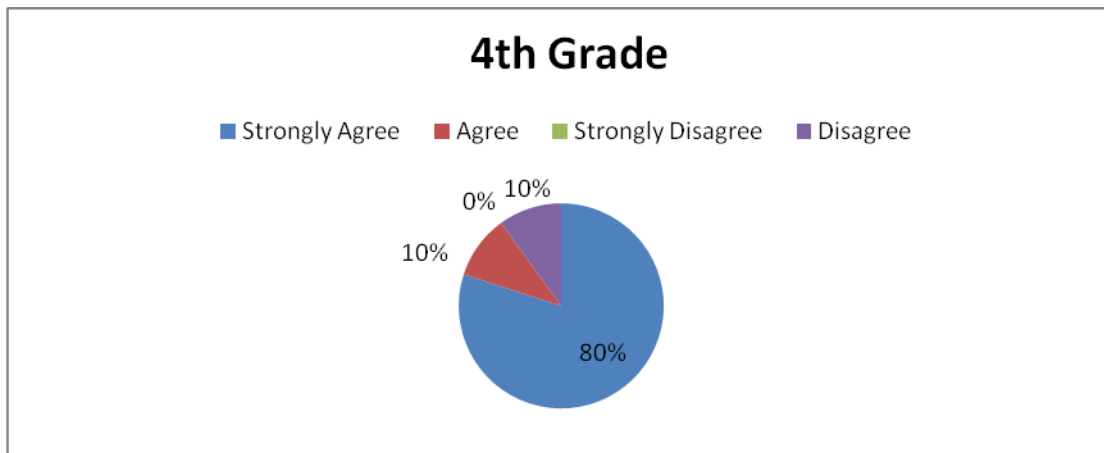
**Figure 27-** Modern and Traditional lessons



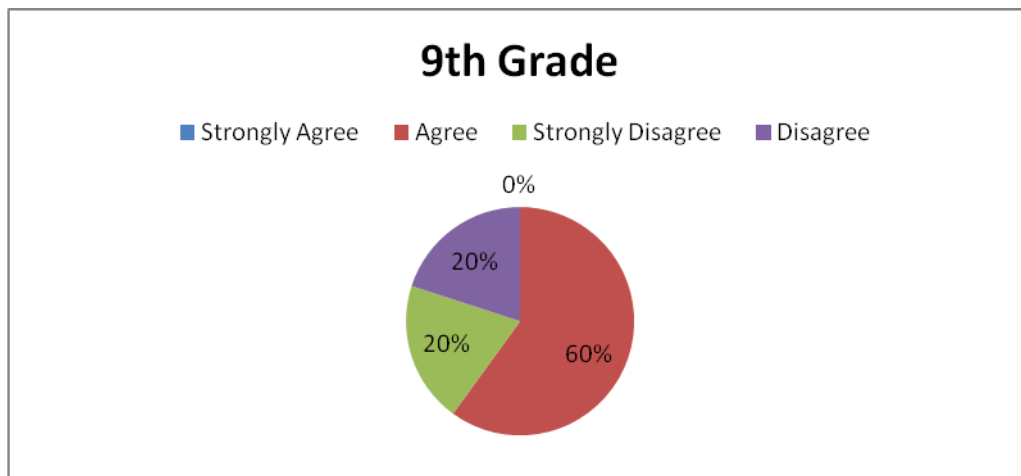
**Figure 28-** Modern and Traditional lessons

As seen above, almost everyone from the 4th grade agreed that computer-based lessons are more stimulating to students than traditional lessons. In the results from the 9th-grade pupils, 50 percent of them agreed and 50 percent of them agreed with this.

**Q 15. Students worry about making mistakes in the English classroom.**



**Figure 29** – Students’ attitudes toward classroom mistakes



**Figure 30** – Students’ attitudes toward classroom mistakes

As for the last question “*Students worry about making mistakes in the English classroom*” 80 percent from the 4<sup>th</sup> grade said that they agree with this, and 10 percent of them said that they don’t worry about making mistakes. As for the 9<sup>th</sup> grade 60 percent of them agreed that they worry about making mistakes in the classroom and 40 percent of them do not worry about making any mistake while speaking in the classroom.

In conclusion, this section showed the results from the lesson observation from the participants in the two classrooms where English teachers were keeping classes; it also showed the results in tables from the questionnaire that was prepared for the English teachers who teach the same

grades that the lesson observation was done. And in the end with charts were shown the results taken from the questionnaire that was made for pupils of both grades.

## 5. Conclusion and Recommendations

This research was about classroom interaction and the impact interaction has on developing student's communication skills. The reason this study was done is due to the lack of research on classroom interaction in English language classrooms. Before the study, three main questions were raised, and mainly the whole study was based on those questions. During this study, there were used two kinds of instruments that we thought would be the appropriate ones to find out the answers to the questions that were raised since the beginning of the study. To find the answer to the questions raised, questionnaires were prepared for the pupils and the teacher. Alongside with the questionnaires, a lesson observation was also a part of the research. An observation many times tends to get a better result than what is written in a questionnaire. The participants of the research were pupils from the 4th and 9th grade and two teachers who teach the mentioned grades.

The first question raised was *“What is the role of classroom interaction in developing students' communication skills?”* The results of the study show that the role of interaction in the classroom is huge. Interaction in the classroom helps in promoting communication in the classroom, which leads to an encouragement of pupils to speak, interact, and participate with classmates in activities that occur in the classroom. The role that interaction plays in the classroom is not only a technique that creates and opens doors to achieve the goals of a teacher for a certain lesson, but it also makes pupils learn that they should respect and listen to others' opinions and ideas as well.

The second question raised was *“What are the main factors that contribute to classroom interaction?”* A positive atmosphere brought to the classroom is one of the first huge factors that encourage pupils to interact since the beginning of the class. The results from the study show that teacher is the main factor who promotes interaction. Some of the most important factors that

contribute to classroom interaction are the materials that the teacher chooses to use in the classroom. Materials and techniques that a teacher uses in the classroom are the teacher's responsibility and he should choose ones that are simple, comprehensible, useable, to stimulate and motive them to interact. Using projectors in the classroom to play videos, show images and play sounds is one another factor since most of the pupils use technology or at least are surrounded by technology every day. Using projectors or laptops in the classroom makes the school an environment that makes pupils more feel more comfortable since most of the like learning in a modern system rather than a traditional one.

The third question raised was "*How do teachers and students evaluate such processes in developing communicative skill?*" With a combination of answers taken from the questionnaire and the lesson observation it can be said that teachers and students share the same idea that these processes contribute to creating a classroom where interaction, motivation, positivity, equality prevails.

Besides, hypotheses were a part of this study as well which were all confirmed. Lesson observations that were done in the public primary school supported all three hypotheses.

*"The role of classroom interaction is an essential factor that is basic for communication development in the classroom."* This hypothesis was highly supported by both grades who participated in the study. A presence of interaction in the classroom with the combination of adequate materials and techniques stimulates pupils to speak, communicate, and develop their communication skills.

The second hypothesis of the study was also confirmed *"Main factors that contribute to classroom interaction are a positive teacher, a warming atmosphere created by the teacher in the*



*classroom, presentations, the use of technology, different activities such as discussions, critical thinking, and games which lead to an atmosphere where almost every student in the classroom would like to be a part of.*”, since pupils from both grades confirmed by answering the questionnaire and by participating in the lesson observation that a positive teacher encourages a warm atmosphere, motivates them to speak. Using technology such as projectors or laptops tends to motivate and encourage pupils to learn, ask questions, and participate in activities such as games, presentations, and other activities that occur in the classroom.

The third hypothesis was also confirmed, “*Evaluation is very important in education because it gives teacher feedback on how well its students are progressing and where is still a place to improve*”. Feedback is crucial when it comes to education. Its importance is highly valued by teachers and pupils at the same time. Based on the results teacher and pupils both consider feedback crucial when it comes to development, improvement, and a part of the interaction. Feedback helps teachers track the progress of their pupils and at the same time, it gives pupils opportunities to improve and develop their communication skills.

## **Recommendations**

Interaction in the classroom as a process is finding room in every class in every nowadays schools around the globe. As mentioned in this study, the benefits of interaction are countless. Interaction in most of the cases is encouraged by the teacher. After the study is completed, recommendations are given. As teachers are the promoters of interaction in the classroom, it is recommended that English teachers who seek to develop their pupil's communication skill should interact more with their pupils, allow each pupil to speak, even if the pupil is not a good English speaker, but not force them to speak. By allowing every pupil to speak, pupils tend to express themselves, see their mistakes and in this way, the teacher can feedback them. Feedback given to the pupils should always be positive since they tend to motivate pupils to speak. Pupils always welcome a positive atmosphere brought by their teacher.

A positive atmosphere in the classroom makes pupils comfortable and encourages them to interact. Using projectors in the classroom is another recommendation to every SL teacher since that will help them see visually what is being taught and listen.

Interaction is a process that promotes communication between two or more people and as a fact of that, the last recommendation to the teachers is to try to make a student-centred classroom where pupils could freely participate and express their ideas, and develop their communication skill.

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# Appendices

## Appendix 1

### Teachers' Questionnaire

#### Classroom Interaction and its Impact on Developing Student Communication Skill

Dear colleague,

This research is designed to investigate classroom interaction and its impact on developing student communication skill. This questionnaire will be used for my Master Thesis. Please, be informed that all the collected data is confidential and will only be used for research purposes. So, I will be grateful if you respond to the following sentences honestly as your answers will help me to better understand the process of classroom interaction.

*Please, insert (√) in the appropriate space given:*

▪ Age:

a) 20-30 \_\_\_\_\_

b) 30-40 \_\_\_\_\_

c) 40-50 \_\_\_\_\_

d) 50-65 \_\_\_\_\_

▪ Gender: Male \_\_\_\_\_ Female \_\_\_\_\_

▪ Qualification:

Bachelor Diploma BA \_\_\_\_\_ Master Diploma MA \_\_\_\_\_ Doctorate Diploma PHD \_\_\_\_\_

▪ Teaching Experience:

- a) more than ten years \_\_\_\_\_
- b) five-ten years \_\_\_\_\_
- c) less than five years \_\_\_\_\_
- d) One or less than one year \_\_\_\_\_

1. Please answer with a tick (✓) on the spaces given

Statement	Strongly agree	Agree	Strongly disagree	Disagree
1. Classroom Interaction is crucial for a development of students communication skill				
2. SL teachers promote interaction tasks in the classroom				
3. Pupils are enough engaged with activities in the classroom				
4. Use of technology (laptops, projectors) tools promote classroom interaction				
5. Motivation is crucial in SL				
6. Games and activities in classroom assist in the desire of pupils to speak in the classroom				
7. Presentation helps students				

improve and develop their communication skill				
8. Feedbacks are essential in 2L				
9. Student-centred classroom lead to higher motivation in regard to interaction				

*Please answer with a tick (✓) on the spaces given*

10. Which one of the following technology tools do you use in the classroom as a learning tool?

- a) Laptop \_\_\_\_\_
- b) Projector \_\_\_\_\_
- c) None \_\_\_\_\_

11. What kind of activities do you think encourage students' interaction the most?

- a) Games \_\_\_\_\_
- b) Presentations \_\_\_\_\_
- c) Ask and answer \_\_\_\_\_
- d) Reading \_\_\_\_\_

12. Which of the following form do you use in classroom:

- a) Group work \_\_\_\_\_
- b) Pair work \_\_\_\_\_
- c) Individual \_\_\_\_\_

13. How do you correct your student's mistakes?

- a) While speaking \_\_\_\_\_
- b) Wait for them to finish \_\_\_\_\_

**Thank you for your time!**



## Appendix 2

### Student's Questionnaire

#### Classroom Interaction and its Impact on Developing Student Communication Skill

Dear pupils,

The aim of this questionnaire is to investigate your attitudes towards classroom interaction as an impact which helps develop communication skills. This questionnaire will be used for my Master Thesis. Please, be informed that all the collected data is confidential and will only be used for research purposes. So, I will be grateful if you respond to the following sentences honestly as your answers will help me to better understand the process of classroom interaction.

Thank you.

Age: \_\_\_\_\_

Institution: \_\_\_\_\_

Grade: \_\_\_\_\_

Gender: F M

**INSTRUCTIONS:** Please rate how strongly you agree or disagree with each of the following statements by ticking or circling one of the given choices,

1. How would you rate your interactive tasks in the classroom: (*circle*)
  - 2.
  3. *Very successful    Successful    Medium    Somehow successful    Unsuccessful*
  - 4.
2. How much does interaction take place in your classroom? (*circle*)
  - 5.
  6. *Always    Often    Rarely    Never    Sometimes*
  - 7.
3. Does technology promote interaction?

	<i>Yes</i>	<i>No</i>
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Please answer with a tick in the following statements

Statement	Strongly agree	Agree	Strongly disagree	Disagree
<b>4.</b> Classroom interaction is crucial for a development of communication skill.				
<b>5.</b> Teachers encourage interactive tasks in the classroom				
<b>6.</b> Teachers should not allow students to use first language (L1) in the classroom to maximize interaction in L2				
<b>7.</b> Classroom interaction depends on teaching materials and techniques.				
<b>8.</b> Group/pair work activities encourage interaction in L2.				
<b>9.</b> Development of communication skill				

depends on classroom communication in L2				
<b>10.</b> Positive feedback increases students' interaction in L2				
<b>11.</b> Negative feedback is as important for learning as positive feedback.				
<b>12.</b> Games and activities in classroom impact in the development of students' communication skill.				
<b>13.</b> Students' motivation assists in desire to speak in the classroom and interact				
<b>14.</b> Computer-based lessons are more stimulating to students than traditional lessons.				
<b>15.</b> Students worry about making mistakes in the English classroom				

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix 3

### Lesson Observation

Teacher:

Observer:

Number of students:

Date:

Time:

Observation rating:

1	2	3	4	5
Not effective	Minimally effective	Effective	Highly effective	Exceptional

<i>Lesson aims</i>	<i>Observation rating</i>	<i>Additional comments</i>
<b>1. Interactive patterns used in the classroom</b>		
<ul style="list-style-type: none"><li>In the lesson are used different interaction pattern to Increase students' participation.</li><li>The teacher implements the tasks through open class, pair work, and group work activities.</li><li>Teacher asks about student's mood in the beginning of the class.</li></ul>		
<b>2. Make Input Comprehensible</b>		
<ul style="list-style-type: none"><li>Uses body language, visuals, technology and manipulative to communicate meanings. e.g., facial and hand gestures, pictures, actual objects.</li><li>Makes frequent use of comprehension checks that require learners to demonstrate their understanding. Students can articulate what they have learned and can apply it through an assignment or activity.</li></ul> 8.		
<b>3. Promoting students output</b>		

<ul style="list-style-type: none"> <li>• Student-centred activities. e.g. debates, presentations, peer cooperative work, peer and group teaching, technology-based activities</li> <li>• All students are provided with the opportunity to participate and speak. The teacher uses grouping techniques such as pair work, think-pair-share, small groups, etc.</li> </ul>		
<b>4. Students' feedback</b>		
9. <ul style="list-style-type: none"> <li>• The teacher is able to 'read' students understanding and adjust the progress of the lesson accordingly.</li> <li>• The teacher takes feedback in a way that maintains students' interest and motivation.</li> <li>• Uses different kinds of feedback. The teacher uses both forms of feedback (explicit and implicit).</li> </ul> 10.		
<b>5. The motivational environment that promotes interaction</b>		
<ul style="list-style-type: none"> <li>• Designs a lesson that incorporates collaborative tasks, roles and interaction consistent with L2 learning.</li> <li>• Creates numerous opportunities for students to speak.</li> <li>• Students are the centre of all activities and teacher plan is based on pair/group work activities to increase interaction.</li> <li>• Students speak more than the teacher. Peer-cooperative work encourages equal participation.</li> </ul>		1.