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**Implementing the IPD pattern of interaction as a  
possible alternative to the IRF to enhance  
students' classroom interaction**

*Case of First-Year Students of English at the University of Béjaia*

A dissertation submitted in partial fulfillment of the requirements for the degree of Master in didactics of the English language

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# *Dedication*

*To my parents to whom I owe my success.*

*To all my family members especially my sisters: Dalila, Naima, Nabila and  
Nora.*

*To my cousin Mohand Amokrane.*

*To all my friends especially Sabiha Bouti, Pacina Benhadj, and Idir  
Phibane.*

*To everyone who loves me.*

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To Dr. Maouche to whom I owe respect,

And to everyone who helped me even with a word

## **Abstract**

This research proposes a pattern that aims to foster interaction and increase the Student Talk Time (STT). The pattern has been experimented with the first-year classes of English at the University of Abderrahmane Mira of Béjaia and the data were gathered by means of a classroom observation checklist and a stopwatch besides interviewing the participants (the students of the experimental group and their teacher). The results have shown that the mean length of Teacher Talk Time (TTT) in the experimental sessions is less than the mean length of TTT in the control sessions, whereas, the mean length of STT in the experimental sessions is more than the mean length of STT in the control sessions. Thus, the findings show relevancy to the research hypothesis that claims that the IPD increases students talking time and promotes classroom interaction more than the IRF.

**Key words:** classroom interaction, Initiation-Performance-Discussion (IPD), Initiation-Response-Feedback (IRF), Student Talk Time (STT), Teacher Talk Time (TTT).

## Glossary

**Action Research:** is a research done by teachers and researchers to improve their own teaching. It follows a determined cycle: investigation, action, re-investigation (Ur 1991).

**Classroom Interaction:** it is a noticeable type of discourse that occurs in the classroom. It is very important for the success of the lesson; thus, it has to be managed by everyone taking part in it and not only by the teacher (Nunan 1993).

**Classroom Observation Checklist:** is a paper consisting a set of categories usually prepared by a researcher to record teaching and learning behaviours (Lightbown & Spada 2006).

**Communication:** it is the mutual exchange between two or more people. It concerns both written and spoken language (Oxford 1990).

**Comprehension:** according to Anderson & Lynch (1988), comprehension involves degrees of understanding. It is like an axis, at one end of it there is a total non-comprehension in which the interlocutor does not even hear what is said. At the other end, there is to a total comprehension in which the listener has completely heard the message and successfully interpreted it. What is between the two points are the intermediate levels of comprehension in which the interlocutor may hear all the message but cannot interpret it, hear only some words but cannot interpret them, or hear only some words and cannot fully understand them without being able to hear the rest of the message (Bygate *et al.* 2001)

**Error:** it is a total deviation in the use of a target language which is the result of the gap in learners' knowledge (Ellis 1997).

**Exchange:** according to Sinclair & Coulthard (1975 in Nunan 1993), an exchange is the basic sequence of interaction. It consists three moves: an opening move, a responding move, and a feedback move. Nowadays, the exchange is known by the acronym IRF.

**Experimental Study:** it is a research designed to test a hypothesis about the impact of a specific variable on another. It usually comprises two groups: one is called the experimental group and the other the control group. These two groups are similar at all levels except for the absence or presence of the investigated variable which is called the treatment (Seliger & Shohamy 1989).

**Interactive Learning:** it is to learn through interaction (Brown 2001).

**Interview Schedule:** the space provided after each question in an interview to record the information produced by the interviewee (Seliger & Shohamy 1989).

**IPD Pattern:** it stands for Initiation-Performance-Discussion. It is a proposed pattern of classroom discourse in which the **I** and the **P** are done by the students, and the **D** is done by the whole class interactively. It is the pattern of interaction which is explored in this research aiming to foster students' classroom interaction.

**IRF Pattern:** an acronym that stands for Initiation-Response-Feedback. It is a pattern of classroom discourse in which the **I** and the **F** moves are done by the teacher, whereas the **R** move is done by the students (Brown et al. 2006; Lightbown and Spada 2006; Van Lier 1996)

**Lockstep:** it is the traditional teaching situation where all the students are locked into the teacher and the same activity. In the lockstep, the teacher acts as a controller and assessor (Harmer 1983).

**Mistake:** it is a slight deviation in the use of the target language. It is reflected in the learners' inability to use what they know (Ellis 1997).

**Modified Interaction:** the modifications that teachers create in their talk to make it comprehensible to learners (Brown 2000).

**Move:** the basic unit of interaction in classroom discourse (Nunan 1993).

**Negotiation of Meaning:** it is what teachers and learners do while interacting to understand each other (ibid.).

**STT:** an acronym that stands for Student Talk Time. It is the time spent by the students when talking.

**Tally:** Cambridge Advanced Learner's Dictionary defines it as a record of a number of things.

**Turn-Taking:** refers to the way in which participants in a conversation hold the floor (ibid.).

**TTT:** stands for Teacher Talk Time. It is the time spent by the teacher when talking.

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***GENERAL***  
***INTRODUCTION***

## Introduction

Aiming to find out the best way to promote and facilitate the processes of learning and teaching in recent years; researchers shifted from an emphasis on *what* students learn –that is, the *outcome* of language learning, to a focus that also includes *how* students acquire the language –that is, the *process* by which the intended outcome is achieved. Thus, there has been a shift from the teacher-centred approach to the teacher-assisted approach.

### 1. Statement of the Problem

As the English-language-teaching profession has come to espouse the principles of learner-centeredness, most English-language teachers have exploited the traditional way of teaching (this became more obvious after deep observation for first year students at the University of Abderrahmane Mira of Béjaia). Indeed, neither foreign-language learners are still regarded as empty recipients waiting for linguistic items to be poured into their minds, nor are foreign-language teachers seen as “*sage on the stage*” (van Lier 1996: 25), responsible for transmitting knowledge to learners who are at the core of the learning process, seeking to create their learners’ understanding of the world of the language being learnt. But most of them (teachers) just reveal the opposite, as cited in Brown (2001: 47) “*Some teachers shy away from the notion of giving learners the power associated with a learner-centered approach. Such restraint is not necessary...*”

Interaction is one of the important classroom variables to promote in any language education. And the IRF (Initiation-Response-Feedback) model dictates a traditional pattern of classroom discourse in which teachers’ speech tend to occupy two-third of the lecture time, with the remainder –one-third, divided among the students (Legarreta; 1977 and Ramirez et al.; 1986 in Chaudron 1988). In this sense, teacher-student exchanges reflect the inequality of their participants’ roles and even most students just do not have any opportunity to speak in the classroom, despite the fact that the word *conversation* implies equality (Tharp and Gallimore 1988 in Van Lier 1996).

The main problem here is that the learning of the English Language at the University of Béjaia is much more characterized by teachers dominating classroom interaction during which students’ role is reduced to a one of responding teachers’ questions. In this sense, the

classroom interaction is characterized by the use of the IRF pattern that educational reforms call for its modification (Brown et al.; 2006: 472).

## 2. Research Questions

Since classroom interaction becomes the process by which teachers teach and learners learn languages, so these questions may arise:

- ◆ Will the proposed pattern –the IPD, really promote classroom interaction and increase STT more than the IRF?
- ◆ How do teachers and students find classroom interaction through the IPD during the experimentation period?

## 3. Hypothesis

The classroom context in which the students learn English gives many chances for language use during which the majority of them can show true oral capacities. Therefore we hypothesize that:

Using the IPD pattern of interaction will likely give more opportunities for learners to use the English language interactively in the classroom, and will likely motivate the students to engage in further communication. In this sense, Ellis speculated,

*“L2 learners obtain more practice in the TL, and are more motivated to engage in further communication when they have greater opportunities to speak [...] and when they achieve successful communication.”* (1980 Cited in Chaudron, 1988: 9)

## 4. Aim of the Study

As any subject matter in the Algerian educational establishments, the study of English is pushed by a big question of *how* to teach it to achieve a high level of communicative-language ability. Collie & Slater (1987: 7) posit, *“The perennial problem of how to teach languages has in recent years become increasingly guided by the dominant aim of promoting the learner’s communicative competence”*. Most linguists experimented the usefulness of instructional conversation and found it to be very beneficial to learners. So opportunities for



using this language in the classroom context should be given to the students so as the classroom talk time may be divided almost equally between all the members of the class including the teacher; in order to reserve at least one turn for each student in every lesson.

In this respect, the potential effectiveness of another pattern of classroom interaction will be researched in this paper. It is the **IPD** (**Initiation-Presentation-Discussion**) pattern.

## 5. Significance of the Study

Although, Lynch (1996: iii) points out “*there is no guarantee that any specific research findings necessarily helps teachers to teach and learners to learn.*” And Widdowson (1990: 27 in Lynch 1996: iii) asserts that “*We cannot expect that the experience and experiments of other people in other places occupied with other problems will produce answers off the peg which will fit our particular requirements.*”; but it is hoped that this classroom-oriented research can guide the teachers, researchers, curriculum developers, or administrators toward principles of effective teaching.

Additionally, it is expected the results of this research to be the model of interaction in the teaching-learning process in all modules so as to stop spoon-feeding the learners and change their attitudes and behaviors towards learning. Also, it is wished that these findings will be empowering other students to further the study in this field and to consider other aspects this humble work is not concerned with.

## 6. Scope and Limitations of the Study

This research is intended to give a contribution to attempt to improve the quality of teaching; but as any other research project, this one is bound by certain constraints that hampered and may hamper its progress. One of the limitations the researcher is facing is that of time – that is, the experimentation will not take a lot of time, which may influence negatively the research findings. Also, this new pattern cannot be experimented in all modules as was expected so as to prove its success and reliability. Additionally, the new pattern proposed here cannot be applied in the large classes (amphitheatres, as is the case at the level of the Algerian universities).

## 7. Research Design

### *a. Subjects*

The subjects who participated in this study are 51 students ranged in age from 18 to 29 with a mean age of about 20 years old. All of them are Algerian students in the department of English at the University of Béjaia.

In addition to their enrollment at the university, the subjects had had at least seven years of English education in both the middle and the secondary schools. Also five students reported having English education outside the established educational system i.e. in private schools.

All the participants claim that they rarely use English in the classroom since most of the talk is done by the teacher and almost in all modules (except in the sessions of oral expression). And when they do speak, it was in the form of a response to the teachers' question; despite the fact that they like to use English in the classroom in order to improve their proficiency in it and to overcome their shyness. This is why they all agreed with the notion of interactive learning mainly if it is really to help them reach the expected level of proficiency in English language.

Additionally, another participant in this study is the teacher of the participants mentioned above. Her main role besides teaching and participating in classroom discourse will be to evaluate this pattern of interaction.

### *b. Instrumentation*

As the purpose of the present study is to minimize the commonly widespread *teaching cycle* (Bellack et al. 1966 in van Lier 1996) during lessons' instruction –that is, the IRF and to experiment the suggested-IPD model, and since interaction is behavioristic in nature, so observation is to be used to record whether the IPD really develops classroom interaction and engages all students in the lesson along with using a stopwatch to count the time spent by every student when speaking. This will also involve an observation checklist. In this sense, classroom-interaction time will be recorded completely naturally, so as the data which will be gathered will be representative of the normal practices of the observed subjects.

Additionally, in order to know the teachers and students' attitudes towards the IPD, inevitably an interview for both the teacher and the students in the experimental group will be required. The teacher's interview will aim to evaluate the pattern and to depict the teacher's attitudes towards changing her role in the classroom and giving more power for students, whereas the students' interview will be intended to the students in the experimental group to see whether they value the idea of being interactive learners and also shifting their roles in the language classrooms.

### **c. Procedures**

The researcher has chosen the first-year students because it is from the very beginning of language study that classrooms should be interactive as Rivers puts it:

*“Through interaction, students can increase their language store as they listen to or read authentic linguistic material or even the output of their fellow students in discussions, [...]. In interaction, students can use all they possess of the language –all they have learned or casually absorbed –in real-life exchanges. ... Even at an elementary stage, they learn in this way to exploit the elasticity of language.”* (1987: 4-5, In Brown 2001: 165).

First, the group-sample members will be demonstrated the plan of the lesson which is an element of their respective-language department syllabus. The presentation will be done by every single learner in the following session after searching the information related to the topic. Each *presentation* should be followed by *discussion* (comments, criticisms, negotiation of meaning, and request for more clarification, questions, and so on) which will be an obligation. In addition to the presenters, the students, in each session, will elect one of them to be a chairperson to manage the discussion.

This reflects the idea of Gerard and Roegiers (1996/97) who posit that a school syllabus should be structured according to five fundamental competencies to be developed in learners:

- ◆ To be curious and to ask questions,
- ◆ To search the information,
- ◆ To treat the information,

- ◆ To communicate the information, and
- ◆ To act and to realize projects

During that period, the classroom should take a U-shape or a horseshoe so as each student will face the other and thus we expect interaction to be promoted. In addition, non-participant observation of the whole class will be conducted and recorded by means of observation checklist and stopwatch during entire-class period. After that, an interview will be conducted for both the teacher and the students in the experimental group.

## 8. Literature Review

Achieving success in the foreign-language professional milieu requires high mean scores in all the study skills. The question that remains open is how to achieve proficiency and developed language-speaking ability. Therefore, researchers, in the domain of language education all over the world, seek to find out ways to promote learners proficiency in the target language; one technique is the instructional interaction. Brown (2001), Long (1996, 1985 in Brown 2001), Chaudron (1988), Johnson (1983 in Chaudron 1988), Ramirez and Stromquist (1979 in Chaudron 1988), Freeman and Anderson (2011), for instance; stress the important role of interaction in the classroom and the practice of oral communication through the give and take in the development of the learners' language proficiency and that one learns to interact through interaction.

Moreover, Van Lier (1996) and Wing (1987 in Lee & Vanpatten 2003) assert that classroom discourse is much more symbolized by the much-noted IRF exchange in which learners "*experience a limited range of language discourse types*" (Lightbown and Spada 2006: 112). For example, Legarreta (1977 in Chaudron 1988) and Ramirez et al. (1986 in Chaudron 1988) found that two-third of classroom speech being attributed to teacher. Legarreta found that the learners account for only 11% to 30% of the total talk and the teachers account for 70% to 89%. Sinclair and Coulthard (1975 in van Lier 1996) and Tsui's (1995) studies also found that teacher's dominance was more than 80% of all speech.

This IRF exchange is generally initiated by a question, but Chaudron (1988) and many others argue that the questions alone may not promote a great deal of learner's target language production and thus other interaction. Van Lier (1996) adds to say that this IRF pattern makes

most students unwilling to participate in the discourse since their responses are to be evaluated publicly and not accepted as part of conversation.

In the light of the proposed model, Freeman and Anderson (2011) and Brown (2001) assert that project works are learner-centered techniques which help bridge the gap between language learning and language use especially if they are to be presented orally in front of an audience. In addition, Tharp and Gallimore (1988 in van Lier 1996) among others believe that to truly teach, one must converse. In other words, when a teacher gives a green light for discussion of a topic in the classroom, he raises opportunities for his students to interact and converse with each other. And in what concerns the initiation move, it can be said that there is no discussion or interaction without initiation of a topic.

## 9. Description of the Study

Our research is presented through this format:

- ◆ **General introduction:** deals with presenting the aim of the study, the statement of the problem, the research questions, the hypothesis, the research design which comprises the sample, the instrumentation and the procedures for collecting data and a summary of the reviewed literature.
- ◆ **Chapter one:** contains the theoretical part of our study –that is, a literature review about the variables of our research which will be presented in two different sections: the first is about classroom interaction and the second is about the IRF model and its alternative –that is, the IPD pattern.
- ◆ **Chapter two:** concerns the practical part of this study –that is, the analysis and interpretation of the data that will be collected by the different data-gathering means which will be used.
- ◆ **General conclusion:** provides a brief summary of the thesis, of the research methodology and design and of the findings. It is concluded by some pedagogical recommendations and suggestions provided by the researcher.

***CHAPTER ONE:  
LITERATURE REVIEW***

# **Chapter One: Literature Review**

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***SECTION ONE :***  
***CLASSROOM INTERACTION***

## **Classroom Interaction**

- 1) Definition of classroom interaction
- 2)

## Introduction

Nowadays, there is a widespread interest in learning foreign languages with the ultimate goal of speaking them competently. As Coleman and Klapper point out “*It [speaking] is what learners generally want to be able to do*” (2005: 55) and *speaking*, according to Brown (2001), means to carry on a conversation reasonably competently. This is why it requires a lot of practice.

So, learners who are studying English, especially in a foreign-language setting, have to experience communicative situations during which opportunities are given to them to express their own points of view and to defend them. Interaction in the classroom, thus, is the only means that can help foreign language students to develop their oral capacities in those settings, since the learner is learning through interaction with others as Coleman and Klapper (2005) posit.

### 1. Definition of Classroom Interaction

Brown (2001: 165) defines interaction as “*the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other.*” Interaction is collaborative in that it needs contribution from both (or all) the partners because it is not a one-sided process that a person does to others but rather a double- or many-sided process that two or more people do together and it has to be managed by everyone taking part. Allwright and Bailey (1991) assert.

Classroom interaction is characterized mainly by its six aspects that Tsui (1995) considers to be important for its success. These aspects are: *teacher questions, teacher feedback and error treatment, teacher explanation, modified input and interaction, turn-allocation and turn-taking behavior, and student talk.*

Through collaboration and cooperation between the elements (teacher and students) of the classroom, agreement is reached and lesson progress is determined, since during interaction there is a mutual influence through give and take, this means that each speaker generates further input from his interlocutor(s). Putting it in Krashen’s words, “*when performers speak, they encourage input (people speak to them)*” (Krashen 1982: 62 cited in Allwright & Bailey 1991: 122).

## 1. Types of Classroom Interaction

Tsui (1995: 22) says, “*The classroom is not a place where the teacher just carries out predetermined routines, but rather a place where various elements interact. These elements are the students and the teacher, including their educational and social backgrounds, experiences, knowledge and expectations.*” We can understand here that there are two types of interaction: learner-teacher interaction and learner-learner interaction. Despite the fact that other researchers put other types for interaction, but the researcher will focus only on these ones.

### *a. Learner-Teacher Interaction*

This kind of interaction is considered important since all the members of the classroom are likely to be involved to make of the lesson a successful one and the success of the lesson depends largely on the interaction between the students and the teacher as Tsui puts it. Additionally, it helps participants construct a common body of knowledge and create a mutual understanding of their roles, norms and expectations of their involvement in the classroom (Hall & Walsh 2002).

However, this type of interaction is often perceived to stifle creativity as it is controlled by the teacher (van Lier 1996); this is why a shift to a more learner-centered interaction is required.

### *b. Learner-Learner Interaction*

Countless studies in the field of language teaching and learning reveal that knowledge is constructed and skills are developed through interaction between learners. For example, Naegle (2002) asserts that when students talk with their peers about the content of the lesson, they reinforce what they have learned.

This kind of interaction seems to be very important, but unfortunately, it seldom occurs. Therefore, it should be encouraged; specifically, teachers should seek forward to make of it a well-structured and well-managed process to have a good effect on learners developing cognition and competencies (Johnson 1995).

## 2. The Interaction Hypothesis

Krashen's comprehensible input hypothesis posits that comprehension promotes language acquisition. However, this has been criticized namely by Swain (1985) and Long (1983 in Tsui 1995, 1996 in Brown 2001). Nevertheless Long, later on, agreed with Krashen to some extent focusing on how to render the input comprehensible; thus, he suggested the *interaction hypothesis* assuming that comprehension is the result of modified interaction that takes place during the process of negotiation of meaning. Therefore, increased opportunities for negotiation are indeed likely to lead to increased comprehension (Ellis in Bygate *et al.* 2001; McDonough & Trofimovich 2009). Because when learners are engaged in interaction, they are obliged to negotiate meaning so as to arrive at mutual understanding (Lightbown & Spada 2006; Swain 1985 in Lynch 1996).

To sum up, it can be said that since interaction makes input comprehensible and comprehensible input promotes acquisition; ergo, interaction promotes acquisition (Lightbown & Spada 2006).

## 3. The Importance of Interaction

The proponents of the interaction hypothesis believe in the importance of interaction in the classroom because of its effectiveness on language learning. Some of their points are cited below.

When the teacher allocates turns to his/her learners after asking a question, he/she helps them put the language learned into practice along with learning about it (Tsui 1995). In this way, the teacher manages learning and interaction at the same time as Allwright and Bailey (1991) portray.

Interaction sets the ground for negotiating meaning that it is said to help reach mutual understanding and promote the acquisition process; thus, the teacher gives every student the opportunity to learn the language when interacting with each other as Allwright and Bailey believe. Brown (2001) also asserts that interaction helps develop the speaking skill because producing the language in a vacuum – without interlocutors - might prevent the speaking skill from its development.

Moreover, interaction pushes students to use all the language they have at their disposal, thus they can notice their language-knowledge lack (Harmer 2001, Rivers 1987 in Brown 2001). This pushes them to negotiate for meaning to achieve successful comprehension. More interestingly, when learners interact, they struggle to produce accurate language that can serve as input for themselves and for other students (Hedge 2000, van Lier 1996, Ellis 1997).

Undoubtedly, interaction is the best way to learn how to interact as Brown (2001) says. This helps use the language until it is automatized; in other words, new language knowledge cannot be internalized without interaction (Hedge 2000, Coleman & Klapper 2005).

#### 4. The Roles of the Interactive Teacher

Brown (2001) puts five roles for the teacher in the interactive classroom, classifying them from the more directive to the less as follows:

- a. Teacher as controller:* the concept of controller implies a total charge of everything in the classroom but it is also applicable to the interactive classroom where the teacher maintains some control to create an environment for spontaneity and freedom of expression on the one hand and to avoid disorder and problem behavior on the other hand.
- b. Teacher as Director:* Brown compares the teacher here to a conductor of an orchestra or a director of drama by telling every participant how to play his part.
- c. Teacher as Manager:* the teacher here manages classroom time according to lesson plan but allows each student to be creative and to contribute to the progress of the lesson.
- d. Teacher as Facilitator:* the teacher takes this role to facilitate the learning process –that is, he guides the students to discover issues about language rather than providing those issues to them.
- e. Teacher as Resource:* when the teacher adopts this role, he only gives advice and counsel when students seek for it.

To sum up, every role taken by the teacher is dependent on what he wants his students to achieve (harmer 2001), and it said that this variation strengthens teacher's role since it is the quality of his relationship with his learners that counts (oxford 1990).

## 5. Patterns of Classroom Interaction

According to Lynch (1996), patterns of classroom interaction vary from place to place, from time to time and are influenced especially by the teachers and learners' expectations. But, the most widely spread pattern is the one of Initiation-Response-Feedback (IRF), in which the teacher asks a question, one or more students respond and then the teacher feeds back the received answer (Nunan 1993; Ur 1991; Tsui 1995; Sinclair & Coulthard 1975 in Tsui 1995; Lightbown & Spada 2006).

Although the IRF is the most common pattern of classroom interaction, Ur (1991) posits that there are alternative patterns. They are *choral responses* and *full-class interaction*. The former occurs when the teacher gives a cue to which students respond in chorus. And the latter occurs when the interaction is done between the students with the occasional teacher's intervention. In all cases, in order to create an interactive language classroom the interaction should be initiated by the teacher (Brown: 2001).

### Conclusion

In this section, we have looked at insights about classroom interaction highlighting its definition, types, aspects, related theories, importance, as well as the role of the interactive teacher in the language classroom. Revealing that through classroom interaction, knowledge is constructed and skills are developed and teacher's roles change in the direction of a less directive teaching to take the one of a participant in the classroom and not an instructor.

In the next section, we are going to deal with the standard interactional pattern in the classroom, the IRF model along with the newly proposed pattern, the IPD.

***SECTION TWO:  
THE IRF AND THE IPD  
PATTERNS***



## The IRF and the IPD patterns

### ❖ The IRF pattern

1) The I move

### ❖ The IPD pattern

1) The I move

## Introduction

Classroom discourse is much more characterized by the standard-interactional pattern - the IRF- which is initiated by the teacher who solicits a response from his/her student(s) who give(s) the requested information (the response move) which the teacher feeds back once accomplished (the follow-up move). This IRE is one type of teacher-led interaction as van Lier (1996) asserts because most of the talk is done by the teacher. But Harmer (2001: 66) posits that “*on the whole we [teachers] want to see more STT [Student Talk Time] than TTT [Teacher Talk Time]*”.

In order to find out means by which student-talking time will be increased and to make of students active contributors and co-constructors of knowledge in the language-classroom lessons, and since project has become part of the recommendations of the ministry of education in many countries (Hedge 2000) along with noting the advantageous role the discussion of lesson content has over the students’ learning; the researcher opted to adopt this new teaching cycle –the IPD- by combining between the performance and the discussion to form a basic interactional tool in the classroom, expecting that it will help learners learn both the language and the academic content simultaneously and ultimately, to learn how to interact.

## I. The IRF structure

### 1. A Glimpse at the IRF Structure

This classic-exchange cycle was first noted by Bellack et al. (1966). They called it the *teaching cycle*. And then by Sinclair & Coulthard (1975) who called it the *exchange* or the *basic unit of interaction* (cited in van Lier 1996). Later on, it has received more attention in classroom research. What follows are some insights into this classroom-specific talk adopted from van Lier (1996).

At the level of its objectives, the IRF format has two distinct pedagogical orientations: a *display/assessment* orientation and a *participation* orientation. In other words, it is used to make students display what they know in order to evaluate it, and this is the display/assessment orientation of the IRF interaction. Alternatively, the teacher uses it to engage the students in the classroom discussion and maintain their attention, and this is the participation orientation of the IRF. However, despite this distinction between these two orientations, they can occur

simultaneously i.e. the teacher uses the IRF both to get students' contributions and to evaluate them at the same time even if it is believed that the instructional value of the IRF is greater within the participation orientation than within the display one.

In terms of conduct, the IRF can be initiated in two different ways that are much more related to turn-allocation behavior mentioned in the first section of this chapter. One of them is the one in which the teacher directs the question to all the class expecting someone to volunteer and give an answer. This is called *General elicitation*. The reason behind this is to let all the students think of the answer and to keep their attention. Nevertheless, this may make noise since many students may throw answers at the same time. The other is the one in which the teacher addresses the question to only one nominated learner. This is called *Specific elicitation*. It is true that this has an advantage in terms of the equality of taking turns and of the order of participation but only one learner makes efforts to think of the possible answer. In this case, this type of eliciting answers is disengaging students.

At the level of the response functions, the IRF can be used in four different ways:

- ◆ *Repetition*: to make students repeat an utterance after the teacher or another learner.
- ◆ *Recitation*: to ask students to remind others of a previously learnt material from memory.
- ◆ *Cognition*: to ask students to think and to reveal their thoughts.
- ◆ *Expression*: to ask students to express themselves about a specific topic.

## 2. Features of the IRF Structure

The IRF sequence is a very noticeable part of classroom interaction that has specific characteristics. What follows are some of them according to van Lier (1996).

It is a threefold sequence; the teacher does the first and the third moves, while the students do the sandwiched between them. Thus, the exchange is started and finished by the teacher. This means that during this exchange, the teacher leads and the students follow.

The first teacher's turn is often in the form of a display question to which the teacher already knows the answer as Long and Sato (1983 in Ellis 1997) noticed and his last turn is a comment that provides the student with immediate information on whether his/her response

corresponds with the one in the teacher's mind and whether the teacher was interested in the students' response or not. Therefore, the IRE is marked by teacher's authority to evaluate and comment on any student's utterance.

### 3. Advantages of the IRF Structure

Many teachers still adopt this traditional pattern when interacting with their students in the classroom because of its advantages. For instance, van Lier (1996) assert that this sequence of interaction helps focus the students attention and facilitates their contributions along with providing them with immediate evaluation on the correctness of their responses. The IRF also helps the teacher to maintain control over the classroom and to keep the lesson in order. More importantly, students' irrelevant answers and comments, shouting and noise are minimized.

Additionally, it is very effective in maintaining order, regulating participation and leading students in a certain direction to move the lesson forward (ibid.).

Moreover, it is said that the best way to maintain interaction is develop a repertoire of questioning strategies. In this sense, the IRF format provides stimuli for continued interaction since it is initiated by the teacher and in the form of questions(Christenbury & Kelly 1983 and Kinsella 1991 in brown 2001).

### 4. Disadvantages of the IRF Structure

Van Lier (1996: 192) said, "*Some researchers mistakenly regard IRF interaction as being a good example of interaction.*" This means that this IRF format has disadvantages.

First of all, learners spend less time with contact with the language sincethe student's role is very passive and it is the one of answering questions (Wells 1986, in Tsui 1995: 8). In this respect, Brown (2001) and Lightbown & Spada (2006) posit that students are conditioned to speak only when spoken to and to give only short replies that do not extend into dialogues, thus, this IRF deprives the classroom from debate and discussion as Tsui (1995) assert.

Second, it is characterized by unequal opportunities for teachers and students in taking turns with the last turn closes the sequence preventing the exploration of new ideas initiated by the students. In this sense, the IRF deprives the students' linguistic elaboration besides

reducing their expressive language and the development of interactional skills such as turn-taking and negotiation as it specifies the content of the students' utterances (van Lier 1996).

Moreover the IRF sequence may not encourage sufficient practicing besides demotivating students from participation in the classroom and causes their reluctance because of putting students' responses into evaluation (ibid.).

Furthermore, this kind of interaction resembles a game of verbal '*pingpong*' (Good & Brophy 1987 in Nunan & Lamb 1996, Eisner 1991 in van Lier 1996); in that the interaction follows a predetermined sequence: the teacher asks a question to which a student responds and the teacher evaluates the answer and then the teacher asks another question, and so on.

## **I. The IPD structure**

### **1. The Rationale behind the IPD Structure**

The IPD is a proposed alternative model for the IRF. It stands for Initiation-Performance-Discussion. A student does the Initiation move that is usually in the form of a question to which an answer is required and revealed during the Performance move done by another student. This second move forms the basis for the discussion move in which both the teacher and the students are involved. The main motive behind it is to extend the students talking time in the EFL classrooms and to decrease the teacher talking time which is said to occupy most classroom time.

This pattern of interaction requires a plan of the lesson to be demonstrated to the students in advance, so as to let students know what they are going to look for and to present during lesson's implementation. The students will do this in a form of a project or as Hedge (2000: 362) calls it "*text project*" that follows the three stages as all projects (Fried-Booth 2002 in Freeman & Anderson 2011). The first stage occurs in the classroom where students and their teacher collaborate to plan the content of the project (in this case, the lesson plan). The second stage takes place outside the classroom and involves the gathering of the necessary data about the topic, usually by visiting libraries, and websites. While in the final stage, the students review their projects and monitor it to perform it orally publically in the classroom later on (this idea is adopted from Harmer 2007 and Hedge 2000).

The final step of the final stage –the performance, forms the basis for further discussion between elements of the classroom. It is considered to be the most effective way to practice talking in English since it helps to explore the topic in more details because raw new input cannot be often comprehensible to learners and therefore does not result in learning as Ur (1991) suggests.

However, free discussion cannot ensure participation from all members of the group; this is why it requires structure of some kind. One suggestion is to *elicit functionalities* to play particular roles during the discussion move. Designing a *chairperson* will be very practical in order to make sure that the discussion is open and inclusive, not hijacked, and no person dominates and also to summarize the discussed point and move to the next one. In this case, the chair helps reveal to everyone at what point of the lesson he/she is (Ur 1991, Hedge 2000, Stott *et al.* 2001).

Through the implementation of this pattern, a condition made was that at least one contribution from each student must take place (adopted from Ur 1991).

## **2. The Potential Benefits and Shortcomings of the IPD Structure**

Through the literature reviewed on the topic, namely projects and discussions, a number of benefits and shortcomings of the pattern as a whole can be deduced by combining the ones of its different moves. These are some of them:

Starting with the potential benefits, the IPD is likely to help foster research skills, develop deep learning, focus on detailed preparation, and encourage students to engage more thoroughly with the subject matter along with developing information-retrieval skills and having access to diverse media (Coleman & Klapper 2005). It is also expected to encourage students' responsibility to plan, carry out, prepare and present tasks; a sequence of activities that Hedge (2000) believes to contribute to language development. Moreover, it may encourage learners to see themselves as being competent and assume more responsibility for their own learning. In other words, when the teacher is satisfied with the work the students have done, this gives this latter feeling of power and importance and thus increases their intrinsic motives to do more works (Nunan 1992).

Additionally, it may help bridge the gap between language study and language use as projects do (Freeman & Anderson 2011), especially since they are to be performed orally and

opened to discussions which are the best vehicle for fluency practice in foreign languages along with being the best ground for hypotheses testing (Ur 1991, Hedge 2000) as they provide learners with opportunities to interact with each other and with the teacher and to negotiate meaning which is considered a factor in language development (Allwright & Bailey 1991).

Concerning its possible constraints, if the discussion is so stimulating, the students get so involved and thus may forget that they are in a formal setting by raising their voices and laughing (Ur 1991). Add to this, discussions generally fail in large classes (about over 20 students according to Harmer 2007) because in order to get a highly interactive presentation, the number of participants should be about fifteen (Ur 1991, Stott *et al.* 2001), apart from its failure with reluctant students (Harmer 2007).

Additionally, during the discussion, the chair may place himself in the authority of the teacher, thus the teacher should remain the organizer of the learning process and makes the chair only in charge of the management of discussion. In other words, discipline problems and such likes should be under the responsibility of the teacher and not the learners. As Widdowson (1987) wrote:

*“The increase in learner-centered activity and [collaborative] work in the classroom does not mean that the teacher becomes less authoritative. He or she still has to contrive the required enabling conditions for learning, has still to monitor and guide progress.”*(Widdowson 1987:87 in Hedge 2000: 67)

### **3. The IPD as a Possible Step towards**

#### ***a. Constructivism***

Dewey is regarded as the founder of constructivism. He favored the approaches that viewed learners as active constructors of their own knowledge and abjured the ones that viewed them as passive recipients of the teacher’s one. In this sense, the IPD model may overlap to some extent with the constructivists’ idea (Freeman & Anderson 2011).

### ***b. Learner-Centeredness***

Learner-centeredness is not an all-or-nothing process as Nunan and Lamb (1996) posit, but rather a continuum from a less to a more learner-centered learning.

Learner-centered classrooms and lessons are the ones where learners are actively involved in their own learning processes and exercise greater control over them, doing most of the work (Harmer 2007), and take on greater responsibility for their learning by continuing it outside the classroom (Hedge 2000). They are also the ones where all class activities are done by using information brought by the learners themselves to the class (Campbell & Kryszewska 1992 in Hedge 2000).

These principles of learner-centeredness, if compared with the ones suggested the IPD model to underlie may reveal that there is greater overlapping between them. Thus, the IPD is likely to contribute to making the learning a more centered one especially, since “*projects are essentially learner-centered*” (Hedge 2000: 362).

### ***c. Experiential Learning***

The philosophy of learner-centeredness has strong links with the one of experiential learning (Nunan & Lamb 1996), and since the IPD is likely to contribute to learner-centered learning so it also may well contributes to making the learning process more experiential.

Additionally, realizing projects is one technique of experiential learning (Brown 2001), and as the IPD interaction is based on a previously realized project; so it can to a great extent contribute to the experiential learning.

### ***d. Interactive Learning***

Since the IPD is in the form of an interaction between members of the classroom, so it can be considered as being a true contributor to the interactive learning.

## **4. The IPD and the Classroom Management**

According to Harmer (2007), Brown (2001), and Stott *et al.* (2001), the best seating arrangement that promotes interaction is the one that is characterized by the presence of the eye-contact because students are members of one team that form the main useful resource in the classroom. Thus, they should face each other and the teacher who seats among them in



order to exchange ideas. In this respect, Brown (2001: 193) says “*try to come up with configurations that make interaction among students most feasible.*”

The most common seating arrangements that respond to Brown’s query are the ones illustrated in FIGURE N°01: the U-shape and the horseshoe (this latter is adopted from Harmer 2007), where the teacher is seating among students. This, as Harmer argues, results in a less dominating teacher’s role and in a greater equality between learners.

In this case, the classroom becomes a more intimate place and the possibility for students and their teachers to share feelings and exchange ideas is greater than when they are seating in an orderly rows that are illustrated in FIGURE N°02 (ibid.).

To sum up, it can be said that because the IPD cannot exist without interaction, therefore, the seating arrangements in FIGURE N°01 are the suitable ones for its implementation.

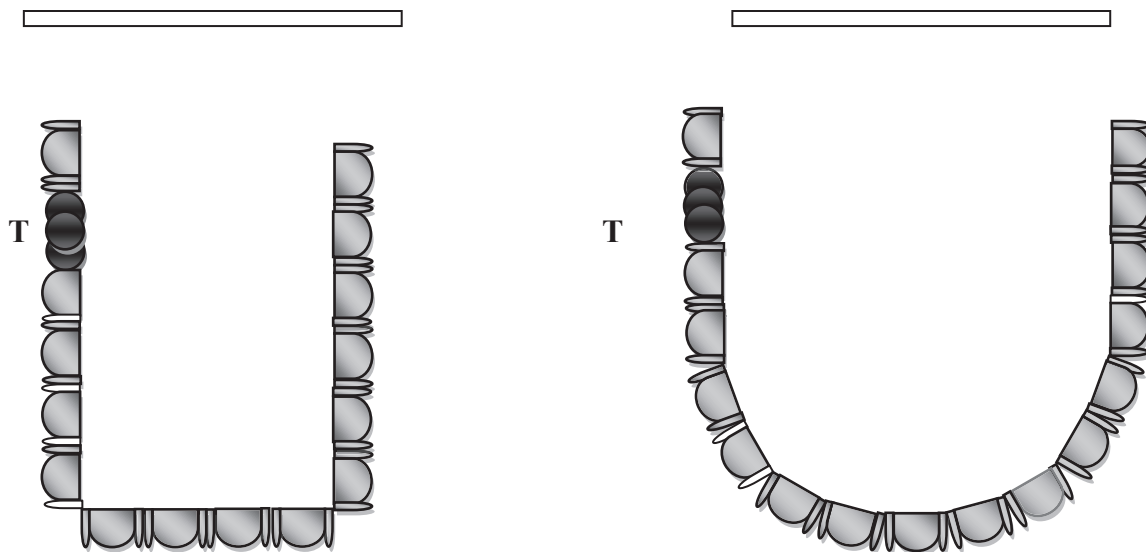


FIGURE N°01: U-shape and Horseshoes (Harmer 2007:163)

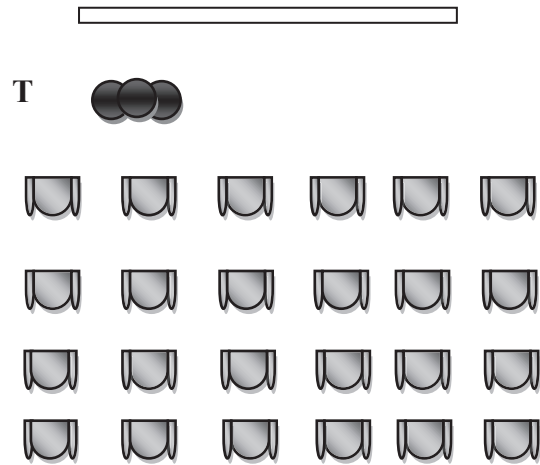


FIGURE N°02: Orderly Rows (Op. Cit. 162)

## Conclusion

In the light of the IRF pattern, interaction is a teacher-centered rather than a student-led one as the student's answer is called upon by the teacher's initiation and examined by the teacher's feedback. In this way, students are less involved in classroom interaction in general and in exchanges with the teacher and classmates in particular. Thus, this interactional model needs rectifications due to the fact that it neglects L2 learners (Ellis 1984b in Chaudron 1988).

This is what pushed the researcher to think of another pattern for classroom interaction that despite its many potential weaknesses, it can be considered as being useful because it may well foster the sense of discovery and raises students motivation to learning and to taking charge of their learning; because if the teacher is in charge most of the time, the learner's responsibility cannot develop as Nunan (1992) portrays.

***CHAPTER TWO:***  
***RESEARCH***  
***METHODOLOGY AND***  
***RESULTS***  
***INTERPRETATIONS***

## Chapter Two: Research Methodology and Results Interpretation

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## Introduction

In order to answer the research question and confirm/disconfirm the current research hypothesis, the researcher opted to a variety of methods to gather information about the topic. This chapter provides insights to the methodology and the instruments used and the procedures followed to gather the data that will be described, interpreted, and discussed.

### 1. Research Design and Procedures

#### *a. Design*

The study dealt with now is an action research. It describes the process of identifying a problem in the classroom, hypothesizing a solution for it, collecting data about it, and then analyzing that data. The experimental stamp is present so as to try out the anticipated activity – the IPD pattern of classroom interaction – that seeks to develop classroom interaction by increasing the student talking time.

This research work has passed through four stages: *planning*, *action*, *observing*, and *reflecting*.

In the planning stage, the researcher has randomly chosen the experimental and the control groups from first year students, and then the range of lessons to be delivered according to the curriculum and she prepared an observation checklist and two interviews for both the teacher and the students.

In the action phase, the lessons were implemented basing the interaction on the proposed pattern in the experimental group, and on the traditional pattern in the control group.

In the observation phase, the researcher observed two groups: the experimental group (group 18) and the control group (group 16) from first year students. The former is observed while having the treatment and the latter is observed under the usual conditions of learning.

In the final reflecting stage, the gathered data was reported, summarized, analyzed, and discussed.

### ***b. Research Variables***

- ◆ The independent variable in the present work is the IPD sequence of interaction. It is expected to engage students to some extent in classroom interaction in specific and thus in learning in general.
- ◆ The dependent variable is classroom interaction. Here, classroom interaction development and promotion is dependent on the learners' engagement in the lessons under the IPD pattern.

### ***c. Subjects***

The sample consisted of two groups of 51 randomly assigned students enrolled in first year classes of English at the University of Béjaia. Twenty-six students comprised the experimental group (group 18) and received the treatment for five sessions (90 minutes for each) during 2013-second semester. And twenty-five students from group 16 comprised the control group that is used for comparison.

The researcher has chosen the first year students because they seem to fit the requirements of the research and reveal the difference after applying the IPD pattern since they were conditioned to pure teacher-centered classrooms during their previous educational background. Add to this, that teaching used more structural syllabi than communicative ones.

Inevitably, another participant took part in the study. She was the teacher of the subjects mentioned above.

### ***d. Instrumentation***

The quality of any research work is measured by the validity of its findings. Thus, in order to reach reliable results, high-quality data-collection tools must be used (Seliger & Shohamy 1989). Ideally, it is better to use more than one research tool to collect information from different sources.

The typical devices and procedures used for gathering data in this research were interviewing the participants after observing them taking the treatment and measuring their utterances' lengths.

### *1) Observation*

Observation is one of the effective means by which data is collected in qualitative research. Nevertheless, it can, when structured, be used to obtain data in quantitative research. In second language acquisition research, it is used to collect information on learners and teachers' language use and their behaviours in the language classroom while they are occurring (Op. cit.), as it is the case in this study.

### *2) Interview*

In second language acquisition research, interviews are used to obtain information on hidden issues about the interviewee by actually talking with him. McNamara puts it this way: *"Interviews are particularly useful for getting the story behind a participant's experience. The interviewer can pursue in-depth information around the topic"* (1999, cited in Bouaouina 2011: 27).

Since the questions were defined in advance, so the interviews used in this study are of the structured type. They were like conversations during which the interviewer asked questions and the interviewee answered them.

### ***e. Procedures***

After observing the teaching and learning processes, the problem existence in the EFL classrooms has been proved. To settle it, the choice was set on the first year students. The study carried on two randomly selected groups of 51 students. One is the group 18 (the experimental group), and the other is the group 16 (the control group).

The control group was taught as usual in a teacher-fronted classroom in which the teacher did most of the talk following the traditional pattern of interaction (the IRF sequence). While the students were seating in orderly rows (FIGURE N°02; Chapter one), listening to the teacher who is at the front of the classroom, answering her questions and receiving feedback and comments, the researcher was seating at the back of the classroom observing what was happening.

On the other hand, the experimental group was exposed to a different learning condition in a learner-led classroom, receiving the researcher's treatment. The teacher and the students were seating in a U-shape (FIGURE N°01; Chapter one), interacting with each other about the



lesson by using the suggested pattern (the IPD) and following an ordered plan of the lesson after electing a chair to manage the discussion. The teacher intervened only when needed. The researcher, too, was seating among them as a non-participant observer. She did that so as not to alter students' behavior, recording the length of utterances with a stopwatch (Samsung Model: SGH-J150, FCC ID: A3LSGHJ150, SSN: -J150GSMH, RATED: 3.7V<sub>-----</sub>500mA).

Once the observation phase has finished, the members of the experimental group including the teacher, were interviewed.

## **2. Data Analysis**

Seliger & Shohamy (1989: 201) say, "*Data analysis refers to sifting, organizing, summarizing, and synthesizing the data so as to arrive at the results and conclusions of the research.*"; thus the data obtained during this research will be examined, organized, summarized, and synthesized for the sake of checking the research hypothesis and answer the research questions. The data will be interpreted both quantitatively, using statistics and qualitatively, using written-linguistic units.

### ***a. Classroom Observation Checklist***

#### *1) Description of the Classroom Observation Checklist*

Fourteen classroom-observation checklists were used; seven for each group: four of them were used before the experimentation i.e. two to each group and the other 10 were used during the experimentation; five for the experimental group and five for the comparison group. Each checklist contains a number of options to be filled in when using the stopwatch (appendix N°03).

#### *2) Aim of the Classroom Observation Checklist*

As any other experimental work in second language acquisition research, this one is designed to test the hypothesized statement stated at the beginning of this work and deduce the effect of the independent variable (IPD) on the dependent one (student classroom interaction). And since the aim of the work is to check whether this specific variable really increases the STT, so this checklist is designed to record the length of students' utterances and their tallies.

◆ The Experiment

The study in hand is in type of control group design, which is to draw a comparison between two groups of the same population, one does receive the treatment, and the other does not. These are the elements of this experimental research (adopted from Seliger & Shohamy 1989):

i. Population

Since this research derives from the category of control group design, so the population consists of two groups. They are first year students and are randomly assigned. The two groups are natural in the sense that they are pre-existing ones: group 18 (experimental) and group 16 (control).

In order to determine how similar the two groups were; a background questionnaire was designed and showed that teachers tend to talk more than the students do in the classroom.

To prove the similarity i.e. to see whether the STT does not differ very much in the two groups, an observation checklist is used along with a stopwatch two times for each group during the first semester. This checklist is the same as the one used during the experimentation.

ii. Treatment

Seliger & Shohamy posit that the treatment “*refers to anything done to groups in order to measure its effect. The treatment is not a random experience which the group might have, but a controlled and intentional experience, such as exposure to a language teaching method specially constructed for the experiment.*”(1989: 137). As is the case in this study, a suggested teaching method is brought specifically for the experiment, which is the independent variable of this research.

Both the experimental and the control groups followed the syllabus of their respective language department. They were lessons in the module of research methodology. The students in the experimental group not only followed the syllabus, but also incorporated the IPD sequence of interaction into the regular classroom lessons throughout five sessions, ninety minutes each.

iii. Measurement or Observation of the Treatment

The treatment is measured electronically by using a stopwatch. Then, the length of utterances and their tallies are recorded on the checklist. In other words, how many turns the students and their teacher took during each session and how long they lasted.

3) Analysis of the Classroom Observation Checklist

In what follows, the results of every two checklists (one is the one of the experimental group, and the other is the one of the control group) used during the same lesson of the experiment are reported and summarized in one table. These findings are then synthesized and summarized in the form of statistical equations after each table.

- i. Pre-checklists: are used to verify whether the two groups of the experimentation are similar.

**Classroom Observation Checklists of Lesson 01:**

Item	Experimental Group				Control Group			
	Length		Tally	percentage	Length		Tally	Percentage
	Minutes	Seconds			Minutes	Seconds		
TTT	75.75	4545	59	84.17%	71.12	4267.2	67	79.02%
STT	10.35	621.34	18	11.5%	14.78	887.28	22	16.42%
WT	3.9	234	/	4.33%	4.1	246	/	4.56%
Total	90	5400	/	100%	90	5400	/	100%

TABLEN°01: Length of Utterances during Lesson 01

The table shows that STT in the experimental group during the first lesson of observation before beginning with the experimentation represents 11.5% of the class time while it represents 16.42% of the class time in the control group.

Therefore, the difference in the amount of speech time between the two groups is slight, as it is shown in FIGURE N°03 on the next page that demonstrates that there is not much difference between the two groups, neither at the level of TTT nor at the level of STT. In addition, the TTT is more than the STT in the two groups.

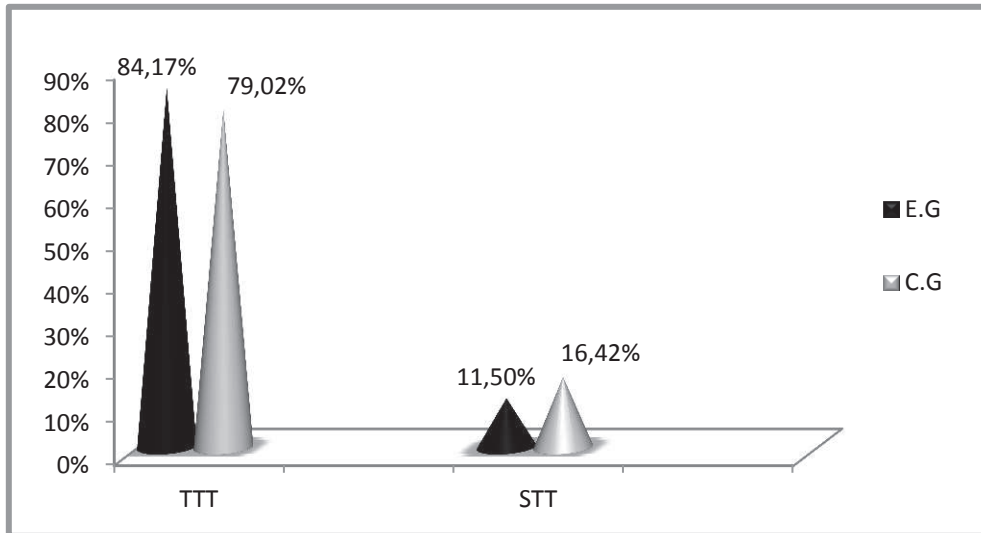


FIGURE N°03: The Difference between TTT and STT in the Two Groups

*Classroom Observation Checklist of Lesson 02:*

Item	Experimental Group (18)				Control Group (16)			
	Length		Tally	Percentage	Length		Tally	Percentage
	Minutes	Seconds			Minutes	Seconds		
TTT	72.12	4327.2	56	80.13%	76.76	4605.6	37	85.29%
STT	12.58	754.8	23	13.98%	8.54	512.57	13	9.49%
WT	5.3	318	/	5.89%	4.7	282	/	5.22%
Total	90	5400	/	100%	90	5400	/	100%

TABLE N°02: Length of Utterances during Lesson 02

This table in its turn shows that the percentage the STT took during the second lesson time was 13.98% in the experimental group (group 18) and 9.49% in the control group (group 16).

Here also the difference is very slight which may be due external or internal variables relating to the students or the teacher. This difference is demonstrated in FIGURE N°04on the next page. The figure also shows that the TTT is more than the STT in both groups.

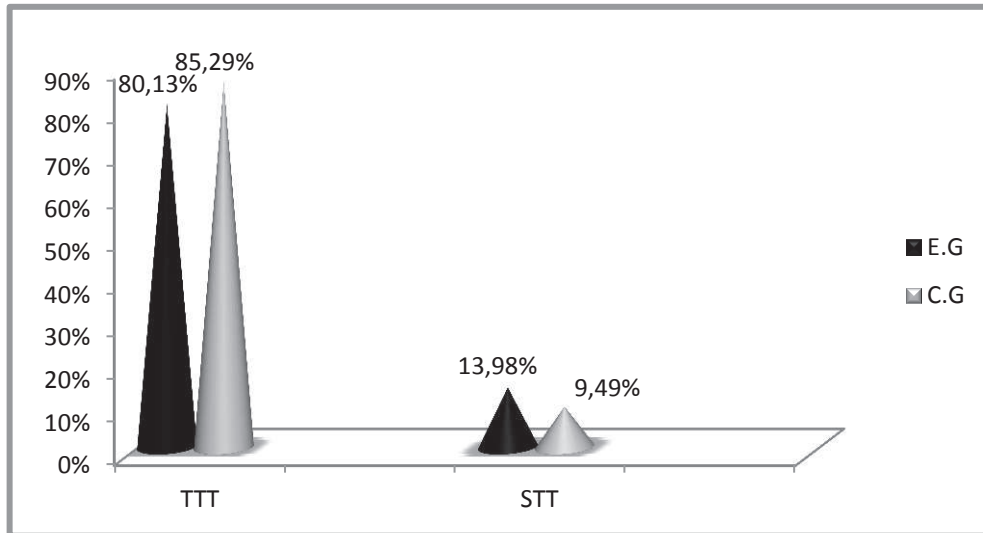


FIGURE N°04: the Difference between the TTT and the STT in the Two Groups

Therefore, it can be concluded that the observation shows that the two groups are quite similar in the amount of STT. In addition, the TTT is more than the STT in the two groups.

- ii. Checklists: are used during the experimentation

**Classroom Observation Checklist of Lesson N°3:**

Item	IPD				IRF			
	Length		Tally	Percentage	Length		Tally	Percentage
	Minutes	Seconds			Minutes	Seconds		
TTT	24.93	1495.8	39	27.7%	68.65	4119	110	76.28%
STT	52.77	3166.2	112	58.63%	15.75	945	21	17.5%
WT	12.3	738	/	13.67%	5.6	336	/	6.22%
Total	90	5400	/	100%	90	5400	/	100%

TABLE N°03: Length of Utterances during Lesson 03

The table shows that the STT has increased in the IPD session (58.63%) in comparison with the IRF one (17.5%). This means that the STT in the experimental group is more than the STT in the comparison group.

On the other hand, the table shows that the TTT has decreased in the experimental session (27.7%) in comparison with the control session (76.28%).

The difference is obvious in FIGURE N°05 on the next page.

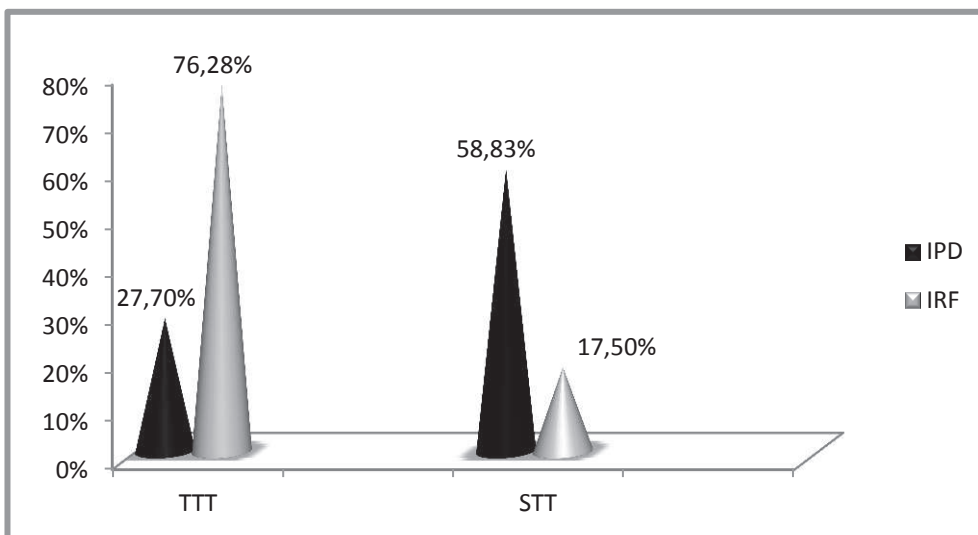


FIGURE N°05: TTT and STT during Lesson 03

It can be summed up from the analysis that this pattern (IPD) caused an increase in the STT and a decrease in the TTT during the first lesson of its implementation..... (Result N°1)

**Classroom Observation Checklist of Lesson 04**

Item	IPD				IRF			
	Length		Tally	Percentage	Length		Tally	Percentage
	Minutes	Seconds			Minutes	Seconds		
TTT	17.02	1021.14	34	18.91%	77.2	4674	91	85.78%
STT	61.95	3716.82	242	68.83%	8.5	510.57	27	9.44%
WT	11.03	661.8	/	12.26%	4.3	258	/	4.78%
Total	90	5400	/	100%	90	5400	/	100%

TABLE N°04: Length of Utterances during Lesson 04

This table reveals that the STT has increased in the IPD session and it represents 68.83% of the classroom time in comparison with the IRF one during which it represents 9.44% of the whole lesson time. This reveals that the STT in the experimental group is more than the STT in the comparison group.

On the other hand, the table shows that the TTT has decreased in the experimental session and represents 18.91% of the lesson time in comparison with the control session during which it represents 85.78% of the session time.

The difference is revealed in Figure N°06 on the next page.

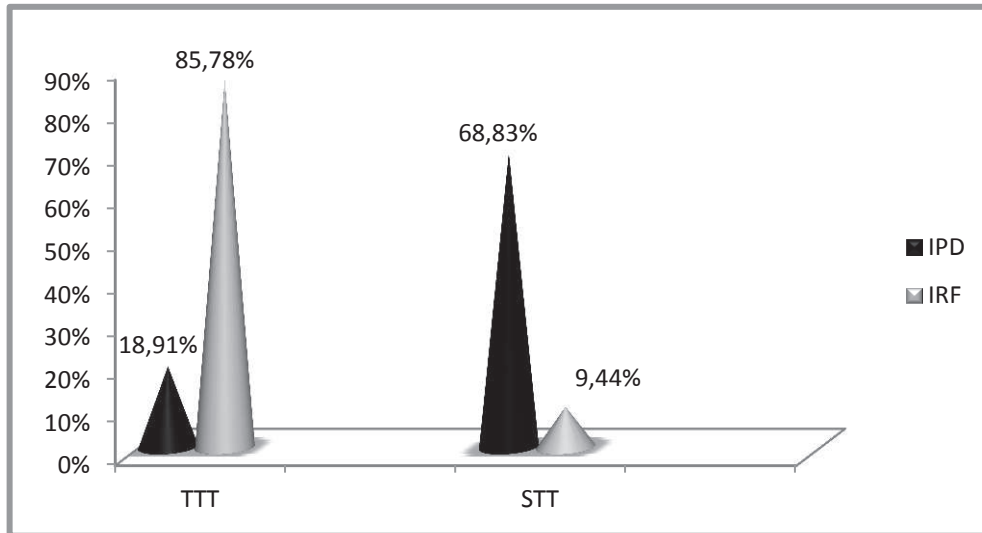


FIGURE N°06: TTT and STT during Lesson 04

To sum up, this analysis shows that this pattern (IPD) caused an increase in the STT and a decrease in the TTT during the second lesson of its implementation ..... (Result N°2)

**Classroom Observation Checklist of Lesson 05**

Item	IPD				IRF			
	Length		Tally	Percentage	Length		Tally	Percentage
	Minutes	Seconds			Minutes	Seconds		
TTT	19.21	115	63	21.34%	67.72	4063.2	113	75.24%
STT	62.13	3727.86	210	69.03%	14.78	886.82	35	16.62%
WT	8.66	519.6	/	9.62%	7.5	450	/	8.33%
Total	90	5400	/	100%	90	5400	/	100%

TABLE N°05: Length of Utterances during Lesson 05

This table reveals that the STT has increased in the IPD session and represents 69.03% of the whole session time in comparison with the IRF one during which it represents 16.62% of the lesson time. This means that the STT in the experimental group is more than the STT in the comparison group.

On the other hand, the table shows that the TTT has decreased in the experimental session during which it represents 21.34% of the lesson time in comparison with the control session during which it represents 75.24% of the classroom time. This comparison results in the TTT in the experimental session is less than the TTT in the control session.

This can be more obvious in FIGURE N°07 on the next page.

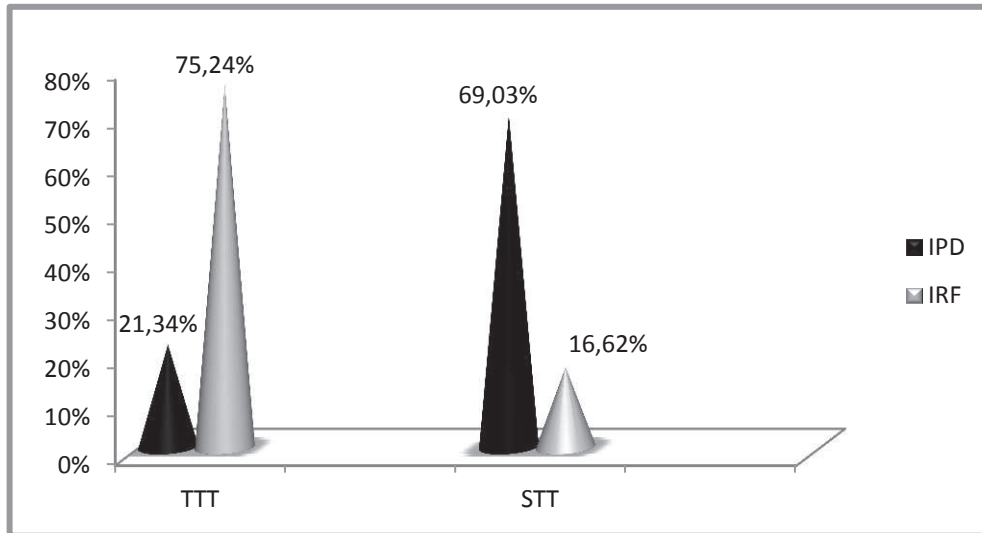


FIGURE N°07: TTT and STT during Lesson 05

To conclude, this analysis shows that this pattern (IPD) caused an increase in the STT and a decrease in the TTT during the third lesson of its implementation..... (ResultN°3)

**Classroom Observation Checklist of Lesson 06**

Item	IPD				IRF			
	Length		Tally	Percentage	Length		Tally	Percentage
	Minutes	Seconds			Minutes	Seconds		
TTT	25.32	1519.48	35	28.13%	73.25	4395	61	81.39%
STT	59.12	3547.28	166	65.69%	10.35	621.31	16	11.5%
WT	5.56	333.6	/	6.18%	6.4	384	/	7.11%
Total	90	5400	/	100%	90	5400	/	100%

TABLEN°06: Length of Utterances during Lesson 06

This table reveals that the STT has increased in the IPD session and represents 65.69% of the lesson time in comparison with the IRF one during which it represents 11.5% of the classroom time. This means that the STT in the experimental group is more than the STT in the comparison group.

On the other hand, the table shows that the TTT has decreased in the experimental session and represents 28.13% of the session time in comparison with the control session during which it represents 81.39% of the lesson time. This analysis shows that the TTT in the experimental group is less than the TTT in the comparison group.

FIGURE N°08 demonstrates the results in a more obvious manner.



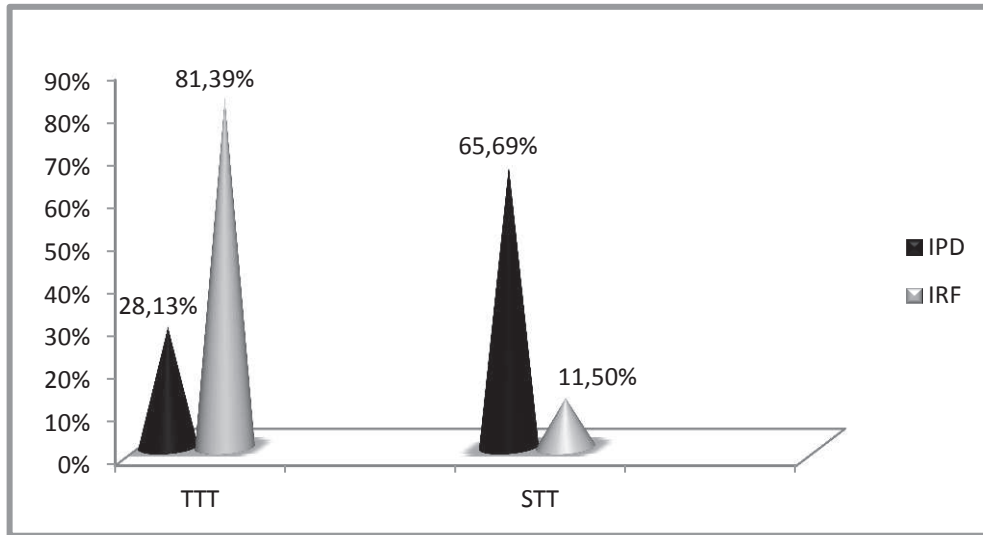


FIGURE N°08: TTT and STT during Lesson 06

To conclude, this analysis shows that this pattern (IPD) caused an increase in the STT and a decrease in the TTT during the fourth lesson of its implementation..... (Result N°4)

**Classroom Observation Checklist Lesson 07**

Item	IPD				IRF			
	Length		Tally	Percentage	Length		Tally	Percentage
	Minutes	Seconds			Minutes	Seconds		
TTT	15.27	915.32	26	16.97%	76.15	4569	73	84.61%
STT	74.26	4455.6	131	82.51%	8.95	537.7	20	9.94%
WT	0.47	28.2	/	0.52%	4.9	294	/	5.44%
Total	90	5400	/	100%	90	5400	/	100%

TABLE N°07: Length of Utterances during Lesson 07

This table reveals that the STT has increased in the IPD session and represents 82.51% of the classroom time in comparison with the IRF one during which it represents 9.94% of the whole lesson time. Thus, the STT in the experimental group is more than the STT in the comparison group.

On the other hand, the table shows that the TTT has decreased in the experimental session and represents 16.97% of the lesson time in comparison with the control session during which it represents 84.61% the whole session time. Therefore, the TTT in the experimental session is less than the TTT in the control session.

These results are all demonstrated in FIGURE N°09on the next page.

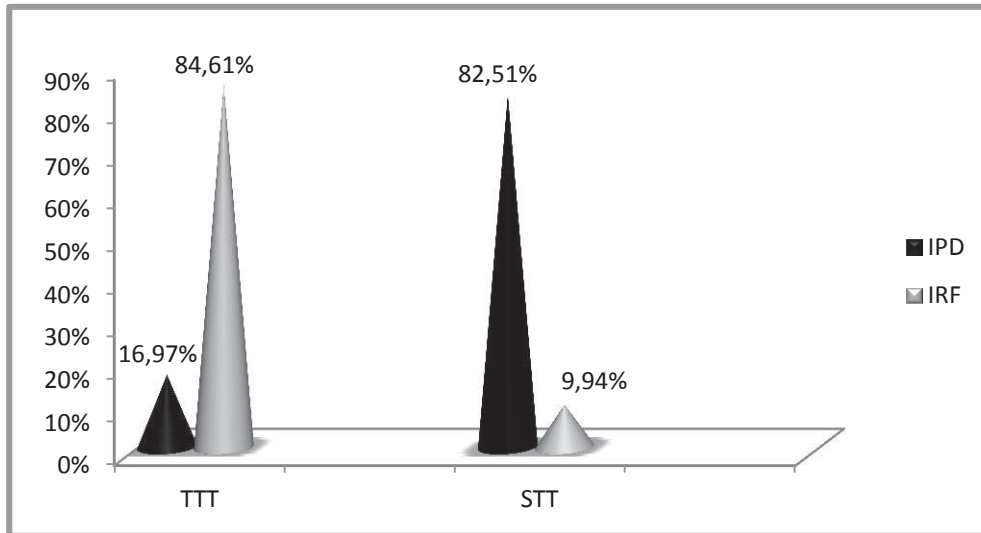


FIGURE N°09: TTT and STT during Lesson 07

To conclude, this analysis shows that this pattern (IPD) caused an increase in the STT and a decrease in the TTT during the fifth lesson of its implementation..... (Result N°5)

From the results N°1, N°2, N°3, N°4, and N°5, it can be concluded that the IPD really increased the STT and decreased the TTT during its implementation.

**Mean length of all checklists**

Item	IPD	IRF
TTT	22.61%	80.66%
STT	68.94%	13%
WT	0.52%	6.34%
Total	100%	100%

TABLE N°8: TTT and STT Mean during the Experimentation

This table shows that the mean length of all students’ utterances during all the sessions under the IPD pattern is 68.94% of the whole sessions’ time whereas in the sessions under the IRF sequence the mean length is equal to 13% of all the lessons time. This means that STT during the IPD sessions is more that STT during the IRF sessions.

This table also shows that the mean length of all the teacher’s utterances during all sessions of the IPD structure is 22.61% whereas it equals to 80.66% during the IRF sessions.

This means that the mean of TTT during all the sessions under the IPD pattern is less than the mean of TTT during all the sessions under the IRF.

FIGURE N°10 reveals the difference.

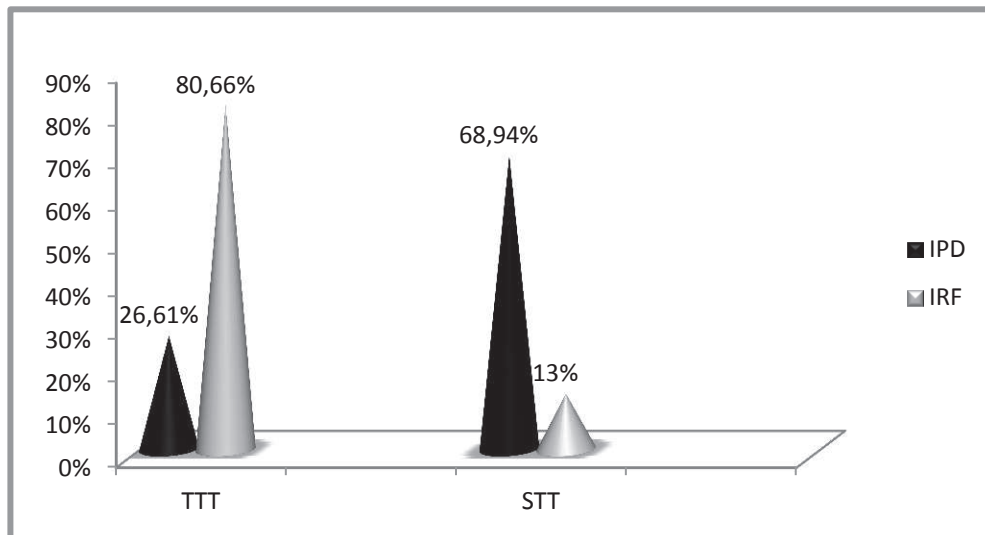


FIGURE N°10: the Mean of TTT and STT during the Experiment

## ***b. Students' Interview***

### *1) Description of the Students' Interview*

The interview is a structured one. It comprises three sections: the first entitled 'general information' and contains one questions, the second entitled 'classroom interaction' and contains four questions, and the third entitled 'the IPD pattern' and contains nine questions with a space at the end devoted for further comments.

All the students accepted to be interviewed and responded honestly and with enthusiasm. Other languages were used to explain the questions to lead the interviewee to the relevant answer.

### *2) Aim of the Students' Interview*

The interview was conducted with the twenty-six students of the experimental group. It aimed at making students reveal their attitudes towards the IPD pattern in specific and the lessons under the IPD in general along with their additional comments and suggestions on the topic.

3) Analysis of the Students' Interview

◆ **Section one: General information**

Q .1. Is English your choice? Yes  No

<b>Options</b>	<b>N° of answers</b>	<b>Percentage (%)</b>
<i>Yes</i>	24	92.31%
<i>No</i>	2	7.69%
<i>Total</i>	<b>26</b>	<b>100%</b>

TABLE N°09: Choice of English

Since the majority of the students have chosen to study English by themselves and represent (92.31%) of the whole group, so their main objective is to master it. Thus, they are supposed to be motivated to accomplish any task and to adhere to any activity that may help them reach their objective.

◆ **Section two: Classroom Interaction**

Q .2. Do you like to perform orally in the classroom? Why?

Yes  No

<b>Options</b>	<b>N° of answers</b>	<b>Percentage (%)</b>
<i>Yes</i>	18	69.23%
<i>No</i>	8	30.77%
<i>Total</i>	<b>26</b>	<b>100%</b>

TABLE N°10: Students' Attitudes towards Oral Performances

Within this group, the high rate of the learners 69.23% i.e. 18 students out of 26, shows its preference to oral performance. With the remaining eight students that represent the small percentage 30.77%, dislike performing orally in the classroom. Thus, from the above

statistical reading of the table, it can be said that most students are willing to present their case in the classroom whenever the opportunity is aroused.

Those who prefer performing do so because they feel that improved-speaking ability is the result of practicing the language. Also, oral performances provide the stepping-stones to further discussion and sharing of information and thus they evaluate their speaking skills by themselves as Harmer posits, *“It is only when the students are asked to produce and use language that they are forced to assess the language they have stored in their brains.”*(Harmer 1983: 34).

However, those who dislike performing gave reasons like shyness and impoverished-oral capacities that they avoid showing so as to stay far from being embarrassed. This statement can be put in direct connection with Harmer’s (2007: 345) claim *“Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, [...]. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates. In such situations there are a number of things we can do to help.”* And he proposed many options besides *preparation* that he believes to help students perform better.

**Q .3.** Do you like to be asked questions about the lesson under consideration in the classroom?

Yes

No

<b>Options</b>	<b>N° of answers</b>	<b>Percentage (%)</b>
<i>Yes</i>	0	0%
<i>No</i>	26	100%
<i>Total</i>	<b>26</b>	<b>100%</b>

TABLE N°11: Students’ Welcoming of Questions

The table above shows that no a single student welcomes questions about the initiated new topic. This may be the cause of most students’ reluctance to interact in the classroom. This is precisely the problem that most teachers face with the majority of the learners; getting them to respond to their questions, raise questions, offer ideas, and make comments (Tsui 1995).

The response to the following sub-question may serve as an explanation to the previous one.

◆ Do you attribute that to preparation?

Yes   No

<b>Options</b>	<b>N° of answers</b>	<b>Percentage (%)</b>
<i>Yes</i>	26	100%
<i>No</i>	0	0%
<i>Total</i>	<b>26</b>	<b>100%</b>

TABLE N°12: Students' Attitudes to Preparation

When students prepare themselves for a given topic, they welcome any kind of question about it and thus their willingness to reveal their ideas and interact is increased. Therefore, students' preparation is crucial because without preparation an interaction-based lesson would fall apart. Even Harmer agrees with this notion of preparation by saying, *“Of course, there will be times when we want and expect spontaneous production from students, but at other times we will allow them to prepare themselves for the speaking they are going to do.”* (Harmer 2007: 346). Nevertheless, free expression of oneself and spontaneous production are needed only when the focus of the lesson is on communication and when the focus of the lesson is the learning of the language or the academic content of the lesson, preparation would be very useful.

If this question was directly related to the previous one, it would be wondered how the teacher can get worm interaction if his/her students have nothing to say as an answer to the question. It is true that questions are very important to initiate and maintain interaction (Tsui 1995) and mainly to involve students but; how can the teacher just involve empty students. Additionally, questions specify the content of the answer (Harmer 2007) but no one can discuss a topic about which he does not have a clue.

**Q .4.** Do you like to share knowledge with your classmates during lessons implementation?

Yes  No

<b>Options</b>	<b>N° of answers</b>	<b>Percentage (%)</b>
<i>Yes</i>	18	69.23%
<i>No</i>	8	30.77%
<i>Total</i>	<b>26</b>	<b>100%</b>

TABLE N°13: Students’ Attitudes towards Sharing Knowledge in the Classroom

The table indicates that the majority of the respondents (69.23%) like to share their knowledge with their classmates in the classroom, whereas 30.77% of the students dislike sharing their knowledge. These statistical findings represent the same ones as the previous question; ergo, those 69.23% of the students like to perform because they like to share their knowledge with the other learners and vice versa for the remaining 30.77% of students. This can be related to Illich’s quote, “*In fact, learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting.*” (Illich 1972: 56, cited in Harmer 2007: 52). This means that when sharing knowledge, learning is more likely to take place.

**Q .5.** Do you like when your teacher/classmates ask you for clarification? Why?

Yes  No

<b>Options</b>	<b>N° of answers</b>	<b>Percentage (%)</b>
<i>Yes</i>	17	65.39%
<i>No</i>	9	34.61%
<i>Total</i>	<b>25</b>	<b>100%</b>

TABLE N°15: Students’ Attitudes towards Clarification Requests

Seemingly, those who welcome their teacher’s and fellow students’ clarification requests represent the high percentage (65.39%), whereas the remainder show their refusal to this notion of clarification when requested.

Those who responded with yes justified that almost certainly people have difficulty understanding others and making themselves understood and that sometimes things can be understood in the wrong way as Young believes “*meanings are not fixed but are negotiated by speakers.*” (Young 2008: 43), add to that Lynch says, “*A message may be understood on different levels by different listeners.*” (Lynch 1996: 12); so it would be very useful to ask for clarification because it makes them understand and understood. In other words, this helps them to convince themselves and the others at the same time since it may serve as feedback for the speakers themselves as this pushes them to the limits of their knowledge that fuels the acquisition process (Nunan 1993).

On the other hand, those who are against being asked for clarification argued that they may not have anything to add since they may not have enough knowledge about the subject and some of them attribute that to not having enough vocabulary at their disposals. They claim that they do not find words to explain more, this is why preparation is crucial.

◆ **Section three: The IPD pattern**

Q .6. Did you enjoy the lessons you have done under the IPD pattern?

Very much       somewhat       Not at all

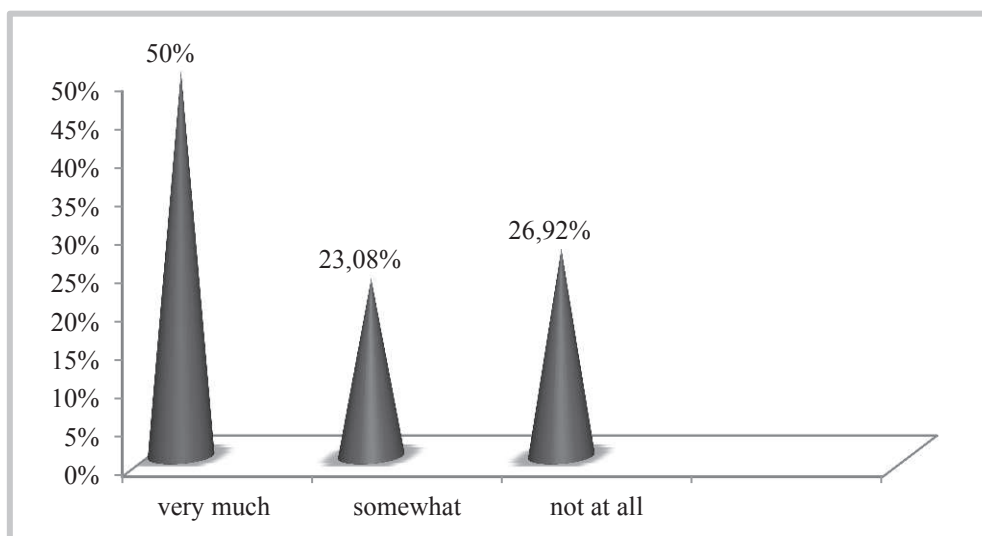


FIGURE N°11: Students’ Enjoyment of the IPD



This figure shows that half of the group enjoyed the IPD structure very much, while the other half comprises those who slightly enjoyed it and those who did not enjoy it at all.

What can be said here is that the 50% represent the students that like to contribute to lesson progress and welcome the responsibility for their own learning, whereas, the 26.92% of the students are those who prefer to be passive recipients to the teacher’s knowledge. They may be the ones who “*see the teacher as the giving end of knowledge and themselves as the passive receiving end*” (Tsui 1995: 7) and the ones who “*may not welcome the opportunity to take responsibility for their learning*” (ibid.). The remainder 23.08% somewhat enjoyed the pattern and depict those who liked some aspects of the pattern but not others.

**Q .7.** Have you listened attentively to your fellows when they spoke?

Yes  No

<b>Option</b>	<b><i>N° of answers</i></b>	<b><i>Percentage (%)</i></b>
<b><i>Yes</i></b>	20	76.92%
<b><i>No</i></b>	6	23.08%
<b><i>Total</i></b>	<b>26</b>	<b>100%</b>

TABLE N°16: Students’ Attention to Their Fellows’ Utterances

This table shows that less than a quarter of the group (23.08%) did not listen to their fellows when they performed and interacted with each other. This percentage may represent the proportion of students who feel more comfortable with teacher’s instruction and those who did not like the classroom management because they are calm and do not like conversing in the classroom.

Besides, it shows that the great proportion of students (76.92%) did listen to the others attentively and it constitutes those who were interested in the lesson and the classroom management and were willing to contribute because they favour interaction and discussion and those who felt obliged to attend since the lessons’ content was co-constructed by the members of the group.

After all, it is preferable to be attentive and emotionally open to what is going on because students are more likely to learn effectively if their attention is aroused (Harmer 2007).

Q .8. Have you trusted your classmates? Yes  No

Option	N° of answers	Percentage (%)
Yes	15	57.70%
No	11	42.30%
Total	26	100%

TABLE N°17: Students' Confidence in Their Fellows' Utterances

What is shown in this table is that more than half of the group members trust each other (57.70%). This is very reasonable since the teacher would intervene if there were something wrong because the teacher is not here to test the students' knowledge of the subject at hand but rather to let them do the leaning process and intervene whenever needed.

However, the 42.30% of the students did not trust their mates since they stick firmly to the teacher and are afraid of their fellows making mistakes. In fact, it is this latter that is more interesting, when there is a mistake or an ambiguity and then omitted via discussion.

All the same, in order for learning to be enhanced, it is better to have positive rather than negative feelings about the learning process (Harmer 2007).

Q .9. How did you find the pattern? (you can choose more than one)

a. Helpful  b. motivating  c. embarrassing  d. boring  e. others

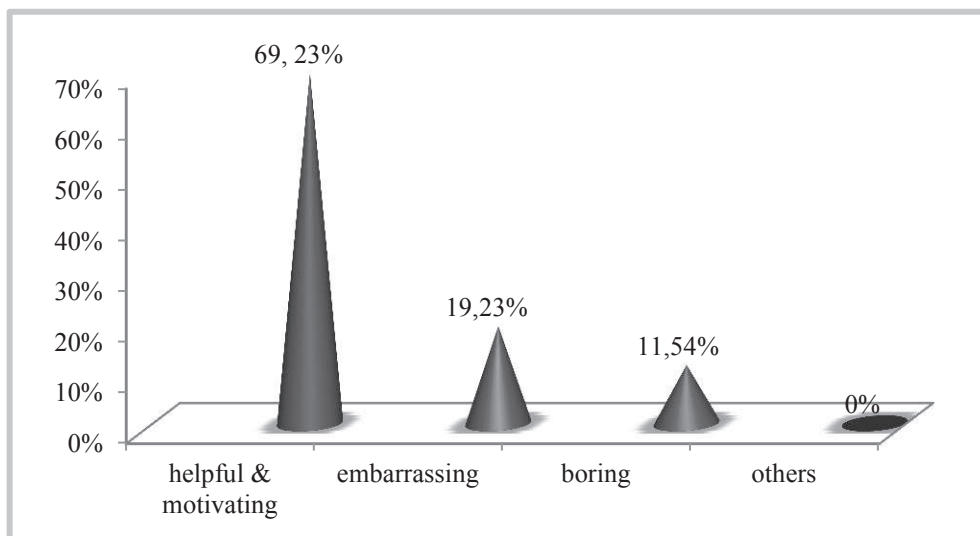


FIGURE N°12: students' interests of the IPD

Normally the figure above would have five cones; each one represents one of these categories: helpful, motivating, embarrassing, boring and others. But, since the percentages got from the two categories: helpful and motivating; were equal so their cones were superposed (69.23%). These latter both show the higher percentage and represent the group of students that have benefited from the IPD pattern.

The second cone under the name category ‘embarrassing’ depicts the proportion of students (19.23%) that felt awkward and shy during the lessons under the IPD, whereas the remaining number of students represented by the cone (11.54%) depicts the group of students that got bored during practicing the IPD. However, in what concerns the last category ‘others’, students did not add any other category.

**Q .10.** Which lessons do you prefer: the ones under the IPD model OR the ones under the IRF model? Please justify your answer?

<b>Option</b>	<b><i>N° of answers</i></b>	<b><i>Percentage (%)</i></b>
<b><i>IPD</i></b>	16	61.54%
<b><i>IRF</i></b>	10	38.46%
<b><i>Total</i></b>	<b>26</b>	<b>100%</b>

TABLE N°17: Students’ Preferences of the Two Patterns

Two patterns of interaction divided the group 18 into two parties; those preferring the IPD and those favoring the IRF. In the table, the former is represented by the higher percentage (61.54%), whereas the latter is represented by the percentage (38.46%). What follows are some of the reasons the two sides gave.

Sixteen students out of 26 favored the IPD and gave these reasons

- ◆ Their mistakes have diminished since it created a sense of competition among them because they felt evaluated all the time by their classmates; this is why they came prepared.
- ◆ Their shyness and their feeling of intimidating also were diminished
- ◆ Their interaction has really developed

At the same time, they criticized the IRF during which

- ◆ They feel that they are very passive and submissive learners because they are led by the teacher who tends to speak a lot.
- ◆ They say that they just rely on what the teacher gave them, learn it sometimes by heart in order to pass an exam. But the IPD, they add, pushes them to expand their knowledge by reading books and visiting websites.
- ◆ In the IPD they can comment but in the IRF, it is up to the teacher to do so
- ◆ They dislike teachers' negative feedback; thus, some students even they know the answer they feel afraid to utter it. This reflects Kundu's idea "*we insist on answers in full sentences and penalize them for their mistakes; they are always on the defensive.*" (Kundu 1993: 13, cited in Lynch 1996: 109)

Ten students favored the IRF because they are calm and dislike speaking in the classroom. In addition, they consider it the easy one since it does not require them to make efforts, they do prefer to seat and listen to the teacher giving instruction. Zeldin (1999:15) says in relation to this, "*I don't think you have to be talkative to converse, or even to have a quick mind. Pauses in conversation do not harm [...] what matters is whether you are willing to think for yourself and to say what you think*" (cited in Stott *et al.* 2001: 26).

**Q .11.** What aspects of the pattern (IPD) were most interesting for you?

First of all, the preparation of the lessons and the presentation after searching the topic, more interestingly, everything done in the classroom during that period was collective and was an obligation; because a few of them do something for the sake of their learning by their willingness especially research projects. Moreover, all the students share the responsibility to make the lesson in hand a successful one with just the tutoring of the teacher and the leadership of one of the learners i.e. each member taking responsibility for leading one session. This latter also pushed them to be more prepared as van Lier asserts, "*The more students can participate in the design, and the more they can feel in charge, experience ownership, have a sense of being in control of their own actions, the more likely it is that students will be engaged, that they will be intrinsically motivated.*" (van Lier 1996: 207)

Add to this, the seating arrangement that implies equality and sets the stones for discussion, which after it there is no existence of ambiguity about the discussed topic. Putting

it in other words, after discussing a point, the students know exactly what it is and what it is not. Moreover, it lessened the authoritative role of the teacher. Littlewood says, “*The dangers of excessive teacher domination may often be reduced by introducing more informal seating arrangements. When the teacher faces the whole class, his position reinforces his authority as ‘knower’. A more informal layout, for example in a circle, can help greatly to reinforce the learners’ equality as co-communicators.*” (Littlewood 1981: 47)

Nevertheless, the opponents of the pattern were interested in nothing at all in it. They represent the very little minority.

**Q .12.** What would you suggest to be changed in the pattern (IPD)? (specify them)

Nothing       Few things       every thing

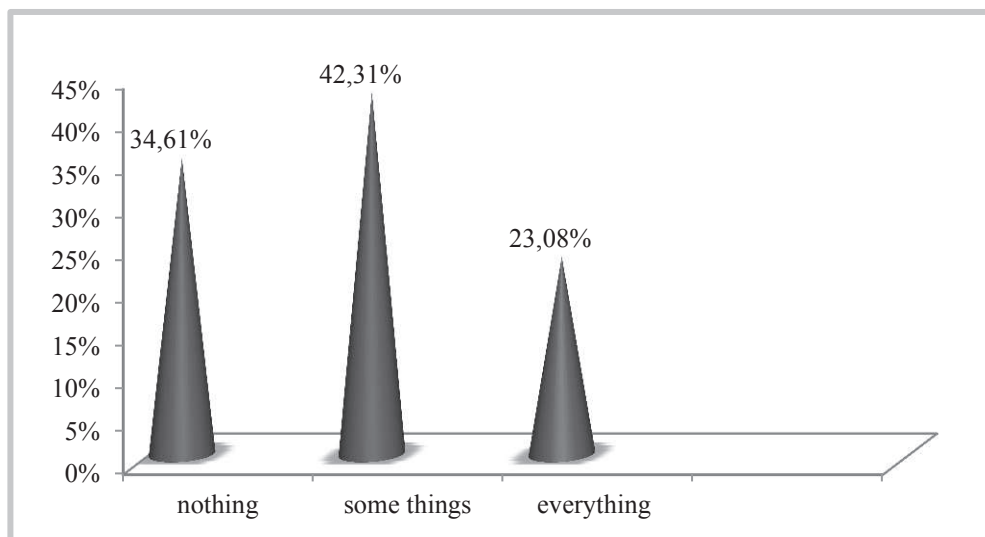


FIGURE N°13: Students’ Suggestions for Change in the IPD Pattern

Those who are not interested in the pattern are represented in the figure under the category ‘everything’ (23.08%). They suggested changing everything in it. However, a few students among those who are interested in it (they are under the name category ‘some things’) suggested few things to be changed in the pattern and are:

- ◆ The election of the chair is very embarrassing and shy and silent students cannot take this role
- ◆ Decrease the number of students per class



- ◆ It motivates them to learn and raises their responsibility, thus if all teachers apply it their language ability will improve very soon.
- ◆ It pushes them to work.
- ◆ It prepares to master dissertation

Those who disagree said that there are modules in which it can be applied but there are others that need to be more teacher centered and do not favor interaction.

Those who strongly disagree posited that they disliked it.

In a nutshell, it can be said that it is true that every lesson should be implemented by following patterns of interaction that most corresponds to its pedagogical focus as Seedhouse (2004) and Young (2008) believe, but an interactional-style instruction can be adopted even when the goal is learning the language itself as (Lightbown & Spada 2006).

#### **Q .15.** Additional comments and suggestions

Some of the students interviewed made suggestions such as:

- ◆ Decrease the number of students per group
- ◆ Most teachers just give handouts and even just read them so students appeal for change besides bringing competent teachers
- ◆ All teachers must bring change of the kind discussed above to their lessons so as to incorporate enthusiasm to the classroom.
- ◆ Incorporating technologies to classroom lessons is the interest of many of the students interviewed.

#### ***c. Teacher's Interview***

##### *1) Description of the Teacher's Interview*

This interview was a structured one with an interview schedule. It contained nine open questions that let the teacher express herself freely. Her responses were recorded in the space provided just after each question.

## 2) Aim of the Teacher's Interview

This interview was designed to the teacher of the experimental group. Its aim was primarily evaluative to judge the value of the IPD pattern and to see to what extent it is useful and applicable in the language classrooms in order to confirm or disconfirm the findings.

Additionally, it will serve as a reflection about teaching using this pattern, it will provide insights on whether the IPD has succeeded or not. Furthermore, it will contribute to comparing the results with the ones of other used instruments and undoubtedly, to answer research questions.

## 3) Analysis of the Teacher's Interview

**Q .1.** Were the aims of the lessons under the IPD pattern met?

The response to this question showed that the lessons' aims were all met.

**Q .2.** Did you like the lessons under the IPD pattern?

She told that she really enjoyed the lessons under the IPD, since all the learners have had the chance to speak in the classroom: the responsibility was shared not like the previous way of teaching in what all the responsibility was put upon the teacher. This latter has to prepare everything, explain it, and re-explain it until making students understood. Teaching by using the IRF interaction reflects Parrott's idea who claims, «*Some models of learning and teaching sees students as sponges who soak up knowledge from their teachers*» (Parrott 1993: 63 in Nunan & Lamb 1996: 141).

**Q .3.** According to you, was the organization of the presentations logical?

She reported that the organization of the presentations was logical since the atmosphere of the classroom seemed very natural and acceptable. In her excerpt, she put that '*in fact having your students do their learning by their owns and contributing to the building of knowledge in the classroom is something many teachers struggle to achieve.*' She added to say '*especially since the lessons' aims were met.*'



**Q .4.** What aspects of the pattern were most interesting for you?

Three aspects interested the teacher: the election of a chair, the collective individual performances after preparation, and the seating arrangement.

First, the chair attracted her because he/she struggled to put himself in the teacher's shoes and this pushed him to the limits of his/her competence. It is said that this leads to language improvement (Nunan 1993). Additionally, this idea of electing a chair, in each lesson, made students come to the classroom being well prepared since everyone was expecting each time that he would be the chair.

Second, she was attracted by the collective individual performances. Because having one's students come to the classroom after preparing the lesson is an issue that many teachers are dying to attain. Thanks to this pattern, her students come all prepared and all of them had to say something about the topic under consideration. What was more interesting was that each one's utterance had to be different from the others' ones. More interestingly, some members had to say what they already said differently this is what Lightbown & Spada (2006: 44) called "*the need to define better ways to express their meaning.*"

Finally, the classroom shape attracted her, as she said it, which permitted the learners to see their mates. This prepared the ground for interaction and discussion, not like the orderly rows that imposes silence. Additionally, it created a sense of cooperation because, as she noticed, they felt as being one team not like when seating in orderly rows that creates a sense of individualism and a sense of competition because they competed each other since every one tried to do better than his/her mates.27)

**Q .5.** What would you suggest to be changed in the pattern as a whole?

She considered it as being a perfect pattern and regarded it as being the perfect way that gave students chances to practice their target language in the classroom. In other words, it was the best possible way that may permits learners to learn both the language and the content of the lesson simultaneously. Thus, she had nothing to suggest to be changed in the pattern.

**Q .6.** What would you suggest to be changed in students' behaviors?

She noticed that the students were so involved that they forgotten that they were in the classroom. They were raising their voices and laughing from time to time. This was what she

suggested to be changed in the students' behaviours besides their use of websites to retrieve information about the topics discussed. It would be better if they used library books since they are more reliable sources for gathering information, as van Lier says, «*They must learn how and where to look for information, ...*» (van Lier 1996: 92).

**Q .7.** Which one do you prefer, your usual way of teaching or the new one?

From her excerpt, it was noticed that she liked the IPD model and she preferred it to the traditional way of teaching –that is, the IRF. She claimed that when teaching by using the traditional way, just a few learners were involved and some students even did not know what the lessons were about. She said '*I used to work only with a very limited number of learners and very often those only seating at the front.*' Therefore, the shape of the classroom also played a very important role comparing it with the orderly rows. She added that even those who had never uttered a single word, during all the first semester, were involved in every lesson during the second semester and this is may be due to preparation.

**Q .8.** What are your attitudes towards implementing this pattern in all modules and in every lesson?

Knowing that the interviewed teacher also used the IPD pattern with her other groups in two modules (research methodology and written expression), with her lessons' objectives were all met; she believed that this pattern can be implemented in all modules. This is likely to be true because Tsui posits, "*Lessons are judged as good or bad on the basis of whether they turn out the way they were planned and whether the expected outcome is achieved.*" (Tsui 1995:1).

**Q .9.** Did you like your role under the IPD?

The response to this question was yes. Because intervening only when needed was a very enjoyable role for her besides taking the role of controller and manager to create the suitable environment for learning by interacting besides being well prepared like the other learners. Littlewood wrote:

*“If the conversation session is to perform its proper role as social interaction activity, the teacher must perform as ‘co-communicator’ rather than ‘director’. He may guide and stimulate, but not take away the learner’*

*responsibility as equal participants in the interaction. He must also restrain any urge to intervene at every hesitation or false start.”(Littlewood 1981:47)*

This does not mean that teachers should abandon all control. However, it is argued that enabling learners to take responsibility over their interaction in the classroom raises their motivation and pushes them to learn more.

#### **Q .10.** Additional comments and suggestions

The participant teacher provided the researcher with a very useful recommendation that was to add an ‘S’ (Summarizing) to the abbreviation IPD. It will become IPDS i.e. summarizing at the end of each discussion move and even at the end of the lesson. This pushes students to be more engaged especially the reluctant ones and raises their attention to what the others are saying, in other words to make them catch everything said.

### **3. General Discussion**

The findings of this research study illustrate a greater effectiveness of the IPD sequence in rendering almost all the students involved in the progress of the lesson and thus the development of the interaction between the different elements in the classroom.

The results obtained from the IPD sessions are in line with the constructivists’ position since the learners with whom the IPD is experimented are constructors of their own knowledge and not dormant recipients of teacher’s information.

They are also in accordance with the learner-centered approach principles as the learners are involved actively in their learning processes and take on greater responsibility and control over their own learning by interacting and doing most of the work instead of putting it all on the teacher.

Moreover, since the amount of student talk time has increased in the IPD sessions, so most of the time was spent by the students interacting, therefore, the results show that the IPD structure accord with the principles of interactive learning and teaching as all the students do most of the work and produce the language interactively. In this sense,

this pattern is likely to help manage learning and interaction at the same time. In other words, students are not only learning about the language but also put it into practice.

Furthermore, from the apparent interest of the participants in this research of the IPD pattern, this latter can be considered as being successful since it shows direct accordance with Ur's (1991: 120) Characteristics of a successful speaking activity that are:

*Learners talk a lot:* much of the time allotted to the activity is occupied by learner talk,

*Participation is even:* classroom discussion is not dominated by only few talkative participants, but rather involves everyone taking part. In other words, everyone gets a chance to speak, and

*Motivation is high:* learners are willing to speak because they are interested in the topic, have something new to say, or because they want to contribute to achieving the aim of the activity.

This puts it in direct contrast to its alternative i.e. the IRF exchange which results show that they are in direct connection with those of van Lier (1996) and Chaudron (1988). These latter claim that the IRF is characterized by the teacher's authority and leadership in every action done in the classroom where the student's voice does not carry a great deal of weight. This is shown by the increase in the teacher talk time and the remarkable decrease in the students talk time. Additionally, the IRF do not encourage debate and discussion that is likely to involve all the students. Because the student's response is considered to be sufficient to the teacher and do not need to be debated as Brown (2001) believes.

Concerning the seating arrangement, it appealed for both the teacher and the students. It motivated those students whose learning styles do not fit the traditional classroom model to engage in interaction; thus, a changed environment is a learning motivator as Tsui (1995) claims. It also changed the role of the teacher by causing changes in class empowerment. Additionally, students are involved in the different components of input and output, which will ensure that the students are getting a good general programme in their language class and help them achieve a balance between input and output as Harmer (1983) claims.

Unfortunately, the researcher has insufficient knowledge to guarantee that there will be an automatic match between the quantity of interaction or the increased STT and the learning outcomes since it is the quality of what we say that really counts as Harmer (2007) posits. In other words, it cannot be said that learners who actively engaged in interaction actually can achieve more than those who did not because this study is not designed to test this prediction. This is why further research on the topic is needed.

## **Conclusion**

This chapter dealt with the interpretation and analysis of the data gathered in this action research. The results obtained demonstrate a correlation between the research variables as already mentioned, the IPD sequence enhances the students' interaction in the classroom more than the IRF one. Additionally, both the teacher and the students have shown a positive attitude towards the IPD pattern of interaction.

***GENERAL  
CONCLUSION***

## General Conclusion

Enhancing interaction in the language classrooms is a problem that many teachers face. As a matter of fact, it has become a major issue in the field of learning and teaching in recent years.

The study in hand is entitled “*Developing classroom interaction through minimizing the use of the IRF pattern and maximizing the use of the IPD pattern*”. It is aiming at bringing an alternative to the traditional pattern of interaction (the IRF) which is said to reduce the students to a very passive role in the classroom. In order to accumulate the student talk time and thus the classroom interaction so as the turns will be divided almost equally between all the participants in the classroom including the teacher, the researcher hypothesized this new pattern (the IPD) to correlate with the classroom interaction.

To test the research hypothesis, the researcher opted to the control group design. It was conducted on a sample of first year student population. This sample consisted of two groups randomly assigned; one was an experimental group and another was a control group. The students in the experimental group received their lessons by incorporating the treatment into them i.e. the lessons were based on the IPD interaction, whereas the control group received the lessons as usual in a teacher-centered classroom based on the IRF interaction.

To record the behaviors aimed to in the two groups, an observation checklist was used along with a stopwatch that helped to measure the length of utterances produced by both the teacher and her students. After finishing with the experimentation, a comparison was drawn between the two groups at the level of the length of STT and TTT. On the other hand, the participants were interviewed and then the results were interpreted, analyzed and discussed.

The data gathered by means of a classroom observation checklist proved that the IPD not only engaged all the students and promoted the classroom interaction but also expanded their length of utterances as they were all prepared. Additionally, it revealed that the role of the teacher shifted to a more facilitative one. Whereas the information obtained from the interviews demonstrated that the participants were so interested in the pattern and changed their view of the learning as a whole and the learning environment as a part, asserting that it will be very beneficial in improving their linguistic skills.

To put it in a nutshell, it can be said that the findings of this research helped confirm the hypothesis since the implementation of the IPD pattern of interaction gave more opportunities for learners to use the English language interactively in the classroom, and motivated them to engage in further communication. Additionally, the results aided to answer the research questions as follows:

- ◆ Will the proposed pattern –the IPD, really promote classroom interaction and increase STT more than the IRF?

Through the findings of this study that are obtained after analyzing and comparing between the classroom observation checklists of each two same lessons, it is revealed that the IPD expands the STT more than the IRF and develops the interaction between the students as was hypothesized.

- ◆ How do teachers and students find classroom interaction through the IPD during the experimentation period?

Most of the student participants who witnessed the IPD implementation and their teacher find classroom interaction through the IPD during the experimentation period helpful and motivating and they represent 69.23% of the students in the experimental group while the remaining 30.77% find it embarrassing and boring with half of the group find it enjoying very much and the other half comprises those who somehow enjoyed it and those who did not enjoy it at all. In addition, 61.54% of the students prefer the interaction under the IPD while the remaining 38.46% prefer the IRF interaction.

Based on the theoretical background on the topic and the findings of this research, it is possible to make these recommendations for both teachers and researchers.

As recommendations for teachers, it can be said that learners should be given more opportunities to interact in the classroom since classroom interaction is very beneficial, especially as it stands as an opportunity for practice because students need more practice. In addition, discussion is beneficial to the students and preparation of the task is significant in the success of the discussion. Thus, the topic for discussion should be made available to the group in advance so that students have opportunities to think about the topic, to research and to formulate their own ideas.



As suggestions for further research, this research can be further investigated by using other perspectives and other areas of concern since students' interaction in the classroom is an issue that deserves importance and investigation as well. For instance, the study can be replicated with different data collection tools and a different research design especially language tests so as to obtain more convincing evidence for the results namely at the level of linguistic improvement. In addition, this research does not investigate the learning outcomes after the implementation of the IPD pattern of interaction. To this effect, the researcher suggests that another research can be carried out to examine the problem in an in-depth manner, to explain the treatment's true effect on the quality of learning.

### **Limitations**

Unfortunately, this experience lasted for a short period of time not as expected from the very beginning because of the constraints in the time of the research. Additionally, it was thought to give the treatment to the students in all modules but because of the constraints of time it was experimented only in one module. Besides the lack of documentation especially in what concerns the IRF pattern whereof all documentation reviewed on the topic mentioned it only slightly not in details. To finish, there was also a constraint in what concerned the students' interview as the students did not accept to be interviewed until their completion of their second semester exams.

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***APPENDICES***

**Appendix N°01***Teacher's Interview*

- Q .1. Were the aims of the lessons under the IPD pattern met?
- Q .2. Did you like the lessons under the IPD pattern?
- Q .3. According to you, was the organization of the presentations logical?
- Q .4. What aspects of the pattern were most interesting for you?
- Q .5. What would you suggest to be changed in the pattern as a whole?
- Q .6. What would you suggest to be changed in students' behaviors?
- Q .7. Which one do you prefer, your usual way of teaching or the new one?
- Q .8. What are your attitudes towards implementing this pattern in all modules and in every lesson?
- Q .9. Did you like your role under the IPD?
- Q .10. Additional comments and suggestions

## Appendix N°02

### *Students' Interview*

#### ◆ *Section one: General information*

Q .1. Is English your choice?                      Yes                       No

#### ◆ *Section two: Classroom Interaction*

Q .2. Do you like to perform orally in the classroom? Why?

Yes                       No

Q .3. Do you like to be asked questions about the lesson under consideration in the classroom?

Yes                       No

◆ Do you attribute that to preparation?                      Yes                       No

Q .4. Do you like to share knowledge with your classmates during lessons implementation?

Yes                       No

Q .5. Do you like when your teacher/classmates ask you for clarification? Why?

Yes                       No

◆ **Section three: The IPD pattern**

Q .6. Did you enjoy the lessons you have done under the IPD pattern?

Very much       somewhat       Not at all

Q .7. Have you listened attentively to your fellows when they spoke?

Yes       No

Q .8. Have you trusted your classmates?    Yes       No

Q .9. How did you find the pattern? (you can choose more than one)

- a. Helpful
- b. motivating
- c. embarrassing
- d. boring
- e. others

Q .10. Which lessons do you prefer: the ones under the IPD model OR the ones under the IRF model? Please justify your answer?

Q .11. What aspects of the pattern (IPD) were most interesting for you?

Q .12. What would you suggest to be changed in the pattern (IPD)? (specify them)

Nothing       Few things       every thing

Q .13. Do you agree if all your teachers in all modules follow this IPD pattern? Why?

- a. Strongly disagree
- b. Disagree
- c. Strongly agree
- d. Agree

Q .14. Additional comments or suggestions

**Appendix N°04**

*Observation Checklist*

**Part I: IPD**

For each item, the observer writes down the length of utterance and tallies of the items as they occur in the classroom.

<b>Date:</b> .....	<b>Time:</b> .....	<b>Room:</b> .....
<b>Class size:</b> .....	<b>Duration:</b> .....	<b>Group N°:</b> .....
<b>Lesson:</b> .....		

<b>Item</b>	<b>Length (Seconds)</b>	<b>Tally</b>
<b>TTT</b>		
<b>STT</b>		
<b>WT</b>		
<b>Total</b>		

## Part II: IRF

For each item, the observer writes down the length of utterance and tallies of the items as they occur in the classroom.

<b>Date:</b> .....	<b>Time:</b> .....	<b>Room:</b> .....
<b>Class size:</b> .....	<b>Duration:</b> .....	<b>Group N°:</b> .....
<b>Lesson:</b> .....		

Item	Length (Seconds)	Tally
TTT		
SIT		
WT		
Total		