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**Teacher – Student Classroom Verbal Interaction:
An analytical study in teaching reading in eighth
and eleventh grades in Jerusalem suburb's schools**

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and eleventh grades in Jerusalem suburb's schools**

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Thesis Approval

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Dedication

To the souls of my father and my mother

*To my husband Hussein whose help and love always takes me to zenith and glory
and transforms my dreams into reality.*

*To my children ,layth ,Mohammad, Motaz ,Wejdan and Dauod for their patience
with me.*

To my broth sisters, and relatives who always wished me success in my study

Declaration :

I certify that this thesis submitted for the degree of Master of Arts is the result of my own research , except where otherwise acknowledged , and that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution .

Signed : -----

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All praise is due to Allah who provided me with the opportunity , courage and ability to finish this contribution to knowledge . All respect is due to his prophet Muhammad , (May the blessings and peace of Allah be on him) , the most perfect and exalted among those ever born in the universe.

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ABSTRACT

This study focused on the patterns of classroom interaction at 8th and 11th grades in light of Flanders interaction analysis system . The researcher conducted an observation study of the classroom interaction in the 8th and 11th grades. The main aim was to study the interaction patterns in reading lessons using Flanders Interaction Analysis (FIA) and then make a comparison between the two levels due to student's gender, teacher's gender and teaching experience.

The population of this study consisted of all the students in the 8th and 11th grades in Jerusalem's suburbs schools during the year 2008_2009 of the second semester and their English teachers. Both male and female students were selected as a sample of the study. Also 6 classes three for males and 3 for females at 8th grade and 4 classes 2 for males and 2 for females at 11th grade in addition to 4 teachers who teach English for these classes 2 males and 2 females with different experience years from 2-5 and 6-10 years. Twelve observation sessions were carried out, each in one classroom, using Flanders's interaction analysis system to secure the data. Each classroom was observed for(1170) seconds (19.5 minutes) in a 40-minute class .

After obtaining and encoding the data, it was tabulated, analyzed and interpreted by using percentages, means, and standard deviations.

The results were as follows :

1- Male students are higher than females in the following categories : teacher talk, silence or confusion, teacher immediate beginning, steady state cells, students stability, and teacher question.

2-Female students higher than Males in the following patterns students talk, teacher response, teacher immediate question and student's initiation .

3-Teachers who have been teaching for 2-5 years showed higher percentages in the following patterns: teacher talk, teacher response, teacher immediate question, steady state cells and student's initiation.

4-Teachers who have been teaching for 6-10 years showed higher percentages in the following patterns students talk, silence or confusion, teacher immediate beginning, student's stability .

So the researcher noticed that teachers with 2-5 years of experience used direct pattern more than teachers whose years of experience were 6-10. The direct pattern was used at 8th level more than 11th levels.

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Chapter One

The Statement of the Problem

1-1 Introduction:

The growth of the use of English has become the world's primary language for international communication, in both the daily life and academic arena. It is quietly obvious that the global spread of the English language speaks beyond the cultural and political world; it speaks in the classrooms of villages unknown to the common world, villages hidden in the corner of the world map. It is though unfortunate that Middle Eastern students, particularly Palestinians, are not fully equipped with the proper linguistics of the English language.

There is no provision for the development of intellectual and thinking skills among students who are given little time for active participation and interaction. The neutral teacher seems to be in a very dominant role in the classroom environment with little opportunities, which further restricts not only the teacher, but most of the entire student body, for advanced learning employing the critical thinking mind.

1.2 Theoretical Background

Classroom interaction has been considered as one of the most important issues that concern researchers of education all over the world. It is the only means of the teaching with the adoption of a learning process that enables teachers and students to communicate.

Through classroom interaction, teachers and learners who are the main elements of the educational process can communicate and feel with each other. The teacher, if employs open communication, can deliver the lesson with minimum difficulties. The power of classroom interaction creates a more positive, comfortable and creative learning environment for effective advanced opportunities. Students, if given an occasion to vocalize their thoughts, can empower them to become active participants within their academic process.

To reach this end, it is essential for educational leaders and teacher to strategies researched techniques, in communication and interaction that can be employed in the classroom.

Allwright and Bailey (1991) listed five factors that are very important to make vital classroom interaction, these factors are:

1. The participants' turn distribution.
2. The topic of the lesson.
3. The task for each participant.
4. The tone, that means the sort of atmosphere that created in the lesson.
5. The code, that means the accent, dialect, or language that used.

These factors should make great complications for teachers who cannot deal them in positive way.

Classroom interaction has many other important elements such as teachers and students. Thus, according to Kateswaran (1993) teachers behaviors could be dominative or integrative. A teacher with a dominative behavior is one who is identified by his autocratic methods and ways, he also dominate the will of others. But an integrative teacher is identified by his democratic methods and seeks to integrate differences into agreement by tolerance, consultation and discussion. We can summaries the dominative personality as type of teacher who thinks he knows best and wishes to make other people behave in his way without being able to admit the value of the others experience, desires or criticism. He tends to make decisions on his own without reference to others who may be concerned. He is in fact jealous of the ideas of others and may take a suggestion from a subordinate as implying criticism of him. A teacher of this type uses threat and blame as his techniques. He also gives imperative commands and orders on what should be done and behaves aggressively when his will is resisted. He is normally in a position to work against other people.

An integrated teacher behavior can be summarized as follows: Normally he works with other people instead of against them. He realizes the value of other people's knowledge and experience and is prepared to cooperate with others. He also adopts his aims to the desires of others. In positions of authority, he consults those under him whenever possible. He is quick to recognize and praise good ideas. He tends to use praise rather than blame. Moreover, he is able to be tolerant, flexible, permissive and adaptive, invites participation, encourages initiative and as a leader is able to coordinate the work of others and develop a happy and creative atmosphere among those who work with him .

The other element of the teaching learning process is the student who according to Kateswarn (1993) could be divided into four types. Empty students need certain skills, information and knowledge, but they don't know about what they need to know or how they might acquire information they need. Searching students are students who need an environment to which they can carry out their learning. They require less direction and motivation to guide this process. Creative students need tools that facilitate creative work, not the foundational skills and knowledge which underlie that work. Finally, social students are students who need interaction with their peers and the world at large in order to solidify their learning, deepening their understanding, and developing their creative abilities. In their research, they had suggested what would be most effective .More or less effective depending on how "directly" or indirectly" teachers influenced learner behavior.