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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

Hanan Khaleel Ali Ilian

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By
Hanan Khaleel Ali Ilian

B.A Education –English Language Al-Quds Open University

Supervisor : Dr . Adnan Shehadeh

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Thesis Approval

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Prepared By : Hanan Khaleel Ali Ilian
Registration No :20714137

Supervisor : Dr . Adnan Shehadeh

Master thesis submitted and accepted, Date :24/2/2010
The names and signatures of the examining committee members are as follows :

1- Head of committee Adnan Shehadeh signature
2- Internal Examiner Ghassan Sirhan signature
3- External Examiner Dr. Raghad Dwaik signature

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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 : ----------

Name of student : Hanan Khaleel Ali Ilian

Date : ----------

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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 8^{th} level more than 11^{th} levels.

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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.

Moreover, one could agree with Van Lier (1988) when he argued that: "Learning language occurs in the context of social interaction, both in the classroom and outside". (Van Lier 1988,p.81). Therefore, the researcher believes that a high percentage of the difficulties that face learning– teaching English in our schools stem from the lack of having appropriate social context. It is not strange to say that Interaction is one of the most necessary factors in learning languages. So many socio-cultural theories such as those of Vygotsky – The Russian psychologist who worked in the Soviet Union in the 1920s, and 1930s - claims that cognitive development and learning originate in social context (Vygotsky i1978,1986). Vygotsky believes that higher psychological function, such as learning, develop interaction between individuals. So he hypothesized the existence of a Zone of Proximal Development (ZPD).

Balaban (1995) pointed out that in these hypotheses; Vygotsky clarified the difference between what a learner can do without help and what he or she can do with help. A child follows an adult's example and gradually develops the ability to do certain tasks without help or assistance. After a small period of time, the concept of (ZPD) has been expanded modified and changed into new concept that is the concept of scaffolding. It could be said that scaffolding is a process through which a teacher or more work together, give aid to the student in her /his learning as necessary. They remove this aid when it becomes unnecessary, as a scaffold is removed from a building during construction.

The metaphor of scaffolding to refer to the strategies carried out by an expert who wants to adjust a task to the level of competence of a learner have put forward by Wood, Bruner &Ross (1976). These strategies include proposing a form of the act to be performed, raising and maintaining the learner's interest, simplifying the task, correcting the results and reducing the stress during the learning process. Another fundamental concept is that of prolepsis, which refers to presupposition of some knowledge on the part of the speaker. The listener is challenged to interact with the speaker in order to get the supposed information.

Moreover, Anton (1999) argued that it is possible to take advantage and benefit of socio-cultural theories to raise teaching methodology based on the central role of interaction in the process of learning a foreign language. Anton has described teachers as experts who can provide the necessary scaffold assistance to students and guide them through the learning process. Also the social context in the classroom provides opportunities for interaction between teachers and students, and between students themselves who can get assistance from their peers. Also Anton (1999) showed in his studies on language classes, that a learner-centered environment in which students were responsible about their learning provides more than one opportunity for interaction and can support learning. So when the student’s role changes from only receivers for information to producers for information. the role of the teacher also changes to construct a scaffold that helps learners to find solution to the problems they faced. In one of Dicamilla and Anaton’s studies (1997) it was very interesting to observe how a teacher guides learners to notice consciously the linguistic form under observation through the interaction. Students share not only responsibility for solving linguistic problems, but also responsibility for all the

students in the classroom. Thus, the process successfully becomes a community shared responsibility for learning. In this case, not only the teacher gives advice how to learn in good strategies, but also students themselves are able to give their ideas about how to deal with problems. Learners can use each other as resource for information. In this setting, students provide a great chance for interaction. Many other studies such as Dicamilla and Anaton (1997) and Alcon Soler (2002) reported that the effect of learning collaborative dialogue in language learning is as effective for learning as interaction between teacher and learners. Dicamilla and Anaton (1997) analyzed the discussion of some pairs of Spanish second language learner collaborating on writing assignment and they found that co-constructed scaffold and guidance through peer dialogue were very important for learners to learn the second language. In addition, Soler (2002) has clarified the effect of teacher-students versus learners interaction on developing learners pragmatic competence in English foreign language classes in a Spanish University.

Interaction is an approach to explain first language acquisition so Bocale (2004) and several other researchers such as Lighbown and Spada (1999) go with Vygotsky's theories to emphasize the importance of interaction in developing language of small children. Vygotsky, Lighbown and Spada (1999) said that language develops as a result of the complex interplay between the human characteristics of the child and his environment. The importance of interaction in language acquisition has been clarified by studying cases in which language was missing, such as the case of Jim. Pocale (2004) said that Jim was a learning child, but his parents were unable to hear, they were deaf.
Thus he had no body to speak with him. In other words, he had no conversational parents up to the age of three years and nine months, his only oral language contact was with television. One day, researchers tested his level of language. He appeared to be much below the normal level for children in his age. Jim tried to express his ideas in an unusual and ungrammatical way. When Jim began to make conversation with adults, the situation completely changed and in a few months most of his problems had disappeared, and his language became near to other children language that were in his age. His brother Glenn, when, tested at the same age, didn't have the same problem because he had had Jim as a conversational partner to speak with him.

Finally, Jackson (1968) reported that teachers are typically involved in more than 1000 verbal exchanges with their students every day. There is a lot of talking ; enough to give even the strongest vocal cords a severe case of laryngitis. Counting the number of verbal exchanges teachers have with their students during a classroom will give an idea of how much teachers talk. A big part of language teachers activities involve verbal interaction .

1-3 Purpose of the Study

This study aims at investigating the patterns of classroom interaction in 8^{th} and 11^{th} grade levels in English reading comprehension lessons compared by Flanders Standard Percentages. Then make a comparison between these patterns of classroom interaction and their categories in these two grades due to student's gender, teacher's gender and teachers' years of experience. To achieve these aims, the researcher utilized FIA in these two grades in Jerusalem Suburb's schools.

1-4 Statement of the Problem

Teachers of English, in Jerusalem suburbs schools, tend to complain that their students in different grade do not interact effectively during classroom sessions. Their classroom participation and interaction is low. This affects their understanding of the material and their learning of the language itself. For instance, according to several researchers, such as Inamullah (2005– 2008), Amedon and Furst (1970) (cited in Amedon and Flanders(1967) and Al – Kaderee (1994) teachers who give their students the chance to speak, participate in running the lesson and respect their thoughts and feeling, can get good classroom interaction. Others who do not give their students the same chance should never get the same results. The present study tries to investigate and identify the types of classroom interaction that are found in the 8^{th} and 11^{th} classrooms at Jerusalem suburbs schools.

1.5 Questions of the Study

This study attempts to answer the following questions:

1. What are the percentages for each category in the patterns of classroom verbal interaction that take place in the 8^{th} and 11^{th} grades in English reading comprehension lessons compared by Flanders Standard Percentages ?

2. Are there differences between teacher's talk time, student's talk time and silence or confusion time in the 8^{th} and 11^{th} grades in reading lessons due to teacher's gender, teachers' years of experience and student's gender ?

1.6 Significance of the Study

This study tries to explore the patterns of classroom's interaction that take place in 8^{th} and 11^{th}grade levels at Jerusalem suburban schools, in light of Flanders Interaction Analysis System. Roberts(2005) said that Interaction is considered as one of the most important reasons for successful teaching-learning process. Without interaction inside classrooms, all processes become totally rote memorization and there will be no active teaching-learning in the schools. Moreover, this study is the first study in Palestine to explore the patterns of classroom interaction in reading lessons. The results will be of great benefit to teachers who could change their methods in order to increase high student achievement, and for curriculum designers to use the results of this study in preparing new academic approaches in the future. It is believed that the evidence of the outcome could be of great contribution in the educational arena.

1-7 Limitations of the study

The researcher believes that this study has the following limitations:

1. Generalization of the results is limited to the 8^{th}and11^{th} grade levels in Jerusalem's suburbs schools. And to similar students in similar situations.

2. This study investigates reading lessons only, thus the results could be generalized to this skill only.
3. In this study, only 4 teachers and 10 classes were observed.
4. This study investigates teacher – student interaction only.

1.8 Assumptions

The study was conducted under the following assumptions:

1. Teachers and students behavior didn't change regardless of the order or the time of the lessons .
2. Teacher's behavior didn't change regardless of the students' gender or students' grade (8^{th} or 11^{th}).

1.9 Definition of terms

The following terms will have the associated meanings whenever they appear in the study:

Classroom interaction: Is the process referring to face – to – face interaction . It can be either verbal, channeled through written or spoken words, or non – verbal, channeled through touch, proximity, eye – contact, facial expressions, gesturing etc (Robinson, 1994 p .7). In this study, classroom verbal interaction is the process referring to talking and silence or confusion that happens inside classrooms between teacher and students .

Teacher years of experience: The number of the years that teachers spend in teaching English as a foreign language .
In this study the researcher has two levels:

1. Teachers who have been teaching from (2 to 5) years.
2. Teachers who have been teaching from (6 to 10) years.

Flanders Interaction Analysis System: Is an instrument which is used for observing and measuring classroom verbal interaction patterns, developed by Flanders (1960) and has been used extensively in various studies regarding classroom interaction .

Reading comprehension: Goodman (1988) defined reading as a receptive language process that starts with a linguistic surface representation encoded by the writer and ends with the meaning the reader had constructed .

In this study, according to Palestinian curriculum, reading lesson is the first lesson from each unit in 8^{th} grade student book and the first and second lessons from each unit in 11^{th} grade. The observed units were 13,14 ,15at 8^{th} grade and 7 ,8 , 9 at 11^{th} grade.

Scaffolding: Balaban (1995)clarified that "scaffolding refers to the way the adult guides the child's learning via focused questions and positive interactions" (Balaban,p52).

Verbal Interaction pattern: In this study interaction patterns mean the styles of verbal classroom interaction that are used in 8^{th} and 11^{th} grades in Jerusalem suburbs schools .

Direct pattern: Inamullah (2005) defined direct pattern as a pattern in which the teacher presents the material in small steps, uses advance organizers, checks for understanding. He also has student's answer turn by turn in an ordered fashion, and provides immediate feedback on their answers .

Indirect pattern: Inamullah (2005) defined indirect pattern as a pattern in which teachers talk minimum and students' talk maximum, minimum lecture and maximum discussion, stress on independent student learning frequent praise of students, frequent use of student ideas and respect of student ideas in discussions .

1.10 Overview of the study

This study consists of five chapters, the first chapter launching the problem of the study. It consists of the introduction, theoretical background, and statement of the problem, purpose of the study, questions of the study, significance of the study, limitations of the study, definition of the terms and overview of the study.
The second chapter reviews related literature. It is divided into eight sections: introduction, historical background, models for classroom interaction, studies in different subjects lessons, studies in English language lessons and conclusion .

The third chapter covers methodology and procedures. It consists of introduction, population sample, study variables, data collection, instruments, procedures, pilot testing, data analysis, descriptions for observation lessons and conclusion .

The fourth chapter describes findings of the study. It deals with introduction, results of research,(question number one)results of research,(question number two),and conclusion.

Finally, the fifth chapter, had the discussion and recommendations. It consists of three sections: introduction, recommendations and conclusion.

Chapter Two
Review of Related Literature

2.1 Introduction

This chapter deals with the related literature to complete the research course study. It is divided into three sections. The first section deals with historical background which includes coding systems and classroom research. The second section describes several studies in various fields that contribute to the overall subject matter. The last section includes specific studies in teaching English as a foreign language.

2.2 Historical Background

Hyman (1968) reported that in 1914 the first study about teaching subject began by Horns study. He also reported that Anderson's study of education in 1939 was the starting point for studying teaching process inside classroom.

After Anderson's study in education, there were several theorists who came afterwards whose main aim was the evolution of the teaching process. All these studies intended to discover good and suitable measurement tool to calculate and evaluate the dynamics within the classroom. One of these measurement tools was Flanders Interaction Analysis system. Inamullah (2005) said that Flanders in 1963 developed a research tool, named as Flander Interaction analysis (FIA). FIA became a widely used coding system to analyze and improve teaching skills. This observations' system was designed to categorize the type and quantity of verbal dialogue in the classroom and then plot the information on a matrix so that it could be analyzed. The result gave a vivid understanding of the talking concept in the classroom and the kind of discussion that was taking place.

As a result of conducted research with his coding instrument, Flanders(1970) uncovered the two-thirds rule. About $2/3^{rd}$ of classroom time is devoted to talking, about $2/3^{rd}$ of this time the person talking is the teacher, and $2/3^{rd}$ of the teacher's talk is "direct "(that is, lecturing giving directions, and controlling student). The two/thirds rule is actually a stepping stone to help improve the classroom structure when teachers verbally dominate the environment.

Originally developed as a research tool, Flanders Interaction analysis became a widely used coding system to analyze and improve teaching skills. Flanders instrument was designed only for observing the verbal communication in the classroom. Non-verbal gestures are not taken into account. The basic assumption of the system is that, in the classroom, the verbal statements of a teacher are consistent with his/her non-verbal gestures or rather, his total behavior.

Flanders(1970) has categorized the interaction of teacher and pupils in classrooms. There are ten categories in the system. Out of the ten categories in the system, seven categories

are assigned to teachers' talk and two to students' talk and the tenth category classifies pauses, short periods of silence and talk that are confusing or noisy. The seven categories assigned to a teacher are again divided into indirect and direct influence. Categories 1 to 4 represent indirect influence and categories 5 to 7 represent direct influence. Indirect influence encourages student participation and freedom of action. Direct influence increases the active control of the teacher and often aims at conformity and compliance. Direct influence tends to increase the teacher's activity and restrains student behavior. The net effect is less freedom of action for the students.

The division of student talk into categories 8 and 9 provides a clue to the nature of freedom given to the students. Usually, but not necessarily, an excessive or above average pattern of direct teacher influence is associated with less student talk. An above average indirect pattern is associated with more student talk and this will be of self-initiated type. The use of only two categories to record all kind of student talk neglects a great deal of information but the major purpose of this system is the analysis of teacher influence. The purpose of category 10 is to record pauses, silence and periods of confusion. This is not intended to record longer periods of silence or confusion that exists for more than three minutes.

The major feature of this category system lies in the analysis of initiative and response which is a characteristic of interaction between individuals. "To initiate" means to make the first move, to lead, to begin, to introduce an idea or concept for the first time and to express one's own will. “To respond" means to take action after an initiation to counter, to amplify or react to ideas which have already been expressed, to conform or even to comply with the will expressed by others. Normally, it is expected that the teacher should do a more initiative than the pupils. With this ten-category system, it is possible to estimate the percentage of time of teacher talk, pupil talk, and more information is brought about by the teacher. Hence, with this particular set of categories, it is possible to study the influence of the teacher statements directly made in the classroom environment.

2.2.1 Classroom interaction:

Van Lier (1988) said that when we try to study how the language produced by learning the classroom we must focus on two basic areas:

1. We should focus on what is said in the classroom. This way helps us to investigate the language produced by learner in the classroom.

2. We should focus on what is done inside the classroom. We need to include everything from "having a good time" to solving a communication problems to "learning pronunciation". So if we want to focus on what is done inside the classroom we should give attention to the interaction that occurs in languages' classroom and pay attention to some terms that belong to interaction, such as initiative, participation and involvement between them.

Van Lier (1988) represented in his book *The Classroom and the Language Learner* a diagram (see appendix A) investigating how interaction occurred through input and intake tasks. He tried to prove that social interaction occurred through teacher/student participation which therefore led to language development. Without doubting, Van Lier (1988) believes that interaction is a very important factor for language development.

Long (198b:214) (cited in Allwrigt and Bailey/1991) proposed a model (see appendix B) investigating the relationships between negotiated interaction, comprehensible input and language acquisition. Long's model emphasized the important of interaction and its role in getting comprehensible input. Long also added that comprehensible input and language acquisition has a broken line between each other that indicates comprehensible input might still have the most important direct contribution to language achievement.

2.2.2 Coding Systems :

McKay (2006) concluded that there are more than 200 different coding systems in the educational field. These systems are divided into two categories: generic coding schemes, which are very comprehensive with the purpose of describing all of the communication patterns that occur in a classroom, and limited coded schemes, which are specialized to deal only with the moves that are used in a particular type of classroom interaction such as group work.

In this study, generic coding scheme were used - Flanders Interaction Analysis system. Although there are many other systems such as, verbal interaction category system (VICS) which was developed from Flanders system by Amidon and Hunter (1966), Roger system (1966), Hough system (1966), Hough and Ober (1966) and communicative orientation of language teaching (COLT) which was designed by Allen, Frohlich and Spada (1984). This system is divided into two parts; part (A) describes activities of the classroom whereas part (B) describes the communicative features of the exchange.

In part (A), the observer codes the following categories.

1. **Activity type** which describes the kind of activity such as a drill , singing , discussion , and … etc.
2. **Participation organization** indicates the participation pattern: whole class, group work , and group and individual work.
3. **Content indicates** whether the focus is on classroom management, on an explicit language focus, or on some other content. Also the category deals with whether or not the topic is controlled by the teacher, student or is shared.
4. **Modality** identifies the skill type-listening, speaking, reading, writing, or combination.
5. **Materials** indicates the type of material (i.e. pedagogic, semi - pedagogic, or non pedagogic), and the use of materials (i.e. highly controlled, semi – controlled, or minimally controlled).

Part (B) consists of analysis of the communicative features occurring within each activity. This part includes the following sub categories.

1. **Use of the target language** measures the extent to which the target language is used.
2. **Information gap** refers to the extent to which the information that is dealt with is predictable and genuine.
3. **Sustained speech** deals with the extent to which the speaker engages in extended discourse.
4. **Reaction to code or message** refers to the extent to which the purpose of the exchange is on the accuracy of the message or the meaning.
5. **Incorporation of preceding utterances** refers to how a comment, refers to preceding comment, expansion or elaboration.
6. **Discourse initiation** refers to whether the teacher or student initiates the exchange.
7. **Relative restriction of linguistic form** refers to expected linguistic form of a response being either restricted use or only one form is expected.

Hyman (1968) reported another system of verbal classroom interaction analysis systems. It was developed by F. Lewi , John Newell and John Withal. This system consists of thirteen categories:

1. Teacher asks about information related to the lessons contents.
2. Teacher gives direction or expects it from his students.
3. Teacher asks about idea , analysis or example.
4. Teacher listens to students' questions and answers.
5. Teacher gives information about the lesson.
6. Teacher gives suggestions for solving problems and then gives the students the freedom to choose what they want.
7. Teacher gives instructions such as, call students name or asks students to pay attention.
8. Teacher gives thoughts or asks questions, accepts or refuses students ideas.
9. Teacher gives analysis for some phenomena or concepts or gives examples about them
10. Teacher shows positive feelings toward his students.
11. Teacher determines the communication or pauses in the process. So he doesn’t accept students' behaviors or he ignores students' questions.
12. Teacher shows negative feelings toward students and doesn't respect them.
13. Stop communication between teacher and students.

Inamullah (2005)described many other coding systems such as Medley and Mitzel (1963) they developed an observation system this system designed to facilitate observational study of teacher graduates. Both verbal and non verbal phenomena in this system are observed and analyzed.

This system includes the following categories:

1. Teacher Lectures
2. Teacher Talks Stories
3. Teacher Talks Classes
4. Teacher Illustrates

Bale's Interaction Process Categories

Bale developed a category system with the object of studying individual behavior in selected social and psychological setting before Flanders. The interaction is either recorded for subsequent analysis or observed and codified in a time based process. This system of observation is used widely and is developed with the intention of providing a method analyzing the behavior of small work groups. It has, come to be used in instructional positions since it has categories appropriate to describe the behavior of a teacher or pupils in a classroom. Every act of the group members is recorded in one of the twelve categories.

1. Shows solidarity, raises other's status, gives help rewards.
2. Tension release, jokes, laughs, shows satisfaction.
3. Agrees, shows passive acceptance understands, concurs, competes, belongs to social-emotional area positive reaction.
4. Gives suggestions, directions, implying autonomy for others.
5. Gives orientation, information, repetition, confirmation.
6. Gives opinion, evaluation, analysis, expresses feelings.
7. Asks about orientation, information.
8. Asks opinion, evaluation, analysis, expressions of feeling.
9. Asks for suggestions, direction, and possible way of action.
10. Disagrees, shows positive rejection.
11. Shows tension, asks for help, and withdraws out field.
12. Shows antagonisms, deflates other's status, and define.

Reciprocal category system : (RCS)

Ober of the University of Florida has put adaptation of the FIAC known as the reciprocal category system (RCS). In this system, there are nine categories which are applicable to either teacher or student in a reciprocal manner and a tenth category of silence or confusion. The nine categories are warmly accepts, amplifies, elicits, responds, initiates , directs, corrects and cools (make the classroom climate easy and formal). The RCS, therefore, not only enables us to determine the nature and type of teacher –pupil interaction, but also to estimate the socio-emotional climate in the classroom by noting the warming and cooling behavior of teachers.

Equivalent talk categories : (ETC)

Bentley and Milber (1970) developed the equivalent talk categories (ETC) which are ten in number and which emphasize the type and degree of intellectual exchange between the teacher and his pupil enabling us to determine the available opportunities for pupil to think and to infer in the classroom. This appears to be of rather limited value.

It could be argued that Flanders system is still the most effective and easy to use in classrooms interaction analysis. This system is also used to give quantitative measurement for educational behaviors and it could be used in statistical treatment. Hyman(1968) added that Flanders system became one of the most famous instruments that are used to measure contact between the teacher and his students through verbal classroom interaction.

Santhman and Sampth (2003) added that Ned Flanders technique of interaction analysis is wonderful for observing teacher-student interaction. Buch (cited in Santhman and Sampth) said that there are several advantages for this method of analysis. The following are few of them:

A. The analysis of matrix is so dependable that even a person not present when observations were made, can make accurate inferences about the verbal communication and mental picture of the classroom interaction.
B. Different matrices can be made and used to compare the behavior of teachers at different age levels, sex, subject-matter etc.
C. These analyses would serve as a vital feedback to the teacher trainee about his intentions and actual behavior in the classroom. The supervising or inspecting staff can also easily follow this system.
D. It is effective diagnostic tool to measure the social-emotional climate in the classroom.

Flanders Analysis System (FIA).This system consists of (3) categories divided into (10) aspects they are:

First Category: Indirect influence

1. Accepts Feelings

   Accepts and clarifies the tone of feeling of the students in an unthreatening manner. Feelings may be positive or negative, Predicting or recalling feelings are included.

2. Praises or Encourages

   Praises or encourages student action or behavior. Jokes that release tension, not at the expenses of another individual ; nodding head and saying "um hm ?" or “go on" are included.

3. Accepts or uses ideas of students

   Clarifies, builds, or develops ideas suggested by a student, as teacher brings more of their own ideas into play.

4. Asks Questions

   Asks questions about content or procedure with intent that the student answers

Second Category: Direct influence

5. Lecturing

   Gives facts or opinions about content or procedure, his or her own ideas, asking rhetorical question

6. Giving Direction

   Gives direction, commands, or orders that students are expected to comply with.

7. Criticizing or Justifying Authority

   Gives statements that are intended to change student behavior from unacceptable to acceptable pattern ; bawling someone out; stating why the teacher is doing in the context of what he or she is doing with extreme self - reference.

Third Category: Student Talk

8. Student Talk Response

   Talk by students in response to teacher. Teacher initiates the contact or solicits student's statement.

9. Student's Talk Initiation

   Talk initiated by students. If " calling on ‘‘student is only to indicate who may talk next, observer must decide whether student wanted to talk.

10. Silence or Confusion: Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observation. (see appendix C).

Flanders also designed an observational sheet for these 10 categories, each block in observational sheet represents 3 section, as the following:

Observational sheet

	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Name of the teacher:
Class:

The above observational sheet represents (1170) seconds for (10) categories of (F1A).

The verbal interaction category system (VICS)

It is developed by Amidon and Hunter (1967) and it is an extension of Flanders system of ten categories. It contains five major categories for analyzing classroom verbal behavior as follows:

First category: Teacher Initiated Talk

1. Gives information or opinion
2. Gives direction
3. Asks closed questions
4. Asks open questions

Second Category: Teacher Response

5. Accepts, Ideas, Behavior, Feelings
6. Praises or Encourages

Third Category: Pupil Response

7. Responds to teacher, predictably and unpredictably
8. Responds to another pupil.

Fourth Category: Pupil initiated talk

9. Initiated talks to teacher
10. Initiated talks to other pupil

Fifth Category: Other

11. Silence
12. Confusion

2.2.3 –Classroom Research:

Nodoushan (2008) argued that classroom research reveals three distinct but interrelated researches: Classroom Centered Research, Classroom Process Research, and Qualitative Research. Classroom - centered research is simply the research centered on the classroom as the “object” of research and not simply the “setting” for research. This type of research is done by either observation or introspection, or even a combination of both. Observation inside classroom could be done by different techniques such as audio – tape recordings, video – tape recordings or even the trained observer can handle the job of doing the observation. A second approach is classroom – centered research which is introspection. Allwright (cited in Nodoushan 2008) used the term (introspection) to refer to the way of asking people to answer question rather than asking them to allow them to be observed in action. Using interviews can be viewed as a good means of eliciting introspective data. A third approach is the use of what Allwright calls "triangulation ". In this approach, more than one viewpoint (may be three viewpoints) could be at the lesson. Allwright also argues that in practice, triangulation means a combination of observation and introspection.

It was necessary to develop the tools of classroom observation. For this reason some scholars, as Flanders, chose to use direct observation to study teaching. He had developed his system that called Flanders Interaction Analysis categories (FIAC) which he designed for general education purposes. In this system, observation sheets were used to help teachers to see how well or how badly their teaching behavior matched the patterns that Flanders and his friends had suggested. More or less effective depending on how "directly" or “indirectly" teachers influence learner behavior. Nodoushan (2008) reported that there are other types of classroom research such as:

Classroom Process Research: Nodoushan(2008)said that, Stephen J. Gaies (1983) drew a clear picture for classroom. He said that the main aim for this type of research is to describe the linguistics and instructional environment which second language learner face in the classroom and how environment might differ from what is available outside the classroom. The first one is the quantitative research in which the research sets out to investigate already hypothesized variables. The second one is qualitative research which has made a significant gain in terms of visibility and credibility in recent years.

Qualitative research is still debated, misunderstood and ignored by some applied linguists.

2.3 Studies in various fields

Amidon and Flanders (1967) reported some studies in their book '*The role of the teacher in the classroom*', such as **Nelson** who conducted a study in which she tried to investigate, differences in language achievement between students who learn by direct teacher and students who learn by indirect teacher. The results indicated that direct teacher make languages' skills weak and stopped their development, and **Lashier (1966)** also carried out a study which aimed at studying the different in Biology achievement between students who were taught by direct teachers and others who were taught by indirect teachers. The researcher found that students who learned by indirect teachers were higher in achievements than students who learned by direct teachers. The researchers in this two studies used Flanders Interaction Analysis system.

Moreover, there are several studies that aimed at investigate patterns of classrooms interaction inside classroom in various fields by using Flanders Interaction Analysis system. Amidon and Flanders (1967) introduce in their book *The Role of the Teacher in The Classroom* many other studies such as the study that carried out by Qiammatteo and Amidon. They took 23 teachers from basic level that had high evaluation by their supervisors. Then they further took 120 teachers from the same level but with low evaluation by their supervisors. The researcher found that teaching method for the high evaluation teachers was different from others whose evaluation was low. Also they found that teacher talk time for high evaluation teachers was short. They encouraged their students and respected their thoughts more than teachers who had low evaluation. The researchers reported that high evaluation teachers were less dominant than others. They asked open questions; their students asked and answered. Moreover, their students sharing became more and more.

Al–lakanee (1976) (اللقاني) carried out a study aimed at analyzing the classroom verbal interaction in social subjects. He used Flanders Interaction Analysis system. He chose 10 students who were studying in education college in Ean – Shams University in the year (1975-1976) and observed the interaction patterns in the classroom, for 3 times in 3weeks. The period for each time was 20 minutes. The results were as follows: Teachers always used the lecture method and gave information without any encouragement or any student's motivation to think. Student teacher's talk time was very high, and students' talk time was very low. Student- teacher questions were very low. That means teachers used lecture method. Confusion and silence time was very low. Students did what their teacher expected from them without any extensions, also students' initiation was very low.

Bakr Frnands and Lftah (cited in Al Kellany, 1976, p.9-10)(باقر,فرناندس, لفته) conducted a study, that aimed at analyzing the classroom interaction in Science and Math for fifth and fourth grades.

The sample was17 basic schools, 5 for boys 3 for girls and 9 as co-education. They observed 31 lessons in Science and Math in Baghdad. They used Flanders interaction analyzing system. The results showed that the main method for teachers was lecturing followed by and questions and answers. This result was for science lessons in fourth grade. This result made confusion and silence rank very high and math students' initiation was very low. The same results were recorded for the fifth grade level. Different from the above finding, researches noticed that Math lessons adopted more of a confusion and silence period rather than Science lessons for the same classes.

Oguniyi (1984) carried out a research which aimed at studying the verbal behavior in science lessons. The sample was 24 teachers who are teaching in secondary schools in Nigeria. The results showed that verbal behavior was dominant on science lessons. Students were highly negative during most of the duration of the lesson. The researcher used Flanders system for analyzing the interaction in science lessons.

Nashwan (1989)(نشوان) analyzed classroom verbal interaction that took place in a college setting in the King Saud University in Saudi Arabia. The sample was 47 lessons, which were chosen randomly. The researcher analyzed the lessons by using Flanders analysis system. The results showed that student teachers method was lecturing and giving information. The percentages of direct and indirect in student teachers verbal behavior reached 27.80%. The student's verbal behavior was less than 50% in most of the lessons.

Noreen (1991) conducted an important study on the field of classroom verbal interaction, which focused on clarifying the relationship of verbal interaction in teaching Mathematic through small groups. The researcher used Flanders analysis system. The results showed that whereas boys are always identified as individuals, the publicly active girls are more likely to be identified as groups. Girls' contact with teachers seems less than boys. Girls usually appear to have less influence on the classroom process than boys do.

Al Khateeb (1992)(الخطيب) conducted a study which aimed at investigating the impact of verbal classroom interaction patterns on the teaching process and the attitude of students toward Geography lessons, also researching student achievement level. The researcher used Flanders Interaction Analysis system as a tool for this study. The population consisted of all Geography teachers who have B.A and 10^{th} grades students. The results were as follows:

1. Teachers who used indirect patterns accepted their student's thoughts and opinions more them teachers who used indirect patterns.
2. Student's achievement in Geography exams was higher than other students who learned by direct teachers.
3. There was a difference between student achievement in Geography for the benefit of students who learned by indirect methods.

Abo Kderee (1994)(ابو قديري) conducted a study to investigating the patterns of verbal interaction that took place in secondary level in Arabic lessons in Jordan. The sample was 16 male and female teachers. The researcher chose to use Flanders Analysis System as a

study tool. The results showed that most teachers used lecturing and giving information method. Students were given a small chance for vocalizing their thoughts. The silence and confusion time was low because teachers didn't give students their freedom to speak or to give opinions. Students are still in silence listening for their teachers only.

The researcher gave advice for teachers to use indirect methods more effectively to give student more time to ask questions and encourage the communication between individuals during the learning process. With this influence, classroom interaction will take place with an increase of student achievement.

Al Jber (1995)(الجبر)carried out a study to investigate the patterns of classroom interaction that dominate in Geography lessons, in the middle stage in Saudi Arabia schools, and their effect on students trends towards Geography.

The sample was 216 Geography lessons tracking 648 students. The results showed that the dominant teacher was found in Geography lessons. There was a significant relationship between classroom interaction patterns and students trends towards Geography.

Christopher (1996) carried out a study intended to know the efficiency of teachers who prepared to use verbal behavior method and ordinary teachers without any preparation or training. The sample consisted of 395 students and 36 teachers. The researcher used Flanders Interaction Analysis system as a tool for his study. The result indicated that teachers who have special training used indirect patterns that had effect their students questions and participation and explaining, while other teachers who haven't special training used the direct patterns.

Gage (Cited in Inamullah 2005) conducted research on Flanders Interaction Analysis and grouped the system into two groups: indirect teaching types (1) (2) (3) and (4), and direct teaching (5) (6) and (7). One can see that that the main difference between the two modes is basically whether teaching is viewed as asking or giving directions and lecturing in comparing the modes. Gage also wanted to examine possible differences according to grade level- elementary versus secondary. He clearly found evidence that teachers who employed the indirect mode at the secondary level produced greater academic gains on the part of their pupils than teachers who used the direct method. Gage argued that at the high school level, effectiveness increases if teacher uses the indirect method more than half the time.

Obviously, there will be times for giving careful directions, lecturing and criticizing students for misbehavior. Teachers could employ questioning, reinforcing, cueing, and responding to feelings to produce academic gains to a greater degree.

Furthermore, college researchers found that professors who provide time for student questions, allow students to question one another, encourage students to make statements in class, and fostered cognitive growth and greater complexity of thinking on the part of

their students. Results from both high school and college students indicate the advantage of the indirect method.

Moreover, researchers found that professors who provide time for student questioning, allow students to exchange questions with other classmates, encourage students to make statements in class, and fostered cognitive growth and greater complexity of thinking on the part of their students, results on the side of indirect method.

Inamullah (2005) conducted a study to explore patterns of classroom interaction at secondary and tertiary levels in the North West Frontier Province of Pakistan using Flanders Interaction Analysis system and to compare the interaction patterns at secondary and tertiary levels. His study was significant because its findings and conclusions may stimulate teachers to improve their teaching behavior in order to maximize students learning. To achieve the above study, the following hypotheses were formulated:

1. About 2/3 of classroom time is devoted to talking at secondary level
2. About 2/3 of the talking time is for the teacher at secondary level
3. About 2/3 of the teacher's talk is "direct " (that is, lecturing, directing and controlling) at secondary level
4. About 2/3 of classroom time is devoted to talking at tertiary level
5. About 2/3 of the talking time, is for teacher at tertiary level
6. About 2/3 of the teacher's talk is “direct” at tertiary level
7. Teacher's talking time at secondary level differs significantly from teacher's talk at tertiary level.
8. Student talking time at secondary level differs significantly from student talking time at tertiary level.
9. Silence time at secondary level differs significantly from silence time at tertiary level.

25 classrooms at the secondary level and 25 at tertiary level were randomly selected as a sample of the study.

All the nine hypotheses were supported, and it was concluded that both at secondary and tertiary levels more than 2/3 of classroom time was devoted to talking.

Thus, direct method is the accepted method approach in dominating classes. Student’s engagement at secondary and tertiary level differs in favor of secondary level classes while student’s engagement was greater at tertiary level.

Inamullah (2008) carried out another study to explore teacher/student verbal interaction in the secondary level classes using Flanders Interaction Analysis (FIA). Its findings and conclusions may stimulate teachers at the secondary level to improve their teaching behavior in order to maximize student learning.

The sample of the study consisted of 15 randomly selected classrooms at the secondary level. The number of observed students was 600 at the secondary level. Thus the total

number of observed teachers was 25. The researcher sat in the classroom for 45 minutes in the best position to hear and see the participants. At the end of each 3 second period, the researcher decided on the category that best represented the communication of events. After the researcher analyzed the data, the following conclusions were drawn:

The results reflect that the average talk time in percentage in the secondary level classroom was more than 2/3rd of the total class time. It was concluded that more than 2/3rd of the classroom time was used in class discussion in the observed secondary classrooms.

2. 4 Studies in Teaching English as Foreign Language

The studies that investigated classroom interaction in the field of teaching English as a foreign language vary in number and scope. The researcher managed to find one study carried out by Koura (1987). He conducted a study which aimed at investigating verbal interaction patterns that are found in English lessons as a foreign language at secondary schools in Egypt. The researcher wanted to know if the highly efficiency teachers used direct and indirect methods in their teaching more than their colleagues whose efficiency are low.

The sample for this study consisted of 5 teachers, whose efficiency is high, and 5 teachers whose efficiency is low. The researcher used Flanders Analysis System to reach his aim. Results showed that Teachers who have high efficiency used indirect verbal interaction more than teachers who have low efficiency.

High efficiency teachers tend to use foreign language as a tool for teaching more than low efficiency teachers - the same thing is for their students. Therefore, students who learn by high efficiency teachers used foreign language more than students who learn by low efficiency teachers. Moreover, Amidon and Flanders (1970) introduced three studies that aimed at investigating classroom interaction patterns in English lessons.

Amidon and Furst carried out the first study. They took 25 teachers from the basic schools in three subjects: Reading, Math and Civil Education. The researchers found that teachers who are teaching first and second grade levels are using indirect method. teachers who are teaching fifth and sixth grade levels also use indirect method, but teachers who teach third and fourth grade levels are using direct method.

The second study was carried out by Giammatteo. Its results were nearly similar to Amidon and Furst results. He found that teachers who were teaching third and fourth grade levels used direct method, and teachers who were teaching first, second, fifth and sixth grade levels used indirect method. He also discovered that teachers who taught high-level courses respect their student's thoughts more than teachers who taught basic-level. Although there are several studies that investigated classroom interaction in English language, only one of them deal with reading lessons. It was carried out by Amidon and Furst in a foreign environment. Our study is different from Amidon and Furst that it tries to investigate classroom verbal interaction in 8th and 11th grades in

reading lessons only. This study is congruent with Amidon and Furst, that teachers in basic level courses use direct methods more than teachers in secondary levels.

Soar (Cited in Amidon and Flanders, (1970)) conducted another study which aimed at investigating teacher's effect on students' understanding and reading at basic schools, the researcher used Flander Interaction Analysis system as a tool for this study. The results showed that understanding and reading skills increase more and more when students are given opportunities to vocalize their thoughts and opinions.

2.5 Conclusion

From this survey of related literature, the researcher sees that Gays (1987) Al -Baker (cited in Al Kellany, 1976, p.9-10) - Inamullah (2005) Oguniyi (1984) Koura (1987) Noreen (1991)Abo Kderee (1994) and Inamullah (2008) studies are congruent with each other in terms of the aims and results because all these studies aimed at investigating the patters of verbal classroom interaction by using Flanders analysis system.

Also, the researcher noticed that studies are congruent with each other because they all aim at investigating the patterns of verbal classroom interaction by using Flanders Interaction Analysis System. Al Khateeb (1992) Christopher (1996) Lashier (1966)).

The researcher believes that the studies conducted by Amedon and Furst (1970), which aimed to investigate the pattern of classroom interaction in reading lessons added to Math and Civil Education, are most related to her study. Furthermore, Abu Kaderee (1994) study took a very identical approach, Abo Kaderee (1994), considering that he used gender and experience to investigate the classrooms interaction patterns that took place in Arabic lessons at secondary classes in Jordan. The results of Abo Kaderee (1994) were nearly close to this study's results Soar, Amidon and Flander (1976) Amidon and Furst, and Gimmatteo are studies which are similar to our study. Finally, the researcher sees that all the previous studies aimed at investigating the verbal classroom interaction that take place in different levels and different subject matters.

Chapter Three
Methodology and Procedures

3.1 Introduction

This study focused on patterns of classroom interaction on 8th and 11th grade students in light of Flanders Interaction Analysis System. The study was an observational type of the descriptive method This chapter includes a description of the population, alongside with the sample, procedures of the study and data analysis procedures.

3.2 Population

The study population consisted of all students in the 8th and 11th grade level in the 2008-2009 second semester school year, including teachers, in the Jerusalem suburb's schools.

The credentials of the public student population served - which has been analyzed in this study - in Jerusalem suburb's schools are supervised by the Directorate of Education was:

- 3043 Students
  - 1450 11th Grade Students
  - 1593 8th Grade Students
- 76 Teachers

Table (3.1): Distribution of students by gender:

Grade	Percent	Frequency	Gender
8th	56.43%	899	Male
	43.57%	694	Female
11th	38.13%	353	Male
	61.87%	897	Female

Table (3.2): Distribution of teachers by gender:

Grade	Percent	Frequency	Gender
8th	30.30%	20	Male
	25.75%	17	Female
11th	27.27%	18	Male
	30.81%	21	Female

3.3 The Sample

The sample of this study consisted of:

8th Grade Level
    6 Classrooms: 3 for Males & 3 for Females.
11th Grade Level
    4 Classrooms: 2 for Males & 2 for Females.

The number of observed students was 201in the 8th grade level and 138 in the 11th grade level. Thus, the total number of observed students was 339.

The classes of where these samples were observed are situated in the village of Anata: Anata Secondary School for Females and Anata Secondary School for Males. The administrative collaboration between the 2 schools, and the regional setting of where they are located, made it ideal for an accurate and convenient study.

The sample of teachers in this study consists of all English teachers: males and females who all teach English courses for 8th and 11th grade students in Anata Secondary School for Females and Anata Secondary School for Males. The number of observed teachers was 4: 2 teachers in the 8th grade level and 2 teachers in the 11th grade level.

3.4 Data Collection

Data gathering techniques that were used in this study were observation and field notes with observation being the lead method that has been used in this type of research.

Observations occurred continually and spontaneously throughout classroom visits. The majority of observations were recorded during seatwork and collaborative learning activities. Observations occurred during a variety of lessons and at different times of the day. Most of the lessons were observed in classroom under the supervision of the teacher. The observations that occurred during the data collection process took place during the duration of one semester.

The researcher went to each school, in which she carried out her observations. She settled herself in the rear of each classroom as the instructional task followed its regular routinely course. She closely observed the teachers approach to teaching, and the student's interaction to the teacher for 19.5 minutes. Though the researcher examined the duration of the entire class period, it is essential to note that the first ten minutes and the last ten minutes from each lesson must omit.

Field notes in the study consisted of descriptions of individual interaction that student initiated towards the teacher in the classroom and consisted of written accounts of observations and records.

3.5 Instruments

Observation was the leading assessment tool used to collect data for this study. The observer sat in the classroom in the best position to hear and see the students and teacher clearly. At the end of each 3-second period, she decides the category that best represents the communication of events just completed. She writes down this category number while simultaneously assessing communication in the next period. She continues at the rate of 20 to 25 observations per minute, keeping her tempo as steady as possible. Sometimes she takes notes which used to explain the class formation or any unusual circumstances. The researcher also makes a recording for the lesson by using an audio-tape recorder. Then as soon as the total observation is completed, she returns to her home and completes a general description.

In Flanders book (*The role of the teacher in the classroom*) 1970 there are fifteen basic rules for researchers to use when making classification for teacher behaviors during instructional periods and these rules should be used in classroom verbal interaction analysis (see appendix D).

3.6 Procedures

The following procedures were followed to collect the data:

1. Observation and recording: Four classrooms were observed in the 11^{th} grade level (two for boys and two for girls). Six classrooms were observed in the 8^{th} grade (three for boys and three for girls).

   For each teacher, three audio tapes were recorded. The period of time was 19.5 minutes per each lesson. Observation began 10 minutes after the regular class session and ended 10 minute prior to the ending of the class period.

   With that following, the researcher changed the verbal interactions to numbers according to Flanders system; the period of time for each verbal response was 3 seconds. For example, when a teacher comes in the classroom and asks the students to prepare their books, we can record No 6, which means giving directions. When confusion or silence happens we must record No 10. Then, we assign these numbers in pairs begin with No 10 and finish with the same number. In this case, we had 19.5 x 60 = 1170 seconds which indicates 390 verbal responses.

2. Unloading: All numbers were unloaded in a matrix (10 * 10) for each teacher his or her own matrix was made by putting numbers in serial numerical as overlapping pairs. So, the first number refers to the row and the second number refers to the column For example, if we have the numbers(10, 6, 7, 10, 1, 1, 10), these numbers will be as follows in the matrix serial (10,6)

(6 ,7)(7 ,10)(10 ,1)(1, 1) (1, 10):The first pair (10 , 6) explains one recurrence in the cell in which row 10 cross with column 6. The second pair (6, 7) explains recurrence in the cell which row 6 cross with column 7 and so on.

For this reason the number 10 must be put at the beginning and at the end of the serial because the pairs are overlapping so each number was used twice except the first and the last number. No. 10 was chosen because most lessons began and ended with silence or confusion.

3. The researcher then calculated the percentages for each pattern from the verbal interaction and the average for the sample, which was then compared with the percentages that Flanders reached in his decimal system.

4. The researcher calculated the average percentages for verbal interaction patterns for each level from the study variables (males and females) and teaching experience (2 to 5) (6 to10) and made a comparison between averages (percentages) for verbal interaction patterns.

3.7 Pilot Testing

The researcher made record for reading lessons in 8^{th} and 11^{th} grade level, 3 observations for each class. It was explained that there was a pilot testing and the results would not be used in the study, rather to improve the inquiries instruments in order to extract correct data and fair assessment.

The following day, the researcher went to Anata school for girls and began the internal research with 8^{th} grade (c) English teacher. The researcher explained to the students that the lesson will be recorded strictly for researching purposes and that it is essential for them to continue their normal routinely habits without adopting any new practices.
The researcher requested them to be honest and clear in their responses. After that the researcher put the recorder – tape on the table in front of the students. Then, she administered it and sat down near the open window in the side of the classroom. When the lesson began, the researcher took notes to help her when she compiles the analysis to record the data. Teacher – student interaction continued normally in the 40 minutes. When the lesson finished, the researcher asked the teacher to give her suggestions for improvement. The teacher gave useful suggestion such as, closing the windows to avoid the confusion that occurs outside from students who have physical education lessons and also from the noises of vehicles driving in the main street. The researcher herself decided that she should sit behind the students at the back of the classroom because she noticed that some students were busy with her and didn't share in the lesson because they continued to look at her, as if she was a new teacher in the classroom. To avoid this situation arising, the researcher noticed that it would be of good benefit if she sat in the rear of the classroom.

When the researcher began to make analysis for the recorded data, using Flanders Interaction Analysis System, she faced an unexpected dilemma: the analysis for each

observation was 40 minutes. Considering this issue on the equation, the researcher omitted the first 10 minutes of the class period and the last 10 minutes of the class period, finalizing the observation period to be 19.5 minute, a more suitable time for making an analysis.

Through these suggestions and thoughts, the observation technique was improved in light of the pilot test.

3.8 Data Analysis

Data was collected through the above mentioned research instrument then coded in the observation sheets. Each table is analyzed and interpreted by using percentages.

In order to calculate the talk time frequencies, categories from 1 to 9 were added, which were converted into percentages by dividing the frequencies by total time of interaction. To calculate teacher's talk time frequencies, category 1 to 7 were added, then were converted into percentages by dividing the frequencies by total talk time. To calculate the teacher' s direct talk time frequencies from category 5 to 7 were added, then were converted into percentages by dividing the frequencies by teachers' talk time. To calculate the students talk time, frequencies categories 8 to 10 were added. Also the researcher used (VIC) rules to calculate some other category for more clarity .

The percentage that related to each column was calculated by dividing the total for each column from (1 to 10) by the cumulative number in the matrix, then multiply the result by 100 .

Following through, we reached the percentage of cumulative interaction that happened inside the classroom for each part of the ten parts. For example, if we want to find the percentage for teachers indirect talk time to the total talk time, it was calculated by dividing the frequencies in the columns from (1 to 4) by the frequencies sum on the columns from (1 to 7), then multiply the result by (100) .
Furthermore, if we want to analyze the percentage for a teachers direct talk time versus all talking we divide the frequencies sum in the columns from (5 to 7) on the frequencies sum on the columns from (1 to 7) and then multiply the result by (100) .

When we want to calculate special percentages for each pattern from classroom interaction patterns that happened between teachers and their students we can apply the following:

1. Teachers' cumulative talk percentage is calculated by adding percentages in the seven columns from 1 to 7, then dividing the result by the total sum for the frequencies in the matrix and then multiply the result by 100 .

2. Students' talk percentage means student sharing in the lesson. Students talk consists of initiation or the response for teacher. It was calculated by adding total

frequencies in the column 8 and 9 and dividing the result by the frequencies in the matrix. The result is multiplied by 100.

3. Silence or confusion means the cut for the communication between the teacher and the student or the silence. It's percentage is calculated by dividing the frequencies in column 10 by the frequencies in the matrix, then multiply the result by 100 .

4. Teachers' response percentage indicates the teacher's indirect behavior performed by accepting and respecting students' thoughts and praising them. It indicates how often a teacher stimulates his/her students or encourages them to give new ideas. Its percentage is calculated by adding frequencies in the columns (1, 2, and 3). Then dividing the result by the frequencies on the columns (1,2,3,4,6,7) .

5. Teachers' immediate initiation means teachers' tendency for praising or unifying thoughts and students feelings, especially when students stop talking. This percentage is calculated by adding cell frequencies that resulting from rows 8 and 9 and the columns (1,2,3) then dividing the result by the frequencies in the row cells 8 and 9 and the column (1,2,3,6,7) then the result by 100 .

6. Teachers' question percentage demonstrates how many teachers' uses questions when he or she facilitates student discussion. This percentage is calculated by dividing frequencies in the column 4 by frequencies by the column(5,6) then multiply the result by 100.

7. Teachers' immediate question percentage : This reflects teachers' tendency to respond to student's speech and use their opinions and thoughts in the lesson .

   This percentage is calculated by adding frequencies in the cells made of column and rows (8,4) (9, 4) and dividing the result by frequencies in the cells that made of column and rows (8 ,4) (8,5) (9, 4) and (9, 5) then multiplying the result by 100 .

8. Students' initiation percentages specify how many students participate in speech and his\ her ability to initiate without anybody telling him\her to speak without permission.

   This percentage is calculated by dividing the frequencies in the column 9 by frequencies in the columns (8, 9) then multiplying the result by 100 .

9. Steady state cells percentage is performed when the teacher and student continue in the same part of speech for more than 3 seconds.

   The more this percentage the less the speed of teacher talk and students exchange speak. This percentage is calculated by adding frequencies in the following cells

(1,1) , (2, 2), (3,3), (4 ,4), (5 ,5), (6 ,6), (7 ,7), (8 ,8), (9, 9), (10 ,10) then dividing by the cumulative sum of frequencies, and multiplying the result by 100 .

10. Students' stability percentage examines the students' tendency to continue in speech for more than 3 seconds either in response case or in initiation case. This percentage is calculated by adding frequencies in the cells (8, 8), (9, 9), then dividing the result by frequencies related to students' speech.

    The researcher prepared many descriptions for observation lesson in an indirect analysis observation sheets for each classroom of all the observation classes. (See appendix E).

3.9 Conclusion

This chapter deals with the most important factors in this particular study: procedures, data collection, sample and population, data analysis, added to that all tables that include information and data for this study.

Chapter Four
Findings of the study

4. 1 Introduction

This chapter includes the tables of findings of the study. They show classroom interaction categories and their percentages. Furthermore, details and tables on percentages for verbal classroom interaction compared by Flanders percentages are presented. The researcher is going to use them in the discussion of the result in chapter five.

These findings are important because they shed light on what actually goes on in each classroom.

The findings of the study are presented according to the two questions of the study.
Table (4.1) shows classroom interaction categories and their percentages compared by Flanders standard percentage for sample's members (teachers and students).

NO	**Categories**	**8TH**		**11TH**	**Flanders Percentage**
1	Teacher's Talk Time	M	76.91%	49.48%	68%
		F	55.08%	66.15%	
2	Student's Talk Time	M	12.56%	33.84%	20%
		F	24.77%	21.10%	
3	Silence and Confusion	M	14.92%	16.66%	11-12%
		F	12.10%	8.69%	
4	Teacher's Response	M	35.36%	16.60%	42%
		F	24.01%	32.39%	
5	Teacher's Immediate Beginning	M	72.29%	74.36%	60%
		F	63.80%	65.70%	
6	Teacher's Question	M	16.63%	56.12%	26%
		F	28.12%	37.83%	
7	Teacher's Immediate Question	M	34.97%	19.16%	26%
		F	32.66%	21.67%	
8	Student's Initiation	M	19.33%	9.86%	34%
		F	22.34%	27.01%	
9	Steady State Cells	M	53.67%	56.21%	50%
		F	40.32%	43.24%	
10	Student's stability	M	34.67%	59.62%	35-40%

4.2 Results of Research Question Number One

What are the percentages for each category in the patterns of classroom verbal interaction that take place at 8th and 11th grade levels in English reading comprehension lessons compared by Flanders slandered Percentages?

The results of the data analysis are presented in the following section:

1. Teacher's Talk Time

   Average for teacher's talk time at 8th grade for males was 76.91% from the total time and 55.8% for females. This observation evidence demonstrates that teachers spend a good portion of the time explaining the lesson, lecturing and asking questions. The percentage average for teachers talk time at the 11th grade level for males was 49.48% from the total time and 66.15% for females. This means that the teachers talk time in explaining the lesson, lecturing and asking questions was less than Flanders results, 68%.

2. Student's Talk Time

   Average for student's talk time at 8th grade for males was 12.56% from the total time and 24.77% for females. This indicates that students share in the lessons actively. The percentages average for students talk time at 11th grade was 33.84% from the total time for males and 21.1% for females. This signifies that students share in the lesson actively. Compared by standard percentage of Flanders which is 20%.

3. Silence and Confusion

   Average for silence or confusion at 8th grade was 14.92% for males and 12.10% for females. These results assume that there is a cut in communication for a period of time between the teachers and their students because students may write on the board without any sound or because they write the answers on their notebook. The percentages average for silence or confusion at 11th grade was 16.66% for males and 8.69% for females, while Flanders percentage is 11-12%.

4. Teachers Response

   Average for teacher's response at 8th grade was 35.36% for males and 24.01% for females. This indicates that teachers accept student's thoughts and feelings during the learning process. They also encourage and stimulate them to contribute in the lessons. The percentage average for teacher's response at 11th grade was 16.6% for males and 32.39% for females. This defines that teachers respect their student's thoughts and feelings. while Flanders standard percentage is 42%.

5. Teacher's Immediate Beginning

   Average for teachers immediate beginning at 8th grade was 72.29% for males and 63.80% for females, which indicates that teachers begin in speech when their student's stop talking. The average for teacher's immediate beginning at 11th

grade was 74.36% for males and 65.70% for females, while Flanders percentage is 60%.

6. Teacher's Questions:

   Average for teacher's questions at 8th grade level was 16.63% for males and 28.12% for females which indicates how much the teachers use questions while they address the daily lesson and facilitating classroom discussions. The average for teacher's questions at 11th grade was 56.12% for males and 37.83% for females, while Flanders percentage is 26%).

7. Teacher's Immediate Questions

   Average for teacher's immediate questions at 8th grade was 34.97% for males and 32.66% for females, which indicate how much the teachers use their student's thoughts to give opinions and then build on these opinions to pursue critical thinking. The average for teacher's immediate questions at 11th grade was 19.16% for males and 21.97% for females. The standard percentage for Flanders is 26%.

8. Student's Initiation

   Average for student's initiation at 8th grade was 19.33% for males and 22.34% for females, defining the student's ability to share in lessons without teacher's questioning or permissions. The average for student's initiation at 11th grade was 9.86% for males and 27.01% for females, while Flanders percentage is 34%.

9. Steady State Cells

   Average for steady state cells at 8th grade was 53.67 % for males and 40.32% for females. The percentages for steady state cells at 11th grade was 56.21% for males and 43.24% for females, which points out teachers and students continuation of speech for more than 3 seconds in the same subject. Flanders percentage for this category is 50%.

10. Students Stability

    Average for student's stability at 8th grade was 34.67 % for males and 29.34% for females which assumes student's continuation of speech for more than 3 seconds in response or in beginning without permission. The percentage for student's stability at 11th grade was 59.62% for males and 39.69% for females, while Flanders percentage is 35-40%.

4.3 Results of Research Question Number Two

Table (4.2) Percentages, average for main verbal classroom interaction, category due to teacher's gender, teacher's years of experience and student's gender

Variable/ Category	Gender		Gender		Years Experience	
	Male		Female			
	8th	11th	8th	11th	2-5	6-10
Teacher's Talk Time	76.91%	49.48%	55.80%	66.15%	70.53%	64.89%
Student's Talk Time	12.56%	33.84.%	24.77%	21.10%	24.83%	26.80%
Silence or Confusion	14.92%	16.66%	12.10%	8.69%	10.30%	14.38%

Are there differences between teacher's talk time, student's talk time, silence or confusion time at 8th and 11th grades in reading lessons due to teacher's gender, teacher's years of experience and student's gender ?

The results give evidence to the researcher to believe that each teacher from the four teachers in this study should be treated as an individual case. Thus, the researcher found that teacher No (1) who has been teaching 8th grade males with 2-5 years of experience has the following results:

1. Teacher's talk time percentage for 8th grade males was 76.91%. This result shows that teacher's talk time is higher than Flanders standard percentage and this percentage of teacher talk time was not suitable to give students a chance to speak and give opinions and thoughts.

2. Student's talk time percentage for 8th grade males was 12.56%. These results indicate that students have a small chance to contribute in the learning process of the lesson.

3. Silence or confusion time percentage for 8th grade males was 14.92%. This result was higher than Flanders standard percentage which indicated that teachers use direct method as an alternate technique.

Teacher No (2) who has been teaching 8th grade for females with 6-10 years of experience has the following results:

1. Teacher’s talk time percentage for 8th grade for females was 55.8%. This result indicated that the teacher talk time was less than Flanders percentage which showed that the teacher gave students an opportunity to speak and participate in the lesson.

2. Students talk time percentage for 8th grade females was 24.77%. This result indicates that students share effectively in the lessons.

3. The percentage of silence or confusion time at 8th grade for females was 12.10%. This result told us that indirect patterns were used.

Teacher No (3), who has been teaching 11th grade males with 6-10 years of experience have the following results:

1. Teacher's talk time percentage was 49.48%. This result indicates that teachers talk time was less than Flanders standard percentage. Thus, the teacher gives the student’s an opportunity to vocalize and take contribute to the learning process. Furthermore, this gives evidence that the teacher respects his/her student’s thoughts and opinions.

2. Student's talk time percentage was 33.84%. This result was higher than Flanders standard percentage which implies that the teacher used indirect patterns more than direct patterns in the lesson.

3. Silence or confusion time percentage was 16.66% higher than Flanders standards percentage, which shows that the teacher gives the students the freedom to express themselves during the learning process.

Teacher No (4) who has been teaching 11th grade for females with (2-5) years of experience has the following results:

1. Teacher's talk time percentage was 66.15%. This result indicates that teacher talk time was less than Flanders standard percentage.

2. Student's talk time percentage was 21.1%. This result implies that student's talk time was less than Flanders standard percentage, which entails that the teacher incorporated direct patterns.

3. Silence or confusion percentage was 8.69%. This result was less than Flanders percentage, which gives evidence that the teacher uses direct patterns.

4.4 Conclusion

This chapter provides evidence to assume that:

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

2. Female students rank higher than Male students in the following categories: students talk, teacher response, teacher immediate question and student's initiation.

3. Teachers who have been teaching for (2-5) years are rank high in the following categories: Teacher talk, teacher response, teacher immediate question, steady state cells, and student's initiation.

4. Teachers who have been teaching for (6-10) years rank high in the following categories: Student's talk, silence or confusion, teacher immediate beginning, student's stability.

In conclusion, it could be assumed, through the evidence of the data collected that teachers who have been teaching for (2-5) years used direct patterns more often than teachers who have been teaching for (6 -10) years.

Chapter Five
Discussion and Recommendations

5.1 Introduction

This chapter explains and discusses the findings of the mentioned research in light of preconceived study questions. This chapter also presents recommendations for teachers and supervisors for future academic growth, and a platform for researchers to conduct further inquires.

5.2 Discussion of the results

In this section results that are related to classroom verbal interaction will be discussed in the light of Flanders system.

1. Teacher's Talk Time

   The results of this study indicate that teachers' talk time at 8th grade level is higher than that found by Flanders. The study discovered that 11th grade teacher talk time is lower than Flanders Study. This could be explained that teacher's at 8th grade spend more time in lecturing and explaining course lessons to students, which therefore can be inferred that teacher's prefer direct pattern in teaching. It seems that they believe that they are the main source for knowledge and they are the focal person for delivering the lesson. Teachers who used direct pattern may believe that lecturing and explaining are easier than discussion and dialogue and helping teachers to finish textbook on time. This result is congruent with Gaye 1978, Al-Lakanee 1976, Al -Baker …et al 1976, and Inamullah 2005. The results of this study indicate that the 11th grade levels are different. They indicate that teachers in this grade use indirect pattern which in congruent with Inamullah 2005, and Giammatteo1970. Age may possible be a contributing factor for this difference, considering that many teachers in basic level courses prefer to use direct method more than indirect method with young students.

2. Student's Talk Time

   The results of this study indicate that time dedicated for student conversation is lower than Flanders. This could be said that student don't speak so much through the lessons because their teachers do not incorporate student engagement within the lesson curriculum; student role is more of the receiver of information. This result is congruent with the result of AL-Jabber 1995 , Nashwan 1989,Abo Kderee 1994, and Inamullah 2005. At 11thgrade level it was different because students have more time for giving information, expressing opinions and speaking. This result is fitting with the results of Inamullah 2005 and Giammatte 1970.

3. Silence or Confusion

The results indicate that silence or confusion at the two levels is higher than Flanders approach, which could be explained that there was time for silence or confusion in the lessons in each level. This silence may find itself in place in the questing and answering time. Silence or confusion may happen because of bad planning on the teachers' responsibility. Teachers who do not adopt a good lesson plan outline will have many periods of confusion and silence in their lessons. The tape – recorder may be a reason for student's silence because students may feel that something unfamiliar may happen, and so they keep silent.

4. Teacher's Response to Student's Comments

The results indicate that the average for teacher's response is lower than Flanders. It could be explained that teachers don't accept their student's thoughts and opinions. This is congruent with the result of Gaye, 2003 Abo Kderee, 1994 Al-Baker,1976 Inamullah, 2005. However different from Giammatteo (1970), our results show those teachers accept their student's thoughts and opinions and give them the chance to speak and share in the lessons especially at 11th grade where teachers prefer to use indirect method more than direct method.

5. Teacher's Immediate Beginning

The results of this study indicate that teacher's immediate beginning average is higher than Flanders. That could explain how teachers are effective when their students stop speaking. This finding result is congruent with the results of Abo Kadree 1994, and Oguniyi 1984.

6. Teacher's Questions

The results for this study indicate that the average of teachers questioning higher than Flanders at the 11th grade level. It could be suggested that teachers give their students the chance to ask and discuss. This result is congruent with the result of Inamullah 2005, and AL-Lakanee 1976.

7. Teacher's Immediate Questions

The results for this study indicate that teacher's immediate questions average is lower than Flanders at 11th grade and higher than Flanders at 8th grade. It could indicate that teachers prefer to use their own thoughts and ideas more than student's thoughts and ideas.

The researcher believes that teachers used lecturing and explaining and they don't give other students the opportunity to participate effectively.

Teachers may think that if they give students the chance to speak and share, they will make confusion. These thoughts happen as a reflection of teacher training programs that teachers have before they become teachers. These

programs don't focus on methods that help teacher to deal effectively with students inside classrooms.

8. Student's Initiation
   The results of this study indicate that student's initiation average is lower than Flanders in 2 grade levels. They show that students don't participate effectively or give any opinions or thoughts. The reason for this case may be that teachers don't encourage their students to speak and give information or opinions. The topic itself could be not motivating or interesting for students. When students like the topic they like to participate, and give new ideas, although they face some problems is using English language. However, when the topic is complex or not clear they prefer to stay silent. In addition, teachers themselves could be a reason for student's initiation in the classroom by encouraging students to share and participate, or they couldn't encourage their students to speak and share effectively. Teacher's proficiency plays an important role. So it could be said that teachers with high qualification and proficiency give their students the chance to speak and initiate more than teachers with low qualification and proficiency. That is congruent with Koura 1994 and Abo Kderee 1994 results.

9. Steady State Cells
   This explains that teachers and students continued in the same behavior for more than 3 seconds. This result may possibly be determined by the long lecturing from teachers. The results of this study indicated that steady state cells average was lower than Flanders with female teachers while higher than for males, which explains that teacher and students continued in the same behavior more than 3 seconds.

10. Student's Stability
    The results of this study indicated that student's stability average is higher than Flanders, which assumes that students continued in the same behavior for more than 3 seconds. This indicates a poor interaction between teachers and students. This result is congruent with Abo Kderee, 1994.

5.3 Discussion of the results in light of student's gender, teacher's gender and teacher's years of experience .

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The results indicate that male students rank higher than female students in the following categories: teacher talk time, silence or confusion, teacher immediate beginning, student's stability, steady state cells, and teacher's questions. However, female students rank higher than male students in the following categories: student's talk, teacher's response, teacher's immediate questions and students' initiation.

These results indicated that male teachers talk more than female teachers and male students talk more than female students, because their teachers give them the chance to

speak and participate in the lesson process. Silence or confusion at male lessons ranks higher than female lessons. The researcher believes that because the female student's nature is naturally silence more than male students and males prefer confusion and shouting. Teacher response average at females lessons ranks higher than at male lessons. For this reason, the researcher noticed that teacher's immediate question ranks higher at male's lessons than at females lessons. Results indicate that male teachers talk more than female teachers to produce new ideas. Steady state cells ranks higher at male teachers lessons that indicate males continue to speak at the same topic for more than 3 seconds. This result coincides with Abo Kderee (1994).

Results for this study indicated that teachers who have been teaching for 2-5 years ranks higher in the following categories: teacher talk, teacher response, teacher immediate questions, steady state cell and student's initiation. It demonstrates that teachers who have been teaching for 2 -5 years allocate more time speaking during a lesson and limit the opportunity for student to engage in course conversation. Furthermore, teachers who have been teaching for 2 -5 years tend to speak about the same topic for more than 3 seconds, which therefore disables the interaction between teachers and students. Moreover the results of this study indicate that teachers who have been teaching for 6 -10 years are higher in the following categories: students talk, silence or confusion, teacher immediate beginning student's stability.

This showed that teachers who have been teaching for (6 -10) years are able to give their students the chance to speak, contribute to the academic lesson and vocalize their thoughts. The silence or confusion time ranks higher. The researcher thinks that this happens because these teachers give their students questions that need time for thinking. Teachers use their student's thoughts and ideas to begin new topic. The students like to speak in the same topic exceeding 3 sec. They feel confident to speak whenever their thoughts are empowered to learn – with or without teacher permission. The researcher concluded that according to this study, teachers who have been teaching for 2 -5 years like to use direct pattern while teachers who have been teaching for 6 -10 years prefer to use indirect patterns.

5.4 Recommendations

5.4.1 Recommendations For teachers and Supervisors:

In light of the results that the researcher reached in this study the following recommendations could be suggested:

1. The results of the study indicate that students in the classroom were passive. Therefore, students should be given an opportunity for participation in the class both at 11^{th} and 8^{th} grade levels.

Teachers are advised to use other methods than lecturing and explaining such as drama or role-play, active learning and group work. These techniques give students chances to participate in the development of the learning process.

2. Teacher should use indirect methods in teaching by asking various questions that motivate students to encourage creative and critical thinking. They also should respect student's thoughts and feelings and encourage them to make their own beginning and avoid direct methods that depend on pouring information in student's minds. Teachers could use technology approaches or ask students to choose suitable method that may enjoy learning with. In other words, students should be the center of the learning- teaching process.

3. There should be professional developments provided for supervisors in analyzing and measuring verbal classroom interaction. This could help the supervisor to assess teachers and help teachers to be aware of the importance of classroom interaction and to use the appropriate techniques.

4. Teachers should be given professional development courses to explore methods of how to incorporate a more positive student engagement in the classroom for a more productive learning environment that promotes higher academic achievement.

5.4.2 Recommendations for Further Research.

It is known that fluency in a second language requires skills in listening comprehension, speaking, reading, and writing, although in practice some of those skills are often by far less developed than others – particularly students of foreign countries.

Many research studies cite the benefits of being a fluent bilingual speaker, especially with English as a foreign language It is obvious that researchers have found that children who are fluent bilinguals actually outperform in academic performance. Despite the very extensive effort and time dedicated to complete this research, much recommendations remains for further research to investigate the patterns of classroom interaction that take place at classes through the four skills. In this way teaching- learning could be develop. It hopefully lays a foundation for other researchers to explore and build upon. It further seeks the intention to outline strategic measures that can be adopted by the Palestinian Educational System. From creating patterns of verbal classroom interaction to incorporating educational aids on increasing verbal classroom interaction, each contributes to the overall student achievement success. Furthermore, the trigger to motivate the attitude of proficiency of English teachers toward their occupation on the verbal interaction patterns will cater to the needs of a more rigorous curriculum. Moreover, the support and motivation of the educational leadership, creating an environment that promotes English as a foreign language, is essential for the school’s overall academic success.

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5.5 Conclusion

In this chapter, the researcher clarifies and explains the results that she discovered during her research study. She used her own experience as a teacher, her knowledge in research and the familiarity of the educational system to pursue this research under the expectation that it may create an outlet for future research opportunities. Furthermore, she also suggested essential recommendations that she believes could assist the educational system for a higher student achievement outcome. The necessary suggestions can not only assist the teachers in the classroom, but also give educational leaders a motive for asserting strategies and techniques within the school building for a more effective learning process.

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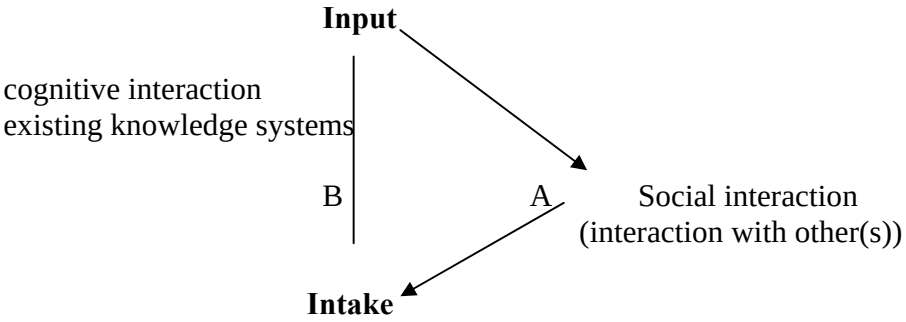
Appendix

A

The role of interaction

The role of interaction



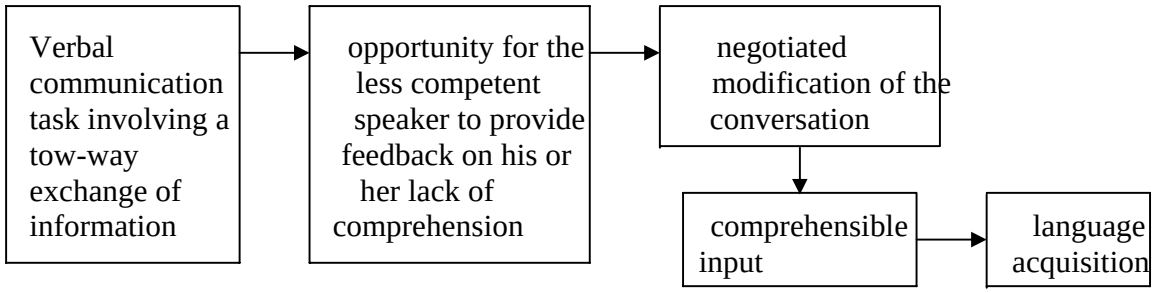
The diagram suggests that interaction mediates between input and intake.
Most important and central is the interaction with others in meaningful activities, but as a complement, and perhaps partial replacement, the learner's cognitive apparatus may also interact directly with the available input or sections the

Appendix

B

The relationship between conversation and language acquisition

Long's Model of the relationship between type of conversational task and language acquisition (from long 1983 b:214)



Appendix

C

Flanders Interaction Analysis System

Flanders Interaction Analysis System

Teacher talk
Indirect influence
1- Accept feelings: Accepts and clarifies the tone of feeling of the students in an unthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included. 2- Praises or encourages: Praises or encourages student's action or behavior. Jokes that release tension, not at the expenses of another individual; nodding head and saying "um hmm?" or "go on " are included. 3- Accepts or uses ideas of students: Clarifies, builds, or develops ideas suggested by a student. As teacher brings more of his or her own ideas into play, shift to #5. 4- Asks questions: Asks questions about content or procedure with intent that the student answers.
Direct Influence
5- Lecturing: Gives facts or opinions about content or procedure, expresses his or her own ideas, asking theoretical questions. 6- Giving directions: gives directions, commands, or orders that students are expected to comply with. 7- Criticizing or justifying authority: gives statements that are intended to change student behavior from unacceptable to acceptable pattern; bawling someone out ; stating why the teacher is doing in the context of what he or she is doing with extreme self –reference.

Student Talk
8- Student talk – response: Talk by students in response to teacher initiates the contact or solicits students' statement. 9 -Student talk – initiation: Talk initiated by students. If "calling on " student is only to indicate who may talk next, observer must decide whether student wanted to talk. 10. Silence or confusion: Pauses, short periods of silence, and period of confusion in which communication cannot be understood by the observer.

Appendix

D

Rules for Making Data Analysis

Rule No (1)

When we have confusion in some sentences we must usually the farthest number from (5) except when No (10) is one of the two sentences that make confusion. We must choose No (10) and we mustn't choose the other number.

Rule No (2)

If the teacher's behavior is stable direct or indirect, you mustn't change it unless there was a clear sign for changing.

Rule No (3)

Observer mustn't use his own ideas or teacher's explanation but he must ask him self (What this behavior mean for students?).

Rule No (4)

If more than one response happen in the 3 seconds, the observer must record all the numbers for all the responses that happened in this period

Rule No (5)

Teachers directions come as statements that have results. The observer can notice them as part from student's behavior. For example, go to the board, read question No (1), go back to your desk.

Rule No (6)

When the teacher called the student with his /her name, the observer record No (4) (ask question.

Rule No (7)

If there was a special period of silence for (3) seconds at least. They must record No (10) for each (3)seconds from silence or laugh or writing on the board with out sound.

Rule No (8)

Teachers frequencies for student's correct answer, must record in No (2) encouragement.

Rule No (9)

When they repeat student's idea and transport's it for all other students in the classroom, this means that the idea was accepted and they must record No (3) (accept or use ideas of students.

Rule No (10)

If a student begin to speak after another student without teacher's permission, the observer ought to record No (10), between No (9) frequencies or No (8) frequencies to show that speaking change from one student to another.

Rule No (11)

If there were some words such as (yes, nice, excellent, oh -----)-between the frequencies for No (9).The observer must record No(2)(encouragement).

Rule No (12)

The jokes that teachers say for their students to give them some relax is recorded at No (2).But if their aim was to criticize the students, the observer must record No (7) (criticizing).

Rule No (13)

Composition questions aren't considered, as questions, so the observer must record No (5), because they are considered as a kind of lecture.

Rule No (14)

When a student gives a wide analysis explaining answers for teachers questions the observer must record No (9).

Rule No (15)

When more than one student answers at the same time (group answer), the observer record No (8).

Appendix

E

Description

For Observation Lessons

The interaction analysis observation Sheet for classroom 8th for boys is given below

Teacher: No (1) Class: 8th Subject: Reading (lesson 1)

	1	2	3	4	5	6	7	8	9	10
1										
2		1		3	7	2			2	1
3					3				2	1
4				4		1		27		1
5				9	166	4		3	8	3
6				2	6	7		3	1	2
7										
8		16		6	4	1		26	2	1
9		2	6	3	12	1			6	1
10				1	5	5			1	22
Sup total		19	6	28	203	21		59	22	32

The above categories have been summed up according to the given procedure at page (25) of chapter (3) and displayed below in table (1).

Table (5): percentage of teacher's direct talk time, student's talk time, silence or confusion .

Observation time in seconds	Teachers direct talk time	Students talk time	Silence or confusion
1170	80.8%	20.7%	8.2%

Table (5) shows that (80.8%) percent was used for teacher direct talk time, the person who talked was the teacher, (20.7%) percent was used for student talk time, the person who was the student and 8.2% percent was silence or confusion. The above results are based on interaction analysis.

The interaction analysis observation Sheet for classroom 8th for boys is given below

Teacher: No (1) Class: 8th Subject: Reading (lesson2)

	1	2	3	4	5	6	7	8	9	10
1										
2			1	2	15	1			2	
3					1			2		2
4								35		
5				19	160	5		1	3	9
6			1	2		4		3	3	2
7										
8		22		6	8			33		1
9		2	2		2	1			1	2
10					9	7				20
Sup total		25	4	29	195	18		74	9	36

The above categories have been summed up according to the given procedure at page (25) of chapter (3) and displayed below in table (2)

Table (6) percentage of: Teacher's direct talk time, Student's talk time, Silence or confusion.

Observation time in seconds	Teachers direct talk time	Students talk time	Silence or confusion
1170	78.5%	7.4%	9.2%

Table (6) shows that (78.5%) percent was used for teacher direct talk time, the person who talked was the teacher (,7.4%) percent was used for student talk time, the person who was the student and (9.2%) percent was silence or confusion . The above results are based on interaction analysis:

The interaction analysis observation Sheet for classroom 8th for boys is given below

Class: 8th Subject: Reading (lesson 3) No (1) Teacher:

	1	2	3	4	5	6	7	8	9	10
1										
2		4		4	6			1	2	9
3								3		
4				9	3			29	2	2
5				4	107	1		12	11	7
6		1		3	6	3		3		
7										
8		16	2	9	15	6		24		4
9			2	2	9			3		3
10		2		8	5	3		5	5	35
Sup total		23	4	39	151	13		80	20	60

The above categories have been summed up according to the given procedure at page (25) of chapter (3) and displayed below in table(3).

Table (7) percentage of : Teacher's direct talk time, Student's talk time, Silence or confusion.

Observation time in seconds	Teachers direct talk time	Students talk time	Silence or confusion
1170	71.3%	25.6%	15.3%

Table (7) shows that (71.3%) percent was used for teacher direct talk time, the person who talked was the teacher (,25.6%) percent was used for student talk time, the person who was the student and (15.3%) percent was silence or confusion . The above results are based on interaction analysis.

The interaction analysis observation Sheet for classroom 8th for girls is given below

Teacher: No(2) Class: 8th Subject: Reading (lesson 1)

	1	2	3	4	5	6	7	8	9	10
1										
2		1	1	4	8	3		4		1
3				2	2					
4				5	5	1		35		1
5		1		14	92	9		6	19	2
6				2	7	15		14	3	
7										
8		19	2	10	14	5		36	2	3
9		3	2	2	13	4		2	4	
10				2	1	1		2		5
Sup total		24	5	41	142	39		99	28	12

The above categories have been summed up according to the given procedure at page (25) of chapter (3) and displayed below in table (4).

Table (8): percentage of teacher's direct talk time, student's talk time, silence or confusion.

Observation time in seconds	Teacher's direct talk time	Student's talk time	Silence or confusion
1170	72.1%.	9.90%	3%

Table (8) shows that (72.1%) percent was used for teacher direct talk time, the person who talked was the teacher, (9.90%) percent was used for student talk time, the person who was the student and (3.0%) percent was silence or confusion. The above results are based on interaction analysis.

The interaction analysis observation Sheet for classroom 8th for girls is given below. Teacher: No (2) Class: 8th Subject: Reading (lesson 2)

	1	2	3	4	5	6	7	8	9	10
1										
2			1	3	9			3	1	2
3			3	2	2	1		1		
4				2	6	1		26	1	1
5		1		15	69	4		21	12	11
6				2	9			13		2
7										
8		14	7	7	22	3		31	1	2
9		2	1	1	10	2		1	4	2
10				3	7	7		1	1	36
Sup total		17	12	35	126	27		97	20	56

The above categories have been summed up according to the given procedure at page (25) of chapter (3) and displayed below in table (5).

Table (9): percentage of, teacher's direct talk time, student's talk time, silence or confusion.

Observation time in seconds	Teacher's direct talk time	Student's talk time	Silence or confusion
1170	70.5%	30.0%	14.3%

Table (9) shows that (70.5%) percent was used for teacher direct talk time, the person who talked was the teacher, (30.0%) percent was used for student talk time, the person who was the student and (14.3%) percent was silence or confusion . The above results are based on interaction analysis.

The interaction analysis observation Sheet for classroom 8th for girls is given below. Teacher: No(2) class: 8th subject: Reading (lesson 3

	1	2	3	4	5	6	7	8	9	10
1										
2		2		4	4	2		1	5	2
3				4						
4				4	1			52		18
5		1		7	68	1		18	10	8
6					3	2		1	2	2
7										
8		14		17	19	3		18	3	3
9		2		9	12	1			16	1
10				2	5			3		40
Sup total		19		47	112	9		93	36	74

The above categories have been summed up according to the given procedure at page (25) of chapter (3) and displayed below in table (6).

Table (10): percentage of, teacher's direct talk time, student's talk time, silence or confusion.

Observation time in seconds	Teacher's direct talk time.	Student's talk time.	Silence or confusion
1170	64.6%	33.0%	18.9%

Table (10) shows that (64.6%) percent was used for teacher direct talk time, the person who talked was the teacher,(33.0%) percent was used for student talk time, the person who was the student and (18.9%) percent was silence or confusion . The above results are based on interaction analysis.

The interaction analysis observation Sheet for classroom 8th for boys is given below.
Teacher: No(3) Class: 11th Subject: Reading (lesson 1)

	1	2	3	4	5	6	7	8	9	10
1										1
2					2			2	2	
3				1	2			2		
4				39	5	4		10	2	6
5			1	8	58	1		14	2	10
6				3	1	13		3	2	5
7										
8		4	4	3	12	3		62		6
9				2	6				5	3
10				9	6	6		6	4	49
Sup total		4	5	65	92	27		99	17	80

The above categories have been summed up according to the given procedure at page (25) of chapter (3) and displayed below in table (7).

Table (11): percentage of, teacher's direct talk time, student's talk time, silence or confusion.

Observation time in seconds	Teacher's direct talk time.	Student's talk time.	Silence or confusion
1170	61.3%	29.7%	20.5%

Table (11) shows that (61.3%) percent was used for teacher direct talk time, the person who talked was the teacher, (29.7%) percent was used for student talk time, the person who was the student and (20.5%) percent was silence or confusion . The above results are based on interaction analysis.

The interaction analysis observation Sheet for classroom 8th for boys is given below. Teacher : No (3) class: 11th subject: Reading (lesson 2)

	1	2	3	4	5	6	7	8	9	10
1										
2				6	2	2		3		1
3		1		3	1			4		1
4				32	4	3		13		6
5			1	3	28	3		17	2	6
6				4	1	10		5	1	7
7										
8		15	8	5	16	3		107		6
9					1	2		1		
10				3	1	5		12	2	38
Sup total		16	9	56	54	28		157	5	65

The above categories have been summed up according to the given procedure at page (25) of chapter (3) and displayed below in table (8).

Table (12): percentage of teacher's direct talk time, student's talk time, silence or confusion.

Observation time in seconds.	Teacher's direct talk time.	Student's talk time.	Silence or confusion.
1170	16.3%	41.5%	16.6%

Table (12) shows that (16.3%) percent was used for teacher direct talk time, the person who talked was the teacher, (41.5%) percent was used for student talk time, the person who was the student and (16.6%) percent was silence or confusion . The above results are based on interaction analysis.

The interaction analysis observation Sheet for classroom 8th for boys is given below .

Teacher: (3) Class: 11th Subject: Reading (lesson 3)

	1	2	3	4	5	6	7	8	9	10
1										
2				2	3			2	1	2
3				4	1			2		
4				27	8	3		15	1	6
5				12	80	7		20	1	
6				4	3	13		5	1	6
7										
8		9	5	3	18	3		58		
9					2	1			7	3
10				13		3		2	3	33
Sup total		9	5	65	113	30		104	14	50

The above categories have been summed up according to the given procedure at page (25) of chapter (3) and displayed below in table (9).

Table (13): percentage of teacher's direct talk time, student's talk time, silence or confusion.

Observation time in seconds.	Teacher's direct talk time.	Student's talk time.	Silence or confusion.
1170	64.4%	30.2%	12.8%

Table (13) shows that (64.4%) percent was used for teacher direct talk time, the person who talked was the teacher, (30.2%) percent was used for student talk time, the person who was the student and (12.8%) percent was silence or confusion. The above results are based on interaction analysis.

The interaction analysis observation Sheet for classroom 11th for boys is given below .

Teacher: No(4) Class: 11th Subject: Reading (lesson 1)

	1	2	3	4	5	6	7	8	9	10
1										
2		1		5		2		1	1	1
3		1		3	10	1		2	1	1
4				28	7	2		30	4	3
5		5		15	90	6		4	18	3
6				4	1	6		4	1	4
7										
8		4	21	3	14	2		28		1
9			2	3	4	1			6	1
10		1		3	2	2		6		21
Sup total		12	23	64	128	22		75	31	35

The above categories have been summed up according to the given procedure at page (25) of chapter (3) and displayed below in table (10).

Table (14): percentage of, teacher's direct talk time, student's talk time, silence or confusion .

Observation time in seconds.	Teacher's direct talk time.	Student's talk time.	Silence or confusion
1170	60.2%	27.17%	8.9%

Table (14) shows that (60.2%) percent was used for teacher direct talk time, the person w ho talked was the teacher, (27.17%) percent was used for student talk time, the person who was the student and (8.9%) percent was silence or confusion. The above results are based on interaction analysis.

The interaction analysis observation Sheet for classroom 11th for boys is given below.
Teacher: No(4) class: 11th subject: Reading (lesson 2)

	1	2	3	4	5	6	7	8	9	10
1										
2			1	2	8	3		1		2
3		3		2	7				1	3
4				22	5	2		20	3	4
5		3		11	82	6		8	19	
6				3	3	7		13		3
7										
8		13	12	3	17			50		1
9			4	4	10	3		1	7	2
10				3	3	4		1		5
Sup total		19	17	50	135	25		94	30	20

The above categories have been summed up according to the given procedure at page (25 of chapter (3) and displayed below in table (11).

Table (15): percentage of, teacher's direct talk time, student's talk time, silence or confusion .

Observation time in seconds.	Teacher's direct talk time.	Student's talk time.	Silence or confusion.
1170	65.0%	31.7%	5.1%

Table (15) shows that (65.0%) percent was used for teacher direct talk time, the person who talked was the teacher,(31.7%) percent was used for student talk time, the person who was the student and (5.1%) percent was silence or confusion . The above results are based on interaction analysis.

The interaction analysis observation Sheet for classroom 11th for boys is given below .

Teacher: No(4) Class: 11th Subject: Reading (lesson 3)

	1	2	3	4	5	6	7	8	9	10
1										
2				4	5	2		1	1	1
3		3		2	10	1		4	4	1
4				21	6	2		22	6	3
5		2	2	18	70	5		6	19	2
6				5		4		9		
7										
8		8	24	3	12	1		50	1	2
9			4	4	17	3		2	5	
10					4	2		3	1	3
Sup total		13	30	57	124	20		97	37	12

The above categories have been summed up according to the given procedure at page (25) of chapter (3) and displayed below in table (12).

Table (16): percentage of, teacher's direct talk time, student's talk time, silence or confusion .

Observation time in seconds.	Teacher's direct talk time.	Student's talk time.	Silence or confusion.
1170	59%	34.3%	3.0%

Table (16) shows that (59.%) percent was used for teacher direct talk time, the person who talked was the teacher, (34.3%) percent was used for student talk time, the person who was the student and (3.0%) percent was silence or confusion . The above results are based on interaction analysis.

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التفاعل اللفظي الصفي بين المعلم والطالب

دراسة تحليلية لتدريس القراءة في الصفوف الثامن والحادي عشر في مدارس ضواحي القدس

إعداد الطالبة

حنان خليل علي عليان

إشراف الدكتور

عدنان شحادة

ملخص الدراسة

ركزت هذه الدراسة على أنماط التفاعل اللفظي الصفي السائدة فى الصف الثامن والصف الحادي عشر على ضوء نظام فلندرز لتحليل التفاعل الصفى حيث كان الهدف الاساسي لهذة الدراسة هو دراسة نماذج التفاعل الصفي فى دروس القراءة فى الصف الثامن والصف الحادي عشر باستخدام نظام فلندرز ومن ثم عمل مقارنة بين هذين المستويين بناءا على جنس الطلاب وجنس المعلين وسنوات الخبرة لكل معلم.

تكون مجتمع الدراسة من جميع طلاب الصف الثامن طلاب الصف الحادي عشر فى مدارس ضواحي القدس فى العام الدراسي (2008-2009). اما عينة الدراسه فتكونت من(6) صفوف ثلاثة صفوف للاناث وثلاث صفوف للذكور فى مرحلة الصف الثامن و (4)صفوف (2)للاناث و(2) للذكورفي مرحلة الصف الحادي عشر بالاضافة الى جميع معلمي اللغه الانجليزيه وعددهم معلمان للذكور ومعلمتان للاناث من ذوي سنوات الخبرة المختلفة من (2-5) ومن (6-10) سنوات.

قامت الباحثة بعمل اثنا عشر ملاحظة بواقع ثلاث ملاحظات فى كل صف مدة الملاحظة (19.5) دقيقة اي ما يعادل (1170) ثانية من مجموع الحصة البالغ (40) دقيقة. وبعد ذلك تم تحليل البيانات وكانت النتائج كما يلي:

1-تبين ان الطلاب الذكور اعلى من الطالبات الاناث فى الفئات التالية:-كلام المعلم, الفوضى او الصمت,مباداة المعلم الفورية,ثبات و الاطراء,ثبات الطالب, اسئلة المعلم.

2-تبين ان الطالبات الاناث اعلى من الطلاب الذكور فى الفئات التالية: كلام الطالب, استجابة المعلم, اسئلة المعلم الفورية ومباداة الطالب.

3- المعلمون ذوى الخبرة من (2-5)اعلى من غيرهم فى الفئات التالية:-كلام المعلم,استجابة المعلم,اسئلة المعلم الفورية, الثبات و الاطراء ومباداة الطلاب.

4- المعلمون ذوي الخبرة من (6-10) سنوات كانوا اعلى من غيرهم فى الفئات التالية:كلام الطلاب,الفوضى او الصمت,مباداة المعلم الفورية,ثبات الطالب.

كما وتم ملاحظة استخدام الاسلوب المباشر لدى المعلمين ذوي الخبرة من (2-5)اكثر من غيرهم من المعلمين ذوي الخبرة من (6-10) سنوات حيث لوحظ ان هولاء المعلمين يميلون لاستخدام الاسلوب الغير مباشر اكثر فى المستويات العليا.

كذلك تم ملاحظة استخدام الاسلوب المباشر لدى المعلمين ذوي الخبرة من (2-5)فى المرحلة الاساسية واستخدام الاسلوب الغير مباشر لدى المعلمين ذوي الخبرة من (6-10) فى المرحلة الثانوية مع تداخل الاسلوبين فى بعض المواقف.