

# THE PRACTICES AND CHALLENGES OF GIVING FEEDBACK AND CORRECTION OF ENGLISH TEACHERS IN GRADE TEN SPEAKING LESSONS: THE CASE OF MAGIC CARPET SCHOOL IN ADDIS ABABA, ETHIOPIA

**Endesew Eshetie (MA in TEFL)**

*University of Gondar*

*College of Social Sciences and the Humanities*

*Department of English Languages and Literature*

*Gondar, Ethiopia*

---

## ABSTRACT

*The aim of this study is to assess the practices and challenges of giving feedback and correction of English teachers in grade ten speaking lessons. The study is conducted in Magic Carpet School. The research is a qualitative research and is a descriptive survey study. Data were collected by means of teacher and student surveys, classroom observations, and interview. The data were analyzed using percentage, frequency distribution and mean score. One hundred Fifty students were taken using simple random sampling and comprehensible sampling is used for teachers' interview. Observation has been made in four sections. For both teachers and students semi-structured questionnaire was adopted. Thus, based on the information gathered through the above instruments and its results and discussion, the findings of the study revealed that English teachers face problems that hindered them applying giving of feedback and corrections for their students during speaking lessons. The most important reason for the failure to achieve the intended effect of feedback and error correction provision, therefore, includes classroom size, students' low performance, lack of awareness and lack of access of teaching aids. This research shows the crucial role teachers should play in determining types of feedback and correction techniques employed. Hence, based on the findings, recommendations have been made to English teachers, students and the school personnel. As a result, teachers should offer constant guidance and corrections on students' oral presentation by creating suitable environment for interaction and learning where students can feel relaxed and self confident. The students have to actively engage in classroom interaction to develop their speaking skill in the target language. Similarly the school administrators have to fulfill teaching aids for speaking lessons and should conduct constant follow ship.*

*Key words: feedback, communicative language teaching, classroom interaction*

## 1. INTRODUCTION

### 1.1 Background of the Study

Language learning is concerned with developing certain skills which are developed and perfected through practice. Communicative language teaching aims at the development of the four skills- listening, speaking, reading and writing (Kamaluddin cited in Foster, 2009). The English curriculum prescribed different aspects of the English Language teaching-learning process. Assessment is one of the important aspects which is being treated as a teaching-learning process as well (Stiggins, 1991). Assessing students is a very important part of teacher's teaching (Nitko, 1996). It is an integrated process for determining the nature and extent of students' learning and achievement (Linn & Gronland, 2005).

Among the different types of assessment classroom assessment is an important one. Classroom assessment is an effective aspect of teaching and learning and it is an integral part of the teaching and learning process (Black & William, 1998). Classroom assessment can be compared with “assessment for learning” which is likely to improve students' achievement (Brooks & Brooks, 1999). Students' achievement can be measured from different perspectives of educational approach. According to the taxonomy of educational objectives (Bloom, 1956), teachers can assess students skills from various levels of competencies. Sometimes those skills are from the lower level of competencies and sometimes those skills are from the higher levels of competencies.

Feedback and error correction is any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive: implicit or explicit or implicit showing the correct way. Many scholars have defined feedback and error correction Chaudron (1988:150) as stated in Legesse (2008) explained, the term “*treatment of error*” as it simply refers to “*any teacher behavior following an error that minimally attempts to inform the learner of the fact of error*”. *The treatment may not be evident to the student in terms of the response it elicits, or it may make a significant effort “to elicit a revised student response”*. Finally, there is “*the true*” correction which succeeds in modifying the learner's interlanguage rule so that the error is eliminated from further production.

The way feedback and error correction is given matters in learning, because if the learner is discouraged, he/she may block attention towards the teaching learning process or lack interest to what is being taught.

In Ethiopia, at present, the English language plays a prominent role in the field of education. It serves as the medium of instruction starting from grade 5 in some regions and grade 7 in others (depending on the decision of the region) all the way to higher education. It is also taught as a subject starting from Grade one

through second year university for all students. However, poor student competence has always been considered as one of the major factors that are affecting the quality of learning in the country.

Many English teachers from different schools generally feel frustration due to students' low rate of participation in classroom interaction. In fact, there is always the same complaint that "Our students know very little and they do not make effort to speak English." As an English teacher in the University, the researcher shares the views of many fellow teachers that quite a significant number of students can hardly understand and follow lessons conducted in English.

In addition, hereunder there are reasons why the researcher selected Grade 10 level because at this stage:-

- + Students should strengthen their English and get ready for their preparatory education.
- + Students begin to be more aware of their learning environment and to feel responsible for their learning.
- + Students get ready to join to various technical and vocational institutions.
- + Some students may start their own business that requires good use of English.

Problems of feedback and correction may arise from different situations of schools' class size; teachers' load, students' behavior, teaching methodologies etc. of the classroom.

What feedbacks are given matters to achieve the teaching goal, when assessing what is learnt and what not and how? Thus, the unsystematic approaches followed by teachers contribute to less favourable levels of proficiency of students speaking skill.

Studies have been conducted to examine feedback and error correction provision in learners' oral production. Hayleyesus (1995) studied EFL teachers' attitude towards learners error and he found that teachers have negative attitude towards students' error and Kassaye (2006) studies oral feedback provision during plasma satellite lesson where teachers obviously face constraints of time and found that teachers always provide correct responses. Samsons' (2007) study was conducted at grade eight students and pointed out that 100% of the teachers emphasize on feedback types named repetition, request and prompt. Legesse's (2008) study shows that grade eleven teachers' focus on provision of accuracy based correction and feedback and mainly teachers emphasize on one type of feedback and mother tongue influence is the cause for students' mistake.

Students are poor in their English despite being taught for more than a decade and the other possible reasons are inadequate feedback and limited correction techniques employed by teachers result to their speaking weakness. Thus, this study intends mainly to find out the challenges of feedback and correction provision in grade ten students. Therefore, the study was conducted specifically to speaking lessons at Magic Carpet School.

## **1.2 Objectives of the Study**

### **General Objectives**

This study was aimed to assess English teachers feedback and correction challenges when they provide feedback for learners in speaking tasks.

### **Specific Objectives**

- ✓ To investigate the types of feedback English teachers give in teaching speaking skills.
- ✓ To find out the causes of students' errors and mistakes in speaking.
- ✓ To explore students and teachers attitude towards feedback and error correction of speaking skills.
- ✓ To investigate the challenges of feedback and correction provision of teaching speaking skills.

## **2. REVIEW OF RELATED LITERATURES**

### **2.1 Definition of Feedback and Correction**

Feedback and correction have been defined by many scholars in many ways; for example, Ur (1991:242) explained feedback as “information that is given to the learner about his/her performance of a learning task, usually with the objective of improving his performance.” Correction is defined as something that is substituted or proposed for what is wrong or inaccurate; emendation as explained by Dictionary.com. In addition, Gower, Philips and Walter (1995:163) gave their explanation of feedback as follows:

Giving feedback is one of the most responsibilities of a teacher. By providing ongoing feedback you can help your students evaluate their success and progress. Feedback can take a number of forms: giving praise and encouragement; correcting; setting regular tests; having discussion about how the group as whole is doing; giving individual tutorials; etc. and some of these types of feedback are easier to incorporate in to the TP situation than others.

Harmer (1991:37,9) discussed feedback organization and explained that organizing feedback occurs when some task is accomplished by learners and the aim of this type of assessment is to show the extent of learners' success or failure and provide with ideas of how the problems can be solved.

The main role of the teacher when organizing an activity is to tell students what they are going to talk about, give clear instructions about what their task is, get the activity going, and then organize feedback when it is over. This sounds remarkably easy, but can be disastrous if teachers have not thought out exactly what they are going to say beforehand.

## 2.2 Components of Feedback

Ur (1991:242) explained feedback as having two main distinguishable components: assessment and error correction. In assessment, the learner is simply informed how well or badly he/she has performed; however, in correction, some specific information is provided on some aspects of the learner's performance: through explanation, or provision of other better alternatives, or through elicitation of these from the learner. In principle correction can and should include information on what the learners generally understand.

## 2.3 Correcting Mistakes in Oral Works

Ur (1991:246) discussed that feedbacks on oral works is provided through speech; however, there are occasional situations where the teacher might do it the other way round. Correction can be done differently in different situations. There are some situations where we might prefer not to correct a learner's mistake. There are other situations when correction is likely to be helpful.

Teachers would be in the position of controlling a set of strategies which would help the student improve his performance. Brown and Yule(1983: 28) advised that if a student had difficulty in expressing himself in conversation classes, the teacher might be able to diagnose his problem and give him practice in helpful strategies, rather than simply attributing the student's problems to his inability to learn what his peers have learnt. The teacher needs to be in the confident position of possessing analytic tool which enable him/her to determine where the difficulty lies and to help the students with it. The type and extent of feedback and its timing depends on variety of factors. Gower, Philips and Walter (1995:163) pointed out that at least there are four factors these are.

1. Different students respond to different types of feedback. Unconfident students may need more coaxing and encouragement where as students who are more self confident and perhaps have an external exam to pass usually appreciate more direction from the teacher. Advanced students usually feel they do not get enough correction.
2. The culture you are teaching in and the expected role of the teacher;
3. The stage of the lesson and the type of activity. For example, structured or controlled activities require a different type of feedback from guided or freer activity.
4. The stage in the course also signals for some kind and extent of feedback provision.

## 2.4 Sources of Errors

Norrish (1983:13, 14) explained that errors may arise from the choice of the material; from its teaching points presented in certain order; from the ordering of examples of the language; as result of the practice work accompanying the examples, or from the learner's processing of these materials. Caption to illustration can also lead to the maltreatment of language parts. Many scholars have pointed out the causes of error and some of the reasons are discussed briefly underneath.

1. **Interlingual Transfer:** Brown (1980:173-181) defines interlingual errors as being the result of language transfer caused by the learner's first language. However, this should not be confused with behaviouristic approach of language transfer. Error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexical-semantic elements of the native language into the target language.

2. **Translation:** Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

Norrish (1983:26) stated the difference between 'Translation' and 'Interference' as separate processes in which the former is a conscious practice and the later is an unconscious.

3. **Intralingual Transfer (Overgeneralization),** this is an error caused by extension of target language rules to areas where they do not apply; that is the negative transfer of items within the target language. In other words, it is the incorrect generalization of rules within the target language.

4. **Context of Learning,** which overlaps both types of transfer, for example, the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language.

5) **Communication Strategies:** It is obvious that communication strategy is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons. There are five main communication strategies, namely: avoidance, prefabricated patterns, cognitive and personality style, language switch and appeal to authority which are dealt briefly below.

**A. Avoidance:** there are several subcategories of avoidance; however, the most common type of avoidance strategy is 'syntactic or lexical avoidance' within a semantic category. When a learner, for example, cannot say "I lost my way" he might avoid the use of 'way' and says "I lost my road" instead. "Phonological avoidance" is also common, as in the case of a learner of English who finds initial /l/ difficult to pronounce and wants to say "He is a liar" may choose to say "He does not speak the truth". A more direct type of avoidance is "Topic avoidance", in which a whole topic of conversation is entirely avoided. To avoid the topic, a learner may change the subject, pretend not to understand, or simply not respond at all.

**B. Prefabricated Patterns:** this strategy is memorizing certain stock phrases or sentences without understanding the components of the phrases or sentences. "Tourist survival" language is an example of

prefabricated patterns. “How much does it cost?”, “Where is the toilet?”, “I do not speak English” and “I do not understand you”.

**C. Cognitive and Personality Style:** One’s own personality style or way of thinking can be a source of error, highlighting the idiosyncratic nature of many learner errors. A reflective and conservative style might result in very careful but hesitant production of speech with perhaps fewer errors but errors indicative of the conscious application of rules. Such a person might also commit errors of over formality. A person with high self-esteem may be willing to risk more errors, in the interest of communication, because he does not feel as threatened by committing errors with a person with low self-esteem. In answer to “How did you get here?” a person might say, “I drove my bicycle” while another might say, “I pedaled my bicycle” in an attempt to be precise.

**D. Appeal to Authority:** in this case the learner may directly ask a native speaker (the authority) if he gets stuck by saying, for example, “How do you say?” Or he might guess and then ask for verification from the native speaker of the correctness of the attempt. He might also choose to look a word or structure up in a bilingual dictionary.

**E. Language Switch:** when all other strategies fail, a learner may switch to his native language. Usually, just a word or two are slipped in, in the hope that listener will get the idea of what is being communicated.

**6. Carelessness** is often closely related to lack of motivation which results perhaps from non suitable presentation of lesson or materials to learners. Norrish (1983:21-26)

**7. Markers of Transitional Competence:** it is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by similarity with first language acquisition).

**8. Performance Error** is one of the causes of errors which results from memory lapses, fatigue, confusion, or strong emotion. Richards cited in Anant (2007)

Considering all of the causes of errors teachers have to equip themselves with appropriate knowledge to shape their learners and make speaking errors correction systematic and well planned. Moreover, teachers have to be aware of the error types to be effective in choosing appropriate types of feedbacks to different classroom situations and learners need.

## 2.5 Types and Ways of Giving Feedbacks

Zahoric (1970a) cited in Wondwosen (1992:45-51) displayed many categories of feedback provision systems to learners. These categories, listed below, explained the nature and application of the feedbacks that teachers should use when providing feedback and correction in different situations.

### **1. Direct Acceptance**

Simple praise confirmation: Teacher confirms the accuracy of previous communication by using words like 'yes'; 'all right'; 'yeah, 'correct', etc. Elaborate Praise: Teacher gives elaborate praise for the student(s) by using 'very good', 'exactly', or extended confirmation. The praise is most often direct at the student. Elaborate confirmation is a feedback type in which the teacher offers elaborate confirmation about the correctness of the sentence and its focus is on the sentence. The other one is Positive Reception in which the teacher repeats student's utterance positively to indicate that it is being accepted. Positive explanation is also used through elaboration or explanation of why the answer given by student is correct. Simple approving or accepting word as sign of accepting context of utterance but teacher may immediately correct a linguistic.

### **2. Non-verbal Feedbacks**

Nonverbal feedbacks can be used in three situation one is to show acceptance whereas the other is used to show rejection and the third one is employed to show there is a need for immediate correction without providing correction. (E.g. shaking head up and down, shaking head sideways, shaking fingers, etc.)

According to ESL Glossary (2011) an online resource and Brown (1980) explained, namely there are affective feedbacks and cognitive feedbacks of nonverbal types. Affective feedback is a feedback type where the teachers display signs about how interested they are in trying to understand the student. These signs come in the form of gestures, facial expressions, and intonations. Positive affective feedback will encourage the learner to continue even if it is clear that the listener cannot fully understand. Negative affective feedback will stop a learner from speaking entirely and raise their affective filter. Cognitive feedback, on the other hand, is when teachers display signs that they understand what a learner is trying to communicate. Essentially, the listener is signaling, "I understand." or "I do not understand." Positive cognitive feedback sometimes has a negative consequence: Learners make mistakes, but because they are understood, they do not change their language habits. This can result in fossilization of errors. Therefore, some error correction may be necessary, but too much will lower self-esteem and raise learners' affective filters.

### **3. Response Extension Development**

In Response Development Solicitation feedback a teacher further extends students response with or without providing clue while a teacher who prefers Response Development Statement further extends students response by adding further information.

### **4. Response Extension Improvement**

Response Extension Improvement: Teacher demands the student to complete the correct response the student has already began with or without providing clues.

## 5. Negation

There are four types of negations these are simple reproof, elaborate reproof, elaborate denial and non-verbal rejection. In simple reproof teacher shows rejection by saying 'no', 'uh uh', 'not exactly' etc. while in elaborate reproof teacher shows rejection by verbally attacking the student. The third one is elaborate denial in which teacher shows rejection by elaborate phrase or sentence and the last one, nonverbal rejection can also be used to show negation non-verbally.

## 6. Repetition

Repetition can be used in many ways so as to provide feedback and show correction. Repetition include: Teacher repeats student's utterance with no change of error or omission of the error or with change of error and continue to other topics indicating that student's utterance is incorrect; repeating student's utterance with no change of error, but emphasis locates fact of error. The other type is repetition with change and emphasis to stress location of error and its correct formulation.

## 7. Questioning

Teachers may use three types of questioning for purpose of getting feedback. The first one is repeating original question that lead to response without changing the way it was asked at first. The next one is using altered questions where the teacher alters original question syntactically but not semantically and ask learners. The third one is asking questions in numerous ways to get response, often with clue.

## 8. Negative Explanation and Prompt

In this types of feedbacks teachers provide information as to cause or type of error and prompt is a type used with a lead-in cue to lead student to required response.

**9. Undecided:** Teachers give 'undecided' response by usually using word like 'may be'; 'yes'; 'no', etc.

**10. Other:** Responses of the teacher couldn't be grouped due to inaudible student response or teacher response or due to their ambiguous nature.

Knowing the feedback type by itself may not help the teacher to provide appropriate feedback and correction because different situations and learners need of varies types of feedbacks, adjusting themselves to contexts need also needs to be considered. In addition, it is known that some classroom atmosphere does not allow only the teacher to give correction and if the teacher wants the learners to develop confidence in altering their works s/he has to make sure that students can also involve in error correction and feedback giving process. Gower, Philips and Walter (1995:167) have given an explanation of 'who gives correction?' as stated beneath.

## **2.6 Review of local studies**

Very few local studies have been conducted on feedback and error correction. These researches are done on different aspects of both oral and written feedback and correction. These studies showed the following results. To begin with; for example, Wondwosen's (1992) study which focused on written feedback stated that teachers were found out spending a great deal of their class time in providing feedback which was in fact not successful. He conducted his study on grade eleven English teachers feedback behavior and found that English teacher did not encourage their students and they distort the contribution of the students and increasing understanding. Limited types of feedback were used frequently than the rest. Generally, students receive little or no help from the teachers in their attempt to provide correct response.

## **3. METHODOLOGIES OF THE STUDY**

The study was a descriptive survey study conducted through qualitative and quantitative data gathering methods. The details of the sampling procedures, instruments used, data analysis method and procedures used for collection of data were stated below in separate sections.

### **3.1 Subjects of the Study**

The study subjects of the study were English teachers and their students of grade ten. The study area is selected purposefully for the convenience and accessibility of data collection for the researcher. Only speaking activities of grade this grade level was focused for the study. As a result, it is possible for the study to assess teachers' practices of feedback and error correction of speaking skills and challenges they faced.

### **3.2 Data Collection Instruments**

#### **3.2.1 Questionnaire**

Questionnaire with open-ended and close-ended formats was prepared and distributed for students. Pilot study was conducted for students' questionnaire. Most of the close-ended questions are organized with Likert Five Scale rating system format.

#### **3.2.2 Interview**

Unstructured interview questions were used to gather data from the teachers and students. So as to avoid regression effect that may be projected during classroom observation, interview was conducted after observation. Classroom observation was organized to check what and how classroom feedback and error correction goes in teaching of speaking skills.

### **3.2.3 Classroom Observation**

Collecting data through observation allows the close study of a phenomenon as it occurs naturally. One of the observational approach is that since the findings are derived from natural settings, the collected data were likely to be valid the real situation. The first step in the collection process was classroom observation. The researcher would present in the classroom and observe student- teacher interaction for two weeks. The classroom observation aimed on establishing rapport with the teacher and preventing potential effects caused by the presence of the researcher on the day of data recording.

### **3.4 Procedures of Data Analysis**

After collection of all data was completed, data analysis took place. The observational data were analyzed and triangulated with the questionnaire and interview results. Data was analyzed qualitatively and quantitatively. Before data analysis, for the purpose of respondents' anonymity the names of the interview respondents were coded and organized in a way that is easier to analyze. Descriptive analysis, frequency distribution and mean score are used to analyze and display data in the results and discussion section. In doing so percentages and mean is used to compare, analyze and reach in conclusion.

## **4. CONCLUSION AND RECOMMENDATIONS**

### **4.1 Conclusion**

On the basis of the interpreted and discussed data, the following conclusions have been made.

- i. Though teachers were aware of the importance of feedback and correction, they were guided by intuition and eliminate the feedback types they thought which was discouraging their students.
- ii. Teachers did not push students for pair and group works to speaking tasks so that they haven't provided peer correction methods. They, in addition, didn't contribute for learners' corrections unless their students asked for help.
- iii. Thinking of some students' horrifying behavior and learners' discouragement if corrected, some teachers only concentrated on students of good achievers. Thus the lower learners were not offered feedback and correction that can facilitate their speaking skills effectively.
- iv. Incomplete application of rules, carelessness and mother tongue influences are learners' major causes of mistakes on speaking. Moreover, students gave priority to marks they earned; hence they did not give proper attention to feedback and correction given from their teachers.
- v. Teachers observed that their belief to error correction was not part of the teaching learning process, and mistake is the means for the teacher and learners to find out what learners grasped from the lesson.

## **4.2 Recommendations**

Based on the findings and conclusion drawn, the following recommendations have been made.

- When teachers provide feedback and correction, they have to show what mistake do students makes, why it is wrong, how it could be improved. While they provide feedback and correction, teachers should supply varieties of feedbacks and corrections with clue, verbally or non-verbally, with repetition, questioning, explanation or other methods that fits to their classroom situations and learners need.
- Teachers should create students awareness about some types of feedback and corrections which could be handled under the level of students As a result, without the help of the teacher, learners can correct themselves and their peer mistakes if they are equipped with necessary skills.
- Teachers should encourage learners to speak and implemented communicative language teaching.
- Teachers should tolerate towards learners mistake and have to give orientation about the aim of feedback and correction so as to change those who act rudely during the lesson.
- Teachers should not switch to the local language while they are speaking in the target language.
- Teachers should not emphasize on feedback and correction of grammar (which focused on accuracy) because speaking is about communication thus, other aspects should also be emphasized and grammar correction should here to be made when global errors occur and when it creates a meaning problem on the message transmitted.
- Speaking assessment should not be mainly focused on tasks for grading purpose alone. However, there should be many occasions where students could test themselves. In addition, teachers need to provide chances for peer correction. Consequently, students will focus on their limitations.
- Allotted time specially for speaking lessons should be increased. Otherwise, class size should be reduced so that classroom teachers can handle speaking activities effectively. Therefore, the school administrators should have to think on it.

## **REFERENCES**

- Ellis (1992). *Second Language Acquisition and Language Pedagogy*. Great Britain by the Cromwell Press, Melkasham.
- Gessesse, T. (1999). *The Effect of a Process of Approach to Teaching Reading on First Year Students at Kotebe College of Teachers Education*. PhD Thesis.Unpublished. Addis Ababa. Addis Ababa University.
- Hailom, B. (1998). *Explorations in the Preparation of Pre-Service EFL Teachers: A Learning-Centered Approach*. PhD Thesis.Unpublished. Addis Ababa. Addis Ababa University.
- Harmer J (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education Ltd

Harmer J (2009). *How to Teach English*. London: Longman.

Hedge T (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Hughes R (2002). *Teaching and Researching Speaking*. New York: Pearson Education.

Jack C (1992). Richards John Platt and Heidi Platt.

Johnson KE (1995). *Understanding Communication in Second Language Classroom*. Cambridge: Cambridge University Press

Johnson DW, Johnson RT, Holubec EJ, Roy P (1984) *Circles of Learning: Cooperation in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Johnson DW, Johnson RT, Smith KA (1991). *Cooperative learning: Increasing college faculty instructional productivity* Washington, DC: School of Education and Human Development.

Kissock C, Iyortsuun P (1982). *Guide to Questioning: Classroom Procedures for Teachers*. London: MacMillan Press Ltd.

Lakachew Mulat (2003). "Teachers' Attitude towards Communicative Language Teaching and Practical Problems in its Implementation." (Unpublished M.A. Thesis). Addis Ababa: Addis Ababa University.

Lindsay C, Knight P (2006). *Learning and Teaching English, A Course for Teachers*. Oxford: Oxford University Press

Littlewood W (1981). 'Communicative Language Teaching: An Introduction', Cambridge: CUP.

Littlewood W (1999). *Communicate Language Teaching*. Cambridge: Cambridge University Press.

Long M (1996). *Input, Interaction, and Second Language Acquisition*. Unpublished doctoral dissertation. Los Angeles: University of California.

Luk JCM, Lin AMY (2007) *Classroom Interactions as Cross-Cultural Encounters. Native speakers in EFL classrooms*. Mahwah, New Jersey, London: Lawrence Erlbaum Associates, Publishers

Mackey A (2007). *The Conversational Interaction in Second Language Acquisition*. Oxford: Oxford University Press

Naimat G (2011). Influence of Teacher Students Interaction on EFL Reading Comprehension. *European Journal of Social Sciences* 23(4): 672-687.